

Unit 3: Fake News and the Media

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(Sek 1: Jahrgangsstufe 9, 5. Lernjahr, A2/B1)

Allgemeine Erziehungsziele:

Medien kritisch analysieren;
Eigenes Medienverhalten reflektieren;
Kompetenter Umgang mit digitalen Medien (digitale Medienkompetenz);
Lesekompetenz schulen;
Rolle der Medien im politischen Prozess reflektieren;
Inhalt von Informationen über komplexe Sachverhalte verarbeiten

Ziele fremdsprachlicher Bildung:

Landeskundliche und interkulturelle Kenntnisse;
Rolle der Medien im internationalen Vergleich;
Medien und soziale Netzwerke kompetent nutzen;
Interessen verstehen und zuordnen

Inhalte und Themen:

The role of the media;
Fake news and media bias;
Distinguishing between 'Lügenpresse', alternative and fake news;
Political responsibility of social media platforms;
Creating a checklist

Fertigkeiten, Fähigkeiten, Anbahnung von Kompetenzen:

GeR (Auszüge):

A2: Kann Sätze und häufig gebrauchte Ausdrücke verstehen, die mit Bereichen von ganz unmittelbarer Bedeutung zusammenhängen (z.B. Informationen zur Person und zur Familie, Einkaufen, Arbeit, nähere Umgebung); kann sich in einfachen, routinemäßigen Situationen verständigen, in denen es um einen einfachen und direkten Austausch von Informationen über vertraute und geläufige Dinge geht; kann mit einfachen Mitteln ... Dinge im Zusammenhang mit unmittelbaren Bedürfnissen beschreiben.

B1: Kann die Hauptpunkte verstehen, wenn klare Standardsprache verwendet wird und wenn es um vertraute Dinge aus Arbeit, Schule, Freizeit usw. geht; kann sich einfach und zusammenhängend über vertraute Themen und persönliche Interessengebiete äußern; kann über Erfahrungen und Ereignisse berichten, Träume, Hoffnungen und Ziele beschreiben und zu Plänen und Ansichten kurze Begründungen oder Erklärungen geben (Europarat 2001: 35).

Sachfach-Curriculum Po/Wi:

Einfluss der Medien auf den politischen Willensbildungsprozess; Rolle und Funktion der Medien in der Demokratie; Reflexion und Bewertung von Wegen des politischen Urteilens; Öffentlichkeit im Wandel – Medien im politischen Prozess

Sprachfokus:

Wortfeld für *media*;
thematisch orientierte Redemittel und Strukturen;
Zeitungsartikel lesen können;
CLIL discourse

Lehr- und Lernstrategien:

*Inside-outside circle**; *comparisons*; *plenary discussions*; *word concept*; *crib sheet**; *reciprocal teaching**; *guided and independent content-based research*, *word cloud*

Evaluation:

formatives Feedback (im Rahmen der Lernaktivitäten) mit *comparisons, plenary discussions, research*; summatives Feedback: Bewertung der Verständnisprüfung, Ergebnisse der Checklisten

Übersicht Unit 3: Fake News and the Media

Unterrichtsstunde 1–2

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Unterrichtsstunde 5

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Unterrichtsstunde 6

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Worksheet 5: Fake News

Unterrichtsstunde 9-10

Worksheet 6: Fake News and Facebook

Unterrichtsstunde 11-12

Worksheet 7: How to fight fake news? (target activity: checklist for recognising fake news)**Worksheets 1 bis 7: Anregungen zum Vorgehen**

Die für die *worksheets* vorgesehenen Unterrichtsstunden sind für jeweils 90 Minuten geplant. Zu Anfang der Einheit sollen sich die Schüler mit der Rolle der Medien in der Politik wie auch in ihrem privaten Kontext auseinandersetzen. Sie reflektieren ihren Medienkonsum, erhalten einen kurzen Einblick in die Entwicklung (digitaler) Medien und setzen sich mit der Berichterstattung unterschiedlicher Quellen auseinander (*worksheets* 1 und 2). Danach wird ins Thema der Medienkritik eingestiegen. Es wird auf einseitige Berichterstattung eingegangen wie sie auch deutschen Medien gelegentlich vorgeworfen wird. Die Schüler untersuchen diesbezüglich selbst wie sich die Berichterstattung in mehreren englischsprachigen Ländern unterscheidet (*worksheet* 3). Nach der Einseitigkeit von Nachrichten wird sich intensiver mit Falschmeldungen auseinandergesetzt. Da es verschiedene Termini und Definitionen rund um das Thema Falschmeldungen gibt, sollen die Konzepte, die hinter den Begriffen stehen, offengelegt und differenziert werden (*worksheet* 4). Im Anschluss werden die verschiedenen Gründe für die Verbreitung von Fake News erarbeitet und ihre Gefahren analysiert. Gerade im Internet verbreiten sich Fake News schnell. Diesbezüglich werden Algorithmen und Echokammern erklärt und diskutiert welche Rolle soziale Netzwerke wie Facebook bei der Verbreitung von Fake News spielen (*worksheets* 5 und 6). Die Unterrichtseinheit zielt darauf ab die Medienkompetenz der Schüler zu schulen. Im Zuge dessen sollen die Schüler ihr Wissen in Form einer Checkliste wie man Fake News erkennen kann zur Geltung bringen (*worksheet* 7).

