

Candidate's name: Doll

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| Grade/Class/Subject: | English 8 | School: | [REDACTED] |
| Date: | TBD | Allotted Time: | 80 |
| Topic/Title: | FIGHTING FAKE NEWS | | |

1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

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.

Students are to be introduced to the idea of fake news via news articles either physical or digital Students will analyze the problems and potential consequences associated with the spread of fake news. Students will identify and evaluate ways to avoid fake news in social and academic settings.

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 | <p>Communication: Students will be communicating their findings on a worksheet in which they will share with the teacher/each other in discussion. Students will be in pairs and can bounce ideas off of each other - collaboration.</p> <p>Thinking- Students will be asked to analyse sources and identify fake or true news giving reasons for why an article is fake or not.</p> <p>Personal/Social: Students will be working with articles from international, national and local news agencies.</p> |

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. | <p>FPPL worldviews and perspectives will be embedded in the lesson through</p> <ul style="list-style-type: none"> - The discussion of the importance of accurate news sources and fact - How real and fake news stories effect the ways in which we understand our own cultures and others, and how they can unite them through experiences, ideas etc. |

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| <input type="checkbox"/> Learning involves patience and time. <input type="checkbox"/> Learning requires exploration of one's identity. <input type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. | <ul style="list-style-type: none"> - Learning the consequences of falling for and sharing fake news |
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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)

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| <i>What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?</i> |
| <p>“Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.”</p> <p>People understand text differently depending on their worldviews and perspectives.</p> |

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> |
|---|--|
| <ul style="list-style-type: none"> - Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability - Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts - - - | <ul style="list-style-type: none"> ● relevance, accuracy, reliability <ul style="list-style-type: none"> ○ by way of developing the basic skills necessary to determine if news media is providing you with inaccurate or false headlines ○ CLICK BAIT - Strategies and processes <ul style="list-style-type: none"> ● reading strategies |

6. ASSESSMENT PLAN

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

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| <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 expected to participate in class discussion</p> <p>Students share responses to the quick write. Do your students think they would be duped by fake news? Gauge students’ prior knowledge of the issue and possible consequences.</p> <p>o If students aren’t aware of possible consequences, quickly discuss recent fake news stories such as the Pope endorsing Trump.</p> |

students will be expected to analyse documents and complete a worksheet on fake news identification: Show students the image of mutated daisies from a Stanford study which measured students' ability to evaluate online evidence. The image and exercise can be found on page 16 of the executive summary. Students complete the Stanford study exercise OR show only the image and explain its source.

students will begin to develop the actions and effects of fake news.

7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

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 safety and relevance; higher order thinking; motivations and specific adaptations or modifications 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.

Required preparation: *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.*

- print out worksheets
- print and digital copies of news articles
- cc videos
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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>hook: Play a clip in class of the penguins flying video</p> <p>https://www.youtube.com/watch?v=9dfWzp7rYR4</p> | <p>5-10</p> |

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|---|---|--|
| <p>BODY:</p> <ul style="list-style-type: none"> ● <i>Best order of activities to maximize learning - each task moves students towards learning intentions</i> ● <i>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</i> ● <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling</i> ● <i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i> | <p>Wrap up the bias identification worksheets 30 minutes.</p> <p>Introduce the next lesson topic</p> <ul style="list-style-type: none"> - Fake news! <ul style="list-style-type: none"> - show video - initial discussion- <ul style="list-style-type: none"> - what is fake news? - what are the potential consequences of fake news? - do you think you can spot fact news or be fooled by it? - Together analyse one document to get students to understand what is being asked of them - - Intro stanford study exercise OR hand out to groups of 2 packages of 5-6 articles in which one will be true and the rest fake (ALT will be digital fake news for students that need digital). Vary the difficulty of identifying the fake news. Each package will be the same. Students may collaborate with only their members. - Lets discuss the findings <ul style="list-style-type: none"> - have on board pinned the news articles <ul style="list-style-type: none"> - ask students which of their articles they thought was true. - Go through students reasonings for why the articles they chose were true <ul style="list-style-type: none"> - no repeating reasons - Go through the false ones too! - Collect the student worksheets <p>Videos:</p> <ul style="list-style-type: none"> - Fact v. Fake CBC kids - Penguins fake news | <p>10 mins?</p> <p>Until rest of class</p> |
| <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>housekeeping: announce that tomorrow we are going to _____</p> | <p>5 mins</p> |

9. REFLECTION (anticipate if possible)

- *Did any reflection in learning occur, e.g. that shifted the lesson in progress?*
- *What went well in the lesson (reflection on learning)?*
- *What would you revise if you taught the lesson again?*
- *How do the lesson and learners inform you about necessary next steps?*
- *Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?*
- *Are there specific focus points you'd like to include in a pre-conference?*
- *If this lesson is being observed, do you have a specific observation focus in mind?*

- Would like to focus on classroom management in particular
 - Am I able to keep them on task?
 - Are they willing to participate?
 - Do I give them sticker incentive?
 - Gauge noise levels.
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- I have a feeling that this will require multiple days so I will plan for that
- Block 4 will probably be more efficient with their time so just in case have a video or exercise ready for them.

Today the class was 50/50 on task – we were working on fake news detections and I introduced the new creative writing piece. Students were then tasked on a practice detective round of fake news detection in which I feel like I confused both them and myself with the instructions given. We eventually got back on track and successfully completed the task. Tomorrow I will review some of yesterdays instructions but in a more clear and simple way (hopefully).