



Lesson Plan 1

<b>Field</b>	<b>Content</b>
<b>Date</b>	[Date]
<b>Teaching staff</b>	[Teacher Name]
<b>Term</b>	[Term]
<b>Week</b>	[Week Number]
<b>Year Level</b>	4th Grade (Age 10)
<b>Time/length (in hours)</b>	1 hour (60 minutes)
<b>Key Learning Area</b>	Civic Education / Media and Digital Education
<b>Topic/focus</b>	Online Responsibility: Distinguishing True Information from False Information and Its Impact on the Community.
<b>Lesson Name</b>	<b>The Truth Detectives: The Golden Rules of Correct Online Communication</b>
<b>Foreseen Outcomes</b>	<b>Students will be able to:</b> Explain why it is important to verify information before sharing it. Identify two reliable sources (e.g., an adult, an official website).Formulate their own "Golden Rule" for responsible online communication.





### Lesson Description

Short description:

The lesson uses an everyday scenario (news about a school event) to illustrate the speed at which false information (disinformation) can spread. Students work as detectives to "fact-check" and establish a set of 3 "Golden Rules" for being responsible digital citizens.

Prerequisites to this lesson plan:

(needed digital devices, organisation of the group, etc.)

- **Organisation:** Students work in pairs or small groups.
- **Digital Devices:** A projector or interactive whiteboard to display the scenario and the "Golden Rules."
- **Materials:** Colored cards or post-it notes, worksheets with the scenario (see exercise), markers.

### Lesson Flow and Activities (60 Minutes)

Time	Stage	Teacher Activity	Student Activity	Resources/Notes
5 min	1. Engagement and Voting	Ask students: "Who has ever heard news that turned out to be false or exaggerated?" Lead a short discussion.	Answer questions and share brief experiences (if any).	Introductory discussion.
15 min	2. Interactive Exercise: The "School News" Scenario	<b>(See exercise details below).</b> Present the <i>Fake News</i> scenario. Divide the class into pairs (detectives). Ask the verification questions: <b>Who? What? Why?</b>	Students read the scenario and, in pairs, analyze the source and content of the news, noting their observations.	Worksheets with the scenario. Strict time limit.





<p>10 min</p>	<p><b>3. Analysis and Conclusions</b></p>	<p>Lead a discussion about the scenario, highlighting the unverified source (a rumor/a strange text). Explain the term "disinformation" as a "lie spread without good intention."</p>	<p>Students present their conclusions: why the news was false and how it affected their initial reactions.</p>	<p>Emphasize that a false rumor can create panic or confusion.</p>
<p>20 min</p>	<p><b>4. Building the "Golden Rules"</b></p>	<p>The teacher guides the students to establish 3 "Golden Rules" for correct communication, based on the discussion. Write them on the board or a poster.</p>	<p>Students propose rules. The best 3 are voted on.</p>	<p>Large Post-it Notes/Whiteboard. <b>Suggested Rules:</b> 1. Ask an adult. 2. Check on two official sources. 3. If you are not sure, do not "Share" (Do not spread it).</p>
<p>10 min</p>	<p><b>5. Reflection and Evaluation</b></p>	<p>Each student writes their "Personal Golden Rule" on a colored card. The teacher collects them and reads the most interesting ones.</p>	<p>Students write and decorate their cards. They commit to applying the rules from now on.</p>	<p>Colored cards. Encourage application of the rules in online games and discussions.</p>

