

Media Literacy Lesson Plan: Assembly

NOTE:

This lesson plan (and attached presentation) is intended to prompt discussion and equip the students with practical skills to spot 'Misinformation' and 'Disinformation'. It is not a definitive guide as it is created to be delivered in an ASSEMBLY format.

This should ideally run for 45 minutes, with 15 minutes in the end for a voter registration activity.

For voter registration, students should be encouraged to have their National Insurance number handy so they can register online at www.gov.uk/register-to-vote

<p>Slide 2-3 3 minutes</p>	<p>Outlining the purpose of this session.</p> <p>Slides 2:</p> <p>Frame what the assembly is going to be about. Outline the importance of being active in your communities and supporting democracy.</p> <p>Slides 3:</p> <p>State that we are going to discuss Media Literacy and how becoming media literate will help everyone to safeguard democracy and take part in civic life.</p>
<p>Slides 4-5 5 minutes</p>	<p>Understanding the media landscape and how it evolved.</p> <p>Slide 4:</p> <p>The aim here is to illustrate to young people how the media landscape has changed.</p> <p>We have gone from the printing press to the internet and that means the way we have consumed media has changed.</p> <p>Historians highlight the printing press as a change in media communication. For the first time everyone could engage with information.</p> <p>The result was an increased literacy and spread of ideas.</p>

	<p>SOURCE:</p> <p>https://www.irishtimes.com/culture/books/what-the-world-s-first-zuckerberg-told-us-about-technology-1.2269806</p> <p>Slide 5:</p> <p>Sir Timothy John Berners-Lee OM KBE FRS FREng FRSA FBCS, also known as TimBL, is an English computer scientist best known as the inventor of the World Wide Web (WWW)</p> <p>What is the WWW? The WWW is an information system on the internet which allows documents to be connected to other documents by hypertext links, enabling the user to search for information by moving from one document to another.</p> <p>You can emphasize the democratic structures that underpin the WWW, for example: the sharing of information which is free to access for those who have the internet.</p> <p>SOURCE:</p> <p>https://home.cern/science/computing/birth-web/short-history-web</p>
<p>Slide 6:</p> <p>1 minute</p>	<p>ACTIVITY: HANDS UP</p> <p>Read out the different forms of Media and ask students to put their hands up for the media type they get the majority of their information from.</p>
<p>Slide 7:</p> <p>3 minutes</p>	<p>ACTIVITY: TALK TO YOUR PEERS</p> <p>Ask students this question. You can suggest they talk to their peers next to them for 2 or 3 minutes and then feed back to the rest of the class.</p>
<p>Slide 8-9</p> <p>2 minutes</p>	<p>Answering the previous question with the students:</p> <p>Slide 8</p> <p>Answer: FALSE NEWS (Sometimes still called “fake news”.)</p> <p>The aim of this slide is to outline what we mean by false news, and, in the process, we are making sure students understand to avoid using the term “fake news”.</p> <p>Slide 9:</p> <p>AIM - We want the students to understand that fake news has been co-opted by certain people to mean news that disagrees with them.</p>

	<p>Point to the images and read them out. Explain that the intention here is to imply that FAKE NEWS means the mainstream news, and that ultimately you should not trust your mainstream news sites.</p> <p>OPTIONAL ACTIVITY IDEA - With the previous exercise in mind, you could ask students where they get their information from and why they trust those sources.</p> <p>You could stress that mainstream news sites and news organisations, like the BBC, have ethical journalists that must abide by certain rules.</p> <p>SOURCE: BBC Impartiality rules</p> <p>https://www.bbc.co.uk/editorialguidelines/guidelines/impartiality</p>
<p>Slide 10: 1 minute</p>	<p>“We recommend that the Government rejects the term ‘fake news’, and instead puts forward an agreed definition of the words ‘misinformation’ and ‘disinformation’.”</p> <p>Read the above quote to the students and when expanding on your description you want to highlight the following bolded words:</p> <p>“Clear guidelines”, “shared consistency” and “regulation and enforcement”.</p> <p>SOURCE - The House of Common DCMS (Department for Digital, Culture, Media and Sport) Select committee report -</p> <p>https://publications.parliament.uk/pa/cm201719/cmselect/cmcumeds/363/36304.htm#_idTextAnchor002</p>
<p>Slide 11: 1 minute</p>	<p>Outline the definitions of misinformation and disinformation.</p> <p>SOURCE - For more info see https://en.unesco.org/fightfakenews</p>
<p>Slide 12: 1 minute</p>	<p>How can you recognise misinformation and disinformation?</p> <p>State that we are going to look at how we can recognise and spot misinformation and disinformation.</p>
<p>Slide 13-16 5 minutes</p>	<p>Spotting Misinformation:</p> <p>Slide 13:</p> <p>Remind students what misinformation is by defining it here.</p> <p>Slide 14:</p> <p>Ask students in groups to analyse the source and REVIEW whether they</p>