Worksheet compass

phase	activities of	additional activities	scaffolding	
	Teachers students			
planning; backward design	analysing and reflecting on the role of the media and fake news	analysis, evaluation, critical thinking, discussing solutions	discussion, research	worksheet compass

complex task	advisor, providing internet links	reflect on current situation, develop solutions, evaluate solution strategies	discussion, research	useful phrases, me- dia vocabulary
worksheet 1	Media Usage	task 1: explain task 2: compare, discuss, evaluate task 3: reflect	task 4: analyse, discuss	media concepts
worksheet 2	The Role of the Media	task 5: sum up, cha- racterise task 6: examine, research, compare task 7: discuss		contrast matrix
worksheet 3	Media Bias	task 8: compare, discuss task 9a: reflect, eva- luate, interpret task 9b: expound, discuss task 10: evaluate, take notes, discuss		how to read English newspapers
worksheet 4	Terms and Defini- tions	task 11: research, present task 12: create		
worksheet 5	Fake News	task 13: research task 14: explain, compare task 15: discuss task 16: assess		
worksheet 6	Fake News and Facebook	task 17: define, reflect, assess task 18: discuss	task 19: discuss	
worksheet 7	How to fight fake news?	task 20: develop, evaluate, analyse task 22: evaluate	target activity (task 21): creating a che- cklist	formative assess- ment

Worksheet 1: Media Usage

Task 1:

Collect news (from newspapers or magazines, tweets, posts etc.) from the last week. All collected news will be laid down in the middle of the classroom. Choose one news item that you can respond to or which evokes certain thoughts or memories in you. Form an inside-outside circle* and **explain** to each other why you have chosen your news.

Task 2:

Fill out the chart below. Exchange and **compare** your results with your neighbour. **Discuss** in plenary how the different types of media can have an impact on politics. **Evaluate** how you would rate the role of the media in a democracy.

	Do you use this medium? (yes or no)	Rate where you get most of the news from (1= most used, 10= least used)	Rate the trustworthiness of the types of media (1= most trustworthy, 10= least trustworthy)
newspapers			
news channels			
websites of newspapers/ news channels			
apps of newspapers/ news channels			
radio			
Facebook			
Twitter			
Instagram			
internet blogs			
friends			
others (if applicable):			

Task 3:

Reflect on the advantages and disadvantages of the following news sources.

	advantages	disadvantages
internet		
television		
newspapers		
radio		

(adapted from: <https://www.teachingenglish.org.uk/article/using-news-articles>, last accessed June 2018)

Task 4 (additional):

Analyse the statistics in Figure 1 and 2. Discuss how the wider use of the internet has affected newspapers and broadcasters.

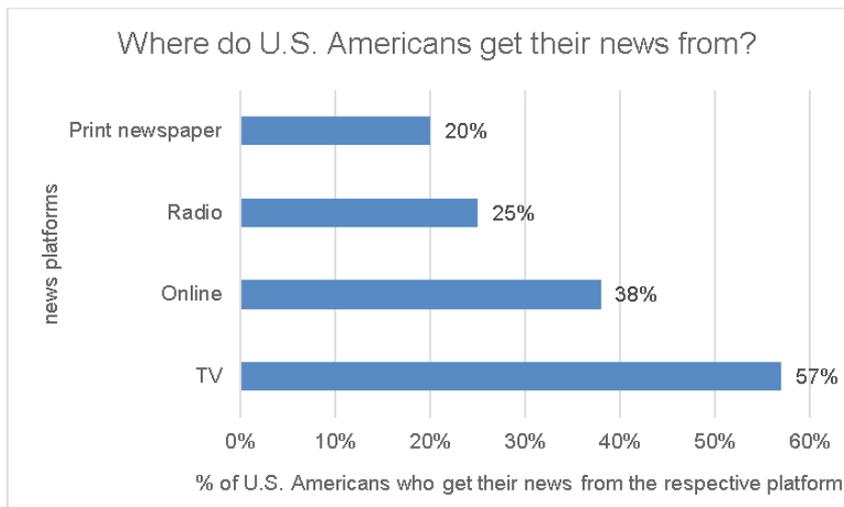


Figure 1: News platforms that are used by U.S. Americans

	18-29	30-49	50-64	65 +
TV	27%	45%	72%	85%
Online	50%	49%	29%	20%
Radio	14%	27%	29%	24%
Print newspaper	5%	10%	23%	48%

