INTEReD

WP 4.2 Skeleton of lesson plans for Interdisciplinary Pedagogical Micro-Units (IPUs) in each area of study along with technological tools to be incorporated

Lesson Plan Template

Lesson Plan Components

Lesson Topic	***Fake news*** Tackling fake news in today's world. This lesson aims to develop students' ability to distinguish between fake and factual information and to check the credibility of online claims. Using the example of a viral claim about artificial intelligence (AI) and employment, students will investigate how information spreads rapidly online and practice using reliable sources to make evidence-based judgments about its credibility.
Phenomenon	Videos circulate on social media claiming that "AI could replace up to 90% of jobs by 2030".
Grade Level	Middle school (13-15 years old)
Learning Objectives	Students will: 1. Define and understand the differences between the terms fake and fact. 2. Evaluate a viral claim about AI and employment by applying fact-checking strategies and consulting reliable sources.
Learning Outcomes	By the end of the lesson, students will: 1. Compare and contrast the terms fake and fact. 2. Apply fact-checking strategies to evaluate the credibility of a viral claim about AI and employment (e.g., use specific fact checker websites and reputable organization websites). 3. Justify their judgement on the credibility of a viral claim using three types of evidence (e.g., AI adoption is still low, 50% of organizations believe that AI will result in job growth).
Subjects Integrated	Civic EducatioN, Media Literacy, Economics, Language and Literacy

Lesson Materials	• Projector, tablets/computers, internet access, speakers • Activity 1: PowerPoint slide, Mentimeter, computers • Activity 2: Worksheet 1 • Activity 3: Fact-checking list, mini-word wall, Worksheet 2 with the articles, paper for posters, markers, computer or tablet for each group. • Closing: Exit card and Mentimeter.
Prerequisite Skills	• Preliminary knowledge of social media platforms: Familiarity with how content (e.g., videos, articles) is shared and goes viral. • Teamwork skills: Taking turns, listening to others, contributing ideas in group tasks. • Basic understanding of AI: A general idea of what artificial intelligence is (e.g., chatbots, automation). • Basic reading skills: read news articles with fluency and respond to comprehension questions
Seating Arrangements	A combination of pairs, groups of 3-4, and whole class
Lesson Time	80 minutes
Student Assessment	Formative and summative

Teaching procedure

Introduction (5 Minutes)	Show two short social media-style video clips that argue "AI will replace 90% of all jobs by 2030" and ask students *"To what extent do you believe this statement? Is it a fake statement or a fact statement? Give examples to support your decision."* Video 1: https://www.youtube.com/watch?v=PDtE6Wwjv1o Video 2: https://www.youtube.com/shorts/PV-0vTLO4Mo
Activity 1 (15 Minutes)Lesson objectives 1 & 2	After whole class discussion, teacher explains the difference between the words "**fake**" and "**fact**" by showing the definitions on a PowerPoint slide. *"Fake is information that has been deliberately falsified. It has been created to mislead, harm, or manipulate a person's social group, organization, or country."* *"Fact is information that we can verify, have research evidence to support it, and, if possible, replicate."* *"Let me give you an example. Climate change is a hoax. This is fake news. We have researchers sharing their evidence with worldwide platforms and international organizations such as the United Nations documenting the negative effects of climate change.* *Take a look at this evidence:* https://www.un.org/en/climatechange/science/causes-effects-climate-change#:~:text=Climate%20impacts%20are%20already%20harming,grow%20or%20find%20sufficient%20food" *"The evidence that is listed on the website about the negative effects of climate change comes from decades of REPLICATED research and it is posted on a well-respected organization's website."*

Teacher shows slides 2 and 3 explaining to students that an information that we see from a social media group needs to be cross-checked through a reputable website.
From reputable organizations such as:
- BBC News – https://www.bbc.co.uk/news
- Government UK website – https://www.gov.uk/
- NHS – https://www.nhs.uk/
- World Health Organisation – https://www.who.int/

From fact checker tools:
- Snopes – https://www.snopes.com/fact-check/
- Google Fact Check Explorer – https://toolbox.google.com/factcheck/explorer
- Poynter's Coronavirus Disinformation Database – https://www.poynter.org/ifcn-covid-19-misinformation/
- NewsGuard Google Chrome Extension – https://www.newsguardtech.com/

"Now, let's play a game to distinguish the terms fake or fact and the evidence behind each information."

