

Set II

¡PRUEBA MI DETECTOR DE NOTICIAS FALSAS! TRY OUT MY FAKE NEWS DETECTOR!



Ages: 15 - 18 years old



Difficulty: basic or intermediate



4 partners



Duration: 8 sessions



Tags: disinformation, fake news, group work, critical spirit, gamification

DESCRIPTION OF THE ACTIVITY:

Gamified challenges are posed as a sort of Escape Game to introduce the issue of disinformation and how to detect it. A debate is carried out in a videoconference and students work on guides or gamified fake news detectors in the TwinSpace forum in order to enter them in a competition. The educational community is invited to vote and the winners are used as an international guide.

OBJECTIVES:

1. To detect and fight against disinformation by providing students and teachers with opportunities to promote a critical spirit
2. To communicate, exchange information, cooperate, share and collaborate using virtual tools
3. To improve social skills and the ability to work in teams

KEY COMPETENCES AND CROSSCUTTING THEMES:

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

CURRICULAR CONTENT:

- Media consumption
- Responsible digital citizenship
- Data analysis
- Written and spoken expression

INCLUSIVITY: when accessing media: understanding, being critical and judging to fight against social injustice and media clichés; inspiring students to be peer learning resources for each other

EXPECTED FINAL PRODUCTS / RESULTS:

- Collaborative escape game
- Guide poster or gamified detector
- Voting - competition
- Multilingual guide

CARRYING OUT THE ACTIVITY

Step 1: Introducing the topic

“How to detect and fight against disinformation”. Students work in national teams. Each teacher presents the topic orally and asks students to define ‘fake news’. The responses are compared verbally with dictionary definitions and a friendly conversation is initiated on the subject that includes, for example: recent examples of fake news, who has been affected, who creates it, why and how it spreads...

Step 2: Preparing the TwinSpace

Teachers create a private (teachers only) activity page on TwinSpace called ‘*Meetings and Newsletters*’ and include a collaborative collection of fake news (created with [Wakelet](#) or a similar tool) on the page. This shared collection should contain appropriate activities to use as challenges in the escape game that is going to be created.



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



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

TwinSpace

REUNIONES y BOLETINES

JUEGO DE ESCAPE: FAKE NEWS BREAKOUT

Ya hemos subido el [Genially](#).

Aquí tenéis los retos que el alumnado va a solucionar y lo que van a poder descargar mientras juegan:

- Pasaporte para ir coleccionando insignias y certificados. Diario de Aprendizaje.
- Sello (visado) e insignia
- Documento guía ejemplo del Parlamento Europeo
- El juego incluye un bloc de notas en línea.
- Tres juegos extras y certificados al completarlos
- Listening: ED-Ted lesson y preguntas tipo test. Incluye pregunta para reflexión en la videoconferencia.
- Reading: preguntas de comprensión tipo test.
- Producción oral y escrita mientras completan el juego.



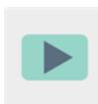
TwinSpace 1

Step 3: Making an Escape Game

- One of the teachers creates a new TwinSpace page entitled '*Make your fake news detector!*' and adds a virtual TwinBoard called '*Share your detector and achievements*'.
- Teachers create an escape game using a template from [Genially](#) (or a similar tool) and add [badges](#) at the end of the game for students to download once they manage to open the lock. This will encourage them to celebrate their achievements of having completed the challenges in the game. The game is inserted on the page.
- The students work in national teams and decipher the numbers that open the lock of the escape game. As the challenges are solved, the most relevant and/or newest ideas that are identified in the games are written down.
- Participating students from all the partner schools share their results on the TwinBoard.



[Genial.ly](#)



Video: [How to add a TwinBoard](#) (second part of the video)

COMPARTE TU DETECTOR Y LOGROS

Añadir elemento



Team: Painters, KM
Stamp for my passport



Team: Photographers, Cz
Mission accomplished. Great game and good points



Team: Reporters, Pl
My stamp. Now I will add it on my passport. I have a lot of notes to create my own fake news detector game. Very engaging!



