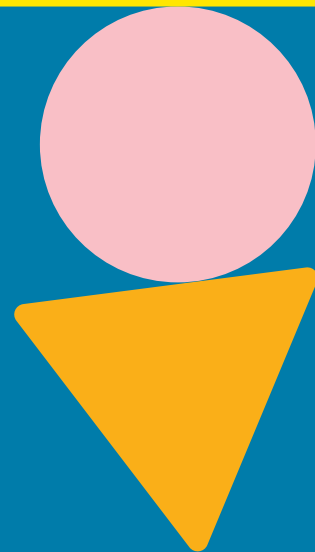


Teacher guide

Media literacy
resources to
support young
people with special
educational needs

Ages 11-18



**The
Guardian Foundation**

These activities and resources have been developed by a team of news and media literacy specialists, and with extensive input and guidance from a panel of secondary SEND teachers and a SEND advisory teacher.

They develop students' critical media literacy knowledge and skills as well as their awareness of how the media impacts their own behaviour, identity and wellbeing.

This suite of materials to support the teaching of media literacy in secondary special educational needs settings includes:

- Lesson activities designed to be delivered in the classroom across a range of subject areas.
- An interactive 'Fake or for real' workshop specifically designed for secondary SEND students. This workshop works well either as a way of kickstarting the sequence of activities, or as the culmination of learning.
- Media literacy training for SEND teachers to support the delivery of the workshop and activities in the classroom.

The resources accompanying this teacher guide, as well as details to request the Fake or for Real workshop and register for teacher training can all be found at: theguardianfoundation.org/programmes/behind-the-headlines

Contents

Learning sequence	2
Accessibility of the resources	2
News and media literacy	3
Learning activities	4
1. What is news?	4
2. Newsworthy stories	6
3. Holding power to account	8
4. Spotting fake news	10
5. Targeted news online	12
6. Fact or opinion	14
7. Balanced reporting	16
8. Bias in news reporting	18
Curriculum links	20

Learning sequence

These activities can be delivered in a standalone format (for example in tutor group sessions) or used together to build a sequence of learning:

1. What is news?
2. Newsworthy stories
3. Holding power to account
4. Spotting fake news
5. Targeted news online
6. Fact or opinion
7. Balanced reporting
8. Bias in news reporting

Each activity provides:

- Clear and measurable differentiated learning outcomes;
- A range of activities with a time guide to extend and enhance the learning;
- A set of slides and all other accompanying resources needed;
- Teacher notes with clear guidance on how to run each activity.

All the accompanying resources for each activity can be found at theguardianfoundation.org/programmes/behind-the-headlines.



Accessibility of the resources

Diverse learners

The activities have been created in order to provide media literacy support for SEND teachers working with students with general and moderate learning and social communication and interaction difficulties.

The activities should be seen as a framework on which to build and are designed to be adapted to meet individual students' needs. The Guardian Foundation recognises that a 'one-size-fits-all' approach isn't possible or beneficial and that various adaptations will be needed to meet the needs of a diverse range of learners and ages.

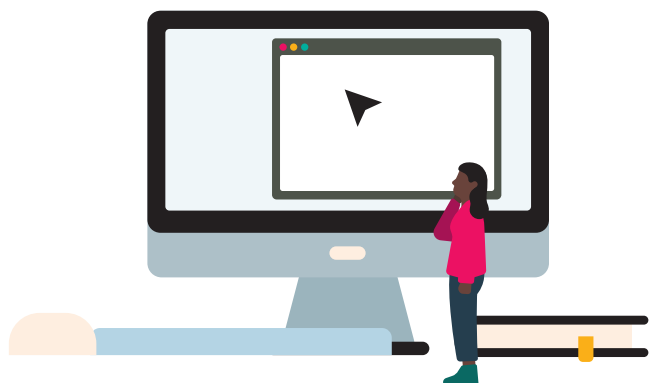
Scaffolding such as glossaries, learning checks and visual prompts have been included to support students to access the learning. Teachers may also want to increase scaffolding support by additional visual prompting through software such as InPrint or Clicker, or pre-teaching vocabulary. Equally, the resources can be used as a starting point and can be developed and differentiated for more able learners.

