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| **Learning Objectives** | **Before the lesson** |
| * To understand how the internet can be used to share beliefs, opinions and facts      * I can understand that not all information on the internet is true * I can explain the terms ‘belief’, ‘opinion’ and ‘fact’ * I can use key phrases within a search engine to produce accurate results | Have ready   * *Presentation: Beliefs, opinions and facts on the internet*(see Attention grabber) * Desktops/laptops/tablets/chromebooks – one between two pupils * Optional: A3 paper – one sheet per pair of pupils (if not using desktops/laptops/tablets/chromebooks to complete the quiz in Main event) * Link: on VideoLink * Link:  on VideoLink * Link: |
| **Attention grabber** | |
| Display slide 2 of the *Presentation: Beliefs, opinions and facts on the internet*to discuss the Learning objective and Success criteria.  Presentation: Beliefs, opinions and facts on the internet  Show on your interactive whiteboard    Slide 3: ask the children if they think spaghetti grows on trees.  Play the video on link: on VideoLink. Then ask if their opinion has changed at all and if so, why?  Slide 4: explain that the video was a hoax created by the BBC in 1957 for the programme Panorama and was an April Fools prank. (You could watch the video: on VideoLink to find out more about the hoax video, but this is not essential).    **Key questions**   * Does spaghetti grow on trees? * After watching the video, who believes that spaghetti grows on trees and why? * What is a ‘hoax’? | |
| **Main event** | |
| **Fake news**  Slide 5 and 6: explain that the video is equivalent to fake news today. Highlight that fake news can be stories which are completely made up or feature some truth, but not be totally accurate.  Slide 7: tell the class that back in 1957 there was no internet, so the only way to receive information was by watching television, listening to the radio or reading newspapers. Now that we have the internet, information can spread much more quickly and via many different channels.  Slide 8: in light of what the children have seen so far, ask them if they think that they should believe everything that they see and read on the internet. Explore their ideas but bring them back around to the video they watched and that we should always question what we see and read.  **Beliefs and opinions**  Slides 9 and 10: tell that children that we are all entitled to our own ‘beliefs’ and ‘opinions’. Ask:   * What is a ‘belief’? (Something we accept to be true, usually without proof). * What is an ‘opinion’? (A view or judgement about something that is not necessarily based on fact or knowledge).   Ask the children what a fact is. Show slide 11 an explain that a fact is something that has been proven to be true.  As a class, watch the video on link: . Afterwards, get the children into pairs and ask each pair log onto computers/desktops/laptops. Show them how to access a search engine on an internet browser, such as Chrome, Safari, Internet Explorer or Microsoft Edge. Then, provide them with the link: and ask them to complete the two quizzes about ‘fact or opinion?’.  **Activity**  Slide 12: working in pairs the children will create their own ‘facts, opinions, or beliefs’ quiz. The quiz can either be created digitally as a presentation with answer reveal transitions (on Google Slide, Microsoft PowerPoint or Apple Keynote) or on paper.  Explain that the quiz they completed earlier only involved facts or opinions, but their’s are going to also include beliefs. The children will use an appropriate search engine, such as Kiddle, to research their questions. Demonstrate using key search phrases such as: ‘facts opinions examples’.  Explain how to check the reliability of the website, looking at:   * the name of the company/website * cross checking with other sources * using their common sense     **Key questions**   * What does ‘fake news’ mean? * What is a belief? * What is an opinion? * What is a fact? * What key phrases will you include in your search engines? * How can we check if a website is trustworthy? | |
| **Wrapping up** | |
| Get children to share some of their quiz questions and ask the rest of the class to vote on whether the statement is a fact, opinion or belief.   * What surprised you when researching for the information needed for your quiz? * How easy was it to search for your information? * How do we know how accurate that information was?     Slide 14: show the poster from a company selling ‘the most comfortable bed in the world’. Ask the children if they think this is a fact, opinion or belief. After their feedback, explain that the company is stating their opinion, but this does not mean it is true or a fact – they are promoting an item and hoping to persuade people of their opinion so that they will buy it. Highlight the use of persuasive language.  Explain that companies use the internet to sell goods and services and we need to think carefully about whether what they are saying is fact, opinion or belief so that we are not misled.    **Key questions**   * What should we think about when we read or see something online? | |
| **Vocabulary** | |
| * Fact * Opinion * Belief * Internet * Search engine * Accuracy * Reliability | |
| **Assessing pupils' progression and understanding** | **Differentiation** |
| **Pupils with secure understanding indicated by:** knowing what fake news is and the ability to differentiate between fact, opinion and belief.    **Pupils working at greater depth indicated by:** recognising that not everything we read online is true and knowing how to look for whether a source of information is reliable. | **Pupils needing extra support:** Can create a quiz based on just fact and opinion.    **Pupils working at greater depth: Can be challenged to cross check their sources in multiple places.** |