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**ACTIVATING LESSON SCENARIO
developed as part of the project**

‘INNOVATIONS IN SCHOOL EDUCATION’

TOPIC

**Report it! Where and How to React to Disinformation?
(Paths for Reporting Fake News and the Role of Internet Users)**

1. Lesson objectives

The student:

- understands that every internet user has an influence on the spread of information,
- knows what reporting false content is and why it is important,
- knows the institutions and tools for reporting fake news in Poland, the Czech Republic, Slovakia, and the EU,
- can recognise situations where content should be reported (e.g., fake news, hate speech, fraud),
- develops digital responsibility and the ability to respond to harmful information.

2. Target group

Primary school students

3. Teaching methods

- Brainstorming
- Mini-lecture with examples
- Group work
- Moderated discussion
- Analysis of real platforms and tools (screenshots)

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4. Teaching aids / sources

- Projector / interactive whiteboard
- Printouts or slides with screenshots of the “Report” option in social media (Facebook, Instagram, YouTube, TikTok)
- List of fact-checking portals (PL, CZ, SK, EU)
- Flipchart + markers
- Internet access (optional)

Portals and institutions to use:

- **Poland:** <https://demagog.org.pl>, <https://konkret24.tvn24.pl>
- **Czech Republic:** <https://manipulatori.cz>, <https://demagog.cz>
- **Slovakia:** <https://demagog.sk>, <https://infosecurity.sk>
- **EU:** <https://euvsdisinfo.eu>, <https://edmo.eu>

5. Lesson procedure (45 min)

1. Introduction – Can We Do Anything About Fake News? (5 min)

Format: brainstorming + short substantive input

Procedure:

The teacher writes the guiding question on the board: “Does an ordinary internet user have any influence on fake news?”

Students spontaneously suggest what can be done when false or strange news appears online.

Prompting questions:

- What do you do when you come across a message that seems false or exaggerated?
- Have you ever seen the “Report” option on Facebook, Instagram, TikTok, YouTube – and used it?
- Do you know there are special websites and organisations that verify information and respond to fake news?
- What do you think might happen if no one reacts to a false message?

Substantive information (teacher’s commentary):

- Fake news spreads very quickly because people often share it without verifying the content. One false post can reach thousands in minutes.



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- Every user influences what circulates online. By reacting, you can help stop harmful content.
- What can you do?
 1. Do not share a message if you are not sure it is true.
 2. Check in independent sources or on fact-checking websites (e.g., Demagog, EUvsDisinfo).
 3. Report the post or account on the social media platform – administrators can hide, flag, or remove it.
- Fact-checking organisations and EU institutions have special tools for analysing content. When users report fake news, experts can react faster and publish corrections that help others distinguish truth from falsehood.
- Reacting is important because fake news can harm people, mislead them, cause panic or hatred – and silence allows it to spread.

2. Definitions and Examples – How Does Reporting Fake News Work? (10 min)

Format: mini-lecture + oral quiz

Definitions (explained for students):

- **Content reporting** – a tool available on most social media platforms (e.g., Facebook, Instagram, YouTube, TikTok) that allows any user to inform administrators that content is suspicious, may contain fake news, incite violence, spread hate, or be a scam. After reporting, content is reviewed by moderators or external fact-checking organisations.
- **Fact-checking** – a professional process of verifying information by journalism and data analysis experts. They check facts in official reports, scientific studies, media archives, and then publish corrections or truth ratings (e.g., true/false/manipulation).
- **Reporting and fact-checking organisations** – e.g.:
 - **Demagog** (Poland, Czech Republic, Slovakia) – checks politicians' statements, online posts, and news.
 - **Manipulátoři.cz** – Czech portal analysing fake news and conspiracy theories.
 - **EDMO** (European Digital Media Observatory) – EU network of disinformation experts.
 - **EUvsDisinfo** – EU project identifying and publishing examples of Russian propaganda.
These organisations cooperate with social media platforms to flag or remove false content.
- **Content moderation** – the process where platform administrators check the reported post and decide if it breaks the rules (e.g., spreading lies, hate speech, incitement to violence). If so, it may be flagged with a warning, removed, or the author's account blocked.



