Title	A scuola di bufale - Fake news school
Abstract	The aim of the activity is make students aware about the importance of source validation and verification and about the danger of fake news The activity is divided into two phases. In the first the students will study what is a fake news and the importance of the validation and verification of the sources. The methods used in this phase are: brainstorming, group research work, discussion. At the end of this phase the students will produce in group a brief manual about fake news and sources validation and verification. The second phase is based on a game in a group, according to which students are engaged in creating fake news and finding other three fantastic but real news. Each group have to try to guess the fake news between the four news proposed from the other groups
Keywords	digital information, fake news, ethic,
Framework topic	
Target	[] primary [] lower secondary school [x] upper secondary school

Overall educational scenario structure

Unit(s)/Phase(s)	Title and time	Framework topic
1	Mind the source	Source validation and verification
2	Fake news game	Fake news

Description of the Unit(s)/Phase(s)

Unit(s)/Phase(s) no. 1 / Title **Mind the source** (Time)	
Topic(s)	*Describe the DETECT framework topic(s) faced in the unit* *Fake news, Digital media use*
Specific objectives	*Indicate the specific objectives of this unit/phase* *1) To make students aware about the importance of source validation and verification* *2) To know the main characteristic of a fake news and to be able to recognise a fake news* *3) To*
Pedagogical methods	*Indicate the pedagogical/teaching methods characterizing the unit* □ Direct teaching (e.g. teacher giving a lecture to introduce key concepts)

	□ Modeling (e.g. thinking aloud technique based on teacher shaping conceptual reasoning) X Discussion (e.g. students engaged in an open debate on a certain topic) X Group work (e.g., students working in small group to pursue a common objective) □ Role play/Simulation (e.g. students interpreting a role in a given situation) X Project work (e.g., students working in small group to develop a project) □ Problem finding/solving (e.g., students discovering problems and/or exploring possible solutions) X Brainstorming (e.g. students engaged in process of generation of ideas) X Case study (e.g. students involved in case analysis)
Evaluation	*Specify how learning of this unit/phase will be assessed* Auto assessing test Evaluation rubric
Technical support	*Specify what type of technical support is needed* Internet connection
Structure	***Introduction (max 500 characters)*** *Find information about fake news and source validation and verification and examples of fake news* ***Activity (max 500 characters)*** *Discuss with your schoolmates and teachers about fake news and source validation and verification. Analize same cases of fake news and try to fix some common characteristic of a fake news* ***Conclusion (max 500 characters)*** *In group make a brief manual for students about how to recognize a fake news and source validation and verification*

Overall educational scenario structure

Description of the Unit(s)/Phase(s)

Unit(s)/Phase(s) no. 1 / Title **FAKE NEWS GAME** **(Time)**	
Topic(s)	*Describe the DETECT framework topic(s) faced in the unit* *Fake news, Digital media use*
Specific objectives	*Indicate the specific objectives of this unit/phase* *1) Too make students aware about the importance of source validation an verification* *2) To...*

	3) To...
Pedagogical methods	*Indicate the pedagogical/teaching methods characterizing the unit* □ Direct teaching (e.g. teacher giving a lecture to introduce key concepts) □ Modeling (e.g. thinking aloud technique based on teacher shaping conceptual reasoning) X Discussion (e.g. students engaged in an open debate on a certain topic) X Group work (e.g., students working in small group to pursue a common objective) □ Role play/Simulation (e.g. students interpreting a role in a given situation) X Project work (e.g., students working in small group to develop a project) □ Problem finding/solving (e.g., students discovering problems and/or exploring possible solutions) X Brainstorming (e.g. students engaged in process of generation of ideas) □ Case study (e.g. students involved in case analysis)
Evaluation	*Auto assessing test* *Evaluation rubric*
Technical support	*Specify what type of technical support is needed*
Structure	***Introduction (max 500 characters)*** *Review the characteristic of a fake news* ***Activity (max 500 characters)*** *In gropu elaborate of a fake news and find other strange but real news The Game: Each team have to find outn what is the fake between the news of the other teams* ***Conclusion (max 500 characters)*** *Discussion about the work of each group/team and their fake and real news*