MODULE 7: WISEME INTO PRACTICE: ACTIVITIES TO BE IMPLEMENTED IN CLASS

MODULE OVERVIEW

This module is designed to help teachers apply all the information from the previous modules through activities. Tacher will find two types of activities: offline activities, which can be carried out in the classroom at any time without the need for any equipment or internet connection; and online activities, which are activities to be carried out from connected devices. These online activities are described in this module, although some of them will be interactively accessible on the Wise-Me platform.

MODULE OBJECTIVES

The aims of this module are to:

◆▶ To help teachers put into practice the material covered in the modules.
◆▶ To support teachers through practical and participative dynamics.
◆▶ To guide students in learning by doing with materials that help them to develop their critical skills in using social networks to deal with misinformation

STRUCTURE OF THE MODULE

◆▶ 7.1. Activities related to module 1: Introduction to misinformation and fake news
◆▶ 7.2. Activities related to module 2: Social media and information consumption
◆▶ 7.3. Activities related to module 3: Psychological and emotional reactions to misinformation
◆▶ 7.4. Activities related to module 4: Ethical considerations and responsible information sharing
◆▶ 7.5. Activities related to module 5: Identifying fake news and disinformation

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Disinformation Bingo
Practical Activity 1
(OFFLINE)

Objective:

To reinforce the concepts of misinformation and fake news in a fun and engaging way.

Materials:

- Bingo cards with a variety of concepts all related to the module 1 (see Annex 1) .
- Markers or bingo chips.
- A list of clues or statements related to misinformation from the module.

Instructions:

1. Create Bingo Cards:
- Distribute blank bingo cards to each student.
- Have students fill in the squares with terms from the module, such as "clickbait," "conspiracy theory," "fact-checking," "emotional appeal," and "confirmation bias."
2. Call Out Clues:
- The teacher or a designated student reads clues or statements related to misinformation.
- For example: "A headline that is designed to shock or outrage."

3. Mark the Cards:
- Students mark the corresponding square on their bingo card if the clue matches a term on their card.
4. Winning the Game:
- The first student to mark five squares in a row (horizontally, vertically, or diagonally) calls out "Bingo!" and checks their answers with the teacher.

Disinformation Detectives
Practical Activity 2
(ONLINE)

Both the online and digital-free activities can be accessed on: https://wiseme.eu/module1-students-en/

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Practical Activity 1
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Annex 1

CARD 1

DISINFORMATION BINGO
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MISINFORMATION	DECEPTIVE HEADLINES	MAL-INFORMATION
MESSAGE	BIAS	BOT ACOUNTS
OBJECTIVITY	HOAX	CLICKBAIT
TRUSTWORTHY	ECHO CHAMBERS	AGENT

CARD 2

DISINFORMATION BINGO
WISE ME

FAKE NEWS	DISINFORMATION	AGENT
FACT	CLICKBAIT	TRUSTWORTHY
BIAS	MISLEADING VISUALS	INFODEMIC
MAL-INFORMATION	SATIRE OR PARODY	MESSAGE

CARD 3

DISINFORMATION BINGO
WISE ME

COGNITIVE BIASES	CONSPIRACY THEORIES	EMOTIONAL MANIPULATION
SATIRE OR PARODY	ECHO CHAMBERS	INFORMATION
TRUSTWORTHY	OBJECTIVITY	AGENT
MISINFORMATION	DECEPTIVE HEADLINES	MAL-INFORMATION

CARD 4

DISINFORMATION BINGO
WISE ME

MAL-INFORMATION	DECEPTIVE HEADLINES	ECHO CHAMBERS
HOAX	DIGITAL LITERACY	FALSE CONNECTION
FAKE NEWS	SATIRE OR PARODY	MESSAGE
MANIPULATED CONTENT	BOT ACOUNTS	INTERPRETER

