Session Plan: Spotting fake news

Delivery mode:

Face to face or virtual delivery

Session overview:

This session will focus on the different types of fake news and how to spot it. It includes group discussions and practical activities.

Learning objectives:

At the end of this session, learners will be able to: identify the different types of fake news and some key tips on how to spot them online.

Suggested session length:

This session should run for approximately 65 minutes. The facilitator to schedule breaks as required.

Facilitator tip:

- It could be helpful to have a presentation prepared so learners can visualise some examples of fake news

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Topic	Timing	Activity	Assessment	Resources
Introduction & welcome	10 mins	Facilitator to: • Introduce themselves • Learners to introduce themselves • Icebreaker activity: Facilitator can do the "Thumb up if" icebreaker activity and personalise the questions to the topic. For example, "Have you ever clicked on a link because of the title?" or "Do you use social media for your news?" • Discuss how the session will run	All learners engage	Refreshments Laptop / PC Notepad / Pens Whiteboard / marker pens "Thumb up if" icebreaker activity
Discussion	20 mins	Start a discussion. Ask everyone to share their experiences with reading the news online. What websites do you visit for your news? Has anyone shared an article with you that you thought could be fake?	Learners engage in the discussion.	Be Connected article: How to spot fake news online Learn more: Spotting fake news

Topic	Timing	Activity	Assessment	Resources
		On a big screen project the Be Connected article to help your learners understand the four types of fake news. Discuss the different types of fake news and include some examples of what this could look like. Explain how someone can spot fake news.		[Media Explained: Misinformation](#)
Break	5 mins	Encourage learners to have a break, stretch their legs and have a drink if needed.		
Online activity: Let's spot fake news together.	20 mins	Ask your learners to use their phones and go to one of their social media accounts to find a headline that could be click bait. Prompt your learners to think about why they think it is click bait. Do the same activity for satire, disinformation and AI content. Remind your learners not to click on any links.	Learners engage at their own pace.	Learners phones or other device Laptop/PC Projector

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		The facilitator can also choose to do this online activity on a big screen to complete together.		
Reflection and close	10 mins	Recap the key points. Ask the learners if they have any questions. End the session.	All learners participate Asking questions will demonstrate their understanding of the material.	