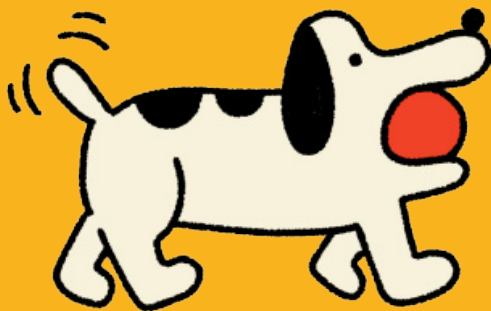


TEACHER GUIDE

AGES 7-9



Hello and welcome to NewsWise! We provide cross-curricular news literacy resources for 7- to 11-year-olds across the UK. This teacher guide outlines how you can get the most out of our unit of work for children aged 7-9.

Our goal is to create a generation of news-wise, confident young people, through fun and engaging lessons, workshops, games, quizzes and exciting opportunities to speak to real journalists. The unit of work in this teacher guide complements our unit of work for children aged 9-11, allowing for progression from younger to older age groups.



Contents

Introduction	4
Theme 1: Understanding the news	14
Lesson 1: Becoming a journalist	16
Lesson 2: Understanding news stories	18
Lesson 3: News keeps us informed	20
Lesson 4: How news affects feelings (PSHE education)	22
Theme 2: Critically navigating the news	24
Lesson 5: Questioning your sources	26
Lesson 6: Fake or real news (PSHE education)	28
Lesson 7: Questioning images in the news (PSHE education)	30
Lesson 8: Exploring balance	32
Theme 3: Reporting the news	34
Lesson 9: Analysing a broadcast	36
Lesson 10: Planning a broadcast	38
Lesson 11: Preparing an interview	40
Lesson 12: Rehearsing sentences for a broadcast script	42
Lesson 13: Drafting a broadcast script	44
Lesson 14: Editing a broadcast script	46
Lesson 15: Performing/Recording a broadcast script	48
NewsWise and your curriculum	50
England	50
Northern Ireland	52
Scotland	54
Wales	56
PSHE education	58

What is news literacy?

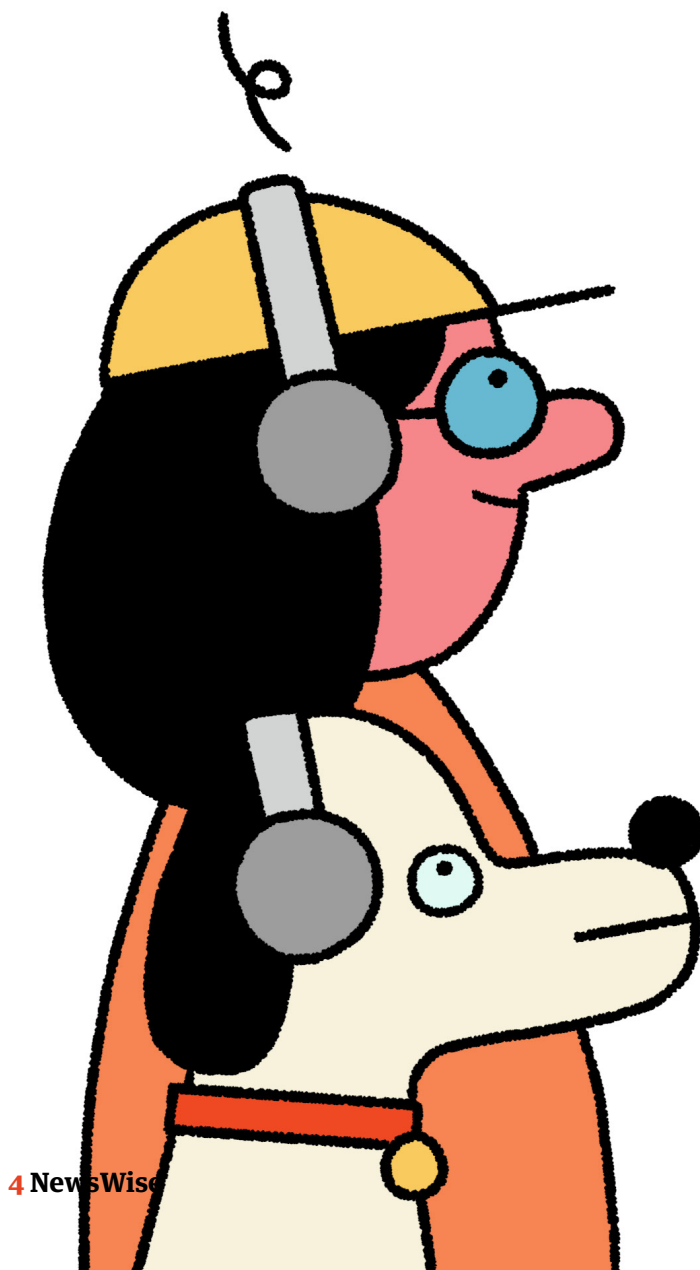
Being 'news literate' is taking an active interest in the wider world by understanding what news is, how and why it is produced, how to critically navigate news and find trustworthy information (and why that is important), and how to be empowered to share your own voice responsibly.

Teaching news literacy through NewsWise

The NewsWise unit of work for 7- to 9-year-olds has been developed by a team of news literacy, primary English and PSHE education specialists, working alongside journalists. This unit of work is the first step on pupils' NewsWise journey. They can continue their news literacy development by completing our unit of work for 9- to 11-year-olds afterwards.

With a focus on oracy and PSHE as well as reading and writing, NewsWise develops pupils' critical literacy skills and their awareness of how the media impacts their own behaviour, identity and wellbeing. The programme also empowers young people to make their own voices heard, safely and responsibly through planning, writing and producing an audio news broadcast.

The cross-curricular unit of work provides a three-week set of lessons and has been mapped to the relevant subject curriculum objectives for all four UK nations. You can find curriculum links on each lesson plan. Throughout this teacher guide, we stress that our lessons are flexible and adaptable for the needs of individual classes and the pupils in them.



NewsWise is split into three themes:

UNDERSTANDING NEWS

CRITICALLY NAVIGATING NEWS

REPORTING NEWS



Using the lesson plans

The unit of work has been designed to allow for flexibility. Although lesson plans, resources and slides are available for every lesson, we believe that teachers are the real experts in their classrooms. We encourage you to adapt the lessons to meet the needs of your pupils. You may find that some lessons can be collapsed together or expanded, depending on pupils' responses and the skills that are most in need of development.

We have made every effort to include child-friendly stories in the lesson resources. If you feel a story choice is unsuitable for your class for any reason, please use an alternative.

Each lesson includes:

- Clear, measurable learning objectives and outcomes
- Baseline assessment opportunities and key questions to assess pupils' learning
- The core knowledge and skills linked to each objective
- Learning activities and resources to enable pupils to develop and demonstrate their learning
- Plenary suggestions to help measure progress and extend learning

You can access all accompanying resources (worksheets, powerpoints, audio links) on our website, at theguardianfoundation.org/programmes/newswise

Mixed groups and pairs

All lessons in this unit of work include some group or paired activities. We recommend that these are based on your usual groups or pairings for a reading lesson.

Pre-teaching vocabulary

Every effort has gone into ensuring that lesson resources are appropriate for pupils aged 7-9. However, some words may be outside your pupils' knowledge and experience. Where this is the case, it is good practice to pre-teach this vocabulary. We advise you to check the 'Words to pre-teach' box at the beginning of all lesson slides for language used that may require additional input.

Recording audio broadcasts

In the final lesson of the unit, pupils have the opportunity to either perform or record news broadcasts. This is an ideal opportunity to include digital production as part of the project, making further cross-curricular links. Depending on the technology available in your school, you may consider using software such as Garageband or Audacity for recording and editing. Built-in microphones on many devices, such as tablets, are often able to record high quality audio so an external USB microphone may not be necessary. Look for online tutorials to support you in using the software you choose, and ensure that there is time built in to teach your pupils the necessary skills to produce quality audio broadcasts. You may wish to complete these activities in Computing or Technologies lessons.

Making links to the national curriculum

NewsWise lessons have been mapped to the curricula of the four UK nations. Each lesson plan outlines links to the different national curricula through a general statement which often captures more than one objective from more than one curriculum. See **NewsWise and your national curriculum** for further details about how these statements relate to UK curriculum objectives.

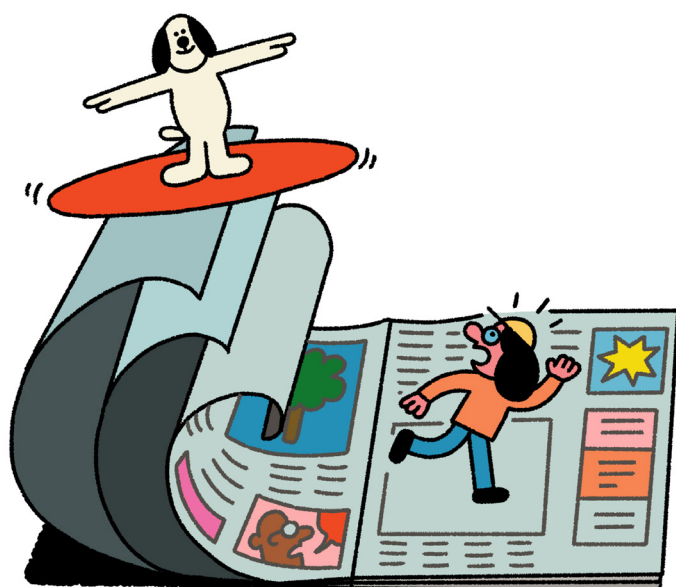
Developing a safe climate for learning about the news

NewsWise encourages pupils to become familiar with how news is produced and interact with real news stories. It is important, therefore, that pupils are supported to handle any news stories they come across, feel confident to talk about them and learn how to be sensitive to others when discussing or even producing news themselves.

The NewsWise PSHE education lessons specifically focus on developing the knowledge, skills and attributes that enable pupils to manage feelings, emotions and sensitivity around the news. PSHE education safe practice should be reflected throughout all of the NewsWise lessons; it is important to create and maintain a safe learning environment in the classroom to enable pupils to engage effectively.

The keys to creating a safe learning environment are set out below, and you should reconsider these each time you deliver a NewsWise lesson.

- Agree, reinforce and model 'ground rules', including concepts of confidentiality. Examples of ground rules might include asking pupils to: listen to each other and work together with respect, use kind words that won't upset others, take a non-judgemental approach to different points of view, and not share stories about themselves, or people they know.
- Choose news stories carefully, and think about what is age-appropriate for your pupils. Avoid the use of text, videos or images that may cause distress, fear or guilt, emotions which can potentially prevent engagement or traumatise pupils. Consider particularly any relevant sensitivity or prior knowledge about specific pupils' circumstances, and make sure you follow your school's safeguarding policy if a disclosure is made during the lesson.
- Use distancing techniques to help pupils explore the learning objectively. In other words, create a character or scenario of the situation that pupils can relate to, rather than asking them 'how they would feel' or 'what they would do'. This means all pupils (regardless of their personal experiences) can engage with the learning safely, while having the opportunity to reflect on how it might relate to their own lives, without the need to disclose personal information in front of their peers.
- Questions should be encouraged and valued, but ensure they are handled safely. One way of doing this is to ask pupils to write down questions they have at any time (anonymously if they wish), which you can then collect using a question box. This gives you an opportunity to plan your responses to more challenging questions should they arise.
- Ensure a balance of information and return to the known, age-appropriate facts when discussing, or answering pupils' questions on, real news stories.
- Signpost pupils to sources of support and advice if they have further questions or worries. This could be a trusted adult at home or at school. Pupils should feel confident about when to get help, who can help them and what they could say to ask for help.



An immersive learning experience

As pupils work through the programme, they enter the NewsWise 'Journalist Training School'. Each lesson is linked to a training school context and incorporates authentic skills from the newsroom.

We encourage teachers to make their lessons as immersive as possible. This might include decorating your classroom like a newsroom, using timers to keep pupils to strict deadlines and providing a variety of newspapers for reference throughout the project.

Making links to the real world in this way will help to engage pupils and result in authentic news broadcast outcomes.

You can find more ideas for creating an immersive experience on our website: theguardianfoundation.org/programmes/newswise/schools/create-a-newsroom-in-your-classroom

Reporting real news stories

Giving pupils the opportunity to report real news stories ensures that they develop authentic real-life skills and highlights how news is relevant to their own lives and communities. Writing for a real purpose and audience always produces great outcomes.

For this age group, news stories that are local and relevant to your school and/or community are most appropriate and accessible. Through reporting these kinds of stories, pupils can see that their voice truly matters.

For more information on choosing and using real news stories for children to report on, please visit theguardianfoundation.org/programmes/newswise/schools/reporting-real-news-stories



Graduating as journalists

At the end of the NewsWise programme, you can use your pupils' work to create excitement around your school and celebrate their achievements. Here are some ideas we've seen from teachers so far:

- Record a class radio programme featuring their news reports and share it with your school community
- Hand over part of your school newsletter to pupils, providing them with real-world writing opportunities
- Perform a class assembly to the rest of the school: present a news bulletin or hold a fake news quiz
- Invite a journalist into the school to listen to your finished reports and give pupils real feedback
- Celebrate with a graduation ceremony where pupils receive their NewsWise certificates
- Host an event where pupils receive awards such as 'Reporter of the Year', 'Scoop of the Year', 'Headline of the Year' or 'Producer of the Year'

Beyond NewsWise...

