Fake News - Trust

EXPLANATION:

If it seems as though fake news is everywhere. That may be because it is! How do you know who to trust? This activity gives students an opportunity to investigate fake news and look for strategies to determine authentic news sources.

YEAR LEVELS:
Years 11–12

STUDENT GROUPING:
Whole group discussion and investigation in pairs

ACTIVITY LENGTH:
60 mins approx.

LINK TO CURRICULUM:

This activity supports the development of 21st century skills include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information and Communication Technologies (ICT) skills. In particular: problem-solving; reasoning; innovation; generating and applying new ideas; relating to others (interacting with others); recognising and using diverse perspectives; identifying alternatives; seeing or making new links; adaptability/flexibility; self-awareness.

Senior Secondary Curriculum: English

Each of the Senior English subjects provides the opportunity for the development of informed and reasoned points of view, discussion of issues, research and problem solving. Through analysis of media articles, documentaries and digital texts, students have the opportunity to research and discuss this global issue and learn the importance of respecting and valuing a wide range of world views.

Link to General Capabilities in the English curriculum

Personal and social capability

Students develop personal and social capability in English by enhancing their communication skills, teamwork and capacity to empathise with and appreciate the perspectives of others. Close study of texts assists students to understand different personal and social experiences, perspectives and challenges. Students identify and express their own opinions, beliefs and responses by interacting with a range of texts. English actively assists students in the development of communication skills needed for analysis, research and the expression of viewpoints and arguments. Students work collaboratively in teams and also independently as part of their learning and research endeavours.

CREATED BY **KAPLAN**

SCOPE OF TASK:

What is fake news?

Fake news consists of news, stories or hoaxes created to deliberately misinform or deceive readers.

Many things read in print and online (especially social media) may appear to be true but often are deceptive. The aim of fake news is often to influence, push a political agenda, sell something or cause confusion. Fake news stories can appear on reputable sites and can appear to be endorsed by media celebrities.

Many people now get news from social media sites and often it can be difficult to tell whether stories are credible or not. Web addresses look authentic and due to information overload fake news or hoax stories are increasing. The internet has enabled a whole new way to publish, share and consume information — but there is very little regulation.

There are different types of fake news:

- **Clickbait:** Stories that are deliberately fabricated to gain more website visitors and increase advertising revenue for websites. Truth or accuracy is not a priority.

- **Propaganda:** Stories usually political in nature that are promoting a biased point of view to mislead readers.

- **Satire:** Websites such as The Onion and The Daily Mash publish fake stories to entertain viewers.

- **Poor journalism:** Inaccurate information is presented due to a journalist not checking their facts.

- **Biased news:** Social media news feeds tend to display news and articles that they think people are interested in as a result of our history of personalised searches. Continually viewing the same content confirms biases.

1. This activity is introduced by Sandra Sully a renown Australian news presenter and journalist. She shares her insights into media and the news. Play for the students before beginning the activity:

2. Activate students' prior knowledge to discover what knowledge and experience they have of fake news:
   - How do you know how to trust information — in print or online?
   - What are the clues you look for to decide if the information is true, correct, authentic or real?
3. Remind students that knowing how or what information to trust is essential for many aspects of their life. One example: trusting and understanding the information provided about phone plans to ensure the services and data advertised are correct. Ask students:
4. What other scenarios exist where you need to be able to trust information on the internet.
5. Share the task: Students in pairs are to search print or online platforms to find an example of fake news. They need to identify the following:
   - What is the purpose of the information, advertisement or report?
   - What is the type of fake news? (see list above)
   - How did they know that it was untrustworthy — consider web address, visuals (accompanying photos), claims, facts.
6. After students have conducted their searches, ask them to share with the class what they have found and report on why the news was not to be trusted. Make a list on the whiteboard of ways that students can decipher trusted news as they make their reports.
7. Complete the activity by summing up the students' findings and highlighting the how social media can impact on trust, confidence, self-esteem and general wellbeing.

RESOURCES:

- Magazines
- Newspapers
- Internet for searching

Online video: The Kindness Curriculum- Trust with Sandra Sully sourced from:
https://youtu.be/4_ewR5pTxiM

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