

# Media Awareness and Critical Thinking with Coronavirus Lesson Plan

Grade 12

## OBJECTIVES

Students will:

**Activate prior knowledge** about viruses, and specifically about the coronavirus individually and through videos.

**Use critical thinking skills in groups and forms** to identify and connect facts about the coronavirus and how bias are formed in the media.

**Demonstrate understanding** through creative projects, such as producing infographics on facts on coronavirus.

**Present projects and reflect** on new understandings.

## TEACHER PRE-PLANNING

### DISCOVER

**Approximate time: 45 minutes**

**Begin the lesson plan by activating students' prior knowledge and making real-life connections to their thoughts. Then move on to show them the media to watch the review of Covid-19.**

1. ***DISPLAY*** this Main Question on zoom screen: *How can understanding the coronavirus make it more apparent that we have plenty of data but not enough insight?*

Tell students they will investigate this question over the course of the lesson and will return to it at the end.

2. **ACTIVATE PRIOR KNOWLEDGE** by creating breakout rooms and have them discuss what they know about viruses generally and what they've heard about the coronavirus that's been in the news. Google doc sheets will be used for groups to write out responses.
3. **ASK** students to present their ideas and why they think their discussions differed individually or connected.
4. **WATCH** videos that review Covid-19 understanding and how data and language of media can be interpreted differently.

[https://www.youtube.com/watch?v=1F7gm\\_BG0iQ&feature=emb\\_title](https://www.youtube.com/watch?v=1F7gm_BG0iQ&feature=emb_title)

## INVESTIGATE

**Approximate time: 2 days**

**Prompt students' inquiry and critical thinking skills by having them find key details to build knowledge and understanding. Discuss with your students the idea of misinformation (mistaken/inaccurate information), disinformation (setting out to deliberately mislead someone using false information). Ask your students:**

- What are some examples of this from our own experiences?
- What are some examples of this we have heard about COVID-19?
- Discuss with your students the idea of misinformation (mistaken/inaccurate information), disinformation.
- How might politicians, activists and others use (or misuse) modeling data to make political arguments or shape official health policies like stay-at-home orders?
- How can we best make sure our information is reliable?

## EVIDENCE

Week 2

1. Have students evaluate news sources by:

- Identifying websites and news sources and giving them the CRAAP test : Currency, Relevance, Accuracy, Author, Purpose.
- Searching for trusted news sources at a local, provincial, national, and global level and determining if they exist.

| Website Name and Link | C- when was this page created and last updated? | R- how closely related to what I am researching is this information? | A- is the information and data sourced when possible so we know how accurate it is? | A- is the organization or person creating this an expert OR a recognized news source? | P- what is the aim of the organization who made the page? |
|-----------------------|---|--|---|---|---|
| Local                 |   |  |   |   |   |
| Provincial            |   |  |   |   |   |
| National              |   |  |   |   |   |
| Global                |   |  |   |   |   |

2. Have students search for phrases and recreate them in unbiased way

- Students will practice how information is written out to determine what they want others to perceive it as and this will show them how others word information in their own personal way.

| Google Search | Biased/Unbiased (if biased, write an unbiased search phrase) |
|---------------|--|
|               |  |
|               |  |
|               |  |
|               |  |
|               |  |

## CREATE

**Approximate time: 3 days**

**Students demonstrate their understanding by synthesizing their ideas and expressing them through one or more of the following hands-on, creative projects. They can work individually or collaborate. Remind them to use skills from prior-knowledge and search for information using CRAAP for their final projects.**

### **Deliverable**

1. Create Infographic Covid-19 for any age group desired.
2. Debate
  - i. Students will present their projects and try to make an argument on what should be done in regards to COVID using numbers and data to strengthen their case.
  - ii. After all presentations, students will vote on which project they found the most persuasive (could pair similar projects or do ranked voting).
3. Reflect

- iii. Group discussion on the projects.
  1. Which presentations were the most persuasive? Why?
  2. What are some possible motivations different people have for using numbers in an argument?
    - a. Is it always bad? Or always good?
  3. What are some of the tools, arguments, and emotions you tried to use to get people to vote for your presentation?
  4. How do other people use numbers, data visualization, and emotions to convince you of something?
  5. How can we best check for bias when evaluating numbers ourselves?
  
4. Students SUBMIT their charts, worksheets and presentation when they're done.

## CONCLUDE

**Wrap up the lesson with student presentations and a final reflection on learning.**

**PRESENT:** Students present their completed projects to their classmates Via Zoom

**WRAP UP:** Draw attention to the Main Question again: *How can understanding the coronavirus make it more apparent that we have plenty of data but not enough insight?* **Students answer the question using their new knowledge.**