Regularly discussing current news stories is a brilliant way for your pupils to continue practising their news navigation skills and to engage with and understand the wider world. We maintain a list of child-friendly news sources on our website here: theguardianfoundation.org/programmes/newswise

Follow [@GetNewsWise](https://twitter.com/GetNewsWise) on X/Twitter for examples of suitable news stories to discuss in the classroom.

TRUTH
FAIR
BALANCE
INTEREST

TRUTHFUL



Truthful

Be honest. Check the facts are accurate. Don't guess. Don't assume. Don't make things up!



Fair

Treat everyone equally and with respect. Only report what you need to tell your story. Don't bully or make fun of people. Treat people in the way you would like to be treated.



Balanced

Make sure all sides of the story are represented. Include all relevant viewpoints (even if you disagree with them!).

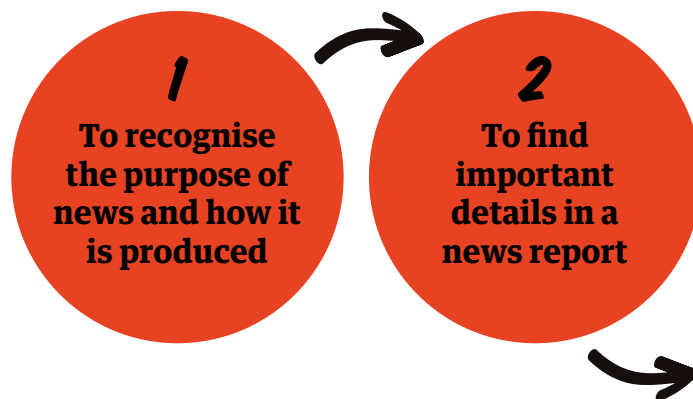


Interesting

Consider why stories are important and why your audience would want to hear them. Ask lots of questions to find out new facts and details.

TRUTHFUL FAIR BALANCED INTERESTING

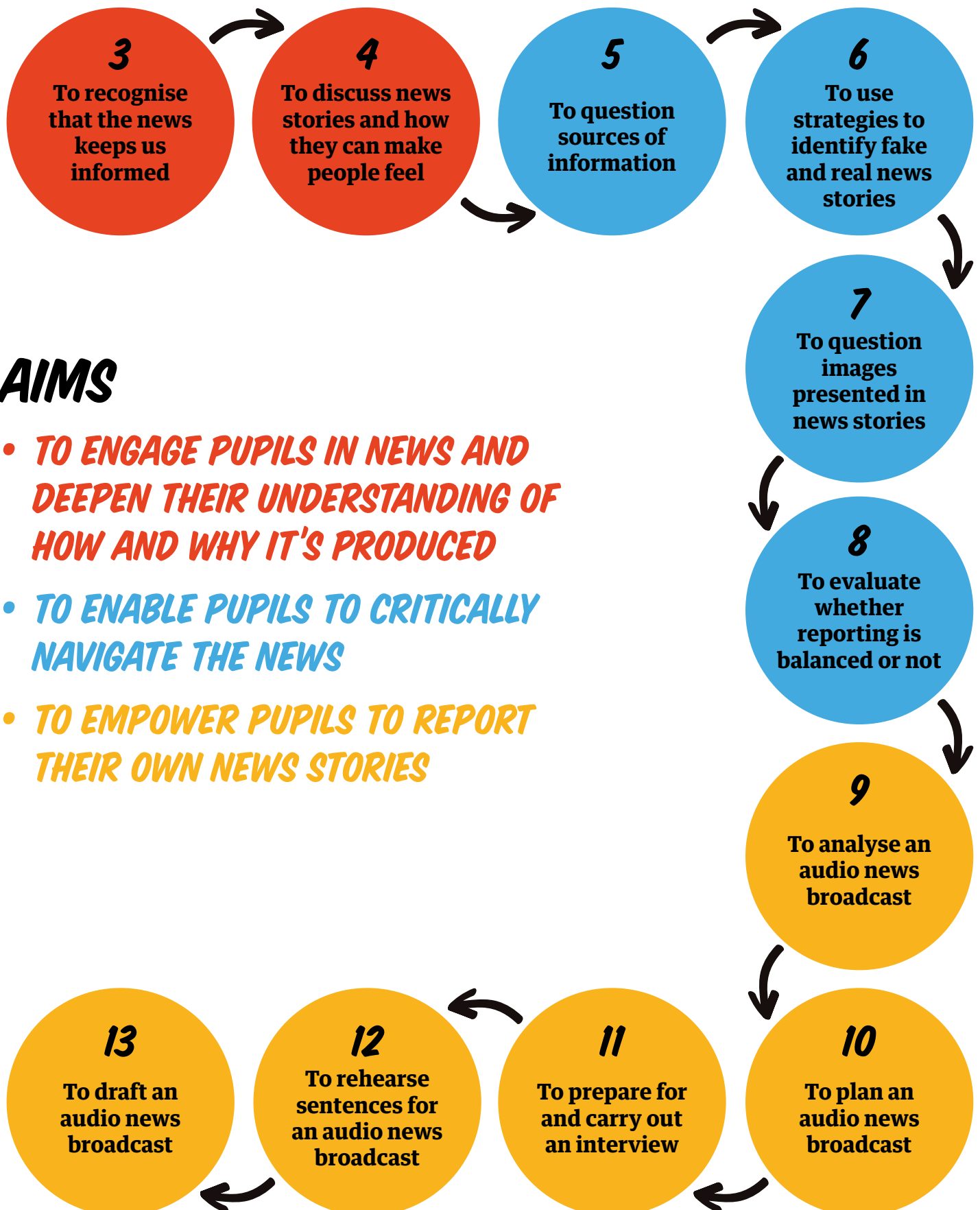
UNIT OF WORK LEARNING JOURNEY



OUTCOME

PUPILS WILL PRODUCE AN AUDIO NEWS REPORT ABOUT A REAL ISSUE RELEVANT TO THEIR OWN LIVES AND COMMUNITIES





AIMS

- TO ENGAGE PUPILS IN NEWS AND DEEPEN THEIR UNDERSTANDING OF HOW AND WHY IT'S PRODUCED**
- TO ENABLE PUPILS TO CRITICALLY NAVIGATE THE NEWS**
- TO EMPOWER PUPILS TO REPORT THEIR OWN NEWS STORIES**

THEME 1:
**UNDERSTANDING
THE NEWS**



New vocabulary in this theme

Chief editor	The leader of the news organisation. In charge of the overall strategy of the paper and the values it stands for
International news	News stories that are happening around the world (outside of your home country)
Journalist	Someone who works to produce the news (they may be a reporter or an editor)
Local news	News stories that are happening near to where you live, in your village, town or community
National news	News stories that are happening in your home country
News	Information which the audience/reader either needs to know or wants to know
Newsworthy	A story that is important or interesting enough to be reported
Picture editor	The person who chooses which pictures to use with a story
Reporter	The person who researches and writes the news story
Subeditor	The person who reads a news report (which has been written by someone else) and corrects mistakes. Also writes headlines and captions

LESSON 1

Becoming a journalist

Learning objective

To recognise the purpose of news and how it is produced

Learning outcomes

- Define news
- Identify the purpose of different news stories and why they might be reported
- Recall the NewsWise values
- Recall the roles in a newsroom and what they involve

Curriculum links

- **English (reading):** asking questions to further understanding
- **English (oracy):** asking questions to further understanding; take part in discussions

See 'NewsWise and your curriculum' for a more detailed breakdown of how this lesson links to your national curriculum objectives.



This lesson focuses on the NewsWise value: **interesting**.

Journalist training school context

Journalists have a very important job. They make sure that people hear about what is happening in the world and do it in an interesting way. Lots of different types of journalists work together to make the news.

Core knowledge/skills

- A journalist's role is to share information with the public. This may be revealing important facts that others are trying to hide, or sharing something more local that is interesting, useful, relevant or entertaining for a specific audience.
- Newsrooms have a set of values that they strive to uphold. A journalist's work is considered against these standards.
- Different roles exist in the newsroom. These roles are equally important and work together to produce the news that we see, hear or read.

Starter/baseline assessment [10 mins]

1. Welcome pupils to Journalist Training School! Show the journalist training school context slide and explain that in this lesson they will learn what it means to be a journalist. Build excitement by revealing what they will achieve over the course of the unit: pupils will become journalists, learn about spotting fake news and report a real story through their own news broadcast.
2. Arrange the **Carousel questions** around the classroom, for example, by mounting these onto large sheets of paper or a surface that drywipe markers can be used on. Give pupils 5 minutes to go around the questions, adding their initial responses to each station as they do so.
3. Lead a class discussion to explore the ideas shared for each question.

Learning activities

Activity 1 [25 mins]

1. Explain that the primary role of a journalist is to inform people about what is happening in the world. However, there are different reasons why a journalist might feel they need to share a story. There are also different reasons why people want to hear them.

2. Pupils look at the four stories from **Introduction to news stories**. They look at the headline, image and 5Ws of each story and discuss with their partner:

- *Why might somebody want to read this story?*
- *Why might a journalist want to share this story?*

(Support pupils by encouraging them to focus on the reason they would want to read the story first. Considering why a journalist would share it is more complex and can be treated as an extension.)

3. As pupils explore the stories, ask questions to deepen their thinking: *Which story would you want to read the most? Why would that story appeal to you? What makes this an important/interesting/entertaining story?*

4. Provide pupils with the **Exploring stories** worksheet to complete. Pupils choose one of the stories and complete the sheet.

5. Lead a class discussion to allow pupils the opportunity to share their ideas with the rest of the class.

Activity 2 [10 mins]

1. Explain that when journalists decide which stories they would like to share, they have a set of values which they have to meet. As pupils work through this unit of work, they will use the NewsWise values. Use the slide to show the values: Truthful, Fair, Balanced, Interesting.

2. With the whole class, explore the definition of each value and consider ways that news reporting may or may not meet them. Our definitions of the values are:

- **Truthful:** Be honest. Check the facts are accurate. Don't guess. Don't assume. Don't make things up!
- **Fair:** Treat everyone equally and with respect. Only report what you need to tell your story. Don't bully or make fun of people. Treat people in the way you would like to be treated.

- **Balanced:** Make sure all sides of the story are represented. Include all relevant viewpoints (even if you disagree with them!).

- **Interesting:** Consider why stories are important and why your audience would want to hear them. Ask lots of questions to find out new facts and details.

3. After exploring the values with the class, find a way together to represent and remember them. (Some classes may want to decide on an action for each value. Alternatively, the class could agree on a symbol for each value and use them as part of a class display.)

Plenary [10 mins]

1. Use the lesson slides to explain the roles of a reporter, a subeditor and a picture editor.

2. Share a list of qualities and ask which would be important to have for each role in the newsroom. (Pupils can discuss each role with their partner then share with a wider group or the whole class after. Alternatively, different pairs could be assigned just one of the roles to discuss before sharing with others.)

Questions for assessment

- *Which stories would you most like to read? Why? Which stories would you least like to read? Why?*
- *What makes some stories important for journalists to share? Why might some stories seem less important?*
- *What are the NewsWise values? What does [truthful/fair/balanced/interesting] mean? Why do you think each of these values is important for news reports?*
- *What does a [reporter/picture editor/subeditor] do?*
- *What skills or qualities should a [reporter/picture editor/subeditor] have? Why might they need these skills/qualities?*

Resources checklist

- Lesson slides: **Becoming a journalist**
- **Carousel questions**
- **Introduction to news stories** cards
- **Exploring stories** worksheets
- Large paper, markers and sticky notes (optional)

LESSON 2

Understanding news stories

Learning objective

To find important details in a news report

Learning outcomes

- Explain what a news story is about
- Identify the 5Ws in a news story
- Categorise news stories

Curriculum links

- **English (reading):** summarise texts; retrieve information from texts
- **English (oracy):** take part in discussions

See 'NewsWise and your curriculum' for a more detailed breakdown of how this lesson links to your national curriculum objectives.



This lesson focuses on the NewsWise value: **truthful**.

Journalist training school context

Journalists need to be able to spot the most important or interesting parts of a story so they can tell their audience about them. Journalists always need to know the 5Ws (who, what, where, when, and why) of a story.

Core knowledge/skills

- All news reports (written or broadcast) include the 5Ws (who, what, when, where, why) at or near the start of the report. These are the most important details that a reader needs to know, so it is important that they come first.
- Journalists should be able to explain their story in a clear, concise way. This means they can tell their audience about it in a way that is easy to understand. It also allows them to explain to an editor or producer what they are writing about and why it is important.



Starter/baseline assessment [10 mins]

1. Explain to pupils that when a journalist chooses a story, they need to know the 5Ws. These stand for who, what, when, where and why.
2. Read the **Starter report** to the class. Allow time to answer any questions and define unfamiliar words.
3. Present each statement in the 5Ws quiz. Pupils vote whether each is true or false. Pupils could use thumbs up/down, mini-whiteboards or pre-prepared voting cards for this.

