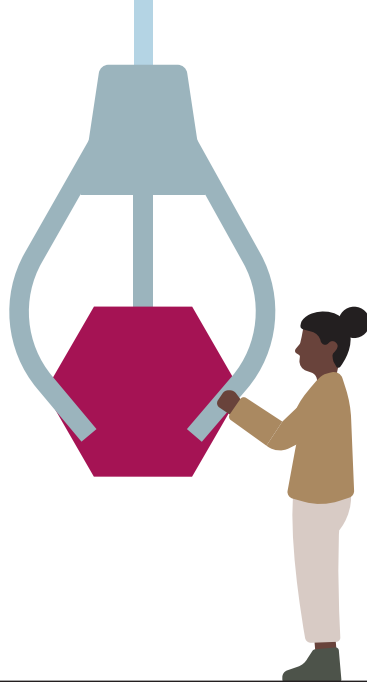


Learning activity

Newsworthy stories



Learning outcomes

Must:

All students will define what a newsworthy story is and understand that the news we see/read is selected by someone.

Should:

Most students should be able to identify what makes a story newsworthy.

Could:

Some students can understand how news is grouped and categorised and the role of a news editor.

Resource checklist

- ✓ **Newsworthy stories** slides
- ✓ **Newsworthy stories** glossary
- ✓ **Newsworthy stories** worksheets
- ✓ Newspaper, news reports or news website - to look at different sections

Useful knowledge for supporting teacher/adult

- All the news we see goes through a selection process by editors or editorial teams. The news that is selected can vary depending on the audience of a news source (ie local or national), the type of publication (eg a news magazine written for children or a business-focused newspaper), and the interests of the people who own or operate the news organisation (ie the owner of a television channel who would like the news coverage to take a certain political angle).
- News organisations want people to keep watching, listening to and reading their news, so they need to keep finding new stories their audiences will find interesting.
- Editors are people who make the decisions about what news reporters report on. Most news organisations have editors for different types of news (eg sport, culture, politics) as well as an overall editor or editor-in-chief.
- Editorial choices are also made about what order stories appear in, whether that's on a TV news programme or on an app. Editors have to think about which stories people will be most interested in, or which ones are most important for them to know about.



Outline

These activities are intended as a framework you can adapt to suit individual students' needs. They can be used as standalone activities or as part of a sequence of work on news literacy.

- **15-20 min starter activity** - Activity 1
- **30-40 min extend activity** - Activity 1 and 2

This activity is designed to be a 15-20 minute full-class taught activity, or 30-40 minute activity if also using the task at the end. The final task can be completed in groups, pairs, or individually. There is also a **glossary** to provide students with extra support.

Activity 1

Use **Newsworthy stories** slides

Slides 1-3: Explore the meaning of 'newsworthy' with students, using the prompts and definitions on the slides.

Slides 4-6: Introduce the four criteria of newsworthy stories: subject (who it is about); surprise (something unexpected, or that has never happened before); place (if an audience is close to where the event has happened, they are likely to be more interested); time (the more recent the news is, the more interesting it is). These will be used for the activity students do at the end. You may want to note the criteria in the classroom or students' notes while going over the slides; they also appear at the end of the presentation as a reminder.

Slide 7: Ask students to guess some categories that news is broken into (think of the order things appear on a TV broadcast, or the tabs at the top of a website, or look at a physical newspaper). The pictures will hint at some, but there are others, and they can vary according to type of publication.

Slides 8-13: Take students through the five categories and explain that these are the main sections that most news organisations use. Next, ask students to work out which section each of the headlines on the following slides would fall into. Some of the headlines could appear in more than one section.

Slides 14-15: Introduce the concept of editors, who make decisions about which stories should appear in the news.

Activity 2

Use **Newsworthy stories** slides and **Newsworthy stories** worksheet

Extend the learning:

Slides 16-17: Individually or in groups, give students one 'section' to edit for from the **Newsworthy stories** worksheet. You can decide as a class whether your news source is local, national, or international; this may change which stories are most newsworthy. Students then choose three stories they would feature in their section, which one would be their top story, and explain their reasons why they chose it. Feed back to the rest of the class.

Plenary

Slide 19: Decide as a class what your top story will be from all the stories that have been discussed. *What story do you think is most important/that most people will want to hear/will have the biggest impact? Why?*