Figure 2: News platforms that are used by U.S. Americans divided into different age groups

The survey was conducted in Feb. 2016; Pew Research, http://assets.pewresearch.org/wp-content/uploads/sites/13/2016/07/PJ_2016.07.07_Modern-News-Consumer_1-01.png (last accessed June 2018)

Scaffolding – Media concepts

	English concept	German concept
digital	blog	
	tweet/ post	
	linked	
	to facebook (s.b.)	
	Hate speech (on the net)	Hassposting
	clickbait	
	hit (website)	
	livestream	
	short news	
	spam	
	ad blocker	
print	(daily) newspaper	
	tabloid	
	magazine	
	free sheet	kostenlose Zeitung
	street newspaper	
	sound bite	
	headline	
	reporter	
	to cover sth.	
	to issue	
	byline	
	circulation	

print	cover (story)	Titelblatt (Tietelgeschichte)
	editor	
	editorial	
	op-ed (=opinion editorial)	
	comment pages	
	domestic/ international news	
	investigative journalism	
	editor's note	
	editorial independence	
broadcast	breaking news	Eilmeldung
	media coverage	
	to broadcast	
	live	
	watchable	
	to edit	
	to moderate	
	screen	
general	Fourth Estate	
	canard or hoax	
	to be newsworthy	
	spin	
	fake news	
	fact-checking	
	media bias	
	mass media	Massenmedien
	conflicting reports	
	gist	

Worksheet 2: The Role of the Media

Task 5:

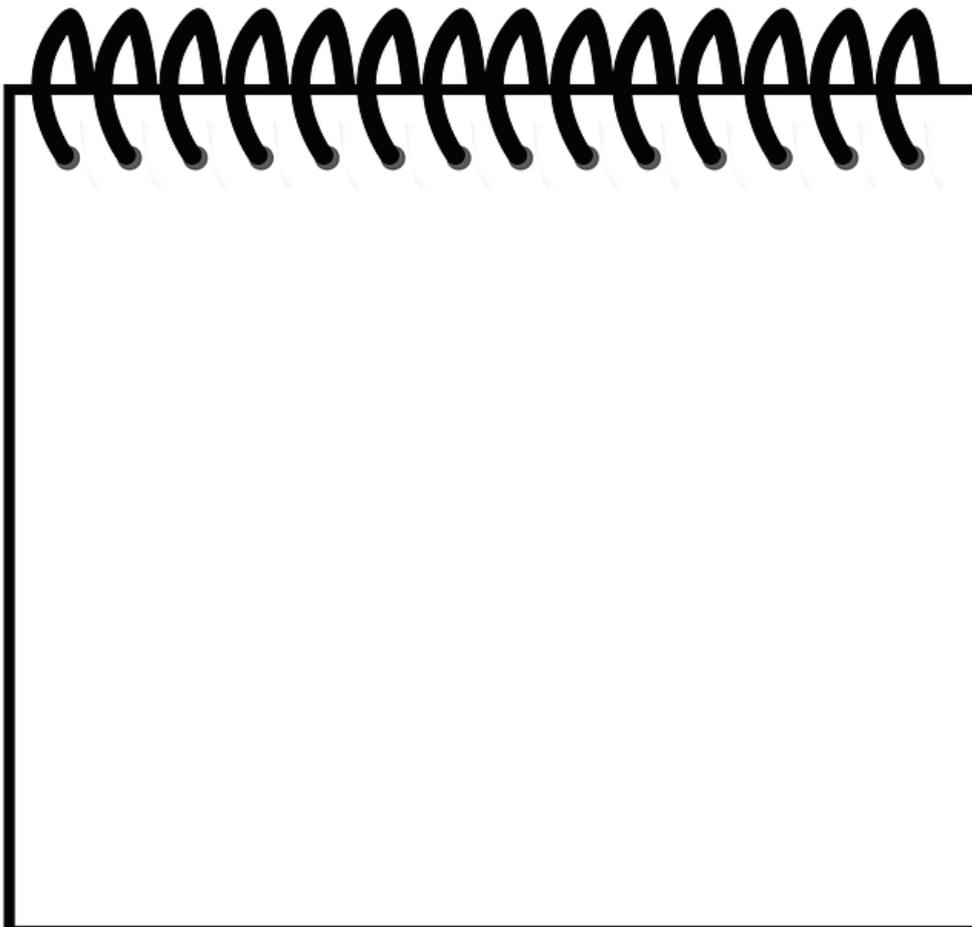
Sum up in a crib sheet*. Characterise the main functions.