CARD 5

DISINFORMATION BINGO
WISE ME

DISINFORMATION	EMOTIONAL MANIPULATION	MISINFORMATION
MANIPULATED CONTENT	BOT ACOUNTS	INTERPRETER
CLICKBAIT	CONSPIRACY THEORIES	DIGITAL LITERACY
HOAX	BIAS	FALSE CONNECTION
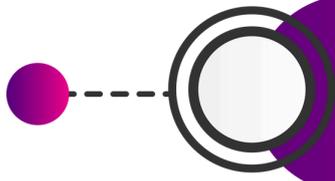
Fact-Checking a Viral Claim
Practical Activity 1
(OFFLINE)

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Objective

Teach students how to critically evaluate the credibility of online content:
- Develop their skills in identifying false or misleading information
- Familiarize students with fact-checking tools and techniques
- Encourage responsible sharing practices on social media.

Contents

- Understanding what constitutes credible information
- Exploring fact-checking tools and their applications
- Practical application of fact-checking strategies on a real-world example

Required Tools and Materials

1. Digital Tools (access to computers, tablets, or smartphones with internet connectivity)
- Fact-checking websites (e.g., Snopes, FactCheck.org, PolitiFact)
- Reverse image search tools (e.g., Google Images, TinEye)
- Media bias and reliability checkers (e.g., AllSides, Media Bias/Fact Check)

2. Printed Materials:
- Worksheets for note-taking
- A curated set of viral claims (real and fabricated) for analysis
3. Whiteboard/projector for group discussions and demonstrations.

Activities

Step 1: Introduction (15 minutes)

Objective: establish foundational knowledge about fact-checking
◆ Briefly explain what fact-checking is and why it is important
◆ Use an example of a viral claim (e.g., a popular meme or news story) to illustrate how misinformation spreads
◆ Discuss the consequences of sharing false information
Interactive Question: have you ever shared something online that turned out to be false? How did it feel?

Step 2: Familiarize Students with Tools (20 minutes)

Objective: equip students with knowledge of fact-checking tools
Demonstrate how to use:
- ◆❯ Snopes or similar platforms to investigate the credibility of claims
- ◆❯ Google Reverse Image Search to verify the source of an image
- ◆❯ AllSides to check for bias in news reporting

Show students how to identify credible sources by looking for:
- ◆❯ Author credentials
- ◆❯ Reputable organizations
- ◆❯ Evidence and citations

Hands-On Activity: practice using one tool with a simple example (e.g., searching if "Humans only use 10% of their brain" is true or false).

Step 3: Group Fact-Checking Challenge (30 minutes)

Objective: allow students to apply their knowledge in a collaborative setting
- ◆❯ Divide students into small groups (3-4 per group)
- ◆❯ Assign each group one viral claim to investigate. Examples: a sensational headline ("Aliens Discovered on Mars!") / A widely circulated image ("Sharks swimming on a flooded highway") / A controversial political statement
- ◆❯ Both claims to be investigated and the tools to be used have to be different for each group
- ◆❯ Provide each group with a worksheet to document their process:
  1. Claim: write down the claim they're analyzing
  2. Source Check: investigate the website or person sharing the claim
  3. Checking Tools: use Snopes, reverse search, etc., to verify the claim
  4. Conclusion: determine if the claim is true, false, or misleading

Expected Outcome: groups should provide a reasoned explanation for their conclusion.

Wrap-Up Tips:

- ◆❯ Emphasize the importance of stopping and thinking before sharing content
- ◆❯ Encourage students to share fact-checking tips with family and friends.

Step 4: Group Presentations (20 minutes)

Objective: share findings and reinforce learning.
- ◆❯ Each group presents their assigned claim, their fact-checking process, and their conclusion
- ◆❯ Encourage other groups to ask questions or add observations
- ◆❯ Highlight strong examples of critical thinking and teamwork

Step 5: Reflection and Discussion (15 minutes)

Objective: reinforce lessons and discuss broader implications
Discussion Prompts:
- ◆❯ "What was the most surprising thing you learned during this activity?"
- ◆❯ "How can you apply these skills in your everyday life?"
- ◆❯ "What should you do if you're unsure whether something is true?"

