Name: Detective of truth	Objective: Help teenagers differentiate between real statements, lies, and fallacies by identifying the most common ones.	
Time and nº of sessions: 1 hour / 1 or 2 sessions	Type/social agents: Teacher as facilitator, students	Material: List of fallacies and list of statements

Development:

The activity starts by explaining the differences between possible truth, lie and fallacy. It is useful to have a list of fallacies with examples. We can use these fallacies:

- Ad hominem: Attacking the person rather than the argument.
- Strawman argument: Exaggerating or misrepresenting the opponent's argument.
- Appeal to authority: Using a well-known figure in an unrelated field as evidence.
- False lure: Distracting from the main issue.
- Hasty generalisation: Drawing a conclusion from insufficient evidence.
- Appeal to ignorance: To claim that something is true because it has not been proven false.
- False dilemma: Presenting only two options when there are more.
- Slippery slope: Arguing that a small change will have extreme consequences.
- Lobby fallacy: assuming something is true because many people believe it to be true.

The activity should be done in small groups (3-4 students) but there should not be much discussion time. The teacher will make a list of statements which the students should try to guess whether they are possibly true, false or a fallacy.

At the end the more complex statements are discussed to understand their difficulty.

Project number: 2023-1-ES01-KA220-SCH-000160237

Funded by the European Union. The opinions and points of view expressed in this website commit only the author(s) and not necessarily those of the European Union or of the Spanish Service for the Internationalisation of Education (SEPIE). Neither the European Union or the SEPIE National Agency can be considered responsible for them.