

UNTERRICHTS MATERIALIEN

Englisch Sek. II



Debate on fake news and social bots
Den Einfluss von digitalen Meinungsrobotern und Falschnachrichten
untersuchen und über Gegenmaßnahmen diskutieren

Themenkreis „Discussion“

Convenience comes at a cost – A debate on fake news and social bots

by Katrin Wenzel

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Kompetenzprofile

- Niveaustufe: B2 (Europäischer Referenzrahmen)
- Kompetenzbereich: *Speaking, reading, writing, audio-visual comprehension*
- Aufgabenformate: *Developing arguments, observing and evaluating a debate, leading a debate, writing a speech, working with videos, working with texts, working with cartoons, working with charts/pictures, four corners, double circle, rebuttal tennis, 1-minute speech*
- Medien: Videos, Diagramme, Fotos, Zeitungsartikel, Cartoons
- fachübergreifende Aspekte: Gesellschaft, Politik, Wirtschaft

Introducing Alexa

Working with the video



1. Watch the video “Introducing All-New Echo Dot (2nd Generation)”. What is Alexa? What does she do? Take notes while watching the video.

Link: www.youtube.com/watch?v=XWBNQEGLNh0

2. Find one word for each letter of A-L-E-X-A that describes the home robot. Keep your notes to yourself.

A _____

L _____

E _____

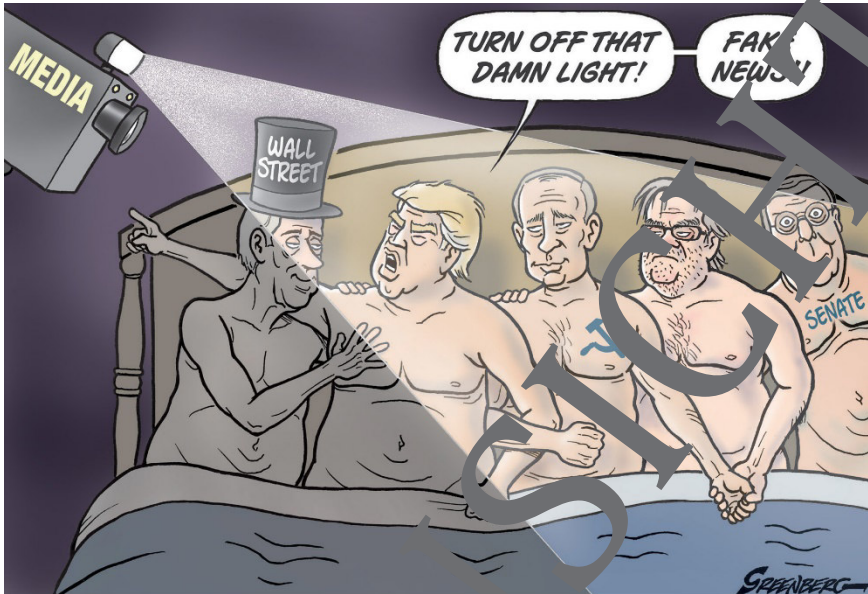
X _____

A _____

Four corners

3. You will hear statements on Alexa. Once you have heard a statement move towards one of the corners in the classroom according to your level of agreement (agree, disagree, strongly agree, strongly disagree). Take your notes from tasks 1 and 2 with you.
4. Explain to the other students in your corner why you chose this answer.
5. Each corner shares their ideas and opinions with the rest of the class.

Cartoon 1



CartoonStock.com

Cartoon 2



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Worksheet A: Fake news, social bots and their impact

Working with the text

1. On your own:

- a) Read the article “Facebook and Twitter are being used to manipulate public opinion – report”. Briefly sum up the author’s view of how public opinion is being manipulated.
 - b) Delineate the author’s claim that public opinion is being manipulated. Use the graphic organiser as guidance. Note down the evidence the author gives to support his claim and the counter-measures he proposes.
2. **With a partner who worked on the same text:** Compare your answers. Correct any mistakes and delete any unnecessary details. Be ready to present your findings to a new partner.

Partner interview

3. **With a partner who worked on text B:** Inform your partner about your text. Use your notes from tasks 1 to 4 as a guideline for presenting the text. Take notes on what your partner presents to you. The two of you decide who will start presenting.
4. **With your former partner, who worked on the same text:** Compare what you have learnt about text B.

