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| **LESSON PLAN**  **Ways of a nonviolent communication**  **How do you tell someone in a non-conflictual way that she/he shared fake news?** |

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| **Grades (age of students):** | 9th-12th grades |
| **Materials:** | Computer/ Smart phones, WIFI, Zoom Breakout rooms |
| **Duration:** | 2 online 40’ sessions (80 min.) |
| **Skills:** | Critical thinking, Informational Literacy, Media Literacy |

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| **Objectives:**   * to understand the concept of fake news, * to distinguish between news and fake news * to develop ability to recognize clues/elements of unreliable information sources * developing the ability to communicate in an assertive way with someone who is sharing fake news |

**Lesson Procedure / Sequence / Steps / Tasks / Activities:**

The scenario is based on GEAR learning model which is designed for online/distance learning, combining synchronous and asynchronous activities in 4 learning cycles. This process is about learning, not about teaching. Teaching is a component of the learning process, is one of the resources, a part of the question “HOW?”

"How can I learn this?"

**GEAR Blended Spaced-Learning Model**

Spaced learning

* Much richer learning experiences.

1. **G**ather online to learn.

2. **E**xpand and personalize understanding by completing and reviewing workbook exercises after training.

3. **A**pply learning into work streams based on personal assignments.

* not graded, done offline. Intentional assigned where they do the work that was discussed in Gather.

4. **R**eport on personal assignments and receive direct feedback. This re-enforces the learning.

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| **Learning Cycle** | **Activity** | **tools/content/materials/**  **platforms/applications** |
| **pre-work for students** | Students research the resources indicated by their teacher: UN website shareverified, fact checking platform Snopes, an online dictionary page,  -[shareverified.com](about:blank), [https://content.shareverified.com/en/](about:blank)   * [https://www.wikihow.com/Find-Trusted-Advice-on-Covid-19](about:blank) * [https://www.snopes.com/fact-check/category/junk-news/](about:blank) * [https://www.dictionary.com/e/misinformation-vs-disinformation-get-informed-on-the-difference/](about:blank) * they are requested to collaborate on Padlet (a collaborative wall) to create a list of clues of unreliable information sources based on their own way of understanding. | -clip- verified.com  [https://vimeo.com/420695032](about:blank) |
| **prework**  **for teacher** | The teacher studies the same resources and sets up a list of questions for the ice -breaking moment of the synchronous /gather moment |  |
| **Gather (synchronous)** | * Part 1 * teacher starts the online lesson asking students if they know the difference between misinformation and disinformation, if they met the fake news phenomenon before.   Question& Answer Scenario  What is fake news?” “When do you think fake news appeared? Most likely, most of the answers will be that they appeared with social networks, thus the teacher introduces the idea that fake news is not new, that it has always existed, but that since social networks appeared, communication has become democratized, journalists have lost control over checking information, so it is very easy to put misinformation in public. Since nowadays everyone is a content creator and can share its post online, misinformation and disinformation are everywhere.  -teacher and students watch the instructional video   * The vikihow video is watched again during the zoom session. Teacher checks with students what they wrote on Padlet during pre-work period. They complete together the list updating with new ideas, information. Teacher makes sure that students  understand that there is a purpose behind a message (to cause/determine an action: to buy, to vote, to produce polarization etc.), that they know basic rules like  to read more than the title, to check if the article / post cites sources of information, if so , to learn to verify information from several sources, to analyze what kind of site / source of information it is; if the article is signed etc.   Part 2  Students guided by their teacher read the article “How to talk with your grandparents about fake news”. They resume the content and afterwards they talk about assertive / nonviolent communication.  - ROLE GAME- IN BREAKOUT ROOMS-(ZOOM)- students are split into groups (4/5 students)   * Scenario: One who share the fake news, the second student warns the one who shares the fake news and talk to him about and the three others to observe and take notes about the way communication and the process goes on. * When students return from break out rooms, they are requested to share impressions, to talk about how it was to play the roles. Observers share their notes too. * During conversation teacher underlines aspects related with difficulties encountered when you have to convince someone that his own truth is not absolute truth, especially in post truth era. They draw the conclusion that each partner of communication should respect each other and that conflicts can be avoided with patience and understanding. * Teachers and students create a list of advices for a nonviolent communication. They work on Padlet again. | Terms  The term ‘fake news’ became emblematic for out post truth era and refers to news that has been entirely fabricated or made up.  Unlike ‘misinformation’, which is information that is incorrect, disinformation involves the intent to deceive.  instructional video, wikihow Vimeo [https://vimeo.com/471348850](about:blank) How to check information online is reliable  [https://qz.com/1752880/how-to-talk-to-your-grandparents-about-fake-news/](about:blank) |
| **Expand**  **asynchronous** | -students explore other resources, expanding from other resources suggested by the teacher. |  |
| **Apply asynchronous** | Students make their own guide with the rules applicable in communication with those who are accustomed to accidentally share fake news.  The guide includes advices to be taken into account in order to avoid conflicts in communication. |  |

**Feedback/ Assessment**

Students are invited to take a few steps back and

think about whether they tended to judge those who easily fall into the trap of sharing false news, how they felt to play their roles.

Questions to be asked;

1. What did you find out about yourself?

2. What you think you can do better now, identify

fake news, documenting, communicating?

3. What kind of difficulties you did you have during the class?

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