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Examples (to discuss with the class):

1. **Fake news:** “The European Union bans growing vegetables in home gardens – we have secret documents!”
 - Reported by many users.
 - After verification by fact-checkers, found entirely false → post removed from Facebook.
2. **Fake account** posing as a doctor promoting a “miracle cancer cure for €20.”
 - Reported by users and an oncology foundation.
 - Account blocked for spreading dangerous false content.
3. **Election rumour in the Czech Republic:** “The results were rigged, we have video proof!”
 - Checked by Demagog.cz, debunked as fake news.
 - Correction shared online, original post flagged as “false” on Twitter/X.

Mini oral quiz:

1. Can any user report fake news on social media? (Yes/No)
2. Does reporting mean the content is automatically removed? (No – it is reviewed first.)
3. Give an example of a fact-checking organisation operating in the EU.
4. What do moderators do when content is confirmed to be false?

3. Exercise – “Report It!” (15 min)

Format: group work (3–5 people)

Exercise objectives:

- Develop skills in recognising false content online.
- Learn practical ways to respond to fake news.
- Understand the role of users in stopping disinformation.

Instructions for students:

Each group receives 4 sample posts or headlines (2 reliable, 2 false – fictional but realistic), e.g.:

- **Reliable:**
 1. Screenshot from Facebook – Ministry of Education page: “From next month, all schools in Poland will receive new library books. Each school will get at least 50 new titles.” (Image of books, ministry logo)
 2. Headline from Onet.pl: “NASA astronauts return from International Space Station mission” (Image of smiling astronauts after landing)



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- **False:**

3. Message from a messenger app: “Pass this to everyone! From tomorrow, all schools will be closed for two months due to a ‘mysterious disease’. This is from a doctor friend!” (No source, fear-inducing)
4. Instagram screenshot – unverified account: “Entrance to a tunnel found in the city park leading to the city centre! Friend saw ‘strange lights’ there. Don’t go!” (Dark image, no location photo)

Tasks:

1. Assess each post/headline and mark which seem suspicious or false.
2. Decide the reaction: ignore or report?
3. If reporting – where? (e.g., “Report post” in the app, fact-checking site – Demagog, Manipulátori, EDMO).
4. Give reasons – why react?

Table for groups:

Message content	Suspicious/false? (✓/✗)	Action (ignore/report)	Where to report?	Why? (e.g., misleading, fearmongering, health risk)
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Support card – “How to Report Fake News?”

1. Click “...” or “Report post” on Facebook/Instagram/Twitter.
2. Choose reason (false info, spam, scam).
3. You can send the link to a fact-checking portal (Demagog, Manipulátori, EDMO).
4. If dangerous (e.g., violence, financial fraud) – report to admin or authorities (CERT Polska, police).
5. Most important: do not share unverified content.

Debrief (5 min):

- Each group presents one example and explains their decision.
- Teacher summarises:
 - No reaction = fake news lives on.
 - Reporting protects other users, especially those less aware of risks.
 - Every user can be a “truth guardian” online.

4. Discussion: Why Is It Worth Reporting Fake News? (8 min)

Format: guided discussion moderated by the teacher

Questions for students:

1. Does reacting to fake news make sense if “the internet is full of lies” anyway?
2. What could happen if false content is not reported? (e.g., financial fraud, data theft, panic, inciting hatred against social groups)
3. Does reporting really help, or is it just a symbolic gesture?
4. Is it easy to find where to report suspicious content on different social media platforms?
5. Does every user have a responsibility to react, or is it only the job of administrators or fact-checkers?

Activating element (optional):

The teacher gives examples of real consequences of unreported fake news, such as:

- **Phishing scams:** people lose money because no one warned them about a fake link.
- **Health-related fake news:** spreading “miracle cure” advice that causes harm.
- **Propaganda and hate speech:** false content fuels social conflicts and hatred.

Teacher’s conclusions (to summarise discussion):



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- Reporting is part of digital responsibility. Every internet user influences which content circulates online – by reacting, we protect ourselves, our friends, and even people who might become victims of fraud or manipulation.
- Reports help speed up verification – social media administrators and fact-checking portals can remove harmful content or label it with warnings faster.
- Lack of reaction allows fake news to “live its own life” – being shared repeatedly, causing real harm to society.
- The European Union and its partners (EDMO, EUvsDisinfo) develop tools and educational campaigns that make reporting easier and help limit the spread of disinformation.
- Every report matters – even if the content doesn’t disappear immediately, it increases the chance of removing false content from the internet.