The role of the media

"Democracy was born in Ancient Greece, with the creation of the Greek polis in Athens. So, since that time there have been forms of discussions and decisions that were taken in public, which are also made public for the rest of the people [...] by publishing them through the tiles, which were located across the city squares and by informing the people also through verbal calls. [...] However, in recent centuries, we have some changes about this situation, because the forum for dialogue on politics and society now is taken by the media. [...] The main principle of democracy is that the media have to be free, autonomous and exercise their functions with full responsibility, be able to give the public true, comprehensive and current information. [...] It is the financial independence of the media, which enable the media to perform their function in the free form, fair and positive for society."

"It can be stated that the media are a very important element of the social democratic system and one of the main factors in the development of information society. [...] The media's role has grown in the world, where today they have a large influence in politics, and are therefore presented as a source of power, but also the media play the role of the government and the opposition control, by trying to make transparent all their activities. [...] In Western democracies, it can be created the impression that the media and the government are in constant confrontation about their rights and all this war between them is being made in the name of democracy. [...] The role of the media in all democracies is extremely big, there is even talk that the role of media in developed democracies also is being considered as the 'fourth power body' of the state, because they have a great impact on society."

Danubius University Press, <http://journals.univ-danubius.ro/index.php/communicatio/article/view/4372/4309> (last accessed June 2018)



Task 6:

Examine the relationship between popular/ entertainment and quality news using the given example of the UK. **Research** the frequency of the usage of popular and quality news in Germany and **compare** the situation in both countries.

Entertainment news in the UK

“In terms of sources of entertainment news, national newspapers and their websites play a significant role and broadcasters a less significant role compared with other genres. For those with the strongest interest in the subject social media and celebrity-focused magazines are as important as national newspapers and broadcasters. [...] There is evidence that online is fuelling interest in this form of news, providing more entertainment news at a greater level of frequency than in a mainly analogue world.”

	Male	Female	18-24	25-34	35-44	45-54	55+
Very/extremely interested	10%	21%	21%	33%	22%	11%	5%

Figure 3: How interested are you in entertainment and celebrity news? Base: UK=2078

Reuters Institute & University of Oxford, <http://www.digitalnewsreport.org/survey/2013/interest-in-different-types-of-news-2013/> (last accessed June 2018)

Task 7:

Discuss whether more people buy newspapers for news or for entertainment.

Worksheet 3: Media Bias

Task 8:

Read through the following boxes and **compare** the confidence in news media in Germany to other countries. **Discuss** the statement “the full range of public opinion is not fully represented by the media” in Germany.

Biased News Reporting

The digital news report analysed the results from the 2017 Reuters Institute Digital News Report. This report explored the “underlying reasons for low trust in the news media and social media across nine countries (United States (US), UK, Ireland, Spain, Germany, Denmark, Australia, France, and Greece).” Their main findings reveal that biased news reporting is a major reason for a lack of confidence in the news.

“Among those who do not trust the news media, the main reasons (67%) relate to bias, spin, and agendas. Simply put, a significant proportion of the public feels that powerful people are using the media to push their own political or economic interests, rather than represent ordinary readers or viewers. These feelings are most strongly held by those who are young and by those that earn the least.

- ▶ In many countries, particularly the US and UK, some media outlets are seen as taking sides, encouraging an increasingly polarised set of opinions. Others are criticised for not calling out lies, keeping information back, or creating a false equivalence of partisan opinions that are obscuring facts and understanding.
- ▶ In talking about trust, people mention television brands more than any other type of media (e.g. print or online). TV is considered less open to manipulation than online media, because live pictures and reporters on the spot give consumers confidence that what they are seeing is true. But TV brands are also criticised in many countries for putting speed ahead of accuracy, favouring opinion over facts, and for pushing partisan agendas.
- ▶ Social media (24%) is trusted less than the news media in its ability to separate fact from fiction. There is a sense from respondents that feeds are becoming polluted with inaccurate information, extreme agendas, and strong opinions, perhaps encouraged by social media algorithms. But, people also blame other social media users for fuelling these stories by sharing without reading them.”

