ACTIVATING LESSON SCENARIO
developed as part of the project

'INNOVATIONS IN SCHOOL EDUCATION'

TOPIC

DESIGNING THE "STOP FAKE NEWS" CAMPAIGN

1. Lesson Objectives

The student:

- is able to plan and present a mini-educational campaign counteracting fake news,
- knows the basic elements of an effective social campaign (goal, audience, message, format, distribution channel),
- develops teamwork, argumentation, and communication skills,
- is able to choose appropriate slogans and visual materials,
- consciously uses knowledge about disinformation to educate others.

2. Target Group

Primary school students

3. Methods

- Group project work
- Brainstorming
- Example analysis
- Presentation and discussion of student work

4. Materials

- Interactive whiteboard or flipchart
- Examples of social campaigns (slides, posters, graphics, online posts)
- Worksheet "STOP FAKE NEWS Campaign Plan" (template)
- A3 sheets, colored markers, scissors, glue
- Internet access (optional for inspiration or simple graphics in Canva)

5. Lesson Course (45 minutes)

1. Introduction – Why Social Campaigns? (5 min)

Form: brainstorming + short guided conversation

Course:

1. Warm-up – teacher asks:
   - Have you ever seen an online campaign that aimed to change people's behavior? (e.g. actions like "Stop Violence," "Don't Hate," "Stay at Home During the Pandemic").
   - Do you think such campaigns can work? What makes us remember them?
   - Can something be done online to make false news spread more slowly or disappear completely?
2. Collecting ideas: students give examples of actions they know from school, media, internet (e.g. educational memes, TikTok slogans, school posters). Teacher writes them on the board.
3. Substantive information (short lecture):
   - **Definition of a social campaign:** a planned action aimed at influencing people's behavior or awareness on important issues (e.g. safety, health, online responsibility).
   - **Why it works:** it uses simple language, emotions, and images that quickly reach audiences; it is repeated in many places (school, internet, posters), which makes it easy to remember.
   - **Role in fighting fake news:** campaigns can teach how to check sources, discourage belief in emotional headlines, and show that every internet user has an impact on what spreads online.
4. Elements of a campaign (teacher shows with an example, printout or slide):
   - Campaign goal: what we want to change (e.g. fewer shares of fake news).
   - Audience: who we address (students, parents, all internet users).
   - Slogan: short, catchy phrase (e.g. "STOP FAKE NEWS – check before you click").
   - Format: poster, meme, post, video, hashtag.
   - Publication channel: school, social media, local community action.

5. Summary of introduction: teacher emphasizes that students will create their own mini-campaign, which can be presented at school or online as an example of action against disinformation.

2. Inspiration – Quick Review of Examples (5 min)

Form: slideshow + short pair analysis

Course:

1. Presentation of materials – teacher shows 4–6 examples of educational campaigns against disinformation (real and fictional, prepared for the lesson).

Real examples:

1. **Educational poster (EU – Think Before You Share):**
   - Slogan: "Think Before You Share"
   - Image: hand holding a phone, above it a magnifying glass and STOP sign.
   - Subtext: "Check the source. Protect yourself and others from false information."
2. **Post from a fact-checking portal (Demagog.org.pl):**
   - Graphic: two identical headlines side by side – one marked "True," the other "False."
   - Text: "That news about free cinema tickets for everyone? False. Check facts at demagog.org.pl before you believe."
3. **Infographic "How to Recognize Fake News" (Konkret24):**
   - 4 steps: check the source, compare in other media, assess the headline, don't share if in doubt.
   - Image: icons of magnifying glass, computer, question mark.

Fictional examples (for class exercise):
4. **School poster "STOP FAKE NEWS":**

- Slogan: "Don't click blindly – check the source!"
- Image: student at a computer with speech bubbles "Truth" ✔ and "False" ✗.
- Bottom: "Before you share – think who will see it."