Learning activities**Activity 1** [10 mins]

1. Read the **Starter report** aloud to the class and model giving your initial reactions to it by responding orally to the questions:
 - *What did you find interesting or surprising about this report?*
 - *What is one thing from this report that you want to learn more about?*
2. Provide all pairs with one of the **Class reports**. Pupils read their report together and take turns to respond to the same questions with their partner.

Activity 2 [20 mins]

1. Model identifying the 5Ws in the **Starter report**. (Using a visualiser, a flipchart or classroom whiteboard will allow pupils to see how these should be recorded.)
2. Give pupils the **5Ws note catcher**. Pairs work together to identify and record the 5Ws in their report.

Activity 3 [10 mins]

Look at each of the stories, inviting one pair to explain what their story is about and what they think the 5Ws are. Encourage good listening skills from the rest of the class as they will need to refer to these during the plenary.

Plenary [10 mins]

1. Show the five categories of news and explain what each means. Use questions to check pupils' understanding: If there was a story about... what type of news could it be?
2. Pupils discuss in pairs or small groups which of the stories from Class reports fit into each of the categories. Lead a class discussion to allow pupils the opportunity to share their ideas with the rest of the class.

Questions for assessment

- *What is this news story about? How quickly could you tell what the story was about? What helped you to understand what it is about?*
- *What are the most important facts that a reader needs to know? Why are these the most important?*
- *Who was involved in this story? What happened in this story? When did this story happen? Where did this story happen? Why did this story happen?*
- *Which category of news does this story fit into? Why is it not [different category]? Could it fit into more than one category? Why could it be useful to put news in different categories?*

Resources checklist

- Lesson slides: Understanding news stories**
- Starter report**
- Class reports**
- 5Ws note catcher**
- Mini whiteboards and markers, or voting cards (optional)**

LESSON 3

News keeps us informed

Learning objective

To recognise that the news keeps us informed

Learning outcomes

- Reflect on when news might be more or less important
- Recall important details from news stories
- Infer the thoughts of those affected by a news story
- Explain why it is important that certain news stories are shared

Curriculum links

- **English (reading):** retrieve information from texts; drawing inferences
- **English (oracy):** asking questions to further understanding; answering questions and justifying ideas; take part in discussions; take part in performances (including reading aloud and improvising)
- **PSHE:** recognise behaviours/actions which discriminate against others

See 'NewsWise and your curriculum' for a more detailed breakdown of how this lesson links to your national curriculum objectives.



This lesson focuses on the NewsWise value: **truthful**.

Journalist training school context

Journalists often report stories that are important to people, like when something is unfair and a change needs to happen. Journalists question people who have power and can change people's lives.

Core knowledge/skills

- Sometimes journalists write stories that highlight issues of inequality and unfairness.
- Journalism that holds people to account in this way can result in issues of inequality and unfairness being solved more quickly, because lots more people become aware of the issue and want it to change.
- Although journalism is important for holding people accountable and highlighting issues of inequality and unfairness, the work of activists is also essential in securing change

Starter/baseline assessment [10 mins]

1. Ask pupils, 'Why might a news story seem important to somebody?' Explore responses with follow up questions: *What if the news story is happening nearby? What if the news story is about something dangerous like a natural disaster? What if the news story includes something that people were trying to keep secret?*
2. Hand out **How important is the news?** ranking sheet and example stories. Pupils sort the examples from most to least important in the pyramid. Encourage discussion about each of the stories and how they might/might not be important to someone, and how this might be different for different people. There are no wrong answers, but pupils should be able to explain why some stories seem more or less important than others.

Learning activities

Activity 1 [10 mins]

1. Tell pupils that the news can let people know that something unfair is happening or that something needs to change.
2. Give each group a copy of **Report 1**. Read the report aloud to the class while they follow. Ask simple retrieval questions to check understanding: *What is this news story about? What are the 5Ws of this story? Who is involved in this story? What left them feeling upset? Who else was affected by this story?*

Activity 2 [20 mins]

1. Pupils take on one of three roles within each group (each role represents a reader of the story so pupils can explore how it may have affected them):
 - a sportswear shopkeeper
 - a football coach
 - a football fan
2. Each pupil takes a turn in the hot seat while the other two group members ask questions. They should aim to find out: how they feel about the story, how they are affected by the story, what needs to change to make things fair, and why it is important for others to hear the story. (Hot seating should first be modelled by the teacher. Pupils should also be given enough reflection time to consider how their role would think and feel about the story, and time following the role play to come out of role – for example by ‘shaking off their character’.)

Activity 3 [10 mins]

1. Give each group a copy of **Report 2**. Read the report aloud to the class while they follow. As before, use simple retrieval questions to check understanding. *What is this news story about? What important decisions were made? How did people show that they wanted a change?*
2. Pupils return to their hot seating groups and discuss how each of the roles may have felt about the second report.
3. Lead a class discussion to explore the reactions of each role. Allow groups to share their thoughts and invite others to agree or disagree with each interpretation.

Plenary [10 mins]

1. Post **Reflection questions** around the classroom. Pupils move around the room and consider how they would answer each question. (This works especially well as a graffiti wall. Mount the questions to large sheets of paper and invite pupils to record their responses on the paper itself or on sticky notes.)
2. Lead a class discussion to allow pupils the opportunity to share their ideas with the rest of the class.

Questions for assessment

- *What examples of unfairness were demonstrated by these news stories?*
- *Can you think of another news story which reported on something unfair?*
- *Why is it important that stories about unfairness are shared by journalists?*
- *How might people react when they hear about something unfair? What might they think? What might they do?*
- *What might happen if stories about unfairness are not shared by journalists? Would people know that they have happened?*

Extension opportunities

Pupils write from the perspective of somebody affected by the story, both at the beginning and at the end. Encourage pupils to consider their thoughts and feelings at both points as they write.

Resources checklist

- **Lesson slides: News keeps us informed**
- **How important is the news? ranking pyramid and example stories**
- **Report 1**
- **Report 2**
- **Reflection questions**
- **Large paper, markers and sticky notes (optional)**

LESSON 4

How news affects feelings (PSHE education)

Learning objective

To discuss news stories and how they can make people feel

Learning outcomes

- Suggest emotions that people might experience because of news stories
- Explain why people can have different reactions to news stories
- Evaluate actions people can take if the news causes challenging feelings

Curriculum links

PSHE education - Health and wellbeing

- everyday things that affect feelings and the importance of expressing feelings
- strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

PSHE education - Media literacy and digital resilience

- recognise ways in which the internet and social media can be used both positively and negatively.

See 'NewsWise and your curriculum' for a more detailed breakdown of how this lesson links to your national curriculum objectives.



This lesson focuses on the NewsWise value: **fair**.

Journalist training school context

Journalists understand that their reporting can sometimes make people feel strong emotions. They need to know ways to report difficult topics sensitively and respectfully.

Core knowledge/skills

- The news can affect how people feel. Sometimes people may find themselves feeling sad, uncomfortable, worried, frightened or excited.
- It is important to know how news stories may make people feel when you are reporting news. You can make sure to signpost helpful resources and support if necessary.
- If news makes somebody feel sad, uncomfortable, worried or frightened, there are different strategies they can use to manage the way they feel. For example, children may speak to a trusted adult at home or at school to support them.

Before teaching this lesson, refer to guidance on **creating a safe learning environment for PSHE education**, including establishing agreed ground rules for discussion.

Starter/baseline assessment [10 mins]

Remind the class of the ground rules for PSHE. Ask pupils to jot down any emotions people might experience from news stories, individually to begin with (eg in their exercise books) so you can get a sense of their starting points. Then, allow time for feedback and create a class list (a free word cloud generator could be used). Share the learning objective and outcomes.

Learning activities

Activity 1 [10 mins]

Explain that all news stories explored in this lesson are based on real news events that took place some time ago. Display the news headlines on slides 5-7 and ask small groups to discuss which of the emotions listed best describes how someone might feel on reading that story. Groups could record their choice on mini-white boards, before holding this up for others to see. Discuss:

- Is it always easy to pick just one word for each headline? Why / why not? (eg people might experience more than one emotion from a particular story, different people might have different reactions)

- How could someone feel if they were seeing this kind of headline a lot in the news, instead of just once? (*Emphasise that the news can affect how people feel over a longer period of time, as well as having a more immediate impact*)

Activity 2 [15 mins]

Explain that because everybody is different, people's reactions and feelings towards a news story won't always be the same. Assign each group a character from slide 8 and give them a copy of **News stories**. Groups should discuss how the stories might make their character feel, recording their ideas on the sheet. Take some ideas and ask groups to explain their choices. Use **News stories teacher guide** to highlight key differences in how the characters might react.

Support: Pupils can use the 'Emotions bank' on the **News stories** activity sheet.

Challenge: Assign groups two characters and have them compare their reactions to the stories.

Activity 3 [10 mins]

1. Tell the class to think about the character of Nav, who would have experienced some more challenging emotions - especially from the story about the storm. Place six actions around the room on A3 paper (either on the floor or walls) and ask pupils to move round the room silently, reading the actions. Then, they should mark the three actions they think would be most useful for Nav (eg with a tally mark or sticker). Actions around the room could include:

- *taking a break from the news*
- *asking a friend for advice*
- *getting help from an adult at home*
- *trying to find a story or news story that makes them feel more positive*
- *telling others about the story (note, this is likely to be unhelpful, as others may also find it a difficult story)*
- *reading the story over and over again (note, this is likely to be unhelpful, as it will make the challenging feelings worse)*

2. As a class, discuss which actions got the highest number of tally marks (making sure pupils haven't picked anything that would be unhelpful). Ask why those actions might be helpful for Nav? (*eg. adults, or friends, might take Nav's mind off it, or have advice to make her feel less worried*). Ask the class if there are any other strategies they can think of that would help Nav.

Plenary and signposting [10 mins]

1. Look back to the class emotions list from the start of the lesson - do pupils have new ideas to add? Adding these in a different colour and photographing the final list or word cloud could help capture progress.
2. As a private reflection, ask pupils to write down one challenging feeling from the list, and an action they could take if they experience this from the news. Emphasise that if the actions shared today aren't working or they experience strong emotions from the news, they can speak to an adult at home or at school.
3. Finally, explain that news organisations can do things to look after people's wellbeing too! Ask if pupils have any ideas on what a responsible news organisation could do to help their readers if they report news that might be difficult? (See 'Extension opportunities' below for ideas.)

Questions for assessment

- *Do you think the news can affect people's feelings and emotions? Why / why not?*
- *Can you name some emotions people might experience from the news?*
- *Does everyone react the same to a news story? Why / why not?*
- *What could someone do if they experience strong emotions from the news?*

Extension opportunities

Create a class code of conduct that everyone will follow during their NewsWise reporting, to make sure they are being respectful to their readers' feelings (this could be displayed on a working wall). Pupils could come up with their own ideas, or they could evaluate example commitments in order of importance (eg. try not to create really big emotions in the reader - like exaggerating something to sound more scary; tell the reader where they can get help or what they can do if they are upset by the story; include some positive messages or news if possible; take time at the end to think about how the report and images might affect the reader).

Resources

- **Lesson slides: How news affects feelings**
- **News stories worksheets**
- **A3 paper x6 (to write strategies on and display around the room)**

THEME 2:
CRITICALLY
NAVIGATING
THE NEWS



New vocabulary in this theme

Bias	Where a news report is slanted or unbalanced to make one side of the story seem more important
Caption	Extra information that accompanies a picture in a news report
Digital editing	Using computer software to change a picture so that it is different from what was actually photographed
Fact	Something that is true and definitely known about a situation. Fact is supported by evidence
Fake news	News which is not true, or does not include all of the facts
Forced perspective	A picture that is taken in a way to make something look bigger or smaller than it actually is
Hoax	A trick, designed to fool people
Miscaptioning	When a caption is added to a picture to suggest that it shows something that it doesn't
Opinion	A person's view or idea about a situation
Point of view/perspective	Point of view/perspective: What an individual person thinks or feels about something
Regulated (news)	Controlled by rules and regulations, ensuring news organisations uphold high standards of journalism. Newspaper regulators in the UK include the Independent Press Standards Organisation (Ipsos) and Impress. The broadcast regulator is Ofcom
Source	Where a news story has come from. For example, a source could be an official report, a tweet, a press conference, a named person or an unnamed (anonymous) person such as 'an insider' or 'a neighbour'
Trustworthy	Something that you can believe is real or reliable

LESSON 5

Questioning your sources

Learning objective

To question sources of information

Learning outcomes

- Recognise the difference between things that are true or untrue
- Assess the believability of sources
- Explain what makes a source more or less believable

Curriculum links

- **English (reading):** drawing inferences
- **English (oracy):** take part in discussions
- **PSHE:** assess the reliability of sources of information; strategies to evaluate the reliability of sources
- **Digital literacy/computing:** Evaluate digital content

See 'NewsWise and your curriculum' for a more detailed breakdown of how this lesson links to your national curriculum objectives.



This lesson focuses on the NewsWise value: **truthful**.