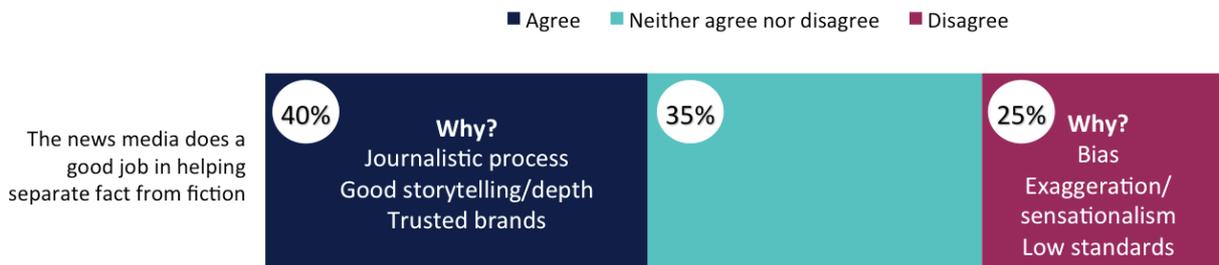


Figure 4: Confidence in news media; Base: ca. 2000 in each country.

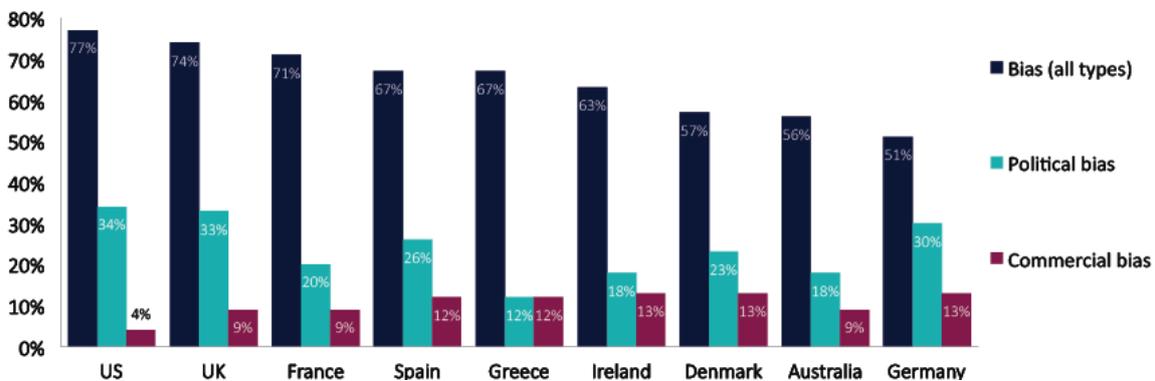


Figure 5: You said you disagree that the news media does a good job in helping me distinguish fact from fiction. Why is that?

Reuters Institute & University of Oxford, <http://www.digitalnewsreport.org/publications/2017/bias-bullshit-and-lies-audience-perspectives-on-low-trust-in-the-media/#trust-and-mistrust-in-the-news-media> (last accessed June 2018)

Political Bias in Germany

Germany's media system is less polarised than either the US or UK, with news organisations tending to stick to a fairly similar range of news stories and approaches. Even the tabloid Bild does not stray too far from the political centre, and there are no significant hyper-partisan websites in Germany. In this sense, the full range of public opinion is not fully represented by the media." (see figure 6)

"Although political bias is a strong theme among those distrusting the media in Germany, this is less about political partisanship. Rather, the suggestion is that the media are 'too close' to politicians, actively shutting down discussion of important issues such as the recent influx of immigrants."

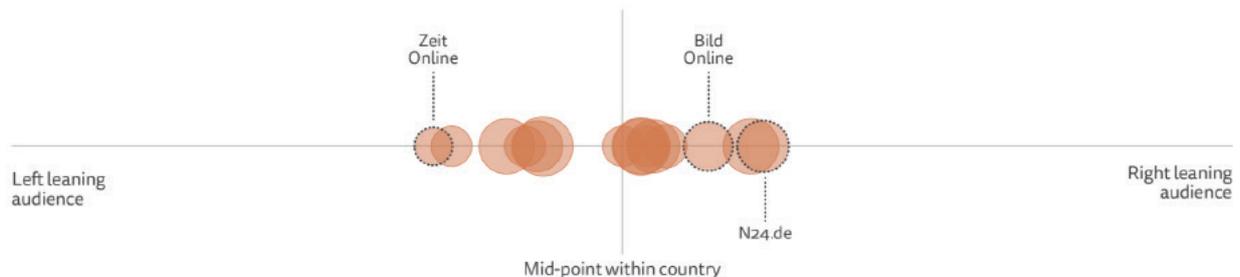


Figure 6: Audience map for the top online news brands in Germany; Base: total sample Germany: 2062; question 1: Some people talk about 'left', 'right' and 'centre' to describe parties and politicians. With this in mind, where would you place yourself on the following scale?; question 2: Which of the following brands have you used to access news ONLINE in the last week? Please select all that apply.