Assessment and Follow-Up

- ◆❯ Collect and review worksheets to assess understanding of the fact-checking process
- ◆❯ Assign homework: students choose a viral post or news article at home and fact-check it using the tools they learned
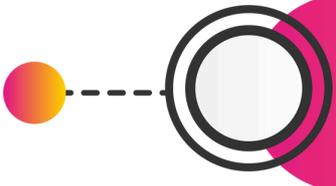- ◆❯ Follow up with a class discussion on their findings.

Practicing Responsible Social Media Use
Practical Activity 2
(ONLINE)

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Both the online and digital-free activities can be accessed on: https://wiseme.eu/module2-students-en/

KNOW AND MANAGE YOUR HABITS USING SOCIAL MEDIA
Practical Activity 1
(OFFLINE)

Objective:

Help students identify and reflect on their social media habits to promote more conscious and responsible usage.

Materials:

- Journals or paper
- Pens or pencils
- A whiteboard or chart paper
- Sticky notes

Instructions:

1. Introduction (5 minutes)

- Begin with a brief discussion about social media habits. Ask students to share what platforms they use most frequently and why. Discuss common habits, such as scrolling mindlessly, sharing content without verification, or comparing themselves to others.

2. Habit Reflection (10 minutes)
Prompt students to spend a few minutes writing in their journals about their social media usage. Encourage them to consider the following questions:

- How much time do you spend on social media each day?
- What types of content do you engage with (videos, articles, posts)?
- What content do you post/share yourself?
- What is the goal you are seeking when posting/sharing posts on social media?
- Do you consider the possible impacts of posting/sharing posts on social media (how the other might feel about it, what the post could evoke in others)?
- How do you feel before and after using social media?
- Do you often find yourself sharing content without checking its reliability?

3. Group Discussion (15 minutes)

- Form small groups (4-5 students each) and have them share their reflections with one another. Encourage them to discuss common themes, positive habits, and habits they want to change. Assign each group a sticky note color to note down key takeaways or insights from their discussions.

4. Class Discussion and Creating a Habit Chart (10 minutes)

- On a whiteboard or chart paper, create a "Social Media Habits" chart with two columns: "Positive Habits" and "Habits to Change." Have each group share 2 to 4 (depending on number of groups) positive habit and one habit they want to change. Write these in the appropriate columns.
- Make students discuss the most relevant habits and make them debate what habits they mostly follow, and make them reflect on it.

5. (optional) Developing Personal Action Plans (10 minutes)

- Ask students to create a personal action plan for using social media more consciously. They can set specific goals, such as limiting time spent on platforms, verifying sources before sharing, or engaging with content that uplifts them.

6. Closing Reflection (5 minutes)

- Conclude with a class discussion about the insights gained and the importance of being mindful of social media habits. Encourage students to commit to their action plans and support one another in their goals.

Assessment:

- Monitor group discussions for engagement and understanding.
- Review the habit chart for common themes.

Follow-Up:

- Encourage students to revisit their action plans after a set period (e.g., one month) to reflect on their progress and make any necessary adjustments.

UNDERSTAND YOUR FEELINGS TO DEVELOP SELF-AWARENESS SKILLS

Practical Activity 2
(OFFLINE)

Objective:

The exercise is designed to help students understand their own emotions and develop one of the key components of self-awareness skills. It will help students identify and manage their emotional responses to social media content. The ability to identify own emotions is a crucial skill for managing emotional responses to social media content and for building healthy relationships in the online and offline world. For more detail see the social-emotional learning SEL in Module 3.

The exercise could also be used in foreign language classes to learn new vocabulary concerning emotions and feelings.

The exercise could be modified for art class by using droving or abstractions (colour etc.) for depicting the feelings.

