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The topic „Fake News“ is becoming increasingly relevant due to its rapid spread on the internet. For young people in particular, it's important to be able to distinguish between what is true and untrue. But how do you recognize true and false news?

In this project, you will work in class-wide groups to create a brochure that you will use to inform and educate other students at your school and/or people in your community.

In this way, you will be helping to prevent a breeding ground for the formation of opinions based on false facts.

YOUR ASSIGNMENTS

1 

Consider first individually:

How do you keep yourself informed about politics and general world events?

How do you differentiate fake news from objective news on the internet?

Do you like letting yourself be influenced by social media?

2 

Find an example of a news story on the internet/in social media that you think is not accurate and is more likely to be fake news. **Research it and explain why it is not an accurate news story.**

Bring the example to class.

Notes:

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3 Your teacher will now discuss examples of fake news with you.
Take notes on why it is fake news. Also ask critical questions.



4 You will now work together in cross-class groups.
Before you meet virtually with the other group members, research the following aspects on the Internet:

Where does the term *fake news* come from?

Why is there *fake news*?

How does *fake news* spread?

Why does *fake news* spread? What lies behind it?

What conflicts (examples) from your countries or worldwide have there been regarding *fake news*?

What is the difference between *fake news* and satire? Which satirical newspapers/websites do you know?

What can be done to fight *fake news*?

What are reputable sources?

How can you get the most comprehensive information possible?

More aspects...



5 Take notes with key points from your research
and bring that to the kick-off meeting with the partner class.

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You will now meet with your working group.

In this working group and in the group as a whole, you will determine the contents of your brochure, which you will then write. You will meet several times for this.

Think about the topic you want to work on within the project.

Go over the results of your research.

Agree on dates when you will meet regularly.

How will you proceed?

Who will take on which roles and tasks?

MY ROLE AND TASKS

THE TOPICS THAT INTEREST US

**THESE ARE OUR DATES
FOR THE GROUP MEETINGS**

**PROCEDURE WITH CONCRETE STEPS
AND DATA:**

With the entire group:

- Decide on the main topic together.
- Decide which working group will provide which content.
- Discuss how you will present your brochure at school. What activities are possible? For example, can you have a stand during breaks or will there soon be a major school event where your project can be presented? What other ideas do you have?

My notes: