

Misinformation and disinformation: what they are

40 minutes

Following My Interests Online

Outcome 3.3

WHAT THIS LESSON DOES

Learn to distinguish misinformation from disinformation and true but misleading content using invented cases. Sort claims and discuss how the intent behind a false statement affects whether you correct it or avoid amplifying it.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
3.3	explain using examples what is meant by misinformation and disinformation

WHAT STUDENTS SHOULD BE ABLE TO DO

- Explain, using examples, what is meant by misinformation and disinformation (LO 3.3)
- Tell the difference between getting it wrong and deliberately misleading
- Discuss why the intent behind a false claim matters for how we respond

BEFORE THE BELL

- Class Play needs a device each and students signed in. Start it from the step on the board; the join code appears on screen for them to type in.
- Have the two invent-a-claim one-liners ready to write up at the start of Examine and discuss (bus cancelled; free concert tickets) so that pairs who stall are not spending the discussion time inventing from scratch.

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HOW THE LESSON RUNS

4 min	introduction	Start
6 min	content	Examine and discuss
4 min	activity	Hands-on: sort the claims
8 min	activity	Class Play: everyone answers
10 min	activity	Hands-on: why intent changes the response
4 min	content	Make sense
3 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Model the first card of the sort at the board, then move to Class Play, where every student sorts all three; give each card's home as its round closes.
- The spare cards in the sort's notes are extension only.
- For the pairs intent task, allow time to consider both versions separately to highlight the contrast. The difference to draw out is that Jamie's honest mistake calls for a calm correction from a trusted source such as the coach or the club page, while the invented spill story calls for not spreading it further, reporting it and telling a trusted adult if it is causing disruption.
- Circulate the room during pair discussions to encourage students to justify their responses.
- Invented scenarios only: redirect any claim that names a real classmate, school, politician, creator, or local business.

WHAT TO WATCH FOR

- Labelling every false claim as disinformation without considering intent: prompt students to look for signs of deliberate misleading.
- Missing true but misleading examples: emphasise how correct facts can still lead to the wrong conclusion (real flood photo, exaggerated headline about the whole town).
- Assuming intent can always be proven: stress that this is a judgement exercise based on presented information.

DIFFERENTIATION

- Support: Keep the definitions visible on the board throughout the activities.
- Support: Have students work in pairs for the sorting and discussion tasks.
- Extension: Challenge students to place the spare cards, or create one original example for each of the three categories.