Each activity also provides useful information on the areas of learning for teachers and supporting adults, making them accessible and easy to deliver.

Using real news: challenge and accessibility

Using real news stories is a crucial element of these resources and enables students to improve their critical news literacy skills. We have selected news stories that are challenging in terms of themes (for example the Windrush scandal or the toppling of the Edward Colston statue) in order to engage young people with important issues, improve their cultural capital and help prepare them for adult life. The news stories and supporting materials have been adapted in order to make them as accessible as possible for learners who might struggle with more complex language or abstract concepts.

When using real news stories, it is important to create and maintain a safe learning environment in the classroom to enable students to engage effectively. Please see our guide to developing a safe climate for learning about the news: theguardianfoundation.org/programmes/newswise/schools/developing-a-safe-climate-for-learning-about-the-news



Assessment for learning

Each activity has differentiated learning outcomes using a must/should/could approach and a plenary to recap learning and check for understanding. In order to demonstrate this understanding, we recognise diverse learners will benefit from multiple means of expression and this shouldn't rely only on a written focus. We would encourage teachers to use whatever methods best suit their students, which could include drama, presenting, discussion or sorting activities.

“News stories that are challenging... engage young people with important issues, improve their cultural capital and help prepare them for adult life.”

News and media literacy

These activities are designed to develop students' media literacy skills within the context of news. The full sequence explores what news is, how and why news is produced, and why news is important, before moving on to looking at how to find trustworthy information and critically navigating media and news.

The activities address the following key skills and knowledge, for principle 3 of the DCMS Online Media Literacy Strategy: ‘Users should understand how different content is created and be able to critically analyse the content they consume’.

Skills:

- Ability to critically analyse online information
- Ability to fact check information and determine its veracity
- Identify false content
- Ability to identify misleading or doctored images
- Assess reliability of a source of information
- Ability to differentiate between fact and opinion

Knowledge:

- Understanding of what news is and how the news cycle operates
- Understanding the process of journalism
- Understanding the role of journalism in society and democracy
- Awareness of mis- and disinformation
- Knowing the key indicators of false information
- Knowing the signs of when to fact check
- Understanding the real-life consequences of sharing false information online

Learning activity

What is news?

Learning outcomes

Must:

All students will identify what is and is not news.

Should:

Most students should be able to identify the 5Ws of a news story.

Resource checklist

- ✓ **What is news?** slides
- ✓ Newspaper, news reports or website to look at stories
- ✓ **What is news?** worksheet
- ✓ **Additional activity: Newspaper/news website scavenger hunt** worksheet

Useful knowledge for supporting teacher/adult

- There is more than one definition of news. This activity focuses on news that relates to current events and is of interest to a wider audience than the person it has happened to.
- People can find out about this type of news via newspapers, radio, television, news websites, and increasingly via social media.
- Whether or not something is news can depend on a lot of factors. A newspaper for a small town will feature different stories than a TV broadcast for all of the UK.
- News stories contain the 5Ws, typically at the very beginning of the stories, because this is the most important information. This is usually the same for written stories and ones on TV or radio news.
- The ‘who’ might not be a single person. Is there a group of people the story is about (eg a football team, the government, students in England)?
- The ‘when’ might not be a specific date, but a more general time period (eg ‘since the last election’) or it may be implied: because most news is reported very soon after the event has happened, the actual date is sometimes not included.
- The ‘why’ is about what caused the events in the story. Sometimes this could be obvious (eg the thieves robbed the bank because they wanted the money; people had to flee because of a natural disaster) but can sometimes be very complex (eg a war between two countries often has very complex reasons behind it).



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.

