

SET I

Desmontando bulos

Unraveling misleading information



Ages: 16 - 20 years old and up



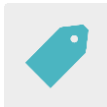
Difficulty: basic or intermediate



2 partners



Duration: 8 sessions



Tags: fake news, online safety and security, responsible use of the internet

DESCRIPTION OF THE ACTIVITY:

Students investigate fake news using guidelines that certain internet pages provide on how to spot fake news. They learn to be more critical of the information that reaches them through the internet. Afterwards, they fill out an assessment questionnaire and share their conclusions in a farewell videoconference. The final product is a webpage made with Google Sites (or some other similar tool) where students upload fake news.

OBJECTIVES:

1. To analyze manipulation and the problems that the Internet can cause, providing opportunities for students to nurture their critical spirit
2. To use technological and digital tools to share information
3. To improve communication, social and interpersonal skills

KEY COMPETENCES AND CROSSCUTTING THEMES:

- Social and civic competences
- Digital competence
- Linguistic competence
- Learning how to learn
- Consumer education
- Media education

CURRICULAR CONTENT:

- Efficient and responsible use of ICT when searching for information and presenting final products
- Searching for information on the web

INCLUSIVITY: Students work in interschool teams. For those students who may need more help, a methodology based on peer support is suggested.

EXPECTED FINAL PRODUCTS / RESULTS:

A website (Google Sites) that will be the result of the work done by students in interschool teams. Each team will create a written fake news story, and at least two members of the other teams will search the internet for information necessary to refute the story, documenting that search on the Site. Clear instructions for carrying out the task will be provided on the project's TwinSpace.

CARRYING OUT THE ACTIVITY



PREPARATION

Step 1

Teachers invite students to the TwinSpace.



Tutorial: [How to invite students to TwinSpace](http://etwinning.es/es/como-invitar-a-los-alumnos-al-twinspace/)
< <http://etwinning.es/es/como-invitar-a-los-alumnos-al-twinspace/> >

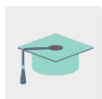
One of the participating teachers creates four TwinSpace pages:

On the first page, called “*How to spot fake news*”, teachers will upload information on how to spot fake news: a Google Slides presentation from EITB ([Basque Public Radio & Television](#)) that contains links to examples of fake news that have been published and that many people have believed to be true.

The second page will be called “*Creating Fake News*”. Students are put into groups and guided by the teachers to work together on creating a fake newspaper using Google Sites. Teachers will give students a list of alternative search engines apart from Google so they don't all come up with the same information.

The third page, called “*Hunting down fake news*”, is for each group of students to try to find the real news story that the other groups have misrepresented. The link to the true news story should be included in the Site's corresponding location.

The fourth page will be called "*Discussing misleading information*". As a kind of assessment, students participate in each group's forum and comment on some of the news and what they thought of the activity.



Tutorial: [How to create a page on TwinSpace](#)

<<http://etwinning.es/en/nuevo-twinspace-como-crear-una-pagina-de-actividades>>



TwinSpace 1

Step 2

Teachers start the session by raising some questions that will be discussed in class: Do you know what fake news is? Have you ever heard or received any of these stories on social media? How did you find out that it was false? How do you feel when you are misled? Afterwards, each group of students carefully reads a presentation in which guidelines are provided to spot fake news more easily.



2 [How to spot fake news](#)

TwinSpace 2



<https://drive.google.com/file/d/1hB5LwZS_QLhKoSrEoxdR6qL4ySDr3XTn/view>



<<https://www.eitb.eus/es/tag/noticias-falsas/>>



<<https://www.osi.es/es/campanas/bulos-fake-news-fraudes>>



<<https://maldita.es/>>



<<https://elpais.com/noticias/noticias-falsas/>>

Step 3

Teachers create a collaborative Google Site on which each of the school groups created in **Step 1** will publish a fake news story that they have created for this activity.



Tutorial: [How to create a website with Google Sites](#)



3 [Creating fake news](#)

TwinSpace 3

Step 4

In groups, the students from each school will substantiate and investigate the fake news published on the Site using different sources to find the real story. Under each fake news story, two groups of students will post the search that they have each carried out to find the true story, as well as a link in the Site's corresponding location.



Image 1

ELEGIMOS UNA DE LAS ENTRADAS Y ANALIZAMOS LA NOTICIA

EN BUSCA DE LOS DATOS FALSOS...

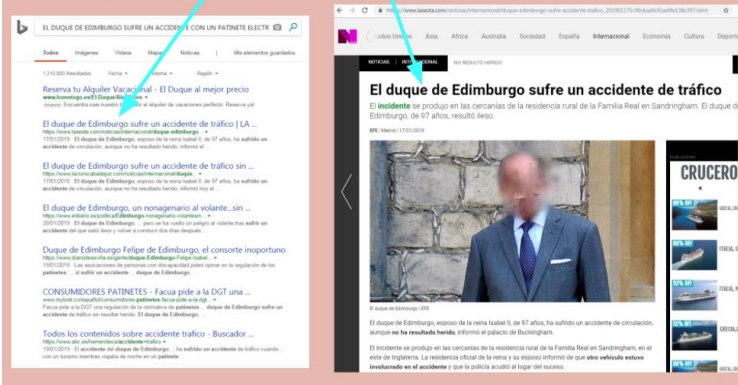


Image 2

COPIAMOS EL ENLACE DONDE HEMOS ENCONTRADO LA NOTICIA REAL

LO PEGAMOS EN NUESTRA ZONA DE INVESTIGACIÓN...



Image 3

Step 5

Teachers record student participation using photographs and screenshots, always respecting student privacy.

Teachers create a TwinBoard to post the photos and screenshots.



[How to create a TwinBoard](#) (2nd part of video)

Step 6

In the Forum or on the TwinBoard created in **Step 5**, the teachers of each classroom group analyze and comment on the news story that struck them most, and assess student participation throughout the activity.

Step 7

Assessment: One of the teachers creates a TwinSpace page called “*Assessment*”. This teacher prepares a student questionnaire that includes questions about their participation in the activity, whether or not they think the activity has served a purpose, if they have ever considered this to be a problem, if they have ever been misled, if they see a lot of misleading information on their social media, etc. (SurveyMonkey or a similar tool can be used.)



Tool tutorial: [SurveyMonkey](#)

Students access the TwinSpace and fill out the questionnaire.

Each teacher analyzes and comments on the results of their class (for example, by downloading a report from SurveyMonkey) and publishes them on the same page.

Step 8

As a final proposal, teachers organize a videoconference to celebrate the International Day for Universal Access to Information (September 28th).

Teachers choose two or three students from their class to take turns reading the responses to the questionnaire and sharing their final analysis.



Tutorial: [How to create an online event on TwinSpace](#)



TWinspace TOOLKIT / 2.0 EXTERNAL TOOLS:

TwinSpace: pages and TwinBoard



Other tools

- [Google Sites](#)
- [SurveyMonkey](#)