Journalist training school context

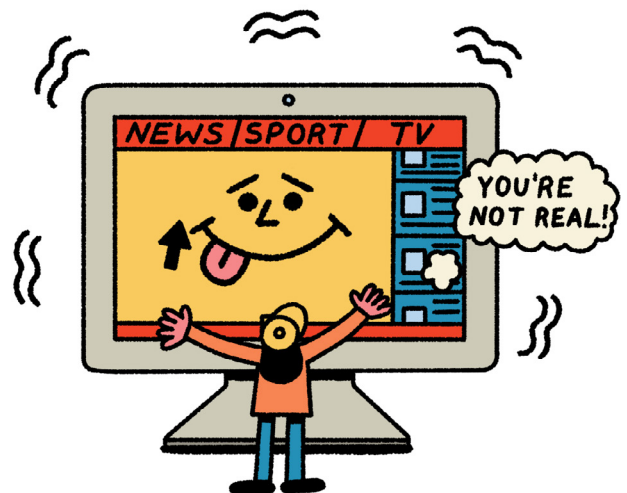
Journalists report the facts about a story. They should know how to check which sources are reliable and question those that seem unreliable.

Core knowledge/skills

- When a journalist is working on a story, they need to gather information from a variety of sources.
- A breaking news story is a story that is developing quickly. These can be especially difficult to report because details may be unclear and changing as the story develops.
- Sometimes, especially when a story is breaking, multiple unreliable sources will share information which may be untrue.

Starter/baseline assessment *[10 mins]*

1. Explain that sometimes people might say things that are untrue. Share scenarios from the 'Telling the truth?' slides. Tell pupils that, in every scenario, what is being said is untrue.
2. Pupils work in pairs to discuss how they know each scenario is untrue.
3. Lead a class discussion to allow pupils the opportunity to share their ideas with the rest of the class. Pupils should have the chance to recognise that sometimes it can be easy to work out that something is untrue, but in today's lesson they will learn what they can do when it is not so obvious.



Learning activities

Set up [5 mins]

1. Explain what the word fact means. (ie something that is known to be true and can be proved.) Refer back to the starter scenarios to remind pupils that untrue things can sometimes be stated as if they are facts. This is why it is important to think about where information comes from. This is the source of the information.
2. Tell pupils that to question a source, we should consider:
 - Who is saying it?
 - What do we know about them?

Activity 1 [25 mins]

1. Use lesson slides to show the headline. Tell pupils that this is a real headline from a breaking story.
2. Explain that pupils will see a series of quotes related to the story and they will have to judge how believable each source is. Introduce the believability scale from 1 to 3.
3. Model assessing one of the statements from the **Quote cards** against the two questions:
 - Who is saying it?
 - What do we know about them?

Ensure the you focus on the source of the quote rather than the words being said.

4. Give each pupil one of the **Quote cards**. They move around the room to share their quote with other pupils. With each partner they meet, they should read their example aloud then tally how believable their partner thinks the source is using the scale. The partner repeats this process with their quote and **source** before both move on to find a new partner. Pupils should be focusing on **who** is saying it and whether they're trustworthy, not deciding if the person did or did not say the statement.

Activity 2 [10 mins]

1. Lead a class discussion to review the believability of each source: *Which of the sources did most of us think was/was not believable? What made this source seem/not seem believable?*
2. After exploring a few of the sources, read the **Report** to reveal the details of the story. The **Teacher notes** give further explanations about each of the sources and quotes. These can be shared with the class at teacher discretion.

Plenary [10 mins]

1. Use lesson slides to present pupils with a series of statements about the news. They vote on a scale of 1 to 5 to reflect how much they agree or disagree with it. (Using mini whiteboards or prepared voting cards can be a good way to ensure involvement of all pupils.)
2. Lead a class discussion around statements, especially where disagreements occur.

Questions for assessment

- What makes you think this might be true/untrue?
- Do you think this source is believable or not? Why?
- What do you know about this source? Does that make the source more or less believable?
- Why might it be a good idea to think about whether a source is reliable or not?

Extension opportunities

Pupils rank the sources from most to least believable and justify what makes them feel certain sources are more believable than others.

Resources checklist

- Lesson slides: Questioning sources of information
- Quote cards
- Report
- Teacher notes
- Number fans or voting cards (optional)

LESSON 6

Fake or real news (PSHE education)

Learning objective

To use strategies to identify fake and real news stories

Learning outcomes

- Define key terms, including fake news, hoax and reliable source
- Describe some strategies that can be used to identify fake news
- Decide if a news story is fake or real by using different strategies

Curriculum links

PSHE education - Living in the wider world:

- that not all information seen online is true (KS1)
- recognise ways in which the internet and social media can be used both positively and negatively
- how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
- how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

Digital literacy/computing:

- Evaluate digital content

See 'NewsWise and your curriculum' for a more detailed breakdown of how this lesson links to your national curriculum objectives.



This lesson focuses on the NewsWise value: **truthful**.

28 NewsWise

Journalist training school context

Good journalists must only report things that have actually happened. This means they have to be great fake news detectives so that they don't accidentally report fake news themselves.

Core knowledge/skills

- Sometimes, people deliberately make up news that is not true or only tells some of the truth with the intent of misleading others.
- Fake news is created and shared for many reasons: as a joke, to make money through advertising or to influence someone's beliefs. In some cases, it can be shared by mistake or accident.
- Fake news can have negative consequences because it may make people believe something that isn't true and influence how they think or act.
- To avoid fake news, take time to stop, question the source, check the information and the coverage of the story and then you can decide whether to believe, share or challenge it.

Before teaching this lesson, refer to guidance on **creating a safe learning environment for PSHE education**, including establishing agreed ground rules for discussion.

Starter/baseline assessment [5 mins]

1. Remind the class of the ground rules for PSHE. Using slide 3, ask pupils to imagine a child who is 8 or 9. They've seen a news story online - but there's something about it that makes them unsure if it's true. Individually students should note down their thoughts on:
 - What could be making them uncertain?
 - What could they do to find out if the story is true?
2. Use this assessment to inform the lesson and make adjustments as needed. Share the learning objective and outcomes.

Learning activities

Activity 1 [10 mins]

1. Ask small groups to match the key terms on slide 5 to the correct definition and example. (This slide can be printed for pupils who would benefit, and for younger children it may be advisable to remove the examples

and just ask them to match the word and definition.) As a class, check answers using the following slide.

Support: Remove hoax and have pupils focus on fake news and reliable source.

Challenge: Ask pupils to come up with one similarity and one difference between ‘fake news’ and ‘hoax’.

2. Explain that there are different reasons why people might report fake news. For example, they might want to trick people (like the [spaghetti tree hoax news.bbc.co.uk/onthisday/hi/dates/stories/april/1/newsid_2819000/2819261.stm](https://www.bbc.com/news/health-2819000)) or they might not have checked the story and report fake news by mistake. So, it’s useful for reporters and readers to be able to spot fake news, so they don’t report it or share it. Fact-checking news websites tell people if news stories are fake or if information or facts they include are wrong.

Activity 2 [10 mins]

Tell pupils they will be learning how to identify fake news. Use slides 8-16 to introduce the NewsWise Navigator, using the discussion questions and answers on the slides to support pupils’ understanding. Slides 10-12 help pupils understand what a professional online news report might look like - so use the word ‘professional’ (as detailed in the slide notes). When discussing reliable sources of news on slides 9 and 16, collect and record ideas from pupils to produce an agreed list that can be referred to throughout the unit of work. (You may want to offer pupils some initial ideas.)

Activity 3 [20 mins]

1. Now pupils are going to use the NewsWise navigator to become fake news detectives! Show the headlines on slides 17-19 and ask for gut reactions on whether they are fake or real news stories. For example, using eyes closed and thumbs up (real) or down (fake).
2. Give each small group the **Clue cards worksheet** and ask them to move around the room looking at the **Fake or real clue cards**. Note that the cards could be cut up and placed randomly around the classroom, or organised in a carousel so the clues for each headline are at different stations. For each card, the group should decide if it points towards the headline being true or being fake. They should record their responses on the **Clue cards worksheet**, with a ✓ for real, ✗ for fake, or ? for not sure.
3. Finally, the group should agree whether they think each headline is about a real or fake news story. Do a class vote and reveal the answers:

- Dad uses a swing for over a day to set world record - **real** (clues: reported by a trusted source, the report is neat with no mistakes, it has quotes from different people and other reliable sources are reporting the story too)

- Rhino and elephant horns dyed pink to protect them - **fake** (clues: shared by less trustworthy online sources, like social media - and there were mistakes in it. Fact-checking websites also reported the story - and remember that these are special websites that identify fake news! The photo also looks like it could have been edited and there are no quotes. This could be a hoax fake news story - designed to trick or fool people)
- Scientists build computer powered by seaweed - **real** (clues: same as the first ‘Dad uses a swing...’ story - plus, captions to explain the photo)

Challenge: For any stories the group thinks are fake, why might someone have written this fake news story?

Signposting and plenary [10 mins]

1. Remind the class that they can use the NewsWise navigator whenever they come across news they are unsure about. If they are still unsure, they can ask a trusted adult to help them check the information (for example, using a fact-checking website or another reliable news source).
2. Finally, return to the child from the start of the lesson. What three top tips could pupils share to help them identify fake news?

Questions for assessment

- What is fake news?
- Why might someone report fake news?
- How can people spot fake news?

Extension opportunities

Pupils create a glossary to build on the key words in **Fake news key terms**. For each word, they should aim to include a definition of the term and an example.

Pupils create their own version of the NewsWise navigator, with illustrations to help readers understand each of the different questions and checks.

Resources checklist

- Lesson slides: **Fake or real news** (adapt and print slide 5 as needed)
- **Clue cards worksheet**
- **Fake or real clue cards**

LESSON 7

Questioning images in the news (PSHE education)

Learning objective

To question images presented in news stories

Learning outcomes

- Recognise that pictures in news stories can be used in misleading ways, and describe the effect this could have
- Identify some misleading ways in which images might be used in news reports
- Apply strategies for spotting misleading images

Curriculum links

PSHE education - Living in the wider world:

- that not all information seen online is true (KS1)
- recognise ways in which the internet and social media can be used both positively and negatively
- how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

Digital literacy/Computing:

- Evaluate digital content

See 'NewsWise and your curriculum' for a more detailed breakdown of how this lesson links to your national curriculum objectives.



This lesson focuses on the NewsWise value: **truthful**.

Journalist training school context

Journalists always aim to be truthful. They use images to help tell their stories. They need to be able to spot misleading images so they don't report fake news themselves.

Core knowledge/skills

- Images are used alongside news reports for many reasons. They may make the story more appealing to a reader or help them to understand the content better. They can also make the story more credible (as seen in lesson 4)
- Sometimes images can be used in deliberately misleading ways.
- Images may be edited, miscaptioned or taken from a perspective that makes things seem bigger, smaller or closer together than they really are (forced perspective).
- There are different strategies and tools that can be used to spot misleading images. If somebody is unsure about an image they have seen, they can ask for help. For example, children may speak to a trusted adult at home or at school.

Before teaching this lesson, refer to guidance on **creating a safe learning environment for PSHE education**, including establishing agreed ground rules for discussion.

Starter/baseline assessment [10 mins]

1. Remind the class of the ground rules for PSHE lessons. Ask pupils to respond to the questions on slide 4 (for example, using think, pair, share). Adjust the lesson as needed based on the starting points you observe.
2. Explain this image was designed to make the viewer see things a certain way - or to change their 'perspective'. The girl was positioned further away from the camera, and the chair placed in a particular position to make her look especially small. This kind of image is called 'forced perspective'.
3. Share the learning objective and outcomes, and ask what 'misleading image' means? This is when an image is used in the news in a way that makes things seem different from how they really are. Just like that image of the girl - she hadn't really shrunk!
4. Finally, ask pupils to stand on an imaginary line to show how much they agree / disagree with the statement: *'It's OK for a news report*

to use misleading images to grab the reader's attention'. You could take a photo of pupils' positions to revisit at the end of the lesson.

Learning activities

Activity 1 [10 mins]

1. Emphasise that while responsible news reports work hard to use images truthfully, misleading images can still be shared by other less trustworthy sources - so it's useful to know how to spot them! Introduce the term 'miscaptioned image' using slides 7 and 8.
2. Share slide 9 and ask half the class to focus on caption A and half the class to focus on caption B, discussing the questions on the slide in small groups. Bring the class back together to discuss ideas, ensuring pupils recognise the key learning in the slide notes.

Challenge: Can groups think of another caption that would have a different effect on the reader?

3. Using slide 10, ask the class how the reader might feel if they discovered that the captions weren't true? For example, annoyed, embarrassed or confused. Share the tips for spotting miscaptioned images on slide 11.

Activity 2 [10 mins]

1. Now the class will look at another type of misleading image - edited images. Ask pupils to identify the differences between the two images on slide 13. When they've found them all, use slide 14 to check their answers, before asking which of the images pupils think is the original and which one has been edited. Explain that image A has been edited (see slide notes for further guidance on the clues). Emphasise that images can be edited by adding things, taking things away, or mixing images together. And it won't always be easy to spot!
2. Finally, use slide 15 for a whole-class discussion on why someone might use an edited image like this.

Activity 3 [15 mins]

1. Now the class will apply what they have learned. Organise pairs of pupils to move around the **Real or misleading images** (print 1 or 2 sets in colour, and place them around the room), discussing whether each one is real and reliable, misleading, or if they're not sure. Allow pairs a few minutes at each image. When the time is up, they can record their decision on the **Images carousel sheet**.
2. Once the carousel is complete, ask pairs to share their ideas for each image using slides 18-27, before revealing the answers and clues that they could have noticed (see slide notes).