Team: Painters, Pl
Mission accomplished, mates! I'm ready to start with the fake news detector game. And you?



Team Musicians, KM
Mission accomplished. I also played the extra games and got a certificate



Team: Reporters, Pl
Stamp on my passport. I played the game and completed the challenge.

TwinSpace 2

Step 4: Make your fake news detector!

On the 'Make your fake news detector!' page, each national team creates a guide on how to detect fake news (using whichever format they prefer: eg. a gamified rubric, infographic, a poster, etc...)



[Model of assessment rubric](#) with the criteria that should be taken into account when making the detector.



Video: [TwinSpace: an eTwinning space for collaboration](#)

SUGGESTED COURSE OF THE LESSON

1. Use a Jamboard or any other tool and ask your students to provide a definition of FAKE NEWS - brainstorming. Use the Twinboard to share your thoughts.
2. Introduce students to the following definitions and compare them to the students' answers:
 - *false stories that appear to be news, spread on the internet or using other media, usually created to influence political views or as a joke (Cambridge English Dictionary)*
 - *false, often sensational, information disseminated under the guise of news reporting (Collins English Dictionary)*
3. Students follow the activities in the [Genially Breakout](#) and take notes while playing. Which information would you highlight and use to create your own Fake News Detector Guide.
 - Read the introduction
 - Complete four challenges
 - Download your passport as a reward and add the stamp you will get at the end of the journey.
 - There are extra games and certificates at the end of the breakout



COMPARTE TU DETECTOR Y LOGROS

Add item

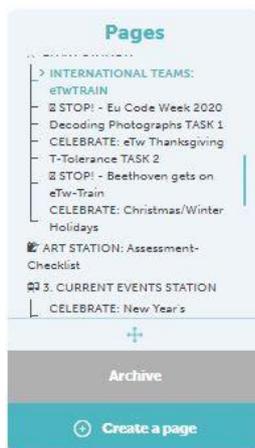
TwinSpace 3

Step 5: International Teams

Participating teachers create a new page on the TwinSpace called International Teams, in which the students are grouped into International Teams and national sub-teams, depending on their interests in the project topics, and roles are assigned (administrator, secretary, spokesperson, moderator...). The distribution of student teams and their teacher-tutors (each teacher should tutor one of the teams) is included on the page.

TwinSpace

4



INTERNATIONAL TEAMS: eTwTRAIN

INTERNATIONAL TEAMS

AIMS

- Collaborate remotely with partners
- Reflect on interests and roles

JOIN A TEAM!

We have been working in international paired schools at the *1. Home Station* and we have already met some partners. Have you downloaded and shared your first badge? [Here](#)

We are going to work in international teams that you can join now. There are **10 carriages** based on the interests you showed in the very first activities while we were getting ready to be on board. Get on the train!

Join an international team by clicking on the photo and the numbers. Edit the presentation and add your name.

TEAMS' LINKS

TEAM	TEACHERS-TUTORS
Painters/designers	Germany, Austria and Belgium
Reporters/writers	Hungary
Photographers	Czechia
DJs/musicians	Basque Country

TwinSpace 4

Step 6: Videoconferencing between two schools

In pairs, the participating teachers agree on the day and time for the students to communicate online using the TwinSpace videoconference tool. One of them creates the room. They also agree on the how the session should unfold and student roles (secretary, spokesperson, moderator, technician...).

For example:

- Greetings and introductions
- Students discuss how to detect false news based on the most relevant aspects as the game's challenges were passed, as well as what information can be included in the fake news detector that each **international team** will create
- Students suggest different apps to create the fake news detector
- The assessment rubric is analyzed
- The spokesperson of each international team presents the conclusions



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



Computer with webcam, speakers, microphone, digital whiteboard or projectord

Step 7: TwinSpace Forum

Teachers create a TwinSpace forum called 'Creating a fake news detector' so that the international teams can communicate and interact after the videoconference. A discussion thread is also created for each team, with an identifying title (eg. Reporters, Photographers, etc.), and guidelines are indicated for appropriate language use with partners.