Materials:

- Social media posts (fictional and appropriate) that might provoke different emotional reactions (see examples in the materials)
- Projector or screen for displaying content (posts could also be printed on paper and handed to the groups of students)
- Copies of a "Feelings Wheel" or emotion chart
- Journals or paper for writing
- Additional: PC connected to the internet and projector to show introduction on TickTok or YouTube video (see links below)

Instructions:

1. Introduction (5 minutes)
- Begin with a brief discussion on how social media can influence emotions. Ask students to share any experiences where they felt a strong emotion after viewing or reading something online.
- For introduction a short TikTok video could be shown to the class for inspiration:
  TikTok video link
2. Exploration (10 minutes)
- Display various social media posts (fictional and appropriate) that might provoke different emotional reactions (e.g., excitement, anger, sadness). Ensure a variety of content is shown.

3. Group Discussion (10 minutes)
- Divide the class into small groups. Provide each group with a "Emotion Wheel" (2) or emotion chart.
- Ask them to identify the emotions they might feel when they see each type of content presented.
- (optional) Make students Create an on-line word cloud from the
4. Self-Reflection (10 minutes)
- Have students individually reflect and write in their journals about a recent social media interaction that triggered a strong emotion. Encourage them to explore why it affected them.

(2)The Emotion Wheel was created by Robert Plutchik to help patients identify and describe the 8 core emotions: Joy, Sadness, Fear, Anger, Anticipation, Surprise, Disgust, and Trust.

5. (optional) Mindfulness Practice (5 minutes)
- Lead a short mindfulness exercise focused on breathing, encouraging students to practice calming techniques when they encounter emotional content online.

6. Closing Discussion (5 minutes)
- Come back together as a class and discuss strategies for managing emotional responses in a healthy way.
- Encourage students to share insights and strategies they have learned.
- Teacher can discuss with students specific situations, people, or events that trigger strong emotional responses can help in developing coping strategies for future encounters.
- Point out to students that they should refer to emotions as "comfortable" and "uncomfortable" (and not as "positive/good" and "negative/bad"). Remind students that all emotions, both "comfortable" and "uncomfortable", provide to us valuable information.

Assessment:

- Monitor group discussions for understanding.
- Review journal entries to ensure students are recognizing and exploring their emotions.

Follow-Up:

- Encourage students to apply these reflection techniques during their personal social media use over the next week and discuss changes they observe in their reactions.
- Stress that it is okay to feel emotion or be excited about something; the goal here is for students to be able to reflect on their emotions.
- Remind students that all emotions, both "comfortable" and "uncomfortable", provide to us valuable information.
- Encouraging students to talk to friends, family, or a mental health professional about their emotions and the effects of social media. This can provide comfort and perspective, helping to process emotions in a supportive environment.

ADITIONAL MATERIALS

Annex: Set of social media posts to reflect upon the feelings

We are working on these materials so they could be used for translation

Aditional definitions for the exercise:

Feelings are subjective experiences that arise from specific emotions and reflect personal interpretations of emotional responses. They are influenced by individual thoughts and experiences.

Emotions, on the other hand, are physiological responses to stimuli, often characterized by distinct physical reactions and expressions. Emotions are generally more automatic and can include basic states like joy, anger, fear, and sadness.

In summary, emotions are the initial reactions to stimuli, while feelings are the personal, internal experiences that arise from those emotions.

Definitions for each of Robert Plutchik's eight primary emotions:

1. Joy: A feeling of great pleasure and happiness. It often arises from positive experiences, achievements, or fulfilling relationships.
2. Trust: A sense of security and reliability in someone or something. It is the foundation of healthy relationships, fostering openness and connection.
3. Fear: An emotional response to perceived threats or danger. It serves as a protective mechanism, prompting individuals to react to protect themselves.
4. Surprise: A brief emotional response to an unexpected event or situation. It can be positive or negative and often leads to curiosity or shock.
5. Sadness: An emotional state characterized by feelings of loss, disappointment, or sorrow. It often prompts introspection and a desire for comfort.
6. Disgust: A strong feeling of aversion or repulsion towards something considered unpleasant or offensive. It serves as a protective response to avoid harmful substances or situations.
7. Anger: An emotional response to perceived injustice, frustration, or threat. It can motivate assertive actions but can also lead to destructive behaviors if not managed appropriately.
8. Anticipation: A feeling of excitement or expectation about a future event. It can generate enthusiasm or anxiety, depending on the context and outcome expected.

