

## Vocabulary to pre-teach

fake news

formal

reliable sources

informal

hoax

facts

website

quotes

social media

**News**  
**WISE**

# Lesson 6

## Fake or real news?

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Before teaching this lesson, refer to guidance on creating a safe learning environment for PSHE education, including establishing agreed ground rules for discussion.

**What ground rules do  
we need to remember  
for today's lesson?**

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Remind the class of the ground rules for PSHE lessons.

Imagine a child who is 8 or 9 years old.

They have seen a news story online, but there's something about it that makes them unsure if it's true.



What could be making them uncertain?

What could they do to find out if the story is true?

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Ask pupils to imagine a child who is 8 or 9 . They've seen a news story online – but there's something about it that makes them unsure if it's true. Individually students should note down their thoughts on:

- What could be making them uncertain?
- What could they do to help decide if the story is true?

Use this assessment to inform the lesson and make adjustments as needed. Share the learning objective and outcomes.

## Learning objective

To use strategies to identify fake and real news stories

### Learning outcomes

- Define key terms, including fake news, hoax and reliable source
- Describe some strategies that can be used to identify fake news
- Decide if a news story is fake or real by using different strategies

### Journalist training school

A good journalist must report real news. This means they have to be great fake news detectives so that they don't accidentally report fake news themselves.

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Share the learning objective and outcomes.

# Fake news words: jumbled!

Can you match each word to the correct definition and example?

Word	Definition	Example
Fake news	A trick, designed to fool people.	A made-up story about spaghetti trees, written for April Fool's Day.
Reliable source	News which is not true or does not give all the facts.	A news story about how much money is spent on schools. The amounts are wrong.
Hoax	A trustworthy place that news has come from, such as an expert on the subject.	A headteacher who has shared that their school is getting a new uniform.

Ask small groups to match each key term on this slide to its correct definition and an example of it, in the context of the news. If needed, model matching 'fake news' for them. Take feedback before sharing the answers on the next slide.

Print this slide for pupils who would benefit from having the activity in front of them, rather than on the screen.

Note for year 3, you may wish to remove the examples and ask pupils to focus on matching the words and definitions only to begin with, before sharing the examples on the following slide.

Support: Remove hoax and have pupils focus on fake news and reliable source only.

Challenge: Ask pupils to think of a different example of a reliable source and/or come up with one similarity and one difference between 'fake news' and 'hoax'.

# How did you do?

## Word

## Definition

## Example

Fake news

News which is not true or does not give all the facts.

A news story about how much money is spent on schools. The amounts are wrong.

Reliable source

A trustworthy place that news has come from, such as an expert on the subject.

A headteacher who has shared that their school is getting a new uniform.

Hoax

A trick, designed to fool people.

A made-up story about spaghetti trees, written for April Fool's Day.

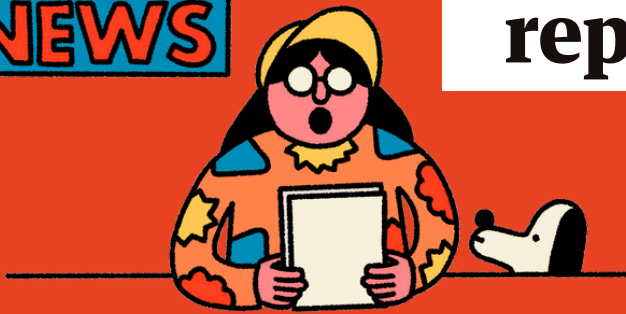
As a class, check answers. For pupils who haven't yet seen the examples, use these to further their understanding of the key words.

Source for spaghetti hoax:

[http://news.bbc.co.uk/onthisday/hi/dates/stories/april/1/newsid\\_2819000/2819261.stm](http://news.bbc.co.uk/onthisday/hi/dates/stories/april/1/newsid_2819000/2819261.stm)

**Journalists need to be able to spot fake news so they don't report or share it!**

**NEWS**



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Explain that there are different reasons why people might report fake news. For example, they might want to trick people (like the spaghetti tree hoax!) or they might not have checked the story and report fake news by mistake. So, it's useful for reporters and readers to be able to spot fake news, so they don't report it or share it. There are people whose job it is to identify fake news stories.

For example, fact-checking news websites tell people if news stories are fake or if information or facts they include are wrong.



