

Y7 English – 60 minutes

Lesson plan

Curriculum link: Making inferences and referring to evidence in the text

Learning Objective: To explore job roles linked to making inferences and referring to evidence as part of the KS3 citizenship curriculum.

Learning Outcomes:

- To understand what misinformation and disinformation is, and why it is a problem
- To understand different roles related to written media platforms and the skills they require, with a focus on the role of the Editor
- To understand how these roles contribute to the accurate and ethical news reporting
To practise skills in reading for mis/disinformation, and writing for accuracy and truth

Success Criteria:

1. **Describe** – what do Editors?
2. **Understand** - what is misinformation, why does it happen, and what can journalists and Editors do about it?
3. **Apply** – can you edit an article that has clear areas of misinformation within it?
4. **Analyse** – what other jobs and skills would help a media platform make sure it doesn't spread misinformation?
5. **Reflect** – are there opportunities or roles that interested you? How could you find out more or apply for them?

Timings	Activity	Details	Resources
3 mins	Starter – Reading graphs to identify a problem: public mistrust in the media	(1) Think-pair task: students are shown two graphs and are asked to discuss what they reveal (how the public is losing trust in the media). Extension question: why is this happening? (2) Share element: either via Q&A or teacher-talk – explore the answers to the above (see Facilitator notes on slide for ideas)	Slide 3
5 mins	Introduction – What's the problem? Discussion around Fake news and misinformation	(1) Teacher shares definition of misinformation and disinformation. OPTIONAL ACTIVITY IF TIME: (2) Think-pair task: students are shown different definitions of Fake News and are	Slides 4,5,6



Y7 English – 60 minutes

Lesson plan

		<p>asked to select which ones meet their ideas of fake / unethical news</p> <p>(3) Share element: a graph is revealed to show what the public thinks. Teacher can use this to elicit a brief discussion of what should count as fake/unethical news.</p>	
10 mins	<p>Introduce & explore the role of an Editor</p> <p>Success criteria b: Describe the role of a newspaper Editor and the skills needed to ensure accurate and ethical reporting</p>	<p>(1) Show the video embedded in the PowerPoint (link here), and follow up with the quiz on Worksheet (1)</p> <p>(2) Ask students to identify the key responsibilities and skills of an Editor and how these skills could be used to prevent the spread of misinformation – second side of Worksheet (1). This could be followed by teacher feedback and note-taking with the class. (see Facilitator notes on slide for ideas)</p>	<p>Slides 7,8,9 Video Worksheet 1</p> <p>Slide 10 Worksheet 1</p>
20 mins	<p>Challenge task: becoming an editor</p> <p>Success criteria c: Complete a series of professional Editing tasks on a suspicious article including: identifying misinformation, rewriting misinformation, suggesting ideas for title, image and design, devising a plan for a publication</p>	<p>Challenge task (20 mins paired activity)</p> <p>(1) Students will work in pairs on a series of 4 editorial tasks. This will be to give structured feedback to a journalist whose article contains misinformation. Worksheet 2 (designed to look like a professional memo with feedback and suggestions to the journalist).</p> <p><i>Extension task: to select broader strategies for the publication via discussion (see final page of Worksheet 2).</i></p> <p>If there is time, whole class feedback will be taken at the end of the 20 mins, with opportunities for as many pairs as possible to share at least one of their ideas from the task. Alternatively, pairs can be grouped together into groups of 4, to share and compare the advice they gave to their journalist.</p>	<p>Slides 11, 12,13,14</p> <p>Worksheet 2</p>



Y7 English – 60 minutes

Lesson plan

	that wants to reduce misinformation		
10 mins	<p>Other roles within a newspaper</p> <p>Success criteria d: Identify different jobs within a news platform that would also contribute to accurate and ethical reporting</p>	<p>(1) Give students the selection of job roles and descriptions.</p> <p>(2) Students complete worksheet 3 to decide the importance of each role in creating honest and ethical media reporting.</p> <p><i>Depending on the class this can be done in one of two ways. Either:</i></p> <ul style="list-style-type: none"> • <i>Teacher uses the accompanying slides to describe the different roles to the whole class. Have a class discussion to think about the answers to the questions, then students fill in the worksheet in their Editor pairs.</i> • OR <i>if students are working at different paces within the class, then give worksheet 2 to students that are ready to start. The worksheet has the same descriptions as the PowerPoint slides so students can use these to make their own decisions and fill in the worksheet.</i> 	<p>Slides 15-20</p> <p>Worksheet 3</p>
5 mins	<p>Final reflection</p> <p>Success criteria e – Reflect on personal skills or jobs of interest</p>	<p>Students complete 4 final reflection questions on a post-it note as an exit ticket or made a note of in their exercise books.</p>	<p>Slide 20</p>
	<p>Optional extension if more time or can be set as homework</p>	<p>What other sectors of work could become involved in addressing the problem of misinformation? Consider the following: scientists; lawyers; politicians; CEOs of media platforms. Students are invited to research and find examples of where people in these roles have either spoken</p>	<p>Slide 20</p>



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		<p>about or done any work in relation to misinformation.</p> <p>They can focus their research around reporting on the Covid 19 pandemic, OR any other area of interest to them.</p> <p>This can be done as a 'research race' in class, or as an independent research project at home.</p>	
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