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LEARN TO COPE WITH DIFFICULT SITUATIONS

Practical Activity 3
(OFFLINE)

Objective:

Help students understand and reflect on the importance of accepting mistakes, asking for help, and recognizing that it's okay to have feelings or not to know everything. Challenging negative thoughts and reframing them into a more positive or realistic perspective can help reduce emotional distress. This exercise creates a comfortable space for mental health and show students how they can deal with difficult situations.

Materials:

- Large sheets of paper or poster boards
- Markers, crayons, or colored pencils
- Sticky notes
- A timer

Instructions:

1. Introduction (10 minutes)
- Begin with a brief discussion about the importance of making mistakes, seeking help, and acknowledging limitations. Ask students to share times when they felt unsure or experienced challenges and how they overcame them.
2. Group Formation (5 minutes)
- Divide the class into small groups of 4-5 students.
3. Group Brainstorming (15 minutes)
- Each group receives a large sheet of paper and is tasked with creating a mind map around the theme "It's Okay To...".
- Encourage them to brainstorm as many ideas as possible regarding what is acceptable in terms of mistakes, seeking help, or admitting uncertainty. The themes should be motivational, positive or seek solutions (see additional materials for examples).
- They can write down phrases, draw pictures, or use symbols to represent their ideas.

4. Reflection with Sticky Notes (10 minutes)
- After completing their mind maps, each student takes a sticky note and writes down a personal experience related to one of the ideas on their group's mind map (e.g., a time they made a mistake or asked for help).
- Students then place their sticky notes on their group's poster.
5. Presentations (10 minutes)
- Each group presents their mind map to the class, explaining their thoughts and sharing insights from the sticky notes.
6. Class Discussion (10 minutes)
- Facilitate a discussion where students share what they found most valuable from the exercise. Highlight common themes and emphasize the importance of understanding that struggling is part of learning.
7. Closing Activity (5 minutes)
- To wrap up, have students silently reflect and then share one takeaway from the exercise. This can be a sentence they write on a piece of paper or something they vocalize in a circle.

Assessment:

- Monitor group discussions and presentations to gauge understanding.
- Use students' reflections to assess their comfort with the themes explored.

Follow-Up:

- Encourage students to keep their mind maps and revisit them in the future, reinforcing the idea that embracing mistakes and uncertainties is okay.
- The created mind maps could be placed on the class wall for future reference, or if there is time left, the class can create one map reflecting the outcomes of the group activity.

ADITIONAL MATERIALS

Suggestions on how to lead students to create the mind map:

Design Concept for "It's Okay To..." Mind Map Chart
1.Central Circle:
- Place a large circle in the center labeled "It's Okay To...".
2. Branching Segments:
Create several thick lines extending from the central circle to smaller circles surrounding it. Each smaller circle can represent one of the main themes, such as:
- Be yourself
- Make Mistakes
- Ask for Help
- Not Know Everything
- Have hard days
- Feel your feelings
- To start over again
3. Sub-branches:
From each smaller circle, draw thinner lines branching out to more specific phrases or ideas related to the theme. The themes should be motivational, positive or seek solution.
For example, under "Make Mistakes," you might include:
- "It's a part of learning"
- "Everyone makes them"
- "Mistakes help us grow"
 For example, under "Ask for Help," you might include:
- "Seek support to get help"
- "Talk to friend"
- "Talk to parents"
4. Visual Elements:
Use different colors for each theme to make it visually appealing.
Add illustrations or icons next to each theme. For example:
- A lightbulb for ideas
- A question mark for asking help
- A heart for support
5. Sticky Notes Section:
- Reserve a section on the chart for sticky notes, where students can later add their personal experiences related to the themes.
- This chart can be created on a large sheet of paper or on a whiteboard, allowing students to visually engage with the concepts as they brainstorm and reflect during the activity.

