

Y7 English – 15 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

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?

Timings	Activity	Details	Resources
2 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
1 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 asked to select which ones meet their ideas of fake / unethical news	Slides 4,5
5 mins	Introduce & explore the role of an Editor	(1) Show the video embedded in the PowerPoint (link here), and follow up with the quiz on Worksheet (1)	Slides 6,7,8 Video Worksheet 1



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5 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 that wants to reduce misinformation</p>	<p>Challenge task</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>OPTIONAL IF MORE TIME AVAILABLE</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 activity, 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 9,10,11</p> <p>Worksheet 2</p>
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