Support: Pairs who need it can look at the **Real or misleading images clue cards**. These could be placed in an envelope with the relevant image, so pupils can look if stuck.

Challenge: Pairs should record their reasoning using the final column on the **Images carousel sheet** and discuss how misleading images like these might affect the reader.

Support and plenary [10 mins]

1. Remind pupils if they are not sure about an image, they can ask an adult. The adult could help them check what images other trusted news sites are using. They could also carry out a reverse image search together. If images or videos in the news make pupils feel sad or worried, they should talk to an adult too.
2. Ask pupils to stand once more along the continuum to show the extent to which they agree or disagree with the statement: 'It's OK for a news report to use misleading images to grab the reader's attention'. See if their positions have changed - a photo could be used to capture this. Finally, ask pupils to complete the sentences on the **Exit ticket** to summarise their learning.

Questions for assessment

- *Is every image in the news / online real or trustworthy?*
- *Can you name some misleading ways in which images might be used in the news or online?*
- *Do you think it's important that news reporters are honest and careful with the images they use? Why / why not?*

Extension opportunities

Pupils create a guide for news reporters and editors on the dos and don'ts of responsible image use. For example, they could include the kinds of images that shouldn't be used in reporting.

Resources checklist

- Lesson slides: Questioning images in the news
- Real or misleading images
- Images carousel sheet
- Real or misleading images clue cards
- Exit ticket

LESSON 8

Exploring balance

Learning objective

To evaluate whether reporting is balanced or not

Learning outcomes

- Consider how different people may feel about a contentious news story
- Identify views represented or not represented in unbalanced news reports
- Recognise some features of balanced reporting
- Choose examples of reporting that demonstrate balance

Curriculum links

- **English (reading):** drawing inferences; identify features of texts
- **English (oracy):** take part in discussions
- **PSHE:** learn about how text and images in the media and on social media can be manipulated or invented

See 'NewsWise and your curriculum' for a more detailed breakdown of how this lesson links to your national curriculum objectives.



This lesson focuses on the NewsWise value: **balanced**.

Journalist training school context

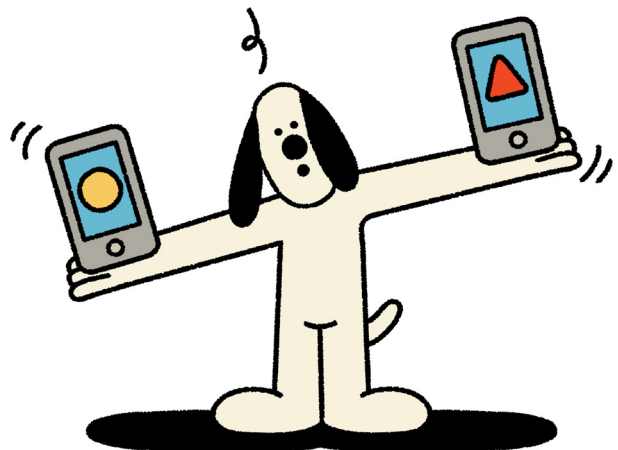
Journalists should make sure that their reporting is balanced. If they do not represent the views of everyone involved in a story, their reporting could be biased.

Core knowledge/skills

- Responsible journalists should strive to reflect everyone's views about a news story
- Sometimes details that are factual can be presented in a way that is intended to guide a reader to think or feel a certain way. Similarly, certain facts can be omitted while others are made more prominent to achieve a similar effect.
- Journalists should avoid using descriptive and emotive language when reporting news. Instead they should be focussed on reporting facts.
- Journalists should include quotes in their reporting that represent more than one perspective on a story to ensure they are telling the whole story.

Starter/baseline assessment [5 mins]

1. Tell pupils that changing just one word in a headline can change a story entirely.
2. Use lesson slides to work through the 'Complete the headline' activity. Outline each scenario and allow partners or small groups to discuss what the missing word could be in each headline. Encourage discussion about how the story might change when particular words are used. *Why do you think that word would be used? How might the story change if... were used instead?*



Learning activities

Activity 1 [20 mins]

1. Use lesson slides to give pupils an outline of the story. (Do not read the full report at first.)
2. Model looking at one of the **Character profiles**, considering what you know about them and how they may feel about the story.
3. Pupils to work in pairs to decide how each of the characters would feel about the story (ie who would agree with what happened and who would be against it.)

Activity 2 [20 mins]

1. Explain to pupils that the words used by a journalist can affect how people understand a story. For that reason, responsible journalists must be careful about the language they use in their reporting. They want the reader/viewer/listener to understand the facts of a story instead of thinking or feeling a certain way.
2. Remind pupils that a news story should be balanced. This means that different sides of the story should be included, to show that different people are affected in different ways, especially if there is disagreement.
3. Hand copies of **Unbalanced report 1** to each pair. Read the report aloud to the class while they follow.
4. Ask questions to check pupils' understanding of the story. *What happened in this story? What are the 5Ws of this story? Why did people think that...?*
5. Lead a class discussion around whose point of view is represented. Ask:
 - *Whose point of view is shown in this report?*
 - *Whose point of view is **not** shown in this report?*
 - *How do you know?* (Pupils may point out that only one person is quoted or that some things are described in a way that is based on emotions rather than facts. You can also encourage them to reflect on the character profiles from Activity 1 to support their inference.)

Plenary [10 mins]

1. Reminding pupils that news must always be reported in a balanced way and should share multiple perspectives on a story, use the lesson slides to present three options for how quotes could be used in writing a balanced version of this report. Pupils vote on the version which they believe is balanced.
2. Lead a class discussion around the questions:
 - *Why might it be a problem if we read news reports that are unbalanced?*
 - *Why might somebody only show one point of view in a report?*

Questions for assessment

- *How can you tell if a news report is unbalanced?*
- *Why should a journalist not use descriptive or emotive language when they are writing a news report?*
- *Why should a journalist include quotes from more than one person in their news report?*
- *Why should responsible journalists share news stories that are balanced?*
- *Why might it be a problem if we only see news that does not give us all the facts?*

Extension opportunities

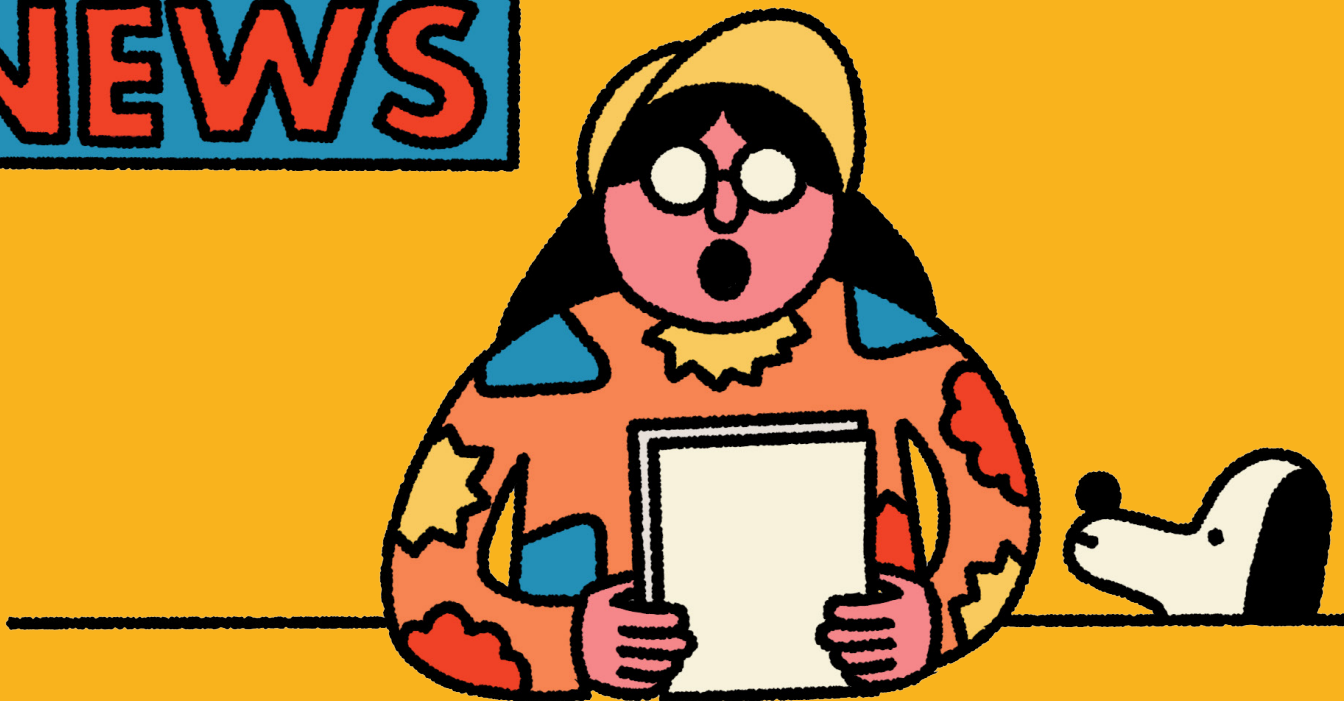
- **Unbalanced report 2** to be used with more confident readers during Activity 2. For example, half the class could listen to **Unbalanced report 1** read aloud while others work independently on **Unbalanced report 2**.
- Pupils use both reports to find and record all of the arguments for and against. They could also be challenged to choose the most and least persuasive arguments on each side.

Resources checklist

- Lesson slides: Comparing how facts are presented
- Unbalanced report 1
- Unbalanced report 2
- Character profiles
- Highlighters or colouring pencils (optional)
- Number fans or voting cards (optional)

THEME 3:
REPORTING
THE NEWS

NEWS



New vocabulary in this theme

Audio broadcast	A way to share news through a recording that can be listened to, such as a radio bulletin or podcast
Closed question	A question which gets a short answer (usually 'yes' or 'no'), or where there is only one possible answer
Concise	Short and clear
Direct speech	The actual words of the speaker, eg 'He told reporters: "I am concerned about this decision."'
Hook	An interesting phrase or sentence that hints at what an audio broadcast is about. It is used to capture the audience and keep them listening
Pitch	Presenting the key points of a story to a producer or editor and why it is newsworthy
Podcast	An audio broadcast made available to download or stream from the internet
Presenter	The person who reads a script on an audio broadcast. They also help to edit it so that it is easy to say and easy to understand
Producer	Someone who researches a story and writes a script for audio broadcast
Open question	A question with a lot of possible answers and which is likely to receive a longer answer than just 'yes' or 'no'
Outro	The final part of an audio broadcast
Reported speech	A speaker's words paraphrased by a reporter, eg 'He said that he was concerned about the decision'
Top line	A sentence that summarises the main point of an audio broadcast and is used at the start of a script
Vox pop	Informal comments from members of the public used to demonstrate different opinions

LESSON 9

Analysing an audio broadcast script

Learning objective

To analyse an audio news broadcast

Learning outcomes

- Identify features of an audio broadcast script
- Determine the structure of an audio broadcast script
- Explain what a good audio broadcast script should include

Curriculum links

- **English (reading):** identify features of texts; analyse language, structure and layout
- **English (oracy):** take part in discussions

See 'NewsWise and your curriculum' for a more detailed breakdown of how this lesson links to your national curriculum objectives.



This lesson focuses on the NewsWise value: **interesting**.

Journalist training school context

Journalists can report news in many different ways. They need to make sure that all types of news reports – written, audio, or video – can be understood quickly and easily by their audience.

Core knowledge/skills

- Audio broadcasts are another type of news reporting. These should be held to the same high standards that written news reports are.
- A large amount of collaboration is required in making broadcasts. Audio teams include producers, presenters and reporters (to name just a few of the relevant roles) working together to create and share the radio reports and podcasts that we hear every day.
- Scripts are the starting point for the audio broadcasts that we hear. They are written in a style where the simplest language possible is used. This means that listeners can understand the content easily and presenters can read them in a way that sounds natural and conversational.

Starter/baseline assessment [5 mins]

1. Explain that, although telling a story might seem like an easy thing to do, there are lots of things we need to consider to keep our listeners interested. Use questions to explore this idea further:
What should you share first ...next ...last? What things can you do to keep somebody listening?
2. Pupils work in pairs to share a 30 second story with each other. For example, they could talk about an event that is happening at school or an event linked to a class text or topic. After each story, the group members who were listening share feedback on how the story was told.

Learning activities

Activity 1 [20 mins]

1. Play **Broadcast 1**, allowing pupils to listen for enjoyment at first. Encourage them to think about: *What they noticed, what they liked, what they disliked, and what questions they have.*
2. When listening for the second time, pupils should listen for the 5Ws. Take pupil responses and record these on a whiteboard or flipchart.
3. Hand out copies of **Broadcast script 1**. Play the recording again, allowing pupils to follow the script as they listen. Ask, *How is this different to other writing you have seen before?* Use pupil responses to generate a list of language, structure and layout features. (Teachers may want to refer to the example **Success criteria** to add any extra features that were not identified by pupils.)
4. Before moving to the second activity, outline the structure of the broadcast script: Hook, Top line, 5Ws, More details, Balanced quotes, Outro. Use lesson slides to explain the purpose of each part of the script.