MINDFULNESS ACTIVITIES TO PROMOTE CONSCIOUS USE OF SOCIAL MEDIA
Practical Activity 4
(OFFLINE)

Objective:

Implementing these techniques can help students cultivate mindfulness, enhance emotional regulation, and improve their ability to critically assess information.

Materials:

- Class or outdoor environment

Instructions:

Concrete mindfulness techniques that can be effectively used in the classroom:

1. Mindful Breathing: Begin or end classes with a few minutes (could be 1-3 minutes) of deep breathing exercises. Students focus on their breath which helps center their thoughts:
- Option 1: inhaling for a count of four, holding for four, and exhaling for four.
- Option 2: deep slow inhaling to comfortable fullness, holding breath naturally till it feels comfortable, and deep slow exhaling.
2. Body Scan: Guide students in a body scan meditation, where they focus on different parts of their body, noticing any tension or discomfort. This practice can enhance self-awareness and relaxation

3. Five Senses Exercise: Encourage students to take a moment to observe their surroundings using all five senses. They can describe what they see, hear, smell, touch, and taste, fostering awareness of the present moment..
4. Mindful Journaling: Allocate time for students to write reflectively about their thoughts and feelings. Prompts like "What am I grateful for today?" or "What emotions am I experiencing right now?" can help students process their experiences.
5. Gratitude Circle: Create a space for students to share something they are grateful for, promoting positive emotions and a sense of community.
6. Mindful Listening: Pair students up and have one speak for a minute while the other listens without interrupting. Afterward, the listener summarizes what they heard, reinforcing focused attention and empathy.
7. Nature Walks: Organize outdoor walks where students can focus on the sights, sounds, and smells of nature, enhancing their connection to the environment and promoting relaxation.

Blame Game: Unpacking Social Media Manipulation"
Spotting Scapegoating and Misleading Language in Social Media Posts
Practical Activity 5
(ONLINE)

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Both the online and digital-free activities can be accessed on: hhttps://wiseme.eu/module3-students-en/

The moral responsibility of sharing information online Practical Activity 1 (OFFLINE)

Objectives

- Teach students to better understand the anatomy of clickbait headlines
- Familiarize students with fact-checking techniques and tools
- Encourage mindfulness to emotionally charged content
- Building resilience to manipulation and fostering critical thinking

Required Tools and Materials

- Digital Tools (access to computers, tablets, or smartphones with internet connectivity)
- Fact-checking websites (e.g., Snopes, FactCheck.org, PolitiFact)

Printed Materials

- Worksheets for note-taking
- A viral claim/headline (intentionally fabricated) for analysis
- Whiteboard/Project or for group discussions and demonstrations.

Activities

Step 1: Introduction (15 minutes)

▶ Introduce the concepts of **disinformation** and **malinformation**
▶ Begin with a brief discussion on what the difference between misinformation, disinformation, and malinformation is. Some questions to open the discussion:
▶ *What was the most shocking headline you have ever heard?*
▶ *What was the most unconventional thing a shocking headline made you do?*

Step 3: Teamwork (20 minutes)

▶ Divide the class into 3 groups performing different tasks on the visual and textual materials assigned as follows:
▶ **Team A task:** Explore the technical quality of the images and make assumptions on their credibility
▶ **Team B task:** Investigate the magazine credentials and responsible team
▶ **Team C task:** Explore the linguistic features (grammar, syntax, style, punctuation) of the headline

Step 2: Provide the leading visual material (5 minutes)

◆❯ Show some hypothetical photos from a funeral of an extremely popular band singer declared deceased by a striking online magazine headline.

