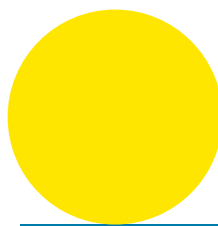


Learning activity

Balanced reporting



Learning outcomes

Must:

All students will be able to identify points of view that are included within a news report.

Should:

Most students should be able to identify points of view that are missing within a news report.

Could:

Some students can understand why a news report needs to be balanced and how to respond if they are not given all the different points of view.

Resource checklist

- ✓ **Balanced reporting** slides
- ✓ **Edward Colston statue explainer** notes for teachers
- ✓ **Report 1: Balanced reporting** printable
- ✓ **Report 2: Balanced reporting** printable
- ✓ **Balanced reporting** glossary
- ✓ **Balanced reporting news report script** worksheet

Useful knowledge for supporting teacher/adult

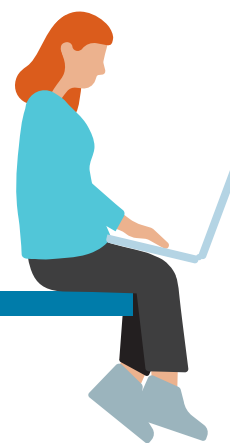
- Every story has more than one side so can be told in different ways.
- Journalists need to make sure their reports are balanced by including different points of view, always representing both sides of the argument.

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 **Balanced reporting** slides

Slides 3-5: Share the point of view activity and ‘School bans mobile phones’ headline. *What might students/ teachers/parents think about this ban? Do you think all students/ teachers/ parents will think the same? Why would it be important to include as many different viewpoints as possible in a news report of this story? (ie to provide a balanced news report.)*

Activity 2

Use **Balanced reporting** slides, **Report 1** and **Report 2** and glossary sheet

Extend the learning:

Slide 6: Ask students to read **Report 1**. Use the **glossary** sheet to support complex language. Verbally summarise the key events of the story to check for understanding.

Is it balanced? Whose viewpoint does it share? Whose viewpoints are missing? (Eg police, the people who pulled the statue down, other members of the public.)

Slide 7: Compare with **Report 2**. *Whose viewpoint does this report share? What does the journalist want you to feel or think about this news story?*

Activity 3

Use **Balanced reporting** slides and **Balanced reporting news report script** worksheet

Enhance this learning further:

Slide 8: Students write a one-minute balanced news report on this story including two quotes – choose one from **Report 1** and one from **Report 2** to demonstrate different viewpoints. If students have already completed the radio broadcast activity from the fact or opinion activity they may like to add the quotes into their existing radio script.

Plenary

Slide 9: *What have you learnt? What does a report need to include to be balanced? Why is it important for news to be balanced? What could you do if you don’t think you’ve been given all the sides of the story in a news report?*