Mentimeter "Fact or fake?":
https://www.mentimeter.com/app/presentation/aljkidjqvtdevxo9gth6n8ii7ayn3yba/edit?source=share-modal

Ask students to open the Google Fact Check Explorer and the Snopes Fact Checks: https://toolbox.google.com/factcheck/explorer/search/list:recent;hl=en?authuser=0 & https://www.snopes.com/fact-check/
For each statement, we ask them to insert the information on Google Fact Checker Explorer or on the Snopes Fact Checks and then respond if it is FAKE or FACT. Another possible option is for the teacher to model the search with the Google Fact Check Explorer and/or on the Snopes Fact Checks and have students review the results before responding.

Statement 1: Wuhan's coronavirus can be cured by one bowl of freshly boiled garlic water!
- Justification: https://www.factcheck.org/2020/02/fake-coronavirus-cures-part-2-garlic-isnt-a-cure/

Statement 2: Melissa Estrada shared photos of a pink lake in Australia shot from the skies above. The post had over 1.6k Facebook reactions (like, love, wow etc).
- Justification: https://www.snopes.com/fact-check/pink-lakes-of-australia-real/
- https://www.youtube.com/watch?v=n-VXiHTbH6k&t=5s

Statement 3: LeBron James bought a house for his high school janitor?
- Justification:https://www.snopes.com/fact-check/lebron-james-janitor-high-school/?collection=470768

Statement 4: A video shared online in the summer of 2025 authentically showed a group of raccoons bouncing on two backyard trampolines.
- Justification: https://www.snopes.com/fact-check/video-racoons-jumping-on-trampoline/

Activity 2 (15 Minutes)Lesson objectives 1 & 2	Tell students *"Class, now that you are familiar with the key terms about distinguishing fake news from facts, get into pairs, read again the claim **'AI will replace 90% of all jobs by 2030'**, and respond to the questions for 5 minutes."* Post a digital timer (https://www.online-stopwatch.com/countdown-timer/) on the projector to help students self-manage their time. Ask students to write their group responses on Worksheet 1.

1. *"What evidence do we need to trust or doubt a claim like this?"* (encourages critical thinking)
2. *"What happens to jobs when new technology emerges?"* (connect to economics knowledge)
3. *"How does information spread around the world so fast?"* (media literacy, globalization)
4. *"How should we behave responsibly as citizens in the digital world?"* (civic literacy)

When timer is up, ask students to face forward and get ready to share their responses. Select a few pairs to provide their thoughts.

Activity 3 (30 Minutes) Lesson objectives 2 & 3	Tell students *"Class, you are going on a mission to examine further if this video claim about 'AI will replace 90% of all jobs by 2030' is true. You will work in groups and each team will receiveinstructions to investigate the credibility of the statement."*

Write on the whiteboard or display on the project the team's mission *"Is the claim credible or misleading? Provide three pieces of evidence and explain why the claim is valid or exaggerated. You need to create a poster to present your evidence."*

Group students in teams of 3-4 and assign them with these roles: researcher, note-taker, presenter, timekeeper. Explain what each role entails.

1.   Researcher: Makes sure every team member participates in reading the sources and checking their credibility. Ensures that all claims used in the discussion are supported by evidence from trustworthy sources (the sources-articles provided or from the reputable websites shown).
2.   Note-taker: Writes down the group's ideas, evidence, and reasoning during the discussion. Organizes the information clearly so it can be used for the poster.
3.   Presenter: Summarizes the group's findings and explains the poster to the class. Works with the group to decide what to say and how to say it.
4.   Timekeeper: Keeps track of time for each part of the task (research, discussion, poster creation). Reminds the group to stay on schedule so they complete the poster on time.

Write on the whiteboard's corner certain vocabulary terms that they can use while working in their groups (e.g., *automation, labor market, fact-checking, fake*). Tell students that this is a mini-word wall they can look while working in their teams.