Activity 2 [20 mins]

1. Provide pupils with **Bad example broadcast script**. Model performing this as a broadcast to the class whilst they follow. Ask pupils to discuss what seems different.
2. Pupils work in groups and take turns performing both of the scripts to each other. After this, they should discuss why the second script does not meet the success criteria.
3. Once pupils have had time to practise reading both of the scripts, bring the class together to discuss what differences they noticed between the two scripts. Use responses to add any features to the class list of language, structure and layout features.

Plenary [10 mins]

Remind pupils of the purpose of each part of the broadcast script. Read **Broadcast script 2**, but miss out the words in bold. Ask pupils which part of the script was missing (balanced quotes). Use questions to deepen thinking: *How was the script different when the quotes were not included? Why do you think it is important to include balanced quotes in a broadcast script?*

Questions for assessment

- *How is a news broadcast similar/different to the written news reports we have looked at?*
- *What do you expect a news broadcast to sound like?*
- *What are the features that should be included in a broadcast script?*
- *What does the hook/top line/5Ws/more details/balanced quotes/outro do? Why is each of these elements important?*
- *Why should we avoid using complicated language in broadcast reports?*

Extension opportunities

Pupils to annotate the most ineffective parts of the **Bad example broadcast script** and suggest how they could be improved.

Resources checklist

- Lesson slides: Analysing a broadcast**
- Broadcast 1** (audio file)
- Broadcast script 1**
- Bad example broadcast script**
- Success criteria** (optional)
- Broadcast script 2**

LESSON 10

Planning a broadcast

Learning objective

To plan an audio news broadcast

Learning outcomes

- Select a story that is newsworthy
- Find and record relevant and interesting details about a story
- Plan an audio broadcast script using a given organiser

Curriculum links

- **English (reading):** identify features of texts
- **English (writing):** using model texts to guide own writing; discussing and recording ideas for writing
- **English (oracy):** take part in discussions

See 'NewsWise and your curriculum' for a more detailed breakdown of how this lesson links to your national curriculum objectives.

Core knowledge/skills

- Journalists need to know what story they are going to report so they can research it thoroughly and gather quotes from those involved in or affected by the story.
- Broadcast journalists work as part of a team to develop scripts and record them. During this process, scripts are often read aloud and changes are made to make the script more interesting, informative and easy for the audience to understand.



This lesson focuses on the NewsWise value: **interesting**.

Journalist training school context

Journalists must find interesting and newsworthy stories to report. They must make sure their stories are relevant for their audience. When planning, they need to make sure they are being fair, truthful and balanced.

Before you begin

- Prior to this lesson, you will need to compile a selection of stories that children can choose from. The best outcomes will be achieved when children write about a story happening in their own school or community. This could even be as simple as a recent school trip or performance. Not only are local stories more relevant to them, they convey the essential message that their voice, their community and their stories matter. See our guide on **Reporting real news stories** with your class for more information on choosing appropriate stories for your class.
- In this lesson, there is some time allocated to researching the story. This will require some preparation from you to collate useful information that will support pupils' research. Consider the needs of your class and present it in a way that will be most accessible. (It is not recommended to allow unsupervised access to news websites for this age group as some content may be inappropriate and most will be inaccessible.)

Starter/baseline assessment [10 mins]

1. Present at least three story options to the class. Ensure that these are focused on your school or local community.
2. Pupils work with a partner to rank the stories in order of how much they would like to report on them. Take some responses and use follow up questions to explore their ideas further: *What makes you want to report on that? Why do you think it will be most fun/interesting to report on that story?*
3. If there is still time, repeat the same process this time asking pupils to think about which story people would most like to read. Again, use questions to explore pupils' ideas: *Was there a difference between the story you would most like to report and the story that others would most like to read? Why do you think that?*

Learning activities

Activity 1 [10 mins]

1. Having collected the most popular story ideas from the class, lead a class discussion around the newsworthiness of each of them. Use questions to deepen thinking as appropriate: *What makes this story interesting to our community? Is this story surprising/entertaining/shocking? Why? Why is it important that people hear about this story?*
2. Following discussion, invite the class to vote on the lead story that they will be working on. (You could have groups or pupils in your class reporting on multiple stories, or you could have the whole class report on the same story. Ensure that you pick the best option for your class that will result in the greatest engagement and best outcomes.)

Activity 2 [15 mins]

1. Lead a class discussion or allow small groups to discuss:
 - *What I need to research before I write my script...*
 - *Who I need to interview before I write my script...*
2. During these discussions, either write answers on a class whiteboard/flipchart or allow groups to record their own responses.
3. Extend pupils' thinking with questions as appropriate: *Why do you need to know that? What do you want to find out from your interview? How will that make your story more interesting to the audience?*

Activity 3 [20 mins]

Allow pupils time to complete any necessary research before they complete the **Planning organiser**. (As stated in 'Before you begin' guidance, you should collate plenty of information on the stories ahead of the lesson. Ensure that this is accessible and appropriate for the needs of your class.)

Plenary [5 mins]

Explain to pupils that sometimes journalists will need to 'pitch' their story to an editor, a producer or even a fellow journalist. They want their story to go at the beginning of a news broadcast so that it gets the most attention. Invite pupils to pair up to 'pitch' their story to each other. They should focus on explaining:

- the key details about the story
- why it will be interesting to the audience

Invite some pairs to share their pitches with the class.

Questions for assessment

- *What story do you want to write about? Why have you chosen this story?*
- *Who is the audience for our news broadcasts (who will be listening to them)?*
- *Why will your story be interesting and/or important to the audience?*
- *What information do you need to find out before you can write about this story?*
- *Who might you want to interview before you write about this story?*
- *What do you hope to find out from interviewing this person?*
- *How can you make sure that you are balanced (showing different sides to the story)?*

Extension opportunities

Pupils consider and make suggestions for music and sounds that they could include when they get to record their broadcasts. They should explain why these will add to the story.

Resources checklist

- Lesson slides: **Planning a broadcast**
- **Planning organiser**
- **Reporting real news stories with your class** guidance theguardianfoundation.org/programmes/newswise/schools/reporting-real-news-stories
- Large paper and markers
- Pre-prepared information sheets to assist research

LESSON 11

Preparing an interview

Learning objective

To prepare for and carry out an interview

Learning outcomes

- Distinguish between open and closed questions
- Prepare questions for an interview
- Ask questions and record answers
- Recall and use good interview techniques

Curriculum links

- **English (oracy):** Asking questions to further understanding; Answering questions and justifying ideas
- **PSHE:** learn the importance of having compassion towards others; how to show care and concern for others

See 'NewsWise and your curriculum' for a more detailed breakdown of how this lesson links to your national curriculum objectives.



This lesson focuses on the NewsWise value: **balanced and interesting.**

Journalist training school context

Interviews help journalists find out more information about a story, and add interesting details to their news reports. Journalists must try to get the best information they can when they interview people.

Core knowledge/skills

- Interviews help journalists better understand stories and allow them to add interesting details in their reporting.
- Adding quotes to a report also makes the story more credible – they are evidence that the story has actually happened.
- Often the people being interviewed are experts about the story, so what they say will help the audience to understand the story better too.
- When preparing for an interview, journalists have to research the person they are interviewing, plan questions related to the story and anticipate the kinds of answers they might get.
- Many journalists find that the best answers come from interviewees who feel comfortable and relaxed in an interview.

Before you begin

- Pupils will spend this lesson preparing for and carrying out an interview of someone closely related to the story they are writing. See our guidance on Reporting a real news story with your class for ideas about who to interview.
- If available, recording equipment should be used to collect responses. These can be used later when the final recordings are edited together.
- In the plenary discussion for this lesson, there are three scenarios. They are all very similar and responses will not differ significantly. Before the lesson, choose the scenario that is most appropriate for your class and only address that one.

Starter/baseline assessment [10 mins]

1. Use the lesson slides to explain the starter activity to pupils. Allow time to answer questions and address any misconceptions.
2. Invite pupils to work in groups of three. One pupil will ask the questions, another will answer the questions in role and the third will listen carefully to the interview to see which answers gave the most interesting responses.
3. Lead a class discussion to allow pupils the opportunity to share their reflections with the rest of the class.

Learning activities

Activity 1 [10 mins]

1. Explain the different types of questions, referring back to the examples from the starter as needed.
2. Give pupils the **Types of questions** worksheet. Allow small groups time to read the questions and decide which are open and which are closed.

Activity 2 [15 mins]

1. Remind pupils of the story they will be reporting on. Through class discussion, generate ideas about what they want to find out from their interviews.
2. Model writing a question based on these before allowing small groups to record their own questions on the **My questions** worksheet.

Activity 3 [20 mins]

1. Remind pupils of the tips for a good interview. Allow time to answer pupil questions where necessary.
2. Pupils use remaining lesson time to complete their interviews. Pupils may add any relevant interview responses to **Planning organiser** (completed in lesson 10).
 - This activity will be dependent on the arrangements for your interview and may not fit into this time slot. We encourage you to make the interview experience as immersive as possible. That may mean you need to schedule time for a class visitor, allow pupils to conduct interviews at home or make necessary arrangements to complete interviews off-site.

Plenary [10 mins]

Present the discussion prompt and multiple choice options from the ‘What should you do?’ slide. Give pupils time to decide what they would do before leading a class discussion around each of the options. Encourage pupils to think about how they should be prepared to ask challenging questions but should be fair and respectful in how they do so.

Questions for assessment

- *What type of question will get the best answers from your interviewee? Why do you think that question will get the best response?*
- *Why is it a good idea to use more open questions than closed when you are interviewing somebody?*
- *What tips would you give someone who wanted to get quality answers during an interview?*
- *Why might it be a good idea to record an interview?*

Extension opportunities

Pupils write a guide to how to conduct an effective interview. Encourage them to consider the different types of questions they should include and how they can get the best answers from their interviewees.

Resources checklist

- **Lesson slides: Preparing for an interview**
- **Types of questions** worksheet
- **My questions** worksheet
- **Reporting real news stories with your class** guidance theguardianfoundation.org/programmes/newswise/schools/reporting-real-news-stories



LESSON 12

Rehearsing sentences for a broadcast script

Learning objective

To rehearse sentences for an audio news broadcast

Learning outcomes

- Practise using the language of an audio broadcast orally
- Use prompts to improvise sentences that could be used in a broadcast script
- Record notes for each part of a script to inform the drafting process

Curriculum links

- **English (reading):** identify features of texts
- **English (writing):** orally rehearse sentences
- **English (oracy):** take part in discussions

See 'NewsWise and your curriculum' for a more detailed breakdown of how this lesson links to your national curriculum objectives.



This lesson focuses on **all** of the NewsWise values.

Journalist training school context

Journalists have to prepare their own scripts before they make an audio broadcast. Saying their writing out loud helps them to check if what they are saying is easy for their audience to understand.

Core knowledge/skills

- An important part of the drafting process when writing a script is to say the lines out loud to check that they are clear and easy for the audience to understand.
- A podcast or radio host may work with their producer at this stage of the process to get feedback on how they can make their script clearer without forgetting any key details.

Before you begin

- This lesson allows pupils to practise using the language of a broadcast out loud before they have to write it. It is likely that pupils of this age will not have seen, read or written a broadcast script before this NewsWise unit. Rehearsing their lines orally will make writing them easier in the next lesson. Encourage pupils to think about how they can use clear and concise language while still giving the audience the most important details.
- This lesson requires lots of teacher modelling, so think about what your lines might be for each part of the script before the lesson begins. You may even want to practise drafting a complete script before delivering this lesson so you have experienced the process for yourself.

Starter/baseline assessment [5 mins]

1. Pupils listen again to **Recording 1** (used in lesson 9).
2. Recap the 5Ws in a brief class discussion and use follow up questions. *When did you hear the 5Ws? Was there anything you heard before the 5Ws?* (Guide pupils towards recognising that the hook and top line can be heard first. The purpose of the hook is to make the reader interested in the story without giving much information away whereas the top line will give more detail and is similar to a headline in a written news report.)
3. If pupils require a challenge, ask: *Why do the hook and top line come before the 5Ws?*

Learning activities

Activity 1 [10 mins]

1. Remind pupils that a broadcast script includes a 5W introduction. (Although it might feel like we should start with the top line, it is easier to begin by thinking about the 5Ws – journalists always start with this part!)
2. Using the class story(ies) decided in lesson 10, model planning and saying an effective 5W introduction out loud.
3. Pupils work in pairs to practise saying their own 5W introductions. Encourage partners to listen to each other and provide constructive feedback. (If available, recording equipment such as tablets and dictaphones can be used for pupils to refer back to in the following writing lesson.)

Activity 2 [15 mins]

1. Explain to pupils that now they know what the 5Ws are, it will be much easier to write the top line – this is what happens in real newsrooms. Model planning and saying a top line based on the 5W statement you have modelled. You can also refer to the lesson slides for an example.
2. Invite pupils to make up their own top line and take turns saying them aloud with their partner. Once they are confident with their top line, they can rehearse it together with their 5W introduction.
3. With any extra time, model saying other parts of the script (extra details, balanced quotes and outro) and allow partners to practise these too. (If available, recording equipment such as tablets and dictaphones can be used for pupils to refer back to in the following writing lesson.)

