

Activities for projects | Set 1: internet safety and critical thinking in the digital era.

Grade School: 6 - 12 years old

No te fíes. ¡Noticias falsas!
Don't believe it! Fake News!



DESCRIPTION OF THE ACTIVITY

Students research about fake news and learn some tips about how to tell fake news from real news. Afterwards, they record videos of them sharing the news and post them on the TwinSpace. Subsequently, a virtual meeting is set up for the partners and students play games to figure out which recorded stories were fake news. Finally, the partners create a collaborative poster with tips on how to spot fake news on the web.

OBJECTIVES

- To show students how important it is to substantiate the news found on social media or the Internet
- To analyze the characteristics of misleading information and fake news, as well as the possible repercussions that these can have on us
- To promote creativity and group work

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 to search for information and present final products
- Searching for information on the web

INCLUSIVITY

Students will work in teams. For students who require additional support, a methodology using peers to help them is proposed.

EXPECTED FINAL PRODUCTS / RESULTS

- Videos; some with fake news and others with real stories
- Posters with tips on how to spot fake news

CARRYING OUT THE ACTIVITY

PRIOR PREPARATION

Phase 1. Preparing the homepage and subpages

Teachers create four pages within the TwinSpace:

The first page contains information about the planning of the project. Subpages can be created for the objectives and contents, duration, expected results, etc.

The second page is for hosting the families' authorizations to take pictures and videos of the minors.

The third page, called "new videos", is used for students to share all the videos they have created.

On the last page, the activity's assessment is posted.



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

TwinSpace

Phase 2. Preparing online meetings

Teachers schedule an online meeting so that the partners can share the videos they've recorded.



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

IMPLEMENTATION

Phase 1. Debate about fake news (1 session)

The teacher starts the session by asking some questions to discuss in class: Do you know what fake news is? Have you seen or heard any examples on social media? How did you figure out that it was fake? How do you feel when you're misled?

Then the teacher shows the following videos with information about fake news:



The teacher groups the students into teams of three or four and gives them a fake story so they can analyze its characteristics.

On [this Safe Internet for Kids page](#), fake news can be downloaded and analyzed.



Phase 2. Creating the videos with the news stories (3 sessions)

The teacher divides the students into teams, taking into account any students who may have difficulties so that they are placed with classmates who can help them.

Each team decides whether to create a true or fake news story. They write a short text and record the story.





To record the videos, students need either a video camera, a mobile phone, a tablet or a similar device.

Later on, teachers will share the videos on the “news videos” page of the TwinSpace.

TwinSpace

Phase 3. Online meeting with project partners to watch the videos (1 session)

The teachers schedule a meeting on TwinSpace.

First, one group shows the video that they have previously recorded and asks the other partners if they think the news is true or false.

Then the second group shows their video, and so on.



Recommendation: If the teachers have received authorization to record the students, they can record the video conference or take screenshots and share it on a TwinSpace page to document the meeting.

To conclude the session, teachers can ask the students how to describe fake news, what clues can help detect such news and what advice can be offered to people who see some type of fake news on social media. All this can be written down in a text document.



Phase 4. Collaborative board with tips on how to spot fake news (2 sessions)

Teachers share the tips that were jotted down during the video call among the participating schools and create an online collaborative board using Genially (or a similar tool) and post it on a TwinSpace page.

TwinSpace

The students in each class illustrate the advice they were offered and the teachers share it on the TwinSpace page.



ASSESSMENT

Online questionnaire (1 session)

Teachers prepare an online questionnaire for their students about the project and share the link on the TwinSpace page. The questions could include: Do you know what fake news is? Do you think you can identify these stories better now than before? etc.

The logo for TwinSpace, featuring the word "TwinSpace" in a blue, sans-serif font inside a light gray rounded rectangle.

Teachers share the results of the questionnaire and analyze them. This information is published on the TwinSpace page.

DISSEMINATION

The activity can be disseminated by posting the TwinSpace link on the school's blog/website or social media (Facebook, Instagram, Twitter, etc.).

The results can also be shared during the conferences on Internet safety that are usually held during the first week of February.

TWINSPACE TOOLKIT / 2.0 EXTERNAL TOOLS

TwinSpace: pages, material, online meetings and partners



Other Tools:

Tool to create collaborative boards: [Genial.ly](https://www.genial.ly).

<<https://www.genial.ly/es>>