Ask students if they have any questions. If not, distribute the Fact-Checking list and the worksheet 2 with the articles from trusted sources to their teams and tell students that they have 15 minutes to finish their task. The poster could include information from students' answers in the fact-checking list and the worksheet 2.

Each group creates a large poster summarizing their analysis. When time is up, the presenter from each group will display the poster on the whiteboard and stand next to it.

A whole class discussion follows, in which each team presents its poster and the teacher asks clarification questions and compares student findings across teams.

Closing (15 minutes) Assessment	Teacher asks students *"In one paragraph, explain how you can check if a claim online is a fact or fake. Use at least two of these words: fact-checking, verify, evidence.''* Collects responses in paper (exit card).

The teacher provides this link to evaluate students' understanding of whether a headline is fake or factual:
https://www.mentimeter.com/app/presentation/alyqwucr4b5c93z13i5hqwo7dnwaewby/edit?source=share-modal. After completing the multiple-choice activity in Mentimeter, the teacher also asks students: *"What is one thing you will do differently when you see a surprising claim online?"* The teacher collects and discusses students' answers using Mentimeter.

Teacher Tips	Follow-up Project: Mini-Research Project on AI & Jobs: Encourage students to research how AI is impacting jobs in their local community or country. They can interview a local business owner, IT specialist, or career counselor and present their findings.

Follow-up Project: Ask students to find two videos or posts from any social media platform (TikTok, Instagram, YouTube Shorts, Facebook, or X) that make a surprising claim. They will:
  1. Identify the main claim made in the post or video.
  2. Decide whether it is fact or fake and briefly explain their reasoning.

Students submit their selected videos/posts and findings to the teacher via email. This activity encourages ongoing application of critical thinking and digital citizenship skills beyond the classroom.

Enrichment Activity: Invite a local journalist, librarian, or university researcher to talk about how they handle fact-checks.

Appendix

The appendix contains the student worksheets and supporting materials for the lesson activities.

Introduction Videos

AI Could Replace 90% of Jobs by 2030 — Are You Ready? (45 seconds)

https://www.youtube.com/watch?v=PDtE6Wwjv1o

AI Is Replacing 1 Billion Jobs… It's Already Started (31 seconds)

https://www.youtube.com/shorts/PV-0vTLO4Mo

Activity 1:

Fact of fake?

"**Fake** is information that has been deliberately falsified. It has been created to mislead, harm, or manipulate a person's social group, organization, or country."

"**Fact** is information that we can verify, have research evidence to support it, and, if possible, replicate."

How do I check the validity of the information?

From a reputable website such as:

- BBC News – https://www.bbc.co.uk/news
- Government UK website – https://www.gov.uk/
- NHS – https://www.nhs.uk/
- World Health Organisation – https://www.who.int/

How do I check the validity of the information?

Using fact checker tools:

- Snopes – https://www.snopes.com/fact-check/
- Google Fact Check Explorer – https://toolbox.google.com/factcheck/explorer
- Poynter's Coronavirus Disinformation Database – https://www.poynter.org/ifcn-covid-19-misinformation/
- NewsGuard Google Chrome Extension – https://www.newsguardtech.com/

Student Names: _____ **Date:** _____

1. What evidence do we need to trust or doubt a claim like this?

2. What happens to jobs when new technology emerges?

3. How does information spread around the world so fast?

4. How should we behave responsibly as citizens in the digital world?

Fact or Fake?

FACT-CHECKING LIST
Think and discuss with your team

1. Who made this claim? Is the source a person, influencer, media outlet, expert organization, or anonymous account?

2. Is there any evidence or data to support it? Does the claim cite real data, statistics, or expert reports?

3. Is the source reliable and recent? Is the information current (within the last 3–5 years)? Is it published?

Worksheet 2

Team Members: _____

Date: _____

Based on the discussion you had and considering information from the articles below, answer to the following questions:

1. What is your group's conclusion? Is the claim credible? Why or why not?

2. List three key pieces of evidence from the provided articles.