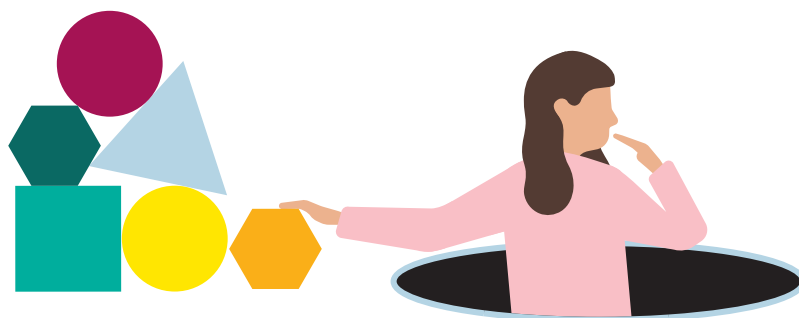


Learning activity

Fact or opinion



Learning outcomes

Must:

All students will be able to differentiate between fact and opinion.

Should:

Most students should be able to understand why it's important to know the difference between fact and opinion.

Could:

Some students can summarise a news story using only factual information.

Resource checklist

- ✓ **Fact or opinion** slides
- ✓ **Edward Colston statue explainer** notes for teachers
- ✓ **Edward Colston Tweets** printable
- ✓ **Language cues: Fact or opinion** printable
- ✓ **Edward Colston statue toppled news story** printable
- ✓ **Edward Colston statue story** glossary
- ✓ **Radio broadcast** worksheet

Useful knowledge for supporting teacher/adult

- Journalists must not include their own opinions in a news report. They can include the opinions of those involved in the story but must not report them as fact.
- When a breaking news story happens, it can be difficult to know which information online is trustworthy because not many facts are known. Despite this, people make guesses, share their opinions or even make up information.

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.

These activities use the news story about the toppling of the Edward Colston statue - a full version of this news story can be found here: [bbc.co.uk/news/uk-england-bristol-52955868](https://www.bbc.com/news/uk-england-bristol-52955868). (Please check if other stories/features on the news page are appropriate before sharing with students.)

- **5-10 min starter activity** - Activity 1
- **20 min extend activity** - Activity 1 and 2
- **30 min enhance activity** - Activities 1, 2 and 3



Activity 1

Use **Fact or opinion** slides

Slide 1: Introduce concepts of fact and opinion. Students can share what they understand of these terms. Clarify definitions:

Fact is the truth - there is evidence for this.

Opinion is what someone thinks or feels.

Slide 2: Use this simple example to model the difference - can students identify which is fact and which is opinion? *Were there any words that helped you to decide?* (Eg 'think', 'confirmed'.)

Slides 3-4: Language cues can help us identify opinions or factual statements.

Activity 2

Use **Fact or opinion** slides, **Edward Colston statue toppled** news story, **Edward Colston statue** story glossary, **Edward Colston Tweets** and **Language cues: Fact or opinion** printables

Extend the learning:

Students apply these language cues to social media responses to a news story.

Slide 5: Introduce the Edward Colston statue story and the accompanying **Edward Colston statue toppled** sheet. Read this with students using the **glossary** sheet to support complex language.

Slide 6: Recap/summarise verbally the events of the story to ensure students understand.

Slides 7-8: Share the tweets about the Edward Colston statue news story on the slides and the printable version with students. Can the students cut up and sort these into fact and opinion?

Activity 3

Use **Fact or opinion** slides and **Radio broadcast** worksheet

Enhance this learning further:

Slide 9: Prepare and record a radio broadcast news headline and summary of this story stating the facts only. The teacher could scribe or students could use software such as Clicker or InPrint to provide support with composing and writing. Students can also use the radio broadcast sheet as a scaffold.

Plenary

Slides 10-11: *What have you learnt? What is an opinion? What is fact?* Ask students to give an example of a fact and an opinion. *Why is it important to know the difference between fact and opinion? How can we check whether something is factual? Why is it important that journalists reporting the news only report the facts?*