Reuters Institute & University of Oxford, <http://www.digitalnewsreport.org/publications/2017/bias-bullshit-and-lies-audience-perspectives-on-low-trust-in-the-media/#trust-and-mistrust-in-the-news-media> (last accessed June 2018).

Voc.: biased= einseitig; spin = Meinungsmache

Voc.: partisan= parteiisch; influx = Zustrom

Task 9a:

Reflect on your experiences with biased news reporting. **Evaluate** which German news sources might be biased. In this context, **interpret** the caricature.



Image 1: Whitewashing of news reporting

https://commons.wikimedia.org/wiki/File:Cnn_whitewashing_bahrain_dictatorship.png (last accessed June 2017)

Scaffolding – How to read English-speaking newspapers

- 1st step: Read the headline and its subheading.
- 2nd step: Look at pictures and statistics if the article comes with some.
- 3rd step: Guess from the heading and pictures what the article might be about.
- 4th step: Activate your pre-knowledge and remember what you already know about the issue raised by the article.
- 5th step: Find the reading strategy that works for you. This means you have to try out various strategies beforehand. For example, skim the text first. Read for the general gist and then start again with close reading.
- 6th step: Don't worry. You don't have to understand every single word. The overall context is what matters.
- 7th step: Try to answer questions for your general understanding. Who did what, when, where and why?
- 8th step: Re-read passages if you didn't understand them.
- 9th step: Certain websites offer a range of useful words concerning news. For instance, the BBC used to have a range called Words in the News: <http://www.bbc.co.uk/worldservice/learningenglish/language/wordsinthenews/> (last accessed June 2018).
- 10th step: Look up keywords or phrases and write them down in a notebook or an app. → Important: always contextualise the new vocabulary!
- 11th step: You might also want to try out reading the article out loud. This way you practice your speaking and reading skills and you stay more focused.
- 12th step: Try to read an article every day or every second day. Develop a routine instead of reading too many articles at once.

Worksheet 4: Terms and Definitions

Task 11:

There are different terms in German and English that are in some way connected to fake news. Form five groups and focus on one term. Do some **research** on where the term derived from and what it relates to. Afterwards, **present** your term in a short (!) presentation to the rest of your class.

Group 1: Post-truth

The following link may help you:

<https://en.oxforddictionaries.com/word-of-the-year/word-of-the-year-2016> (last accessed June 2018)

Group 2: Alternative Facts

The following link may help you:

<https://www.nbcnews.com/storyline/meet-the-press-70-years/wh-spokesman-gave-alternative-facts-inauguration-crowd-n710466> (last accessed June 2018)

Group 3: Alternative Fakten

The following link may help you:

<https://www.tagesschau.de/inland/unwort-des-jahres-105.html> (last accessed June 2018)

Group 4: Lügenpresse

The following link may help you:

https://www.tu-darmstadt.de/vorbeischauen/aktuell/archiv_2/2015/einzelansicht_111232.de.jsp (last accessed June 2018)

Group 5: Pinocchio-Press

The following link may help you: <https://www.welt.de/kultur/medien/article150062648/Haben-Luegen-wirklich-lange-Nasen-liebe-AfD.html> (last accessed June 2018)

Task 12:

Create two word clouds* on the topic of the media and fake news in English and German and compare the underlying concepts. For creating word clouds, you may use http://www.abcya.com/word_clouds.htm (last accessed June 2018).

Worksheet 5: Fake News

Task 13:

Think about different types of fake news. Then do some **research** on these different forms and fill out the rubrics below.

The following link may be helpful for your research: <https://www.mediamatters.org/research/2016/12/15understanding-fake-news-universe/214819> (last accessed August 2018)

Type of fake news	What is their purpose?	What is fake about them?
...

Task 14:

Explain the difference between fake news and biased news reporting. Then look at Donald Trump's tweets and **compare** his use of 'fake news' and how the term is used in the broader sense.



Donald J. Trump 
@realDonaldTrump

Folgen

Fascinating to watch people writing books and major articles about me and yet they know nothing about me & have zero access.
#FAKE NEWS!

