

Candidate's name:

Grade/Class/Subject:	English 8	School:	[REDACTED]
Date:	May 22 2024	Allotted Time:	60 mins
Topic/Title:	Intro to misinformation		

1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

<i>Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.</i>
This is the first lesson of a unit on digital media literacy. In this lesson students will be asked to think about where and how they obtain their news, and if their ways of obtaining news is factual and trustworthy. They will be introduced to the idea of bias in which they will go on to expand upon in further lessons.

2. CORE COMPETENCIES

Key resources: <https://curriculum.gov.bc.ca/competencies>

Core /Sub-Core Competencies (check all that apply):	Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.
<input type="checkbox"/> COMMUNICATION – Communicating <input type="checkbox"/> COMMUNICATION – Collaborating <input type="checkbox"/> THINKING – Creative Thinking <input type="checkbox"/> THINKING – Critical Thinking <input type="checkbox"/> THINKING – Reflective Thinking <input type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility <input type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity <input type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility	Student will be asked to determine their stances on a number of statements relating to information and news media collection and doing so they will be communicating and collaborating in this class activity. They will be expected to complete a short reading on where North Americans get their news and are expected to think critically in their response to questions that relate back to the reading. Through the entirety of the lesson students will be reflecting and thinking back on their own responsibilities to their communities and the sharing of information and how the sharing of misinformation etc. may effect their social awareness.

3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

Key resources: [First Peoples Principles of Learning](#) (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](#)

FPPL to be included in this lesson (check all that apply):	How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?
<input type="checkbox"/> Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. <input type="checkbox"/> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). <input type="checkbox"/> Learning involves recognizing the consequences of one's actions. <input type="checkbox"/> Learning involves generational roles and responsibilities. <input type="checkbox"/> Learning recognizes the role of Indigenous knowledge. <input type="checkbox"/> Learning is embedded in memory, history, and story. <input type="checkbox"/> Learning involves patience and time. <input type="checkbox"/> Learning requires exploration of one's identity.	Learning about misinformation allows for students to be more open to information take in and also more wary about information that might be given to them- develop the critical thinking skills to help students avoid sharing harmful or untrue information and continuing their own credibility amongst peers. They will learn about how the sharing of misinformation can be very harmful to certain demographics and their own understanding of their communities and the outside world Though this unit they will be exploring their own personal biases and dissecting why it is and how it is they absorb and share information.

<input type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.	They will be analysing their relationship with media production and obsorbtion.
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4. BIG IDEAS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

<p><i>What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?</i></p> <p>Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.</p> <p>Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.</p>
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5. LEARNING STANDARDS/INTENTIONS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

Curricular Competencies: <i>What are students expected to do?</i>	Content: <i>What are students expected to learn?</i>
<p>recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts</p> <p>Recognize how language constructs personal, social, and cultural identity</p> <p>Recognize how literary elements, techniques, and devices enhance and shape meaning</p>	<ul style="list-style-type: none"> • relevance, accuracy, reliability • presentation techniques <p>Any presentation (in written, oral, or digital form) should reflect an appropriate choice of medium for the purpose and the audience, and demonstrate thought and care in organization.</p> <ul style="list-style-type: none"> - Using contextual clues -

6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

<p><i>How will students demonstrate their learning or achieve the learning intentions? How will they know if they are proficient? How will the evidence be collected, documented and shared? Will you use observations, have targeted conversations, or collect products? Mention any opportunities for feedback, descriptive or otherwise, and other forms of self-assessment, peer assessment, and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be formative, summative, or both?</i></p> <p>Students will be assessed predominantly through engagement and contribution to discussion. Students will be expected to provide 3 written responses to a reading by end of class for teacher to gauge their initial understanding of the topic.</p>

7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

<p><i>Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural</i></p>

<p><i>safety and relevance; <u>higher order thinking</u>; <u>motivations and specific adaptations or modifications</u> for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.</i></p>
<ul style="list-style-type: none"> - Students with difficulties expressing themselves in written text will have the option to discuss the questions with the teacher for assessment - 2 differing activities that will hopefully benefit all learning styles -
<p>Required preparation: <i>Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.</i></p>
<ul style="list-style-type: none"> - Print out 60 copies of the student reading - Write the questions on the board and have paper handouts for those who struggle with their sight. - Print out of teacher questions and reading - Re arrange desks for the first activity. (space for students to access 4 corners of the room)

8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does (<i>learning activities to target learning intentions</i>)	Pacing
<p>OPENING: <i>e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</i></p>	<p>Where do you get your news? (do I use mentimeter? If so turn off reacts!)</p> <p>Do we think that the information we obtain from these sources is completely accurate?</p> <p>Are they all digital sources? Which?</p> <p>Are they religious houses? Are they parents?</p> <p>Is there a recognizable bias present? How much do they look into the news they are hearing/seeing?</p> <p>Ask them what misinformation is and how they would define it – have them write it down to come back and review at a later date.</p>	<p>15</p>

BODY:

- *Best order of activities to maximize learning -- each task moves students towards learning intentions*
- *Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback*
- *Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling*
- *Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations*

Brief instructional on media misinformation:

4 corners game:

10 questions about misinformation and media intake.

Corners represent strongly agree, agree, disagree, strongly disagree. Students are asked to think about the question and move to the corner they agree with and then in groups they must discuss why they feel that way and respond to the teacher

10?

3. Types of Misinformation (3 minutes)

• **Types:**

- **False Information:** Completely made-up stories.
 - When it comes to misinformation, the devil is often in the details. Take a lesson from the world of financial scams. Specific red flags can tip you off to a threat, [such as spelling mistakes](#), public domain email addresses and unsolicited requests for personal information. These warning signs aren't exclusive to financial scams and can be key indicators of fake news online.
 - Misinformation can come from any source, however. On social media, it's common for news stories or popular trends to go viral without any verification. Advises your kids to be careful about repeating stories they hear online or trying popular trends that could impact their health. Tell them not to take advice from someone online who is not a professional.
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- **Biased Information:** Information that is true but presented in a way that misleads.
- **Satire/Parody:** Humorous or exaggerated news meant to entertain but sometimes taken seriously.
- **Clickbait:** Sensational headlines designed to attract clicks, often misleading.

10?

Encourage them to probe deeper when they encounter new information. Rather than taking everything they read as the truth, they should challenge it.

15?

State how over the next few weeks we will be diving into all types of misinformation on our adventure into becoming better educated in media literacy.

Media misinformation refers to false or misleading information spread through various media channels."

- "It can be spread intentionally (disinformation) or unintentionally (misinformation)."

Reading and questions

- Expectation is that students answer in full sentences

<p>CLOSING:</p> <ul style="list-style-type: none"> • <i>Closure tasks or plans to gather, solidify, deepen or reflect on the learning</i> • <i>review or summary if applicable</i> • <i>anticipate what's next in learning</i> • <i>"housekeeping" items (e.g. due dates, next day requirements)</i> 	<p>Collect the answers from students</p> <p>Announce the next days topic and wish the kids a happy rest of their day!</p>	
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9. REFLECTION *(anticipate if possible)*

<ul style="list-style-type: none"> • <i>Did any reflection <u>in</u> learning occur, e.g. that shifted the lesson in progress?</i> • <i>What went well in the lesson (reflection <u>on</u> learning)?</i> • <i>What would you revise if you taught the lesson again?</i> • <i>How do the lesson and learners inform you about necessary next steps?</i> • <i>Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?</i> • <i>Are there specific focus points you'd like to include in a pre-conference?</i> • <i>If this lesson is being observed, do you have a specific observation focus in mind?</i>