- **5-10 min starter activity** - Activity 1
- **20 min extend activity** - Activity 1 and 2

Activity 1

Use **What is news?** slides

Slide 2: Discuss how students would define news and compare their responses to the dictionary definition.

Slides 3-9: Take students through the examples and decide whether they are news or not.

Who might be interested in this news? Would someone want to hear about this even if they were not involved in the event? Would it be more important to people who live near the event? Why? Who else might be affected by the story? Why would other people be interested? If there are more people involved in the story is it more interesting/important? Why?

Slide 10: Discuss where students get their news from. Prompt students to think of a wider definition of news - not just current affairs, but other issues that may interest them such as sport, music or gaming news.

Activity 2

Use **What is news?** slides, **What is news?** worksheet if using, and newspaper, news reports or website to look at stories

Extend the learning:

Slides 11-14: Explore the 5Ws with students and explain that these are the most important facts in any news story. Read the news story aloud and ask students to feed back each of the 5Ws one at a time. Next, students choose or are given a news story, and they pick out the 5Ws themselves using the worksheet provided, highlighting in the text, or answering orally.

Plenary

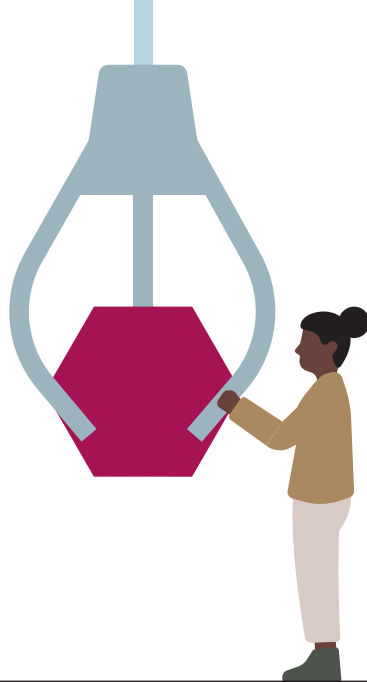
Slide 15: Ask students to imagine they are the editor for a UK news website (the person in charge of picking which stories get covered). What questions would they need to ask before they reported on the story? Remind students to think about the 5Ws.

Additional activity

A scavenger hunt using a newspaper or news website (using prompts provided or your own).

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:

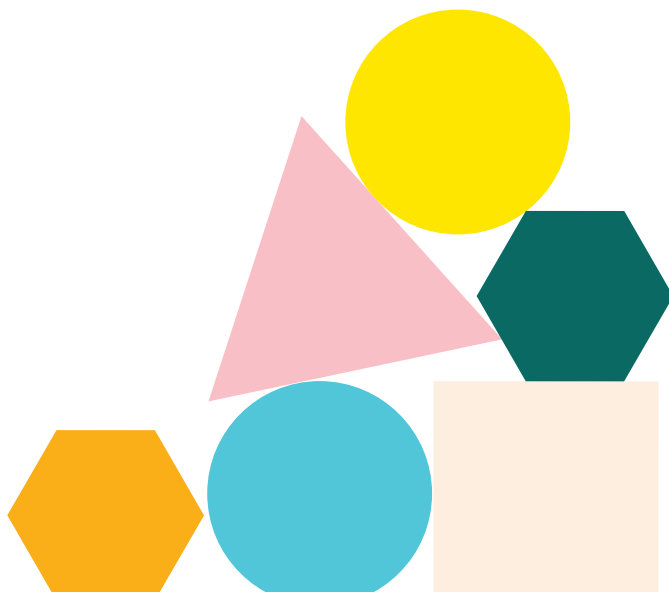
Some students can understand how news is grouped and categorised and the role of a news editor.

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?*

Learning activity

Holding power to account

Learning outcomes

Must:

All students will understand what power means and how journalism can hold power to account.

Should:

Most students should be able to explain why it is sometimes important to challenge power.

Could:

Some students can describe the different effects the Windrush reporting had on the people involved.