 Original (Englisch) übersetzen

05:56 - 12. Sep. 2017



Donald J. Trump 
@realDonaldTrump

Folgen

Sorry folks, but if I would have relied on the Fake News of CNN, NBC, ABC, CBS, washpost or nytimes, I would have had ZERO chance winning WH

 Original (Englisch) übersetzen

05:15 - 6. Juni 2017

Image 2: Tweets from Donald Trump concerning fake news

Task 15: (mediation*)

Have a look at the picture from the following link: <http://www.mimikama.at/wp-content/uploads/2016/08/image-259.png> (last accessed June 2018). Collect all your thoughts in a mind map. Then read through the following box to find out more about the context. **Discuss** whether fake news and stereotypes are closely interlinked.

Muslims urinate on church wall?

“Sommer 2016: Ein Unbekannter beobachtet an der St. Gertrud-Kirche in München eine ungewöhnliche Szene, fotografiert sie und stellt sein Bild auf Facebook: ‚Sechs muslimische Männer pinkeln aus Verachtung für unsere christliche Kultur an die Kirche‘, heißt es dazu. Dieses Bild verbreitet sich rasend schnell auf Facebook - und setzt sich in tausenden Köpfen fest. Für viele Menschen gibt es keine Zweifel, was auf dem Bild zu sehen ist. Auch Udo Voigt von der NPD teilt es. Voigt kommentiert: “Kirche in München, sechs Neubürger urinieren an das christliche Gotteshaus. TEILEN das auch der letzte Gutmensch diese Sauerei mitbekommt. Respektlos und traurig, bin sprachlos. Stellt euch vor was die mit uns machen würden wenn wir selbiges an einer Moschee tun?” [Fehler im Original] Doch so klar, wie Voigt und viele andere das Bild interpretieren, ist die Angelegenheit keineswegs. Im Gespräch mit dem SWR erklären Mitglieder der Gemeinde St. Gertrud in München, man habe rasch über den Vorfall an der Kirchenwand aufgeklärt. Pater Matthias betont, es gehöre zur Tradition der Kirche in Äthiopien oder auch in Eritrea, dass die Gläubigen nicht immer [in] den Tempel hineingehen. Oft blieben sie ‘draußen an der Mauer, sie lehnen sich an die Wand und so beten sie’.”

© NDR Media, “Natürlich ist das Stimmungsmache”, [faktenfinder.tagesschau.de/inland/voigt-fake-news-101.html](https://www.faktenfinder.tagesschau.de/inland/voigt-fake-news-101.html) (last accessed June 2018)

Task 16:

Read through the little boxes. You may take notes about the fake news, how it spread, and the true facts. In plenary, **assess** the consequences fake news can have – especially in politics.

“False reporting [...] has increased considerably in recent years. More and more people are obtaining their information via social media channels, in which content can be shared at lightning speed. The veracity of the information, however, is often not called into question. Fake news is a threat to democracy if it influences the opinions and electoral behaviour of Internet users. The US presidential election campaign was dominated by fake news, as was the German refugee debate.”

Goethe-Institut, <https://www.goethe.de/en/kul/bib/21001176.html> (last accessed June 2018)

Voc.: veracity = Richtigkeit

Church on fire

“According to a fake news report from New Year’s Eve 2016, ‘a mob of 1,000 Arab men’ allegedly gathered in front of St. Reinold’s Church in Dortmund city centre, the ‘oldest church in Germany’. Calling ‘Allah is great’, they apparently attacked police officers and ended up setting the church on fire. The only thing is, the story is not true: there was no fire at the church, which in fact is only the oldest church in Dortmund, not in all of Germany. According to a police statement, all that happened was that an errant firework set fire to some netting that was attached to the church for renovation work. The fire was quickly extinguished, and the fire brigade and police describe the evening as a ‘normal’ New Year’s Eve. This is a classic example of fake news, which in this case was reported by the American news portal breitbart.com. Breitbart is the American platform for the New Right in the United States. The story went viral, with German bloggers and conspiracy theorists citing it as a prime example of how news is covered up by German media.

Politicians are alarmed by this and many other such cases, as it is all too obvious that they constitute an attempt to discredit the democratic system of government as a whole. Right-wing populist parties hope to swell their ranks if people lose their trust and confidence in government institutions.”

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Voc.: errant = fehlgeleitet

Worksheet 6: Fake News and Facebook

Task 17:

Use the following link to watch the TED video and read the passage on google algorithms. **Define** the term filter bubble in your own words. **Reflect** on the function of filter bubbles and **assess** its danger in a placemat activity*.

TED video:

https://www.ted.com/talks/eli_pariser_beware_online_filter_bubbles?language=de#t-516018 (last accessed June 2018).

