

<b>1. Activity title</b>	<b>Smart Skills: Schools should teach pupils how to spot 'fake news'</b>		
<b>2. Target group</b>	15 years old students (8th grade); Optional information: not-motivated students		
<b>3. Duration</b>	Minutes / lessons / learning sessions: 45 min; 1 lesson		
<b>4. Learning Environment</b>	Indoor Newspaper articles, manipulated news, photos, ppt, screen		
<b>5. Learning outcomes</b>	What kind of competences students are expected to learn / develop through this activity? eg: By the end of this activity students will be able to: <ul style="list-style-type: none"> <li>• use their critical thinking skill that a follow to develop independent judgments about media content</li> <li>• awareness of the impact of media on the individual and society</li> <li>• enhanced enjoyment, understanding, and appreciation of media content</li> </ul>		
<b>6. Subjects and topics covered</b>	English like a foreign language Interdisciplinary links - IT, Literature, Art		
<b>7. SEL competences</b>	<table border="0"> <tr> <td style="vertical-align: top;"> <p><b><u>PERSONAL</u></b></p> <input type="checkbox"/> Identifying and expressing emotions  <input type="checkbox"/> Self-regulation  <input type="checkbox"/> Identifying strengths/self efficacy  <input checked="" type="checkbox"/> Growth mindset  <input type="checkbox"/> Wellbeing  <input checked="" type="checkbox"/> Dealing with negative emotions  <input checked="" type="checkbox"/> Flexibility/resilience/problem solving </td> <td style="vertical-align: top; padding-left: 20px;"> <p><b><u>SOCIAL</u></b></p> <input type="checkbox"/> Empathy  <input checked="" type="checkbox"/> Appreciating diversity  <input checked="" type="checkbox"/> Relationship building  <input checked="" type="checkbox"/> Collaboration  <input type="checkbox"/> Conflict resolution  <input checked="" type="checkbox"/> Ethical and responsible behavior and decisions  <input checked="" type="checkbox"/> Dealing with negative relationship such as bullying solving </td> </tr> </table>	<p><b><u>PERSONAL</u></b></p> <input type="checkbox"/> Identifying and expressing emotions <input type="checkbox"/> Self-regulation <input type="checkbox"/> Identifying strengths/self efficacy <input checked="" type="checkbox"/> Growth mindset <input type="checkbox"/> Wellbeing <input checked="" type="checkbox"/> Dealing with negative emotions <input checked="" type="checkbox"/> Flexibility/resilience/problem solving	<p><b><u>SOCIAL</u></b></p> <input type="checkbox"/> Empathy <input checked="" type="checkbox"/> Appreciating diversity <input checked="" type="checkbox"/> Relationship building <input checked="" type="checkbox"/> Collaboration <input type="checkbox"/> Conflict resolution <input checked="" type="checkbox"/> Ethical and responsible behavior and decisions <input checked="" type="checkbox"/> Dealing with negative relationship such as bullying solving
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<b>8. Method / Didactic techniques</b>	Role play, small group work, discussion		
<b>9. Tools / Materials / Resources</b>	Newspaper articles, manipulated news – words file, pdf file, photos, PC, Screen, Internet		
<b>10. Detailed description of the step-by-step description of the</b>	<ul style="list-style-type: none"> <li>• Fake news Laboratory.</li> <li>• Access to media and media content.</li> <li>• How young people interact with media and how they access them?</li> <li>• Group work: writing a fake newspaper article</li> </ul>		



activity / sequences of the units	
<b>11. Extension / Take home activity</b>	<ul style="list-style-type: none"><li>• students will know how to deal with misinformation</li><li>• young people will interact with media and access them</li><li>• students will recognize what is truth and what is fiction</li><li>• students will know different methodologies and tools for authenticating content</li></ul>
<b>12. Feedback &amp; assessment</b>	The use of ICT and interactive tools such as video games to develop critical thinking. The teacher will share an innovative exercise to stimulate students in analyzing news for research on a video game made for fun, but with a realistic historical setting. The game will be used as a learning tool and to create a search connection between the game and the real world.
<b>13. Intellectual property rights (IPR)<sup>1</sup> / Origin of the activity</b>	eng. Irina Mishkova-Yotova, English teacher, Vocational High School of Energy and Electrical Engineering, Galabovo, Bulgaria.

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