5. Summary and Reflection (7 min)

Format: individual work + class list

Students complete the sentences:

- “I understood that reporting fake news...”
- “What surprised me most was that...”
- “Next time I see false information, I will...”

Class board:

“5 Rules for Responding to Disinformation”

1. Verify information in multiple sources.
2. Don’t share if you’re not sure it’s true.
3. Report false content to platform administrators.
4. Use fact-checking portals in PL, CZ, SK, and the EU.
5. Remember – every user can stop fake news.

6. Glossary – Responding to Disinformation

	Term	Definition
Content reporting		Informing a platform administrator about a post that may violate rules (falsehood, hate speech, fraud).
Fact-checking		The process of verifying the truth of information in independent, professional sources.
Content		Actions by platform administrators to hide, flag, or remove harmful



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Term	Definition
moderation	content.
Disinformation	The deliberate misleading of people through false or manipulated news.
Digital responsibility	An online user's attitude of cautious sharing and responding to harmful information.

7. Methodological Guide for the Teacher

1. Objectives of the guide:

- Support the teacher in conducting classes on responsible reactions to fake news.
- Facilitate work with students through prepared materials, examples, and strategies for moderating discussion.
- Indicate how to avoid conflict situations and handle the topic in an emotionally safe way.

2. Examples for use:

- Fictional fake news created for lesson purposes (e.g., “EU to ban drinking tap water”, “Famous doctor reveals cure for everything – hidden from the public”).
- International disinformation cases (e.g., fake news about US elections, COVID-19 pandemic, war in Ukraine) that are not linked to local political conflicts.
- Examples of posts and headlines shared on social media marked “fake news” (can use screenshots prepared from fact-checking portals such as Demagog, Manipulátoři.cz, EUvsDisinfo).

3. Teaching materials:

- Screenshots of false posts or headlines (fictional, educational).
- Analysis tables: fields to fill in (Post content – Suspicious YES/NO – Where to report? – Why react?).
- List of fact-checking portals and institutions:
 - **Poland:** Demagog.org.pl
 - **Czech Republic:** Manipulatori.cz
 - **Slovakia:** Demagog.sk
 - **EU:** EUvsDisinfo.eu, EDMO.eu
- Instructions for reporting posts on Facebook, TikTok, Instagram, YouTube (printed “step-by-step” screenshots).
- Infographic: **“5 Steps to Responding to Fake News”** (1. Don’t share – 2. Check source – 3. Look for confirmation – 4. Use REPORT option – 5. Warn others).

4. Moderating classes:



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- **Open-ended questions:**
 - “Why did you think this was fake news?”
 - “What do you think will happen if no one reports this content?”
 - “Does reporting always work? Why is it worth doing anyway?”
- **Showing that anyone can react:**
 - Emphasise that reporting fake news is a right and a tool for users, not just an obligation of administrators.
 - Remind them that even a single report can start the verification process.
- **Avoiding judgement of students:**
 - Instead of criticising past sharing of false content, show how to act better in the future.

5. Safe atmosphere:

- Make students aware that anyone can be fooled by fake news – it's nothing to be ashamed of.
- Focus on solutions, not mistakes.
- If difficult topics arise (e.g., fake news about war, health, hate speech), remind the class about rules of respect, neutrality, and emotional safety during discussion.

6. Extension – class project:

- **“Map of Fake News Reporting Points”** – group or whole-class work:
 - Students search for platforms, fact-checking portals, organisations, and institutions in Poland, the Czech Republic, Slovakia, and the EU where false content can be reported.
 - They create a poster or presentation with a map or contact list to display in class or the school bulletin board.
- **Optional:** prepare a short “How to Report Fake News Step-by-Step” guide for peers.

8. Scientific and Educational Sources (PL, CZ, SK, EU)

- **EDMO – European Digital Media Observatory**
<https://edmo.eu>
- **EUvsDisinfo – project of the European External Action Service**
<https://euvsdisinfo.eu>
- **Demagog Poland**
<https://demagog.org.pl>
- **Konkret24 – verification portal by TVN24**
<https://konkret24.tvn24.pl>
- **Manipulátori.cz – Czech portal**
<https://manipulatori.cz>



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- **Demagog.cz (Czech Republic)**
<https://demagog.cz>
- **Demagog.sk (Slovakia)**
<https://demagog.sk>
- **Infosecurity.sk – Institute for Political Security (Slovakia)**
<https://infosecurity.sk>