Resource checklist

- ✓ **Holding power to account** slides
- ✓ **Windrush headlines and summaries** sheet
- ✓ **What is power? scenarios** printable
- ✓ **Holding power to account** glossary
- ✓ Albert Thompson and Paulette Wilson videos (see online links on page opposite)
- ✓ **Windrush explainer** notes and links for teachers

Useful knowledge for supporting teacher/adult

- Power is when someone or something has influence over other people.
- One of the roles of journalism is holding power to account. This means investigating what powerful people and organisations do, and exposing wrongdoings to the public. When people find out about these wrongdoings, they may put public pressure on the people in power to change. Sometimes this means a formal enquiry into the situation, people losing their jobs, or even people being arrested. An example of this might be a company that is found to be illegally polluting rivers. If journalists find out about this and tell the public, there might be an investigation, senior members of the company might lose their jobs, and it's possible the company might even shut down.
- Background information and a timeline about the Windrush scandal are included in the resources.

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.

- **5-10 min activity** - Activity 1
- **20-25 min extend activity** - Activity 1 and 2
- **30 min enhance activity** - Activities 1, 2 and 3

Activity 1

Use **Holding power to account** slides and **What is power? scenarios** printable

Slides 1-3: Introduce the concept of power. Ask students to discuss the different scenarios as a class or assign a different scenario to small groups or individual students. Students could also roleplay some of the scenarios.

Slide 4: Explain that one reason that news and journalism is important is because it can hold power to account. This means that if someone powerful does something wrong, it is a journalist's job to investigate what has happened, ask tough questions, and tell the public.

Activity 2

Use **Holding power to account** slides

Extend the learning:

Slides 5-7: Explain the history of the HMT Windrush and the Windrush generation - see Windrush explainer. You may also want to watch this video: <https://www.bbc.co.uk/newsround/43793769>

Slide 8: Explain the Windrush scandal, using the notes and links provided.

Slides 9-10: Watch one or both of the videos about two of the victims of the scandal:

Albert Thompson: theguardian.com/uk-news/video/2018/mar/15/my-54000-cancer-bill-its-like-ive-been-left-to-die-video

Paulette Wilson: theguardian.com/uk-news/video/2018/may/09/the-hostile-environment-made-me-feel-like-an-alien-windrush-victim-video

How did the video make you feel? Did the situation seem fair? Why or why not? Why do you think reporters made this video?

Refer back to the starter discussion on power. *In this situation, who has power and who doesn't have power? What needs to change?*

Activity 3

Use **Holding power to account** slides and **Windrush headlines and summaries** worksheet

Enhance this learning further:

Slides 11-12: Using the **Windrush headlines and summaries** worksheet, students can either cut and sort or number the parts of the story in the order they occurred in. Ask students to consider who has the most/least power at each point in the story and how this changes as more people find out about the story.

Plenary

Slides 13-14: Return to the scenarios from activity 1 and discuss how power could be changed.

Possible follow-on work

- Look at a more recent news story where the media has held power to account and create a timeline of events.
- Find a story that the media is reporting that students feel strongly about. Think about the ways they could push to change this situation such as writing to an elected representative or the head of a company.
- Explore the impact that the Windrush scandal has had on policy - what has changed and what has stayed the same? Are there other things that students believe should change?

Learning activity

Spotting fake news



Learning outcomes

Must:

All students will understand what fake news is and what checks to make to decide whether a news report is real or fake.

Should:

Most students should understand why fake news is harmful and can infer how a fake news story might affect someone's emotions and behaviour.

Resource checklist

- ✓ Fake or real slides
- ✓ Fake or real voting sheets
- ✓ News stories 1 and 2 printable
- ✓ Fake news checklist printable
- ✓ Fake news stories slides

Useful knowledge for supporting teacher/adult

- News produced by professional news publications is regulated. Many young people and adults also hear/see news stories through social media.
- Sometimes people deliberately make up news where they don't tell the truth, or only tell half of the truth - this is called fake news or disinformation.
- Fake news is created and shared for many reasons: as a joke/an April fool; to generate money through advertising; to influence people's beliefs about a person/place/product.
- Fake news can have negative consequences because it can make people believe something that isn't true and influence how people feel or act. For example, during an election, someone may publish fake news to make people feel angry about a candidate and change the way they vote.

