



Companion Lesson Plan (1 class session)

Grade levels Middle School & High School

Duration 1 class session (45-60 min)

Group Size 2-6 students

Common Core standards	
CCSS.ELA-LITERACY.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-LITERACY.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
CCSS.ELA-LITERACY.CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
CCSS.ELA-LITERACY.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY.CCRA.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Before Class Prep | 20 Minutes

- Play through the game with family, friends or colleagues if possible, and review the instructions and all content, including:
 - LAMBOOZLED! cards
 - LAMBOOZLED! [tutorial video and written instructions](#)

Class Session

Introduction & Discussion | 5 Minutes

- **FULL CLASS DISCUSSION QUESTIONS:**
 - *What is fake news? Have you ever encountered fake news? If so, what was the news story about, how did you know it was fake?*
 - *Why do you think it is important to know the difference between real and fake? What happens when fake news is shared?*
- **FRAME THE GAME:**
 - Game set in the fictional sheep town of Green Meadows
 - Goal: use evidence and context available to argue that news stories in the game are real or fake” within the context of the town.
 - The sheep stories are clearly fictional, so the aim is not to objectively determine whether they are real or fake (they’re playful news about a sheep town!), but rather to use evidence or “clues” in order to make an argument about reliability. It may be helpful to reiterate this to students, in case they mistake fictional for fake.

Familiarization with the Game | 5 minutes

- Have students get in groups of 2-6.
- Give 1 deck of cards to each group. Have students look at the cards, play around with them, and get acquainted
- Show the LAMBOOZLED! [tutorial video](#) (2 minutes)

Demonstrating Gameplay | 10 Minutes

- Find 3-4 volunteers to demonstrate gameplay in a fishbowl exercise, with the facilitator clarifying rules and gameplay as it comes up. Pay particular attention to explaining which Evidence cards can and cannot be played during a round, based on the central News and Context card.

Playing the Game | 25 Minutes

- Have students, in their groups, play as many rounds of the game as time allows
- Be available to answer questions during the game

Post-Game Reflection & Discussion | 10 Minutes

- Pass out the list of discussion questions (or project them for everyone to see). Ask students to think about these questions as you discuss them with the whole class.
 - Alternatively, you can also have students write these out, or discuss in pairs.
 - Please refer to the *addendum* section below for clarification of the learning objectives behind these questions, as they relate to media literacy topics.

POST-GAME REFLECTION QUESTIONS

1) Which hand below is the strongest hand of evidence? Why?



2) How could you apply these cards to your real-life experience with news? Can you think of an example?

3) What is your role in creating and/or sharing news? How is knowing what is real and fake related to your use of social media?

ADDENDUM: Aims of the Reflection Questions

Reflection Question	Underlying Media Literacy Concept
Which hand below is the strongest hand of evidence? Why?	Using Evidence (+ rules comprehension check): 1 of the hands is not playable (the one that has the most points, but it's composed of REAL + FAKE, so it can't be used to make an argument). The other 2 hands are both 5 points in total, but students should consider whether more evidence (3 versus 2 cards) might be better, and why/why not.
How could you apply these cards to your real-life experience with news? Can you give an example?	Ecosystem of News (Superficial and Contextual Features): When determining what is real and what is fake, it is important to take a holistic approach and look at the full ecosystem. For news, this includes <i>superficial features</i> (e.g., does the article include grammar errors or excessive punctuation) and <i>contextual features</i> which go beyond the specific news piece (e.g., does the article come from a reputable source or can it be fact checked by other sources or experts).
What is your role in creating and/or sharing news? How is knowing what is real and fake related to your use of social media?	Authorship/Dissemination: Everyone can play a role in the creation and proliferation of fake news. It is important for individuals to recognize their own role, especially as social media becomes, for many, where they receive their news.