Activity 3 [20 mins]

1. Provide pupils with **Broadcast script note catcher**. Explain that this sheet can be used to record notes, symbols or pictures to help them to say their script out loud. It will also remind them what to write in the next lesson.
2. Model completing the note catcher with your own notes, symbols or pictures to represent the top line and 5W introduction modelled in activities 1 and 2.
3. Allow pupils time to record their own notes, symbols or pictures.
4. If pupils finish early, they can return to practising their script out loud. Partners can also offer feedback on how the delivery could be made clearer or where changes could be made to the script.

Plenary [5 mins]

Pupils record a response to the question: *What is one thing you must remember to include when you write your script?*

Invite pupils to share their responses if time allows and ask follow up questions. *Why will that be an important thing to include? How will that make your script easy for the audience to understand?*

Questions for assessment

- *What are the 5Ws? What is a top line?*
- *What is the purpose of the 5Ws? Why are they so important in a news report?*
- *What is the purpose of the top line?*
- *How is the top line different from the 5W introduction?*
- *What should your introduction/top line sound like?*
- *How can you keep the listener interested in what you are saying?*

Extension opportunities

For children who are most confident with the structure and language, encourage them to rehearse a hook for their broadcast.

Resources checklist

- **Lesson slides: Rehearsing sentences for a broadcast script**
- **Broadcast script note catcher**

LESSON 13

Drafting a broadcast script

Learning objective

To draft an audio news broadcast

Learning outcomes

- Refer to planning and prior learning
- Write an audio broadcast script that meets a given criteria

Curriculum links

- **English (reading):** Identify features of texts
- **English (writing):** Using model texts to guide own writing; Selecting appropriate vocabulary; Using organisational devices
- **English (oracy):** Take part in discussions

See 'NewsWise and your curriculum' for a more detailed breakdown of how this lesson links to your national curriculum objectives.



This lesson focuses on **all** of the NewsWise values.

Journalist training school context

Broadcast journalists must make sure their reports are truthful, fair, balanced and interesting. They use their research and the information they have gathered from interviews to write a script that explains the important details of a story in a way that is easy to understand.

Core knowledge/skills

- When a broadcast journalist is writing a script, they need to be sure that the information in their report is accurate and based on thorough research. They also need to consider how easily it can be understood by an audience.
- There are different conventions used when writing a script for an audio broadcast that make it easier for the presenter to read. For example, numbers are not used: they are written in words instead.

Before you begin

- Schools approach the writing process differently, so this lesson plan is completely flexible. We strongly recommend teachers model each part of the broadcast script and break the writing process into chunks. They should use their professional judgement and knowledge of their class to pace the writing in a way that will achieve the best possible outcomes.
- It is advisable to build in several opportunities for pupils to read their scripts aloud and continue rehearsing sentences as they go, building on the learning in lesson 12. Real broadcast journalists do this regularly to ensure that the script they have written is easy to read and, more importantly, easy to understand.
- One of the starter activities explores hooks and how they keep listeners interested in the story. Most pupils will not write a hook of their own and should only do so if they are ready for that level of challenge. This activity will allow pupils to consider how the hook works and why they may be included in some audio broadcasts. It will be useful for pupils to recognise that an audio broadcast needs to keep its audience interested from the start so that they carry on listening.
- If the starter activity focussed on hooks is not appropriate for your class, use the alternative option instead.

Starter/baseline assessment [5 mins]

1. Explain to pupils that some audio broadcasts will use a ‘hook’ to start the story. This should not give very much information away, but it should make the audience want to listen to the rest of the report.
2. Use lesson slides to work through the ‘What hooks you in?’ activity. Pairs or small groups discuss the option they feel is the best hook and explain why. Ask individuals to share their thinking and use follow up questions. *What made you choose that example? How did that example hook you in? Which of the options is not a good hook? What made it not such a good hook?*

OR

1. Look at the 5W introduction from the **Bad example broadcast script** used in lesson 9. Ask children: *Why is this ineffective? How could we rewrite this to make it better?*
2. Use lesson slides to explore how this could be rewritten in a more effective way.

Learning activities [50 mins]

1. Encourage pupils to revisit their **Planning organiser** (from lesson 10/11) and **Broadcast script note catcher** (from lesson 12) to remind themselves of the story they will be writing about.
2. Give pupils time to write their own broadcast script based on their planning. Chunk the writing process as much as possible by either modelling the writing of each part of the script or by sharing a pre-written example before pupils work on their own.
3. Encourage pupils to periodically read their script aloud. (Actual presenters and producers will read their scripts aloud regularly to check that they make sense, are easy to say and easy for the audience to understand.)

Plenary [5 mins]

Use the ‘True or false quiz’ slides to check pupils’ understanding of the style and language of a news broadcast.

Questions for assessment

- *What do you need to remember when you write your hook/top line/5Ws/extra details/balanced quotes/outro?*
- *Is all the most important information about the story included?*
- *How could you rewrite... to make it clearer for the audience?*
- *How could you rewrite... to make it easier for you to read?*
- *Why should you avoid using numbers and symbols in your script?*

Resources checklist

- **Lesson slides: Drafting a broadcast script**
- **Bad example broadcast script** (used in lesson 9)
- **Planning organiser** (completed in lesson 10/11)
- **Note catcher** (completed in lesson 12)



LESSON 14

Editing a broadcast script

Learning objective

To edit an audio news broadcast

Learning outcomes

- Proofread an audio broadcast script to ensure that it meets expected conventions
- Proofread an audio broadcast script to check the accuracy of grammar, spelling and punctuation
- Rewrite all or part of a script to address errors and inconsistencies

Curriculum links

- **English (reading):** Identify features of texts
- **English (writing):** Proofreading and editing writing
- **English (oracy):** Take part in discussions

See 'NewsWise and your curriculum' for a more detailed breakdown of how this lesson links to your national curriculum objectives.



This lesson focuses on **all** of the NewsWise values.

Journalist training school context

Before a script can be recorded and broadcast, a journalist must check that it is clear, makes sense and contains all the necessary information to report the story.

Core knowledge/skills

It is common for producers and presenters to work closely together throughout the process of writing, recording and broadcasting news. A presenter will read the script and make changes so that it is easier to read. A producer may also offer advice as to how it could be read more effectively, ie so that the audience stays interested and can understand all the details.

Before you begin

- Ensure that all pupils have completed their broadcast script from the previous lesson. This will mean they can spend their time focused on editing rather than finishing.
- Give yourself enough time to look through your pupils' scripts and check for the most common mistakes that are made. There are example errors in the lesson slides, but these may not cover the kinds of mistakes that are most common in your class. Your input and modelling will need to be planned carefully to meet the needs of your class and ensure the best possible outcomes.



Starter/baseline assessment [10 mins]

1. Describe to pupils the working relationship between a producer and presenter in creating a radio show or podcast (ie that the presenter reads a script aloud and tries to sound conversational while a producer will offer tips for improvement) **OR** play the **Role explainers** by some professional producers and presenters.
2. Pupils pair up and take turns in being the presenter or the producer. The presenter will read the script while the producer listens. Producers may give some advice, but the focus of this activity is for pupils to remind themselves what they wrote and start thinking about how it sounds out loud.

Learning activity

[25 mins]

1. Use lesson slides to work through the ‘What has gone wrong?’ activity where particular features have been forgotten or a mistake has been made. Discuss each mistake with the whole class before modelling how to improve and rewrite it. (Corrections are included on lesson slides for teacher reference, but modelling the corrections will always result in the best possible outcomes.)
2. Allow pupils time to edit their scripts, keeping in mind the features of a broadcast script that must be included. (It is good practice to model the editing process before allowing pupils to do their own. You may want to prepare a piece of writing that includes some of the most common mistakes you have noticed so that these can be addressed.)
3. An alternative approach is for pupils to read their work to each other – just like real presenters and producers would do. They can orally recommend changes to each other before they begin the editing process.

[20 mins]

1. Use lesson slides to work through the ‘Fix the mistakes’ activity where mistakes have been made related to spelling, punctuation and grammar. Discuss each mistake with the whole class before revealing what the mistake was and how it should be corrected.
2. Allow pupils time to edit their scripts, keeping in mind the basics of spelling, punctuation and grammar that must be included. (It is good practice to model the editing process before allowing pupils to do their own. You may want to prepare a piece of writing that includes some of the most common mistakes you have noticed so that these can be addressed.)
3. As with Activity 1, an alternative approach is for pupils to read each other’s reports first. In pencil, they can circle or underline errors for their partner to correct.

Plenary [5 mins]

1. Pupils work in pairs to describe the improvements they made to their script. They should aim to finish the sentences:
 - Something I wanted to improve was...
 - I improved my script by...
2. Once pupils have had the opportunity to discuss in pairs, invite some to share with the class. (If there is time, you can invite them to read the original script followed by their improved version to demonstrate the effects of their editing.)

Questions for assessment

- *What did you do well in your first draft? What do you want to improve from your first draft?*
- *What can you do to improve...?*
- *How will you know that your broadcast script is more effective?*

Resources checklist

- **Lesson slides: Editing a broadcast script**
- **Role explainers audio recordings**
- **First drafts of scripts (produced in lesson 12)**
- **Editing checklist (optional)**

LESSON 15

Performing/Recording a broadcast script

Learning objective

To perform and/or record an audio news broadcast

Learning outcomes

- Read a script with fluency and expression
- Use appropriate equipment to record a broadcast

Curriculum links

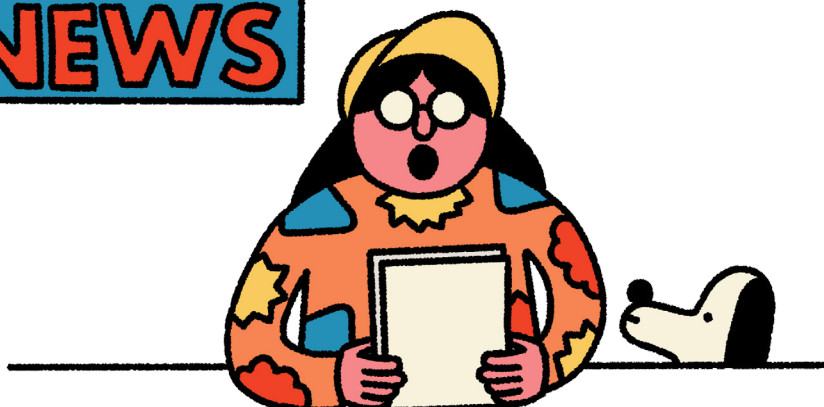
- **English (oracy):** take part in discussions; take part in performances (including reading aloud and improvising)
- **Digital literacy/Computing:** Creating digital content

See 'NewsWise and your curriculum' for a more detailed breakdown of how this lesson links to your national curriculum objectives.



This lesson focuses on **all** of the NewsWise values.

NEWS



Journalist training school context

Once a broadcast is ready to be recorded, the process involves a lot of people working together. The producer offers advice to the presenter to make sure the recording is clear and that the story can be easily understood by the audience.

Core knowledge/skills

- Once a script is written, a presenter will record their broadcast while a producer listens in. The producer may offer advice on how parts could be read more clearly, and a presenter may choose to change language to make it easier to read.
- A radio or podcast presenter will not read quotes from an interviewee (direct speech). It is more likely that they will read reported speech, or a recorded clip of the interviewee will be used in the broadcast.

Before you begin

- For this lesson you will need to decide whether to focus on performing the scripts aloud or recording them. You may need to choose the most relevant activities and/or adapt some of the activities to ensure that this final lesson meets the needs of your class. You may find that you need to spread the learning across two lessons to ensure there is enough time to teach the computing skills required for recording audio.
- You may have recorded clips from your interviews during lesson 11. If you are aiming to produce recorded broadcasts, you may want to spend some time editing these to include the interview clips. Look for tutorials for the software you are using to support you in doing this.

Starter/baseline assessment [10 mins]

Use slides to show pupils the list of adjectives to describe news reading. Pupils work in pairs to decide which words describe effective news reading and which describe bad news reading. Encourage pupils to clearly explain why each word does/does not describe effective news reading.

Learning activities

Activity 1 [10 mins]

1. Listen to the audio explainer: **Tips for recording**. Encourage pupils to make a list of tips while they listen.
2. Play **Bad example broadcast recording**. Pupils note what has gone wrong during the recording as it is being played.
3. Lead a class discussion around what was less effective about the recording. Use a class whiteboard or flipchart to write down the things that went wrong. Ensure you draw pupils' attention to mistakes that happened with the recording and those that related to the reading/performance. Explain that pupils should try to avoid these mistakes when recording/performing their own broadcasts.
4. Using adjectives from the starter activity and the class discussion around the bad example, collect pupils' ideas for success criteria for performing/recording a news broadcast. After pupils' ideas have been collected, provide copies of the **Success criteria** and compare it to pupil suggestions.

Activity 2 [30 mins]

1. Once the class has established what makes a good audio broadcast, give pupils plenty of time to rehearse their news broadcasts. Pupils can begin by rehearsing with a partner then within small groups of three or four.
2. **If recording:** Pupils should work in groups to record their broadcast. They should begin by rehearsing (as outlined above) and could also do a practice recording first, assessing it against the **Success criteria**. Those who are not presenting should listen carefully and offer feedback. They should be mindful of not interrupting the recording. Presenters should remember that some mistakes can be cut from the final version. If a mistake is made, they can pause for a moment and try again instead of restarting. This will need to be modelled beforehand.