**When we read  
news, we should...**



- X STOP**
- ? QUESTION**
- ! CHECK**
- ✓ DECIDE**

**News.  
WISE**

Tell pupils that today, they will be learning how to identify fake news. Use the following slides to introduce the NewsWise Navigator, using the discussion questions and answers on the slides to support pupils' understanding.

**X STOP**

**? QUESTION**

**! CHECK**

**✓ DECIDE**

Have you heard of the source?  
Is it reliable?

What are some reliable sources of news that you have heard of?

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Ask pupils to name any reliable sources they have heard of and compile a list to refer to throughout the lesson.

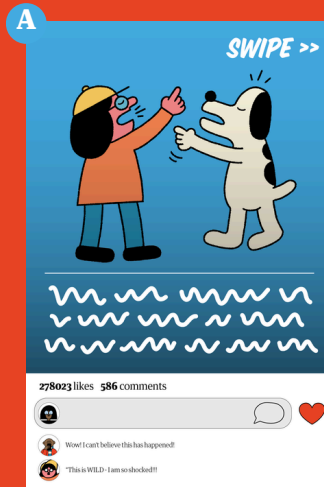
If the news is online, does it look the way you would expect a news website to look?

**X STOP**

**? QUESTION**

**! CHECK**

**✓ DECIDE**



Explain that another good thing to look out for is whether a news website looks professional. This means looking neat, tidy and mistake free!

Ask pupils to briefly discuss in pairs – which, A or B, looks the way they would expect a news website to look? Emphasise that B looks how we'd expect a professional news website to look.

**X STOP**

**? QUESTION**

**! CHECK**

**✓ DECIDE**

Are there any mistakes?

**We know You wont believe this...**

Can you beleive it? News just come about that and people (including me!) in shockkkk!!!

Can you see any mistakes in this example?

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Remind pupils that professional news reports shouldn't have lots of mistakes.

Ask pupils to identify an mistakes in this online report.

**X STOP**

**? QUESTION**

**! CHECK**

**✓ DECIDE**

Are there any mistakes?

**We know You won't believe this...**

Can you believe it? News just come about that and people (including me!) in shockkkk!!!

You can also think about how the news is written. Does it sound formal or informal? Does every sentence make sense?

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Use this slide to reveal 3 spelling and grammar errors.

Then ask pupils what else they notice? Emphasise that this isn't the kind of language and tone that we might expect in a news report – it feels quite casual and informal. If the news is reported in this way, it might not be true – we need to check.

**X STOP**

**? QUESTION**

**! CHECK**

**✓ DECIDE**

Is a real photograph used?

## Beavers are back



Dan Kitwood/Getty Images

Beavers returning to the UK countryside will be good for our waterways and other species.

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Use this example of a news story that includes a picture.

**X STOP**

**? QUESTION**

**! CHECK**

**✓ DECIDE**

Is a real photograph used?

## Beavers are back



Dan Kitwood/Getty Images

Beavers returning to the UK countryside will be good for our waterways and other species.

Look out for a caption too!

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**X STOP**

**? QUESTION**

**! CHECK**

**✓ DECIDE**

Does it have facts or quotes to support the story?

**Beavers are back**



Beaver releases have been encouraged by the government in Scotland. There are now around 250 places that beavers have made home.

Facts

"Beavers make dams," said Matt Holden, who works for Devon Wildlife Trust. "In the UK, we have lost more than 75% of our wetlands and beavers can bring some of that back - by building dams."

Quotes

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Use this extract from the beaver story to explain that quotes suggest a story is more likely to be real – especially if there are quotes from people who are likely to know about the topic (like this person who works at the WildLife Trust), or if there are quotes from a few different people, and if those quotes are balanced – and show different viewpoints.

Similarly, it's a good idea to look for facts that support the story.



**X STOP**

**? QUESTION**

**! CHECK**

**✓ DECIDE**

Have you heard of the source?  
Is it reliable?

What reliable sources  
of news did we  
include in our list?

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Refer back to list of reliable sources generated earlier in the lesson.

Remind pupils that an adult can help them check reliable sources.

**X STOP**

**? QUESTION**

**! CHECK**

**✓ DECIDE**

Do I trust this news report?  
Do I not trust this news report?