5. **School Instagram post:**
   - Image: sensational headline "Students get two weeks off!"
   - Caption: "Sounds great? It's fake news! Check the school calendar. Don't believe everything that circulates online."
   - Hashtag: #TruthMatters
6. **TikTok skit (scenario):**

- o Person 1 receives message: "All stores closing tomorrow! Shop immediately!!!"
- o Person 2 checks on government website – statement: "Not true – stores remain open."
- o End text: "Check before you panic" + hashtag #StopFakeNews.
7. Pair analysis: students discuss:
    - o What makes the material noticeable (colors, image, slogan)?
    - o Is the message clear and understandable?
    - o What emotions does it evoke (seriousness, humor, warning)?
    - o Does it encourage action (e.g. checking source)?

8. Class conclusions: teacher writes on board recurring features of effective campaigns:
    - o short, catchy text,
    - o clear image/symbol (magnifying glass, STOP sign),
    - o contrasting colors,
    - o emotions (responsibility, humor, curiosity),
    - o simple call to action ("Check," "Report").
9. Summary: teacher emphasizes that students will use these elements in their own campaigns.

3. Main Exercise – "Creating STOP FAKE NEWS Campaign" (25 min)

Form: group work (3–5 students)
Objective: develop creativity, cooperation, and ability to create short, effective educational messages against disinformation.

Stage 1 – Planning (10 min)
Each group receives a Worksheet with a table and example campaigns.

Campaign element	Our idea
Campaign goal	What do we want to achieve? Which behaviors to change? (e.g. "Check sources," "Don't trust sensational headlines").

Campaign element	Our idea
Audience	Who is the message for? (students, parents, TikTok users).
Slogan	Short, catchy text (max 5–7 words).
Format	Poster, meme, social media post, short video, hashtag, mini-podcast.
Main message	The key takeaway for the audience.
Publication channel	Where will the campaign be shown (Instagram, bulletin board, school newspaper).

Guidelines:

- Slogan must be short, clear, memorable.
- Message must be simple and understandable.
- Think about emotions you want to evoke (responsibility, curiosity, care).
- Be inspired by examples, but create your own.

Stage 2 – Creating materials (15 min)
Groups prepare a prototype campaign. Options:

- Poster (A3 or digital) with slogan, graphic, STOP FAKE NEWS symbol.
- Post/meme – short text + illustration, Instagram/TikTok format.
- Skit/video – 30–60 sec scenario with fake news situation and response.
- Campaign hashtag – e.g. #StopFakeNews, #CheckBeforeYouClick, #TruthMatters.

Important elements:

- Educational message: encourage checking info, reporting fake news.
- Readability: large letters, simple graphics, minimal text.
- Call to action: "Check source," "Report post."

Tips:

- Create something you would share with friends.
- Use contrasting colors, symbols, simple images.
- Draft several slogans and choose the best.

Stage 3 – Presentation and discussion (8 min)

1. Preparation (1 min): choose presenters.
2. Group presentations (2 min each): show material, explain goal, audience, slogan, format, channel.
3. Class questions (1–2 min).
4. Class vote (1 min): best slogan, best graphic, most creative format.
5. Teacher's summary (2 min): all projects valuable; possible real use in school (corridor posters, school media, "STOP FAKE NEWS Week").

Text version of worksheet (ready for scenario):

Campaign element	Our idea
Campaign goal – What do we want to achieve? Which behaviors to change?	
Audience – Who do we address?	

Campaign element	Our idea
Campaign slogan – Short, catchy text (max 5–7 words)	
Format – Poster, meme, post, video, hashtag, podcast	
Main message – One key thought for recipients	
Publication channel – Where could our campaign be shown?	

4. Summary and Reflection (2–3 min)

Objective: consolidate knowledge, emphasize significance of students' actions in fighting disinformation, strengthen sense of agency.