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.

- **20 min main activity** - Activity 1
- **30 min extend activity** - Activity 1 and 2

Activity 1

Use **Fake or real** slides, **Fake or real** voting sheets, **News Stories 1 and 2** printable, and **Fake news checklist** printable

Slides 2-7: Ask students to vote on whether each headline is real or fake making a ‘gut reaction’ decision (don’t reveal the answers yet!). *What do you think about this story headline? Is it easy to tell if a story is real or fake (especially if we only read it quickly)? Did you have enough information to make an informed decision? How might people react to each of these headlines?*

Slides 8-9: Investigate two of these news stories using **News stories 1 and 2** printable and the **Fake news checklist** printable. Introduce the two questions on the checklist to help students identify fake news – *Who is sharing the story? Who else is reporting on it? Are there any fake news clue words?*

If a news story is true, it’s likely to come from a trusted and respectable news source (see some examples on the Fake news checklist) and have also been reported on by at least two other trusted news companies. Students decide for each story whether it’s real or fake. Can they explain why they made that decision based on the checklist?

Slide 10: *What have you learnt about how to spot fake news? Can you believe everything you read online/ on social media?*

Slides 11-16: Return to the fake or real slides and reveal the answers.

Activity 2

Use **Fake news stories** slides

Extend the learning:

Slide 17: Students read two examples of fake news stories (these are not real examples). *How might someone feel reading this story? What would happen if someone believed this? Could it change what they think or what they do? Why might fake news be dangerous? Why is fake news created? (As a joke, to make money, to change what people think about a person or place or product.)*

Plenary

Slide 18: *What have you learnt? What is fake news? How do you spot it? Is everything online and on social media real/ true? Why can fake news be dangerous?*

Optional activity on manipulated images

Don’t trust pictures on the internet!

These activities are a fun, practical and engaging way for students to see how pictures can have a false perspective. Students will learn about how the use of forced perspective, miscaptioned and manipulated images mean we need to be critical of pictures we view online.

These can be found on our family learning page (scroll down to the very bottom): theguardianfoundation.org/programmes/newswise/families/looking-out-for-fake-news



Learning activity

Targeted news online

Learning outcomes

Must:

All students will understand that websites can choose what kinds of news and information we see online based on what we watch and read.

Should:

Most students should know how to recognise online targeting.

Could:

Some students can suggest reasons why websites target information at their users, and explain why it's important to read information from different sources.

Resource checklist

- ✓ Targeted news online slides
- ✓ Hook the reader game

Useful knowledge for supporting teacher/adult

- When we go online, we enter a world where computers and companies are tracking what we are watching and reading.
- Websites, including search engines and news providers, 'follow' their audience - which means they note how long users spend on their sites, which videos/pages people are looking at and what page/video/article they click on next.
- Companies can target that person with information they like and will therefore keep them on their website for longer.
- When we search online, we don't see everything on the internet and the information we do see isn't 'random'. We are shown things (including news stories) that websites have worked out we are interested in - we are in a filter bubble.
- Sometimes this means people only gain one viewpoint, read stories on similar topics or get similar information about a topic.

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 would work particularly well for tutor group time or in a PSHE lesson.

- **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 **Targeted news online** slides

Slides 2-4: Share character profiles of Jake, Aneesha and Tyler. *If they were searching online/on social media, what sorts of news stories would pop up? Would they all see the same content? Why/why not?* Explain that when we search online, websites track what we are looking at and then show us things based on that to keep us on their website for longer.

Slides 5-11: Show news headlines (mostly fictional for the purpose of this activity) - can students work out which news stories would be shown to which character? You may prefer to print these for students to physically match them.

