Learning and Teaching Resources on English Language (S4 - 6)
Combatting Misinformation of COVID-19

Part 1   Brainstorming

A. K-W-L chart

Misinformation of COVID-19

What do you Know?	What do you Want to Know?	What have you Learnt?

B. Discuss in groups of three or four students why governments and international organisations create web pages to clarify fake news.
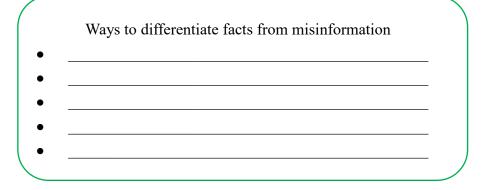
Part 2   Spread of fake news

A. Answer the following questions with the information from the video clip and your own knowledge.

1.   How does fake news spread?

     _____

     _____

2.   Why is the impact of the spread of fake news deadly?

     _____

     _____

     _____

B. What is the key message of the video clip of *Verified*?

_____

_____

_____

C. After scanning the title, answer the following questions.

1.   Which word is used to describe the spread of misinformation of COVID-19?

     _____

2.   How is this word formed? How does the formation of the word illustrate the spread of misinformation of COVID-19?

     _____

     _____

     _____

Part 3   How to differentiate facts from misinformation?

After watching the video clip "Check the facts to keep fake news in check", list some ways to help us differentiate facts from misinformation.

Ways to differentiate facts from misinformation
- _____
- _____
- _____
- _____
- _____

Part 4   Features of visual texts

What are the features of the visual texts in the presentation slides? Complete the following table.

Features of visual texts

		Features (What?)	Purpose (Why?)
1.	Language (e.g. fonts, use of language)		
2.	Images (e.g. use of colours, pictures)		
3.	Messages (e.g. what the writers want to tell the reader)		

Part 5   Creating two visual texts

You are Chris Wong, the Chairperson of the Student Union. The teacher advisor has asked you to research into misinformation about COVID-19. You have to do the following:
● identify two pieces of misinformation about COVID-19 by applying the ESCAPE model to evaluate the reliability of the information; and
● use appropriate language and features of visual texts in your work
The school will upload the visual texts to the school's website.

Post-writing self-reflection

Put a ✓ for the item(s) that you can do.

		Yes (✓)	No(✓)
1.	I can search for different types of information from a range of sources.		
2.	I can extract and organise information from multiple sources.		
3.	I can verify and evaluate the accuracy and reliability of information.		
4.	I can integrate, synthesise, summarise, compare and contrast the extracted information.		
5.	I can create and present information in different forms, including texts, images, etc.		
6.	I can use modals (e.g. "can", "should", 'will") to make suggestions, and express ability, prohibition and future possibility.		
7.	I can use imperatives to give instructions and express prohibition.		