Course:

1. **Individual work (1–2 min):** students write reflections, completing sentences:
   - o "I realized that the STOP FAKE NEWS campaign…"
   - o "In our group I learned that it is important to…"

- o "In the future I can react to fake news by creating…"
- o "What I remember most from today's lesson is…"

(Students may read aloud or hand in anonymously.)

2. **Class board – joint conclusions (1 min):**
   Teacher creates list "How we can act against fake news." Students suggest, e.g.:
   - o check sources before sharing,
   - o create simple posters or posts,
   - o encourage others to think critically,
   - o report false content online,
   - o organize more mini-campaigns.
3. **Teacher's summary (1 min):**
   - o Emphasize that every student influences the information environment, even with small actions.
   - o Encourage using created projects in real channels.
   - o Add: "Thanks to such campaigns you become ambassadors of truth online – you help others distinguish fact from falsehood."

6. Glossary – Campaigns and Disinformation

Term	Definition
Fake news	False or manipulated information pretending to be true.
Disinformation	Intentional misleading through false content.
Social campaign	Planned educational/informational actions aimed at changing people's attitudes.
Campaign slogan	Short, catchy phrase expressing campaign goal.
Fact-checking	Verifying facts in reliable sources.
Digital responsibility	Conscious, ethical use of the internet, including response to false content.

7. Teacher's Methodological Guide

1. **Examples and inspiration**

- Collect campaign examples before class:
  - o Posters/graphics from EU, EDMO, EUvsDisinfo ("Think Before You Share").

Project cofunded by the European Union

- o Fact-checking posts (Demagog, Manipulátoři.cz, Infosecurity.sk).
- o Short, rhythmic slogans ("Stop Fake News – Check Before You Click!").
- Show different formats (poster, meme, short video, hashtag).
- Point out how emotions, colors, and simple graphics affect effectiveness.

2. **Materials for exercises**

- Worksheets (with campaign goal, audience, slogan, format, channel).
- Poster templates (blank A3 with space for slogan and graphics).
- Colored markers, sticky notes, computers/tablets for digital work.
- Slides with inspiration.

3. **Moderating group work**

- Remind of goal: fight disinformation – encourage checking info, discourage sharing fake news.
- Ask guiding questions:
  - o "Is your message clear for other students?"
  - o "Does this slogan make someone think before clicking?"
  - o "Is the material positive and inspiring, not mocking?"
- Support creative ideas, help make them concise and memorable.

4. **Building safe atmosphere**

- Stress every idea is valuable.
- Use questions instead of criticism: "What could make your poster more convincing?"
- Don't judge aesthetics – message is more important.

5. **Extending after lesson**

- Organize class/school vote for best campaign.
- Select projects to implement (posters in school, online posts, educational video).
- Connect with media literacy week or school safety projects.

8. Sources

1. International (EU & global):

- EDMO – European Digital Media Observatory – https://edmo.eu
- EUvsDisinfo – https://euvsdisinfo.eu
- UNESCO – Media and Information Literacy Curriculum for Teachers – https://unesdoc.unesco.org/ark:/48223/pf0000192971
- OECD – "How to Spot Fake News" – https://www.oecd.org/education/
- Media Literacy Now (USA) – https://medialiteracynow.org/

2. Poland:

- Demagog.org.pl – https://demagog.org.pl
- Konkret24 (TVN24) – https://konkret24.tvn24.pl
- Niebezpiecznik.pl – https://niebezpiecznik.pl
- Gov.pl – Safe Internet – https://www.gov.pl/web/cyfryzacja/bezpieczny-internet

3. Czech Republic & Slovakia:

- Manipulátoři.cz – https://manipulatori.cz
- Demagog.cz – https://demagog.cz
- Demagog.sk – https://demagog.sk
- Infosecurity.sk – https://infosecurity.sk

4. Tools for campaign creation:

- Canva – https://www.canva.com
- Piktochart – https://piktochart.com
- Kahoot – https://kahoot.com
- Google Fact Check Tools – https://toolbox.google.com/factcheck