

Media Literacy Lesson Plan: Form Time

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 a FORM TIME format.

This activity can be used either before the assembly or after.

This should ideally run for 20 minutes. However, you may want to do the extension activity in a separate/ follow up form time.

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

Slide 2 1 minute	Outlining the purpose of this session. Remind students why Media Literacy matters.
Slide 3-4 1 minute	Slide 3: Read out the text on the slide, introducing the terms misinformation and disinformation. Slide 4: Outline the definitions of misinformation and disinformation. SOURCE - For more info see https://en.unesco.org/fightfakenews
Slide 5: 1 minute	Explain that the students will be shown three different claims and must decide in groups or pairs whether these claims are truthful or misinformation. Top tip: Pick a student randomly and ask them to tell you what misinformation means.

<p>Slide 6-8</p> <p>5 minutes</p>	<p>Spotting Misinformation: Tobacco</p> <p>Slide 6:</p> <p>Read out the statement and let the students discuss and decide in groups. Then ask them to tell you, by show of hands, if the statement is misinformation or truth.</p> <p>Slide 7:</p> <p>State that this is an example of true information.</p> <p>SOURCE: https://www.who.int/news-room/fact-sheets/detail/tobacco</p> <p>Slide 8:</p> <p>Take the students through the facts, explain why and how this statement is true.</p>
<p>Slide 9-10</p> <p>5 minutes</p>	<p>Spotting Misinformation: Global Warming</p> <p>Slide 9:</p> <p>Read out the statement and let the students discuss and decide in groups. Then ask them to tell you, by show of hands, if the statement is misinformation or truth.</p> <p>Slide 10:</p> <p>State that this is an example of misinformation.</p> <p>Explain why using the text in the slide and in the source:</p> <p>https://climatekids.nasa.gov/harsh-winter/</p> <p>https://climate.nasa.gov/resources/global-warming-vs-climate-change/</p> <p>For further background info check:</p> <p>https://www.forbes.com/sites/startswithabang/2019/01/30/this-is-why-global-warming-is-responsible-for-freezing-temperatures-across-the-usa/?sh=227767d1d8cf</p> <p>https://www.bbc.co.uk/news/science-environment-45775309</p>

<p>Slide 11-13</p> <p>5 minutes</p>	<p>Spotting Misinformation: Covid-19 vaccine</p> <p>Slide 11:</p> <p>Show video to students and ask them to think about whether this video is spreading misinformation or truth.</p> <p>Slide 12:</p> <p>AIM: Outline that this is another example of misinformation.</p> <p>First of all, vaccines have been tested and would not be rolled out unless the health regulator checked them. Mention the guidance from NHS and Public Health England that Covid - 19 vaccines are safe and save lives.</p> <p>SOURCE: https://www.gov.uk/government/publications/covid-19-vaccination-and-blood-clotting/covid-19-vaccination-and-blood-clotting</p> <p>For more details on side effects, check: https://www.nhs.uk/vaccinations/COVID-19-vaccine/#side-effects</p> <p>- Secondly, draw students' attention to how, in this case, the news platform later discredits the information this individual was using.</p> <p>Slide 13:</p> <p>Share the FACTS and set the record straight.</p> <p>Mention that people have legitimate reasons to be vaccine hesitant. They might have underlying health conditions and Black, Asian and minority ethnic communities might be legitimately hesitant due to experiences of systemic racism in the NHS and wider society, structural barriers (such as poverty and the hostile environment created by immigration law) and historic unethical healthcare research in Black communities.</p> <p>SOURCE: https://www.bmj.com/content/372/bmj.n513 .</p> <p>For more info also check: https://patrickvernon.org.uk/runnymede-trust-this-government-has-neglected-black-and-minority-ethnic-communities-in-its-roll-out-of-covid-19-vaccines/</p> <p>Highlight all the different reasons why vaccines protect all of us - you, your family and friends, and all those around us, especially those who are vulnerable.</p>
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<p>Slide 14-15</p> <p>2 minutes</p>	<p>Slide 14: Conclusion</p> <p>Play the video How to REVIEW information before you share it.</p> <p>SOURCE: https://www.youtube.com/watch?v=oqj3T3oxcrk&t=4s</p> <p>Slide 15:</p> <p>Outline the consequences of misinformation/ disinformation and their context.</p>
<p>Slide 16-17</p> <p>5 minutes</p>	<p>EXTENSION TASK: Registering to vote</p> <p>Slide 16:</p> <p>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.</p> <p>Slide 17:</p> <p>ACTIVITY - Encourage students to register to vote and check out the London Voter Registration Week hub for more resources on civic and democratic participation.</p>