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

TwinSpace

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ART STATION: FAKE NEWS DETECTOR

Join a team. The carriages of the eTwTRAIN is full of passengers: 1. Painters/Designers 2. DJs/Musicians 3. Photographers 4. Reporters/Writers 5. Film-makers 6. ICT experts/Engineers 7. Scientists/Botanists/Nurses 8. Historians/Researchers 9. Ticket inspectors 10. Miscellaneous (psychologists, personal trainers, etc)

4. Reporters/Writers

You are going to work in your international team to create a Fake News Detector Guide. Follow the Wakelet presentation. Discuss:

- Deadline
- Roles
- Content
- Tool

23 replies

Last reply by

- 21.01.2021

3. Photographers

You are going to work in your international team to create a Fake News Detector Guide. Follow the Wakelet presentation. Discuss:

- Deadline
- Roles
- Content
- Tool

35 replies

Last reply by

- 21.01.2021

TwinSpace 5

Step 8: Discussion threads in the TwinSpace Forum

After the videoconference, each international team continues to work on their corresponding discussion thread in the forum ('Creating a fake news detector'), including the decisions that have been made in the video conference about the information they'd like to present in the guide or detector or what tool is going to be used ([AdobeSpark](#), [Canva](#) or similar tools).

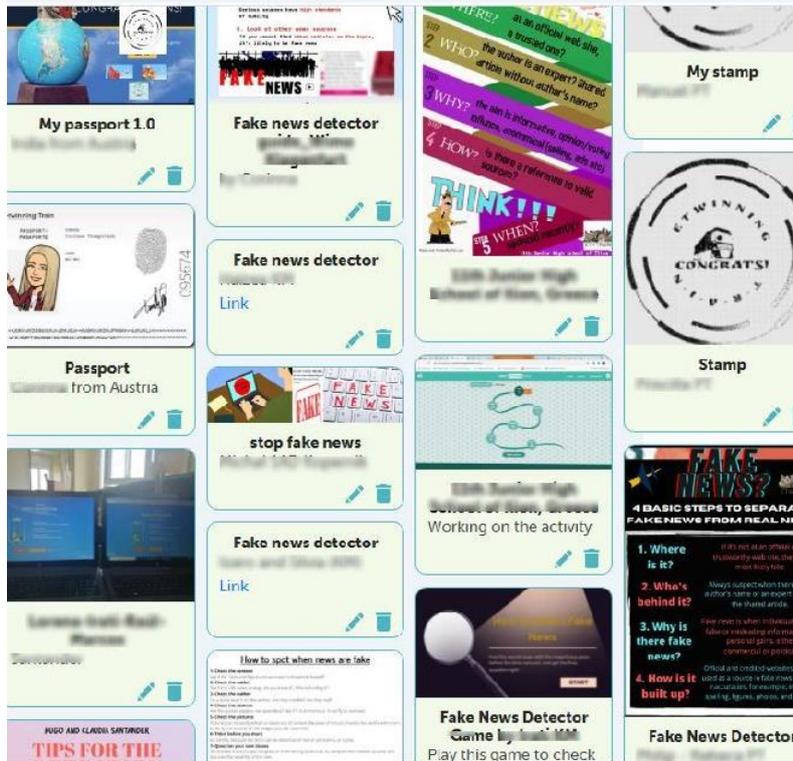
One student member of each international team includes a link to the selected tool in the forum thread so that the team can edit the presentation/document.

Step 9: Assessment

Each international team evaluates their gamified guide or detector in the TwinSpace forum using the [rubric](#) introduced in Step 6's videoconference. Improvements are proposed in the forum, and after the changes have been made, the results are posted to the previously-created [TwinBoard](#) called 'Share your detector and achievements'.