Develop this for more challenge:

Slides 12-13: *What other stories might Jake, Aneesha or Tyler be shown that are related to their interests?* Eg a Stormzy fan might be shown stories about other rappers/music; a TikTok fan might also be shown news stories about YouTube or other social media accounts. Students try creating a profile for themselves, including their interests and what they look at online, and suggest what news stories they would be shown.

Activity 2

Use **Targeted news online** slides and **Hook the reader** worksheet

Extend the learning:

Slide 14: In pairs, play **Hook the reader** game. Discuss how this shows how what we look at online and on social media is chosen based on what we have watched before. Is there a problem with only ever reading/seeing things from the same places and about the same things? Draw attention to this meaning we might not hear different points of view/opinions or hear about other important issues.

Slide 15: What happens when people get different information about the same news story or topic? How would this change their thoughts and feelings? Would this affect friendships? Emphasise the importance of listening to others and different viewpoints and researching before making a decision.

Activity 3

Enhance this learning further:

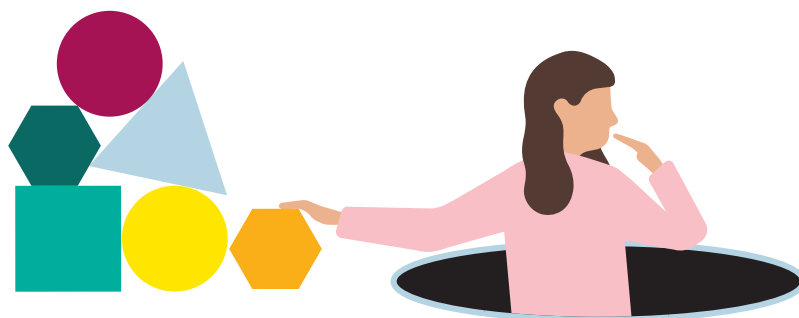
Slide 16: Ask students to think of two or three strategies to protect them against online targeting (eg by regularly looking at information from more than one source/making sure a 'safe search' or content filter is on/trying different searches or being more specific about what you enter). Connect this to other aspects of internet safety students may benefit from revisiting (eg being careful about sharing personal information online).

Plenary

Slide 17: *What have you learnt? How do companies target us online? Why do companies do this? What do people need to be aware of when searching online and reading news stories? Why is it important to read information from lots of different places/ sources?*

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.co.uk/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

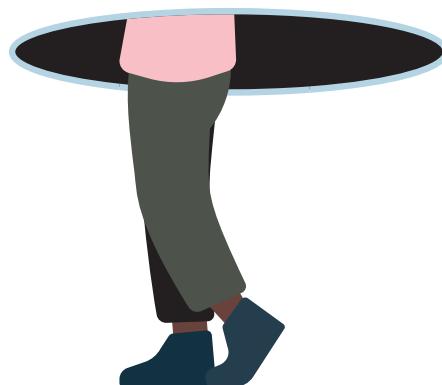
Use **Fact or opinion** slides and **Radio broadcast** worksheet

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.

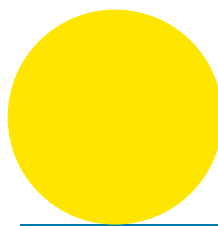
Plenary

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?*



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

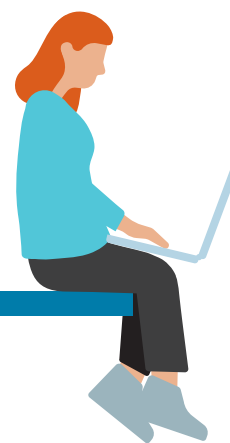
- Every story has more than one side so can be told in different ways.
- Journalists need to make sure their reports are balanced by including different points of view, always representing both sides of the argument.

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?*

Learning activity

Bias in news reporting

Learning outcomes

Must:

All students will be able to identify examples of biased reporting.