Google Algorithms

Google states at their website: „You want the answer, not billions of webpages, so Google ranking systems sort through the hundreds of billions of webpages in our Search index to give you useful and relevant results in a fraction of a second. These ranking systems are made up of a series of algorithms that analyze what it is you are looking for and what information to return to you. We look for webpages with information that matches your query. When you search, at the most basic level, our algorithms look up your search terms in the index to find the appropriate pages. They analyze how often and where those keywords appear on a page, whether in titles or headings or in the body of the text. We use your country and location to deliver content relevant for your area. For instance, if you’re in Chicago and you search “football”, Google will most likely show you results about American football and the Chicago Bears first. Whereas if you search “football” in London, Google will rank results about soccer and the Premier League higher.“

<https://www.google.com/intl/ALL/search/howsearchworks/algorithms/> (last accessed June 2018).

Voc.: filter bubble = Echokammer

Additional link:

In conjunction with the German parliamentary election in 2017, the newspaper ‘Süddeutsche Zeitung’ provided a link that analyses and evaluates people’s Facebook filter bubbles. To access it, use the following link: <http://gfx.sueddeutsche.de/digital/2017-05-facebook-selftest/index.html#/> (last accessed June 2018). You can log in with your Facebook profile and according to sites and posts you liked, it can be analysed with which German party your filter bubble goes along. Or you can search for particular Facebook pages and their political preferences.

Task 18:

Discuss the political responsibility of Facebook and whether Facebook can be blamed for the spread of fake news. Read the short text below and consider newly created features like the one in image 3.

Additional link:

For further information, see Mark Zuckerberg’s statement after the presidential election in 2016: <https://www.facebook.com/zuck/posts/10103269806149061> (last accessed June 2018)

Facebook’s Responsibility

“Facebook may not compose fake news itself, but with more than 25 million users in Germany and 1.7 billion users worldwide it certainly is the world’s largest disseminator of it. The German government wants to impose a greater obligation on the company to remove fake news from its website. Yet so far it has little success. As Facebook boss Mark Zuckerberg says himself, he prefers to put his trust in informed users and journalists.“

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Voc.: disseminator = Multiplikator



Image 3: Facebook feature to report fake news

Task 19 (additional):

Read the text about social bots and **discuss** their danger in relation to fake news.

Social bots: The Power of Opinion Robots

“A political party wants to mobilize voters. To this end, it uses social media such as Twitter and Facebook, from which many people get the news. In order to be as present there as possible, the party plants so-called social bots, computer programmes that simulate human behaviour. These bots spread campaign slogans millions of times over and lend the party so much media weight that it can in fact influence potential voters. To some extent, this disquieting scenario is already reality today. Social bots were used, for example, in the American election campaign. The research project ‘Political Bots’ at Oxford University has shown that one third of all pro-Trump tweets and one fifth of pro-Clinton tweets sent following the presidential candidates’ first TV duel originated from such programmed opinion machines. Bots were also deployed in the Brexit debate in Great Britain and in the Ukrainian conflict.”

Goethe-Institut, <https://www.goethe.de/en/kul/med/20951165.html> (last accessed June 2018)

Voc.: disquieting = beunruhigend

Worksheet 7: How to fight fake news?

Task 20:

Form groups of 4 to 5. Each of you may search for news in newspapers and on broadcasting websites. Pick three news stories. Then change one or all of them slightly and turn them into hoaxes. **Develop** fake news stories that are realistic and correlate with the opinions of your group members. Then, every group member presents three stories and the others have to guess whether it is real or fake. **Evaluate** in class how difficult or easy it was for you to spot the fake news and **analyse** why.

To get a better impression of how fake news reporting is created and spread efficiently, try it out yourself and play 'Fake it to make it' on <https://www.fakeittomakeitgame.com/> (last accessed June 2018).

Task 21:

In groups of 4, **develop** a checklist that enables people to spot fake news or pictures more easily. Collect your ideas and results and present them in a logical order on a poster.

Scaffolding:

The following websites can be useful for creating the checklist:

English sources:

- ▶ <https://www.ifla.org/publications/node/11174>
- ▶ <http://www.factcheck.org/2016/11/how-to-spot-fake-news/>
- ▶ <http://blog.ed.ted.com/2017/01/12/how-to-tell-fake-news-from-real-news/>

German sources:

- ▶ <https://www.saferinternet.at/news/news-detail/article/online-quellen-richtig-beurteilen-aber-wie-507/>
- ▶ <http://www.bpb.de/gesellschaft/medien/246807/den-durchblick-behalten-so-lassen-sich-fake-news-enttarnen>

(last accessed June 2018)

Task 22:

Evaluate your posters by doing a gallery walk*. Take notes in a chart on the performance of the other groups. The results should later be evaluated in plenary.

Example:

Group number ...	Has all the necessary information been included? ...	Does the poster have a nice and thoughtful design? ...	Is the poster clear and logically structured? ...