And finally, after stopping, questioning and checking – we can make a decision on whether the news report is trustworthy.

If someone is still not sure at this stage, they can ask a trusted adult for advice.

**X STOP**



**? QUESTION**

Have you heard of the source?  
Is it reliable?

If the news is online, does it  
look the way you would expect  
a news website to look?

Are there any mistakes?



**! CHECK**

Is a real photograph used?

Does it have facts or quotes to  
support the story?

Are other sources reporting  
the story too?



**✓ DECIDE**



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# Do you think these stories are fake or real?



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Now the class are going to use the NewsWise navigator to become fake news detectives! Show the headlines on the following slides and ask for gut reactions on whether they are fake or real news stories. For example, using eyes closed and thumbs up (real) or down (fake).

# Dad uses a swing for over a day to set world record



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Ask for gut reactions first – do pupils think this is the headline for a fake or real news story?

Note that this story is real – however this should only be revealed to pupils after they have completed the NewsWise navigator checklist and considered their own conclusion.

# Rhino horns dyed pink to protect them



News.  
**WISE**

Ask for gut reactions first – do pupils think this is the headline for a fake or real news story?

Note that this story is fake – however this should only be revealed to pupils after they have completed the NewsWise navigator checklist and considered their own conclusion.



# Scientists build computer powered by seaweed

Ask for gut reactions first – do pupils think this is the headline for a fake or real news story?

Note that this story is real – however this should only be revealed to pupils after they have completed the NewsWise navigator checklist and considered their own conclusion.



**Look at each clue card. Decide if it makes the news story likely to be:**



**REAL**



**FAKE**



**NOT SURE**



**NewsWise**

Give each small group the NewsWise navigator checklist and ask them to move around the room looking at the Fake or real clue cards. Note that the cards could be cut up and placed randomly around the classroom, or organised in a carousel so the clues for each headline are at different stations. For each card, the group should decide if it points towards the headline being true or being fake.

They should record their responses on the NewsWise navigator checklist, with a ✓ for real, ✗ for fake, or ? for not sure.



## Let's vote...

**Dad uses a swing for over a day to set world record**

**Rhino horns dyed pink to protect them**

**Scientists build computer powered by seaweed**

Finally, the group should agree whether they think each headline is about a real or fake news story. As a class, vote on which headlines are real and which are fake, before revealing the answers:

- Dad swings for over a day to set world record – real (clues: reported by a trusted source, the report is neat with no mistakes, it has quotes from different people and other reliable sources are reporting the story too)
- Rhino and elephant horns dyed pink to protect them – fake (clues: shared by less trustworthy online sources, like social media - and there were mistakes in it. Fact-checking websites also reported the story - and remember that these are special websites that identify fake news! The photo also looks like it could have been edited and there are no quotes. This could be a hoax fake news story – designed to trick or fool people)
- Scientists build computer powered by seaweed – real (clues: same as the first ‘Dad swings...’ story - plus, captions to explain the photo)

Challenge: For any stories the group thinks are fake, why might somebody have written this fake news story?

Let's vote...

**Dad uses a  
swing for over  
a day to set  
world record**

**Rhino horns  
dyed pink to  
protect them**

**Scientists  
build  
computer  
powered by  
seaweed**

**REAL**

Let's vote...

**Dad uses a  
swing for over  
a day to set  
world record**

**REAL**

**Rhino horns  
dyed pink to  
protect them**

**FAKE**

**Scientists  
build  
computer  
powered by  
seaweed**

Let's vote...

**Dad uses a  
swing for over  
a day to set  
world record**

**REAL**

**Rhino horns  
dyed pink to  
protect them**

**FAKE**

**Scientists  
build  
computer  
powered by  
seaweed**

**REAL**

## Remember...

You can use the NewsWise code if you are ever unsure about a story.

If you are still not sure, you can ask a trusted adult to help you check a story.



Remind the class that they can use the NewsWise navigator whenever they come across news they are unsure about. If they are still unsure, they can ask a trusted adult to help them check the information (for example, using a fact-checking website or another reliable news source).

Imagine a child who is 8 or 9 years old.

They have seen a news story online, but there's something about it that makes them unsure if it's true.



What are three tips that would help them to decide?

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Finally, ask pupils to return to the child from the start of the lesson. What three top tips could pupils share to help them identify fake news?