	<p>think it is trustworthy or not.</p> <p>Outline the anagram REVIEW and what it stands for: Reputation, Evidence, Verification, Intent, Emotions and Weight it up.</p> <p>Utilising this source run through the REVIEW process with students.</p> <p>You should tell students that when we engage with different forms of media, we should always have the REVIEW process in our minds and start to question what we are seeing.</p> <p>You can use the following questions as prompting examples:</p> <p>Who wrote it? Who is the source quoted/ mentioned? Where has the evidence come from? Can you verify the evidence? What do you think is the intent? What emotions might it trigger when people look at it?</p> <p>Finally, encourage students to weigh everything up together.</p> <p>Slide 15: VOTING ACTIVITY</p> <p>Hands up task. First ask students to put their hands up if they think this is real and factual information. Then ask them to put their hands up if they think it's misinformation.</p> <p>Slide 16: Outline that the source is a form of misinformation</p> <p>Stress that, unless it comes from reputable news sources, we should cross-reference social media posts from multiple sources and determine what they are trying to say and achieve, what is their agenda.</p> <p>Source: The study on sharia law commissioned by the British government and published in 2018 -</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/678478/6.4152_HO_CPFGR_Report_into_Sharia_Law_in_the_UK_WEB.pdf</p> <p>See also - https://www.reuters.com/article/uk-factcheck-london-sharia-idUSKBN2425D7</p>
<p>Slide 17-30</p> <p>10 minutes</p>	<p>Slide 17: Disinformation</p> <p>Remind students what disinformation is by defining it here.</p>

Slide 18: Natural News

Showcase the Natural News article.

WARNING - Natural News is a far-right, anti-vaxx conspiracy theory and disinformation website known for promoting pseudoscience and far-right extremism. With this in mind, show this example and tell students you will review it together.

For more background info, check this report from the Institute for Strategic Dialogue (ISD) - <https://www.isdglobal.org/wp-content/uploads/2020/06/20200620-ISDG-NaturalNews-Briefing-V4.pdf>

and this article

<https://www.vox.com/recode/2020/6/25/21293246/facebook-misinformation-natural-news-conspiracy-theory> .

Slide 19: ACTIVITY

In pairs, ask students to talk to their partner and REVIEW the article.

Slide 20: EMOTIONS

Now bring all the students back together and ask them how they felt when they saw the article.

If you get no response you can ask them to put their hands up for these emotions: Happy, Sad and Angry.

Slide 21: REPUTATION

Ask students to share what they think about the reputation of Natural News.

Unless a student mentions it first, share that the first thing you did was to research NATURAL NEWS and try and find out more about their reputation and agenda.

Outline what the different reputable sources say about Natural News.

Slide 22: EVIDENCE

Ask students to share what they think about the evidence displayed in the image?

Unless a student shares it first, stress that the next step in your search was to find if there was any evidence behind the scientific claims mentioned, namely:

- Finding out that the mercury that is in vaccines is called THIOMERSAL.

- Cross referenced this with scientific facts from the World Health Organisation which reached the conclusion that the amount of thimerosal used in vaccines *does not* pose a health risk.

Slide 23: VERIFICATION

Ask students what they think about the quote on the board.

The quotes used claim that it is Black American children who are at risk.

To investigate further we need to find out who “Kennedy” is and read more about “the safety of vaccines” from trusted medical and scientific sources.

Slide 24: VERIFICATION: KENNEDY

Share that research shows Robert F. Kennedy Jr and Larry Cook bought 54% of the anti-vaccine ads shown on Facebook.

Robert Francis Kennedy Jr. is an American anti-vaccine advocate, conspiracy theorist and author. He is the chairman of Children's Health Defense, an anti-vaccine advocacy group.

He is the son of Robert F. Kennedy, the former US Attorney General, and the nephew of John F. Kennedy, the former 35th US President, but not trustworthy source when it comes to the science behind vaccines.

SOURCE :

<https://www.sciencedirect.com/science/article/pii/S0264410X1931446X?via%3Dihub#!>

SOURCE: <https://www.theguardian.com/technology/2019/nov/13/majority-antivax-vaccine-ads-facebook-funded-by-two-organizations-study>

Slide 25: VERIFICATION CLAIM: VACCINE FOR CHILDREN NOT SAFE.

Activity - Share that many doctors, public health experts and faith leaders have signed an open letter of agreement stating the studies and science that shows vaccines are safe.

SOURCE: <https://vaccinateyourfamily.org/wp-content/uploads/2019/11/Vaccine-Safety-and-African-American-Children.pdf>

Slide 26: INTENT

Tell students that when figuring out Intent you went through and tried to answer these questions.

Go through each one of them and ask individual students for their opinion.

Slide 27: INTENT

Now compare their answers. Start with Q 2 and highlight that straight away you can answer questions 2, 3 and 4 through the verification process.

On Q5, the usage of emotional languages (“damage their babies”) starts in the headline.

Slide 28: Ask students to talk to their neighbour/ partner and answer the following question.

Why did the author or publisher make this information available?
Call on students to tell you the answer.

Slide 29: Financial gain

Snopes (a fact checking guide) outlined the reason why most people publish disingenuous information online and in traditional media (like the tabloid press) - financial reasons.

SOURCE: <https://www.snopes.com/news/2016/01/14/fake-news-sites/>

Slide 30: Fact check

Having followed all the steps, this article is clearly disinformation.

Ask students how many of them did this check before? And how many will do it now?

Slide 31:

- Remind students about the definitions for misinformation and disinformation
- Contextualise this for key issues of our day and tell them to remember to REVIEW
- Now ask them: 1) Are they registered to vote?; 2) If they know who can register to vote and how to go about it?

Slide 32: Why this matters

Go back to why this matters. Share with your students the facts about who can register to vote, how easy the process is and how important it is for them to get heard.

Slide 33:

ACTIVITY - Encourage students to register to vote and check out the London Voter Registration Week hub for more resources on civic and democratic participation.