Beyond the text

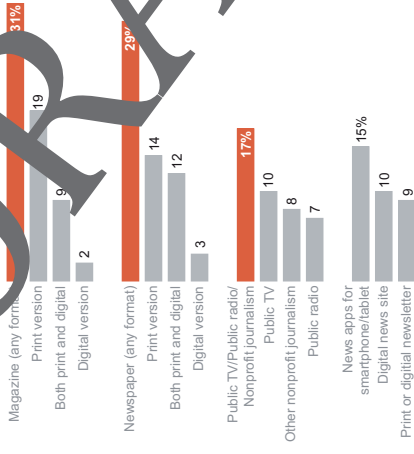
5. **With your partner who worked on the same text:** Assess which effects social bots and fake news may have. Use your notes from tasks 1 to 4 as support. Collect your findings in bullet points. Be ready to present them to the class.

Statistic A

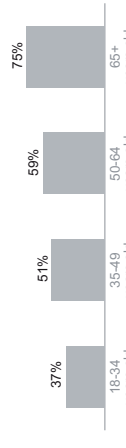
Paid for news

More than half of U.S. adults paid to get news in some form in the past year, according to a Media Insight Project survey.

Percentage who pay for the following media:



Percentage who say they have paid for news, by age group:



Responses based on survey of 2,199 U.S. adults conducted Feb. 16 to March 20, 2017. Margin of error is ± 2.7 percentage points for the entire sample, higher for subgroups.

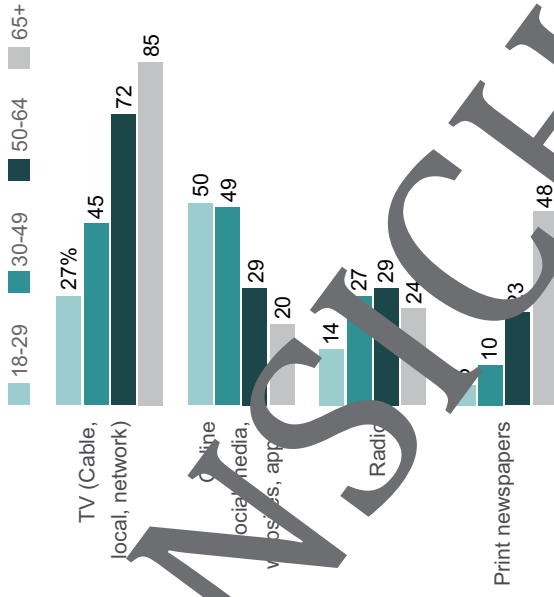
SOURCE: AP-NORC Center for Public Affairs Research

AP

Statistic B

Getting the news

Ways which U.S. adults said they "often" consumed news in 2016, by age group:



Data based on a survey of U.S. adults Jan. 12 to Feb. 8, 2016

SOURCE: Pew Research Center

AP

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How to lead a debate

Debate procedure

1st Proposition Speaker

- ✓ state the topic
- ✓ define all relevant terms
- ✓ outline the case for the motion
- ✓ introduce the team line
- ✓ present your arguments

2nd Proposition Speaker

- ✓ deal with the definition if it has been challenged
- ✓ respond to/rebuttal the 1st opposition speaker
- ✓ bring forward your own arguments (→ stick to the team line)

Reply Speaker Proposition

- ✓ sum up the debate from your team's point of view (why is your side in favour of the motion?)
- ✓ react to the other team's case (where have they missed out on important points?)
- ✓ sum up your own case and point out the main clashes with the other side

1st Opposition Speaker

- ✓ accept or challenge definition(s), if you challenge a definition, give an alternative one
- ✓ outline your case against the motion
- ✓ introduce the team line
- ✓ present your arguments
- ✓ rebuttal if necessary

2nd Opposition Speaker

- ✓ deal with the definition if it is still an issue
- ✓ respond to/rebuttal the 2nd proposition speaker
- ✓ bring forward your own arguments (→ stick to the team line)

Reply Speaker Opposition

- ✓ sum up the debate from your team's point of view (why is your side against the motion?)
- ✓ react to the other team's case (where have they missed out on important points?)
- ✓ sum up your own case and point out the main clashes with the other side



The chairperson thanks everyone for the debate