宜蘭縣 110 年度公立國民中小學英語教師全英語授課教案設計

(參考範例-課程實施後)

設計者/服務學校	Teaching plan designers:陳品捷 & 莫唯 School: 礁溪國中/Jiaoxi Junior High School
教案名稱	Fake News
教學年級	國中 9 年級

學生人數:_____人	教學總節數:___3___節	預計公開授課內容為第____節
預計公開授課之時間： _____年_____月_____日 ____時____分至____時____分 (第____節課)	預計公開授課之地點： 宜蘭縣礁溪國中 _____教室	預計公開授課之教師： 姓名：陳品捷 & 莫唯 專長領域：_____

核心素養	總 綱	A2 The Skill of Thinking System and Problem Solving B2 Information Literacy and Media Literacy
	領 綱	English-J-A2 Possess the skills of systematic thinking and deductive reasoning, and will reason out the correlation of the contents, and get primary understanding by doing cross references. English-J-B2 Possess the ability of using various methods of finding aids and the ability of organizing the information to extend learning contents and the learning effectiveness, and cultivate the information literacy.

學習重點	學習表現	**1.(evaluation)** Students will be able to DETERMINE what fake news is and isn't. **2.(applying/analyzing)** Students will be able to APPLY new knowledge to ANALYZE whether the information is real or fake **3.(analyzing)** Students will SCRUTINIZE the validity of sources **4. (evaluating/ creating)** Students will be able to CORRECT and PRODUCE accurate news
	學習內容	Students will know that Fake News exists and be able to identify whether the information is correct and legitimate by checking facts, sources. Before the unit comes to an end, students will correct a fake news article using an online news generator.
具體學習目標		extended speaking interaction and writing news headlines
教學資源/設備需求		blackboard, chalk, computers, projector, handouts, internet access, Chromebooks

各節教學活動設計

節次	教學活動流程	時間	教學資源

第一節	**Lead-in**
	Aim: To introduce the topic and activate prior knowledge
	procedure
	1. Teacher will introduce the topic by showing a fake video of President Trump visiting a kindergarten. Ask leading questions:
	   a. Is it real or fake?
	   b. How do you know?
	   c. What are the students afraid of?
	Language Focus:
	S. beV. afraid of _____.
	Note: Teacher can replay the video if needed and remind students to watch carefully.
		15 mins	blackboard, chalk, computers, projector, internet access

| | **Speaking activity** Aim: To guide students to think and speak out their opinions. Provide students with media literacy skills. **procedure** 1. Teacher will pass out the fake news flow chart, and introduce how to use it 2. Teacher will introduce some vocabulary: a. meme: something becomes popular on the internet in a very short time.   b. social media: like IG/ FB   c. shocking: a feeling of surprise   d. writer: a person who writes books or stories   e. fact: true or real, not a lie <u>Note</u>: need to ask students to write down the translation of the words at the bottom of the flow chart. 3. Teacher will apply the flow chart on Trump's video which was just played earlier. Further discussion: a. <u>check the photos/ video</u>: Was the video changed?   b. <u>check the writer</u>: Is the writer a real news company?   c. <u>check the fact</u>: Is the fact true? | 25 mins | blackboard, chalk, computers, projector, handouts (flow-chart), internet access |
| | **Wrap-up** Aim: To end the class and make sure all students know what Fake News is and know that we need to fight against it. | 5 mins | |

	procedure		

	1. Teacher will wrap up the class by asking students a few questions for checking comprehensions.
	
	    a. What is fake news?
	    b. How do you know if something is fake or not?
	    c. Why do people make fake news?
	    d. How can you fight fake news?		

第二節	<mark>Review</mark>
	Aim: To review earlier lesson
	procedure
	1. Teacher will introduce today's teaching outlines and teachers' expectations. Today's teaching outline:
	    a. review
	    b. Is it fake news? (writing)
	2. Teacher will review earlier lesson by asking questions:
	    a. How do you know if something is fake or not?
	    b. How can you check?
	    c. What questions can you ask?
		5 mins	blackboard, chalk, computers, projector, internet access

	<mark>Extension</mark> Aim: To extend the speaking lesson to another skill: writing pre-stage: 1. Every student to use a chromebook 2. Teacher will show two examples of fake news (of Mr.Bean and of Justin Bieber) and guide	35 mins	blackboard, chalk, computers, projector, handouts (flow-chart), internet access Chromebooks

students to find out if they are fake or not.

<u>Note</u>: Remind students to look at photos closely and guide students to ask questions followed with the steps. Questions are:

    a. Was it a meme?

    b. Is it too funny or too shocking?

    c. Is the writer a real news company?

    d. Was the photo changed?

    e. Is the fact true?

During stage:

1. Teacher will give instructions of the activity, that students need to go to Google classroom and open their corresponding files.

   <u>Note</u>: Each student's statement is assigned by their levels, 1, 2, 3, and 4. Statement 1 requires higher English abilities than the others, and statement 4 is the example that had already been discussed in the previous lesson.

2. Teacher will tell students their tasks and give them 10 minutes to finish their task.

3. Teacher will invite and encourage students to speak out their opinions.

4. Teacher will reveal the answers after students' responses.

5. Teacher will ask students to put the chromebook away.

Post-stage:

1. Whole class Q & A

    a. Did anything shock you? Surprise you?

    b. What was your biggest "a-ha" moment?

	c. Is there anything you would like to say about fake news?		
	Wrap-up Aim: To end the class and make sure all students know what Fake News is and will be able to identify it. **procedure** 1. Teacher will wrap up the class by asking students a few questions for checking comprehensions: a. How do you know if the information is fake or not? b. What questions can you ask? c. What are 2 things you learned from today?	5 mins	blackboard, chalk, computers, projector, internet access
第三節	**Review** Aim: To review earlier lesson **procedure** 1. Teacher will introduce today's teaching outlines and teachers' expectations. Today's teaching outline: a. review b. create a better headline for the news 2. Teacher will review earlier lessons by asking questions: a. How do you know if something is fake or not? b. How can you check? c. What questions can you ask?	5 mins	blackboard, chalk, computers, projector, internet access

	Production Aim:To encourage students to engage in activity based on the taught subject. **procedure** 1. Teacher will ask each student to take a chromebook. 2. Teacher will give the instructions that students need to go to Google classroom, find the statements, and ask students to identify the accuracy and their reasons as fake news in 5 minutes. 3. Teacher will ask students how it is fake and guide students to speak out their reasons. 4. Teacher will introduce a news generator to students.The link: http://www.classtools.net/breakingnews/ 5. Teacher will ask students to re-write the headline with the news generator in 10 minutes. 6. Teacher will invite and encourage students to introduce their corrected news headline with the class. 7. Teacher will reveal the real headline for the news. 8. Teacher will ask students to put the chromebook away.	35 mins	blackboard, chalk, computers, projector, handouts (flow-chart), internet access Chromebooks
	Wrap-up Aim: To end the class and make sure all students know what Fake News is and reward students for good work, effort, and participation.	5 mins	

	procedure
	 1. Teacher will wrap up the class by asking students a few questions for checking comprehensions:
	    a. Did anything shock you or surprise you?
	    b. What did you learn from this lesson? And how will it help you?
	 2. Teacher will praise students' accomplishments.		

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https://drive.google.com/drive/u/2/folders/12oCeyjeScgKqLS5VpETLBl8aSt9s-mMS</td></tr>
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