**Conversation Class Lesson Summary**

**Language Resident Name:** JOSE GOMEZ

**Day and Date:** 01/29/2018

**Language and Level (intermediate or advanced class):** Spanish Intermediate

**Class theme/topics discussed:** Fake News

**Goal of the class:** To practice argumentation and discussion

**How did you structure the class?**

**Warm-up: (10’)**

Students ask each other about when and why they lie, it will lead to the topic of fake news.

**Activity 1:**

Students watch a video about fake news

<http://www.elmundotoday.com/2017/11/un-arcoiris-en-barcelona-convierte-en-homosexuales-a-15-000-personas/>

Then, they share their reaction since it is a very ridiculous article.

**Activity 2:**

Students in pairs will get one different article with fake news. They will have to read it and present it as in the video that they saw at the beginning of the class. It is a role play, they will stand in front of everyone as if they were hosting the news.

Then, they will have to lead a debate with their classmates about the news. Students will get visual aid on the screen.

**What technology, media or props did you use? (internet resources, playmobiles, handouts, etc.)**

Powerpoint presentation

Fake news texts

**What worked well in this class? What did not work?**

The success in this class resides in the articles chosen. The ones I found for this class were very appropriate and ridiculous and that prompted discussion.

**How could this class be improved/ modified?**

It is a very challenging lesson plan for Intermediate, however, if this class is done towards the end of the semester it will probably work very well as their confidence speaking Spanish will have increased.

**If you have a more detailed lesson plan, please attach it below (OK to use target language for that). Please attach any handouts as well.**

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| **NOMBRE** |  |  |  |
| **¿MIENTES A MENUDO?**  **¿POR QUÉ?** |  |  |  |
| **¿CUÁL ES LA PEOR MENTIRA QUE HAS DICHO?** |  |  |  |
| **¿CUÁL ES LA PEOR MENTIRA QUE HAS VISTO EN TELEVISIÓN?**  **FAKE NEWS** |  |  |  |