Should:

Most students should understand why a news report might be biased.

Could:

Some students can understand what might happen if people only read biased news reporting.

Resource checklist

- ✓ **Bias in news reporting** slides
- ✓ **Report 1: bias in news reporting** printable
- ✓ **Report 2: bias in news reporting** printable
- ✓ **Report 3: bias in news reporting** printable
- ✓ **Report template** worksheet

Useful knowledge for supporting teacher/adult

- Some news reports might be slanted to make one side of the story seem more important. This is known as ‘bias’.
- A news report might be biased because it doesn’t include different viewpoints (see activity on balanced news reporting) or because it influences the reader through the language used.
- Always look for bias in the news so that you can work out whether a news report is trying to influence you. Once you’ve done that, you have the power to decide whether you agree with this message or not.
- Reading, watching and listening to lots of different news reports from different sources, even those you disagree with, can help you to understand the full story.

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.

- **20 min main activity** - Activity 1
- **40 min extend activity** - Activity 1 and 2

Activity 1

Use **Bias in news reporting** slides, **Reports 1 and 2: Bias in news reporting** printables

Slide 2: Students read the football match report and decide who wrote it, focusing on whether it is biased towards one team or the other. Highlight the keywords which indicate that the writer favours one team over another. *How can you tell who wrote the report? Whose side are they on? What does the writer want you to feel or think? How do you know? How else might this story have been told?* You may want to print this slide so students can highlight keywords indicating who the writer favours.

Introduce the concept of bias: news reports can make one side of the story seem more important or try to make you believe or do something.

Slide 4: Students read **Report 1**. Find and highlight the words or phrases that describe the teenager and words or phrases that describe the council worker. *What does the writer want you to think?* Draw students' attention to the positive and negative words trying to persuade you to agree with the teenager.

Slide 5: Students read **Report 2**, an example of more neutral reporting. *How are the reports different? Which one is fairer? Why?*

Activity 2

Use **Bias in news reporting** slides, **Report 3** printable and **Report template** worksheet

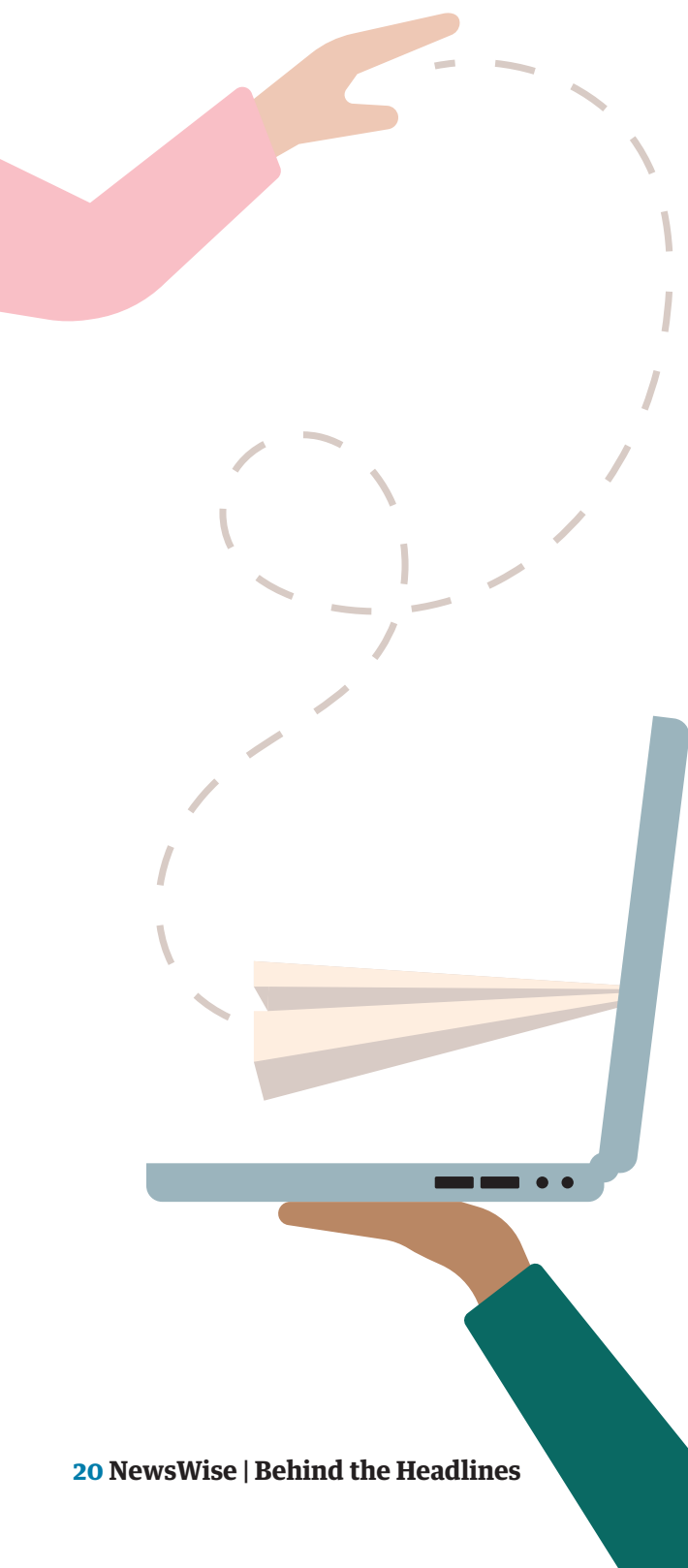
Extend the learning:

Slides 6-7: Read **Report 3** about the school that banned large backpacks. *What does the writer want you to think?* Highlight the words that show you this. Can students rewrite this story on the report template so it isn't biased and shows different viewpoints? *What words do they need to change? What might be the other viewpoints? (eg school/headteacher who want to keep all students safe.)*

Plenary

Slide 8: *What have you learnt? What is bias in news reporting? Why might a news report be biased? What can we look out for to tell if a report is biased? What might happen if people only read biased news reports?*

We would love to see examples of how these resources are being used, and hear your feedback on using the resources. You can share your students' learning and your comments with us via email: behindtheheadlines@theguardianfoundation.org



Curriculum links

The activities, workshop and training support the following subject areas:

English KS3-4

- Making inferences and referring to evidence
- How vocabulary choice creates meaning
- Making critical comparisons across texts
- Knowing the purpose, audience and context for writing
- Identifying bias

PSHE (from the PSHE Association 2020 Programme of Study) KS3-5

- Strategies to manage personal information online
- The importance of seeking a variety of perspectives
- How data is used with the aim of influencing decisions
- Assessing bias, reliability and accuracy of online content
- Being a critical consumer of online content

Citizenship KS3-4

- Researching and interrogating evidence
- Evaluating viewpoints
- The role of citizens in holding those in power to account

History KS3

- Contrasting arguments and interpretations of the past

Media Studies KS4

- Analysing media contexts and processes

For more information

[theguardianfoundation.org/
programmes/behind-the-headlines](http://theguardianfoundation.org/programmes/behind-the-headlines)

About this project

The teacher guidance in this booklet and resources referred to throughout have been adapted from the NewsWise and Behind the Headlines news and media literacy programmes, to support teachers working with students with general and moderate learning and social communication and interaction difficulties. This was made possible with funding from the DCMS.

NewsWise is a news and media literacy programme for primary schools, developed and run in partnership by the Guardian Foundation, National Literacy Trust and PSHE Association. More information, including the original lesson plans and resources which have been adapted in this booklet can be found at: theguardianfoundation.org/programmes/newswise

Behind the Headlines is a news and media literacy programme for secondary schools and young adults from the Guardian Foundation. More information about the full range of free workshops and resources available from the programme can be found at theguardianfoundation.org/programmes/behind-the-headlines

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