



Lesson 6

Fake News: Disinformation and Misinformation

Preparation time: 30'

Teaching time: 1 x 60'

Abstract

This lesson addresses the prevalence of “fake news” in today’s digital world and clarifies the difference between misinformation (unintentionally false information) and disinformation (deliberately false content). By examining real-world examples, students learn to identify the traits of misleading media and practice using tools to verify or debunk dubious claims. The lesson emphasizes the importance of staying informed and critically engaged online.

Online educational resources

- *Lesson on Fake News* on the online Moodle course
- *Quiz on Fake News* on the online Moodle course
- Fact-checking websites (e.g., *Faktograf*, *Raskrikavanje*)
- Reverse image search tools (*Google Reverse Image Search*, *TinEye*)

Keywords

Fake News, Disinformation, Misinformation, Fact-Checking, Media Literacy, Critical Thinking

Lesson aim

- To define “fake news,” disinformation, and misinformation, and clarify how they differ.
- To help students develop practical skills for detecting and debunking misleading or false information.
- To emphasize the real-world consequences of spreading unverified claims.

Lesson outcome

By the end of this lesson, students will be able to:

- Identify key distinctions between misinformation and disinformation.
- Spot common warning signs of fake news.
- Apply basic verification tools to assess the credibility of news stories.
- Reflect on the ethical implications of sharing unverified information.

Lesson implementation process

min. 1 - 5 : Introduction

- Activity: Ask students to recall a piece of “shocking” or “unbelievable” news they recently encountered on social media. Did they verify it before believing or sharing?
- Discussion: Briefly explore how easy it is to see surprising stories online but not confirm their authenticity.

min. 6 - 20: Collaborative Learning

- Presentation where key definitions such as Fake News, Disinformation, Misinformation are introduced
- Group Discussion where you explore the reasons behind creating or spreading fake news (financial gain, political agendas, or simple mistakes) and how to debunk them.
- Show short regional examples of disinformation and misinformation.

min. 21 - 50: Practical Application

- Activity: “*Real or Fake?*”
 - Provide small groups with sample news articles (some legitimate, some fake).
 - Students analyse each sample using guiding questions: Is the source reputable? Are there obvious red flags in headlines or images?
 - Have them label each as likely real, likely fake, or uncertain.
- Tool Demonstration where you show how to conduct reverse image searches using Google Reverse Image Search or TinEye and use a fact-checking website (e.g., Faktograf) to see how claims are typically verified.
- *Debrief*: Discuss each group’s conclusions, highlighting especially clever or subtle fake stories.

min. 51 - 60: Conclusion

- Summarize the essential points such as Disinformation vs. misinformation, clues to look for (exaggerated headlines, suspicious sources), and practical tools (fact-checking sites, verifying source credibility)
- Reflective Questions:
 - “How can verifying information before sharing it reduce the spread of fake news?”
 - or “Why might someone create disinformation on purpose?”
- Extension: Encourage students to practice verifying one trending news story before the next session, using the tools demonstrated.

Materials / Tools

Projector or screen for showing example headlines and images; Internet-connected devices (laptops, tablets, or smartphones) for fact-checking and reverse image searches; Access to fact-checking websites (Faktograf, Raskrikavanje).