Step 4: Group presentations of the investigation tasks (5 minutes per team + a brief 3-minute discussion session after each team presentation; overall: 27 minutes)

Questions to be asked:

◆❯ *Are there any visual signs that the photos uploaded by the magazine are technically manipulated or intentionally fabricated by digital tools including AI?*

◆❯ *What online information could be found on the magazine reputation? Can you identify by their names, images and professional responsibilities the main members of the editorial team?*

◆❯ *Are there any peculiarities in terms of the verbal presentation of the information? Any grammar mistakes, word order imperfections, style variety?*

Step 5: Application of digitally based tools for information verification (10 minutes):

◆❯ Fact-checking websites (e.g., Snopes, FactCheck.org)

◆❯ Reverse image search tools (e.g., Google Images, TinEye)

Step 6: Evaluation of the verification tools and closing discussion (10 minutes):

◆❯ *How would you feel if you knew from a clickbait headline that your favorite band leading singer was tragically deceased?*

◆❯ *What kind of irrational actions might an emotionally charged content foster?*

◆❯ *What the psychological and ethical damages from such a content might be?*

◆❯ *What rational fact-checking steps might we apply as a critical thinking approach to the headline?*

Additional Information:

◆❯ *Assessment and Follow-Up Evaluate participation in teamwork and group discussions.*

◆❯ *Evaluate the effectiveness of the information verification tools.*

◆❯ *Assess the human psyche driving mechanisms in a liminal situation.*

Creating a positive digital footprint
Practical Activity 5
(ONLINE)

Both the online and digital-free activities can be accessed on: https://wiseme.eu/module4-students-en/

THE CHINESE WHISPERS GAME
Practical Activity 1
(OFFLINE)

Objective:

This activity allows students to experience firsthand how easily information can be distorted and emphasizes the importance of critical thinking and verification before sharing information online.

Learning objectives:

◆ Understand how information can be misconstrued or twisted when passed from person to person.

◆ Recognize the importance of verifying information before sharing it.

◆ Develop critical thinking skills to evaluate the credibility of news sources.

Activity instructions:

Introduction (5 minutes):
- Briefly introduce the concept of fake news and disinformation, explaining how it can spread misinformation and mislead people.
- Explain the activity as a simulation of how rumors and fake news travel.

Chinese Whispers Game (15 minutes):
- Instruct students to form a line, standing shoulder-to-shoulder.
- Whisper a clear, concise sentence related to current events or a well-known story (e.g., "The principal is giving out free pizza today") to the first student in the line.
- The first student whispers what they heard to the second student in line, and so on, until the message reaches the last student.
- The last student stands up and announces the sentence they heard out loud to the entire class.

Debrief and Discussion (20 minutes):
- Compare the original sentence to the final version announced by the last student.
- Discuss how the message changed throughout the line.
- Ask students why the message might have been altered (e.g., mishearing, misremembering, adding details).
- Relate this game to how fake news and disinformation spreads online.
- Emphasize how information can be unintentionally or intentionally twisted as it is shared from person to person or on social media.

- Examples:
  - Check the source of the information. Is it a reputable news organization or a personal blog?
  - Look for evidence to support the claims being made.
  - Be wary of sensational headlines or emotionally charged language.
  - Consider if the information aligns with what you already know about the topic.

Critical Thinking Strategies (10 minutes): Brainstorm as a class different strategies students can use to evaluate the credibility of information they encounter online.

Wrap-Up (5 minutes): Summarize the key takeaways from the activity.

Remind students to be critical consumers of information and to verify information before sharing it online.

Assessment:

- Observe student participation in the discussion and role-playing activity.
- Engage in informal discussions to assess students' understanding of the concepts of fake news and disinformation.

Differentiation:

- For younger students, you can use simpler sentences or phrases for the telephone game.
- For older students, you can provide them with a more complex news story or event to whisper in the telephone game.
- You can also encourage them to research different fact-checking websites and tools.

"Fact or Fiction: News Headline Challenge" (H5P Game - Quiz Set)
Practical Activity 5
(ONLINE)

Both the online and digital-free activities can be accessed on: https://wiseme.eu/module5-students-en/