COMPARTE TU DETECTOR Y LOGROS

Add item



TwinSpace 6

Step 10: Voting

The participating teachers create an online form with points to consider when voting for the best guide - gamified detector. Next, the participating teachers share the form with the student 'administrator' so it can be edited and the final results (detectors) can be added and entered into the competition.

INTERNATIONAL VOTING SESSION

 poster assessment.pdf

Voting opens on April 20th and closes on eTwinning Day, 9th May. Open the link to expand the document [HERE](#)

Choose a game/rubric and a poster (or more options) to assess them. You can assess as many options as possible. You can also share the voting session with your parents/guardians and teachers.

Poster	Game	Game	Game	Game
Poster 1	Game 1	Game 2	Game 3	Game 4

1. Assess this game from 1-4 (there are 3 criteria x 4 maximum scores) Open the game here:
<https://view.genial.ly/604a5f10ce9d3a0d7e26e487/interactive-content-fake-news-detection-guide>



AND THE WINNERS ARE...



TwinSpace 7

Step 11: Raising awareness in the educational community

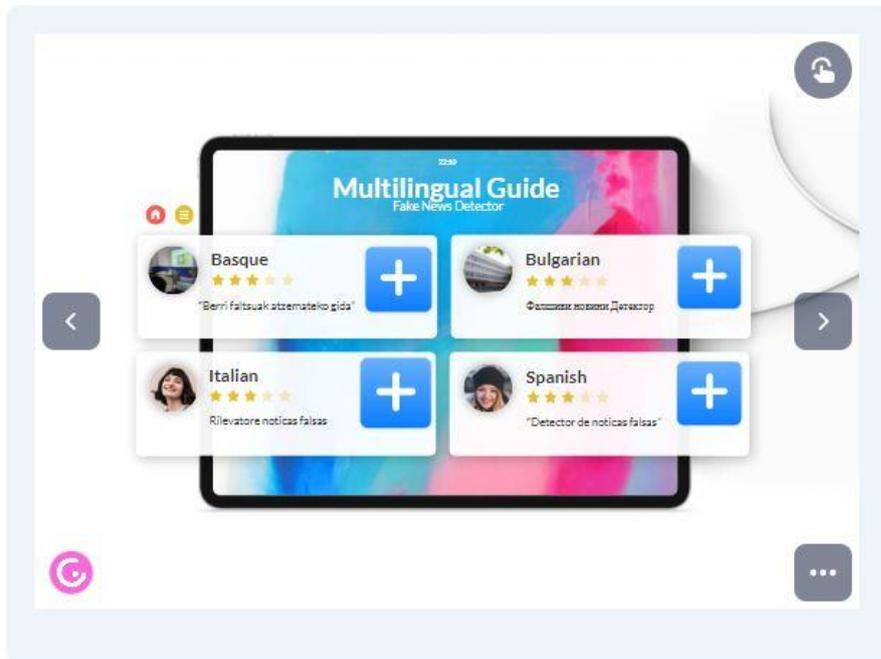
Teachers publish the link to the previous form on the school website and/or circulate it as an internal memo. The deadline for voting is determined. Teachers and students invite the educational community to vote on the best product. The winners are published on the school websites.

Step 12: Dissemination

The students of each partner school present the guide or detector and the games in classes where other languages are taught in the school (e.g. Basque, English, French...). The students of these languages classes then translate the product (with the supervision of the corresponding language teacher).

The guide – detector is translated into all these languages and included on the school websites.

📖 PRODUCT 3: DETECTING FAKE NEWS: A MULTILINGUAL GUIDE



TwinSpace 8



TWinspace TOOLKIT / 2.0 EXTERNAL TOOLS:

TwinSpace: forum, TwinBoard and videoconference



Other tools:

- [Wakelet](#) (or a similar tool)
- [AdobeSpark](#), [Canva](#) (or similar tools)
- Online form ([Google forms](#) or a similar tool)