



## Associated Trolls: Convincar and Dwellor

### Communicate/Analyse/Pre-assessment

#### Introduce topic: Fake News

#### Pre-Assessment ideas:

- Give students different short news videos or news articles. Ask students to identify which ones might be fake news and why? Discuss on tables and group feedback to class – identify if anyone thinks differently to their group
- Explore if pupils have the understanding that not all news is accurate, and why they think this might be.
- Give pupils a news style report – with facts about the school or a teacher/s/ a sports team (some which may be known by the pupils or worked out to be true or false).
- As pupils to identify fact, and state how they know it is true.
- Discuss and explore the facts that were added that were not true / ignored by the pupils – and why these were included or not thought to be true.
- If this was written about another teacher or school or team – how would they know what is true or fake?

### Developing Ideas/Misconceptions/Apply

#### Provide a definition:

Fake news is false or misleading information presented as news and communicated through either spoken word, written, printed electronic and digital communication.

Often it can be really difficult to tell if something is real or has been made-up.

Explore where they might see/ have seen fake news? How do they know?

#### Misconceptions:

Many people believe that if it is seen on the news it must be accurate information/ true.

If a media account of someone is created on social platforms such as Twitter/ Facebook/ Instagram it must be their own and information posted true.

Pictures posted on an online account belonging to a person/ organisation must be accurate and true.

- Explore, using examples that will resonate with the class, how news can be faked?
- If developmentally appropriate explore concept of bias.
- Guide a discussion/ circle time to lead to deepening of understanding of how pictures, written reports, spoken video reports can be fake or misleading.
- Explore why people/ organisations might want to do this. Use examples – pictures showing different angles of an incident/ building/ view are helpful (estate agent style).

Disinformation - fake or misleading stories created and shared deliberately often by a writer who might have a financial or political motive.

Misinformation - This also means fake or misleading stories, but in this case the stories may not have been deliberately created or shared with the intent to mislead.

# Theme: Fake news



## Contextualise

### Choose an appropriate context for your class

Fact or fake – BBC Bitesize – Explore the BBC resources.

Show pupils a video clip and an article that is fake and ask the pupils what they think of the video. Tell students that the news is fake and observe their reaction, asking them questions as to why they think its fake, why has this article been written and encourage conversation about the purpose of fake news.

Give pupils an article that is fake about someone famous that has been discredited and corrected by the person it is aimed at. Ask pupils how it would make them feel if false information was given about them? Discuss how easy it is to give false information on social media and the importance of understanding how to use social media safely with regards to fake news.

Read a segment of the Trolls story – consider which trolls are “pushing fake information” and why they might be doing so.

How could the other trolls check if it is true or fake? How can they protect themselves from the lies/ fake information?

Which trolls are relevant/ linked to this topic? Convinar and Dwellor.

Discuss these characters and how they would both react to fake news/ misinformation?

## Child led enquiry:

How do you know what you are seeing and reading is factual, accurate and unbiased?

Discuss who do we believe, how much should we believe from an article we read, and how do we know. Promote discussion amongst pupils about their understanding of why fake news might be created. In prep for...

- Pupils develop a story board with a context for a short story with three or more characters (Trolls or their own development).
- Develop their own story within which there is some fake news, designed to shock or shape the nations opinion about something of their own choosing. Encourage them to try and persuade the readers/ listeners of their position using facts they make up.
- Encourage them to include at least one character, with specific actions showing they are trying to find out the truth.
- They will need to decide how the story ends.
- Share some of the plans, ideas and storyboards.
- Consider offering an opportunity for them to create the story/play.

## Theme: Fake news



### Link back to previous stages:

Add to pre-assessment in different colour.

Teachers to observe the questioning amongst pupils- what information have they gathered, can they identify a purpose of fake news, how easily led are they when shown articles that are fake? Are they being critical thinkers?

How has your understanding of fake news changed?

Can pupils identify what to do to check if news might be fake or real?

### Which Trolls are relevant/key to this topic?

Medior:

- How does Medior function?
- What features does he have that allows him to spread fake news?
- How can you drain his battery and stop him from working?