3. **If rehearsing/performing:** Pupils should be given plenty of time for rehearsal. As outlined above, pupils can begin by rehearsing in pairs then in small groups of three or four. Each group member should take turns to read their script while the others listen. Those listening should offer feedback to improve the performance, using the **Success criteria** as a guide.

Plenary [10 mins]

1. If there is sufficient time, allow pupils to share their recordings or perform their scripts to the class. The teacher and class should offer feedback to those who read, focusing especially on the elements of the success criteria that they met comfortably.
2. Use the reflection questions from the lesson slides to prompt a paired or class discussion around the benefits and drawbacks of sharing news through an audio broadcast. (Encourage pupils to consider that some people cannot access print media as they discuss.)

Questions for assessment

- *What does a good presenter do? What does a good presenter sound like?*
- *What are the things to remember to do/not to do when reading/recording your news report?*
- *What did you do well while reading your script? What do you need to improve while reading your script?*
- *Why is it important to remember to...(identify common errors or elements that pupils are finding difficult)?*

Resources checklist

- Lesson slides: Performing/recording a broadcast script**
- Bad example broadcast recording**
- Success criteria**
- Recording equipment (optional)**
- Final, edited scripts (finished in lesson 14)**

NEWSWISE AND YOUR CURRICULUM

This unit of work for 7- to 9-year-olds is mapped to the relevant subject curriculum for all four UK nations. Each lesson plan in the unit contains a curriculum link statement. These relate to specific objectives from the different curricula listed here.

England

Oracy

Asking questions to further understanding

- ask relevant questions to extend their understanding and knowledge (Spoken language)

Answering questions and justifying ideas

- articulate and justify answers, arguments and opinions (Spoken language)

Take part in discussions

- participate in discussions, presentations, performances, role play, improvisations and debates (Spoken language)

Take part in performances (including reading aloud and improvising)

- participate in discussions, presentations, performances, role play, improvisations and debates (Spoken language)

Reading

Identify features of texts

- identifying themes and conventions in a wide range of [texts] (Lower key stage 2, Reading)

Asking questions to further understanding

- asking questions to improve their understanding of a text (Lower key stage 2, Reading)

Drawing inferences

- drawing inferences (Lower key stage 2, Reading)

Summarise texts

- identifying main ideas drawn from more than one paragraph and summarising these (Lower key stage 2, Reading)

Retrieve information from texts

- retrieve and record information from non-fiction (Lower key stage 2, Reading)

Analyse language, structure and layout

- identifying how language, structure, and presentation contribute to meaning (Lower key stage 2, Reading)

Writing

Orally rehearse sentences

- composing and rehearsing sentences orally (Lower key stage 2, Writing)

Discussing and recording ideas for writing

- discussing and recording ideas (Lower key stage 2, Writing)

Using model texts to guide own writing

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar (Lower key stage 2, Writing)

Selecting appropriate vocabulary

- building a varied and rich vocabulary (Lower key stage 2, Writing)

Structuring writing

- organising paragraphs around a theme (Lower key stage 2, Writing)
- in non-narrative material, using simple organisational devices (Lower key stage 2, Writing)

Proofreading and editing writing

- assessing the effectiveness of their own and others' writing and suggesting improvements (Lower key stage 2, Writing)
- proof-read for spelling and punctuation errors (Lower key stage 2, Writing)

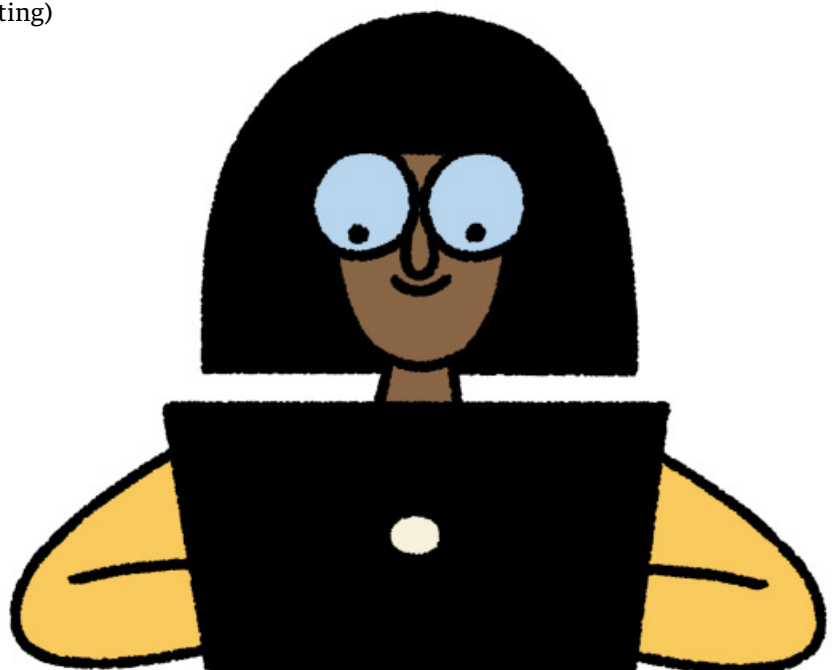
Digital literacy/Computing

Evaluate digital content

- be discerning in evaluating digital content (Key stage 2, Computing)

Create digital content

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create... content (Key stage 2, Computing)



NEWSWISE AND YOUR CURRICULUM

Northern Ireland

Oracy (Talking and listening)

Asking questions to further understanding

- devise and ask questions to find information... across the curriculum (KS1)
- identify and ask appropriate questions to seek information, views and feelings (KS2)

Answering questions and justifying ideas

- share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions or proposals (KS2)

Take part in discussions

- speak audibly and clearly, using appropriate quality of speech and voice (KS1)
- share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions or proposals (KS2)
- Take part in performances (including reading aloud and improvising)
- speak audibly and clearly, using appropriate quality of speech and voice (KS1)
- read aloud from a variety of sources, including their own work, inflecting appropriately to emphasise meaning (KS1)
- read aloud, inflecting appropriately, to express thoughts and feelings and emphasise the meaning of what they have read (KS2)

Reading

Identify features of texts

- explore and begin to understand how texts are structured in a range of genres (KS1)
- use a range of comprehension skills, both oral and written, to interpret and discuss texts (KS1)

Asking questions to further understanding

- use a range of comprehension skills, both oral and written, to interpret and discuss texts (KS1)

Drawing inferences

- justify their responses logically, by inference, deduction and/or reference to evidence within the text (KS2)

Summarise texts

- use a range of comprehension skills, both oral and written, to interpret and discuss texts (KS1)
- use a variety of reading skills for different reading purposes (KS2)

Retrieve information from texts

- use a range of comprehension skills, both oral and written, to interpret and discuss texts (KS1)
- research and manage information relevant to specific purposes (KS1)
- justify their responses logically, by inference, deduction and/or reference to evidence within the text (KS2)
- locate, select, evaluate and communicate information relevant for a particular task (KS2)

Analyse language, structure and layout

- explore and begin to understand how texts are structured in a range of genres (KS1)

Writing

Orally rehearse sentences

- understand and use a range of vocabulary by investigating and experimenting with language (KS1)

Discussing and recording ideas for writing

- talk about and plan what they are going to write (KS1)
- use the skills of planning, revising and redrafting to improve their writing, including that which they have composed digitally (KS2)

Using model texts to guide own writing

- discuss various features of layout in texts and apply these, as appropriate, within their own writing (KS1)

Selecting appropriate vocabulary

- write for a variety of purposes and audiences, selecting, planning and using appropriate style and form (KS2)

Structuring writing

- organise, structure and present ideas and information using traditional and digital means (KS1)

Proofreading and editing writing

- use the skills of planning, revising and redrafting to improve their writing, including that which they have composed digitally (KS2)

Digital literacy/Computing

Skills for using ICT are taken from ‘Using Information and Communications Technology across the curriculum’.

Evaluate digital content

- research, select, process and interpret information

Create digital content

- create, develop, present and publish ideas and information using a range of digital media



NEWSWISE AND YOUR CURRICULUM

Scotland

Oracy (Listening and talking)

Asking questions to further understanding / Answering questions and justifying ideas

- When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. (LIT 1-02a)
- When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. (LIT 2-02a)

Take part in discussions / Take part in performances (including reading aloud and improvising)

- When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. (LIT 1-09a)
- When listening and talking with others for different purposes, I can: share information, experiences and opinions; explain processes and ideas; identify issues raised and summarise main points or findings; clarify points by asking questions or by asking others to say more. (LIT 2-09a)

Reading

Identify features of texts / Retrieve information from texts

- Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. (LIT 1-14a)
- Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. (LIT 2-14a)

Asking questions to further understanding / Drawing inferences

- I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. (ENG 1-17a)
- I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. (ENG 2-17a)

Summarise texts

- To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text. (LIT 1-16a)
- To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. (LIT 2-16a)

Analyse language, structure and layout

- I can discuss the writer's style and other features appropriate to genre. (ENG 2-19a)



Writing

Discussing and recording ideas for writing / Using model texts to guide own writing

- I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text. (LIT 1-25a)
- I can use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text. (LIT 1-25a)

Selecting appropriate vocabulary

- I can... use words which will be interesting and/or useful for others. (LIT 1-26a)
- I can... use suitable vocabulary for my audience. (LIT 2-26a)
- I am learning to use language and style in a way which engages and/or influences my reader (LIT 2-27a)

Structuring writing

- I can... order and link my sentences in a way that makes sense. (LIT 1-22a)
- I can... divide my work into paragraphs in a way that makes sense to my reader. (LIT 2-22a)
- I can... select ideas and relevant information, organise these in a logical sequence. (LIT 1-26a)
- I can... select ideas and relevant information [and] organise these in an appropriate way for my purpose. (LIT 2-26a)

Proofreading and editing writing

- I can check that my writing makes sense. (LIT 1-23a)
- I can check that my writing makes sense and meets its purpose. (LIT 2-23a)

Digital literacy/Computing

Evaluate digital content

- [I can] use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible. (TCH 2-02a)

Create digital content

- I can explore and experiment with digital technologies and can use what I learn to support and enhance my learning in different contexts. (TCH 1-01a)
- I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. (TCH 2-01a)

NEWSWISE AND YOUR CURRICULUM

Wales

Oracy

All descriptions of learning come from the Languages, Literacy and Communication area of learning and experience.

Asking questions to further understanding

- I am beginning to ask and answer questions to clarify my understanding. (Progression step 1)
- I can ask and answer questions and exchange ideas and information. (Progression step 2)

Answering questions and justifying ideas

- I am beginning to ask and answer questions to clarify my understanding. (Progression step 1)
- I can ask and answer questions and exchange ideas and information. (Progression step 2)
- I can explain information and share ideas, opinions and feelings using relevant vocabulary. (Progression step 2)

Take part in discussions

- I can listen to others with growing attention. (Progression step 1)
- I am beginning to take turns in conversations, following the topic. (Progression step 1)
- I can listen to, understand and communicate the general meaning of what I hear. (Progression step 2)
- I can speak clearly, varying expression and gestures to communicate my ideas. (Progression step 2)

Take part in performances (including reading aloud and improvising)

- I can use spoken language for different purposes. (Progression step 2)
- I can read aloud with expression, paying attention to punctuation. (Progression step 2)
- I can explain information and share ideas, opinions and feelings using relevant vocabulary. (Progression step 2)

Reading

All descriptions of learning come from the Languages, Literacy and Communication area of learning and experience.

Identify features of texts

- I can recognise the features of different types of texts and use appropriate language to talk about them. (Progression step 2)

Asking questions to further understanding

- I am beginning to ask and answer questions to clarify my understanding. (Progression step 1)
- I can respond to what I hear, read, and view, asking questions and showing my understanding. (Progression step 2)

Drawing inferences

- I can infer meaning from text and images. (Progression step 2)
- I can respond to what I hear, read, and view, asking questions and showing my understanding. (Progression step 2)

Summarise texts / Retrieve information from texts

- I can find and use information from different materials that I read. (Progression step 2)

Analyse language, structure and layout

- I can recognise the features of different types of texts and use appropriate language to talk about them. (Progression step 2)
- I can recognise the features of different types of literature and use appropriate language to talk about them. (Progression step 2)

Writing

All descriptions of learning come from the Languages, Literacy and Communication area of learning and experience.

Orally rehearse sentences / Discussing and recording ideas for writing

- I can talk to plan writing. (Progression step 2)

Using model texts to guide own writing

- I can respond creatively to the range of literature I hear, read or view. (Progression step 1)
- I can adapt literature to create my own work. (Progression step 2)

Selecting appropriate vocabulary

- I can use familiar words and phrases and experiment with newly-learned vocabulary. (Progression step 1)
- I can write using an increasingly imaginative, varied and precise vocabulary. (Progression step 2)

Structuring writing

- I can organise my writing into a logical sequence. (Progression step 2)

Proofreading and editing writing

- I can review my work and am beginning to use a range of familiar strategies and tools to improve my speaking and writing. (Progression step 2)

Digital literacy/Computing (Digital Competence)

All descriptions of learning come from the Digital Competence Framework.

Evaluate digital content

- I can recognise that actions have consequences and I can identify simple rules and strategies to keep myself safe online. (Progression step 1)
- I can identify and explain the advantages and disadvantages of digital media and devices. (Progression step 2)

Create digital content

- I can use digital technology to communicate and connect with others locally and globally. (Progression step 2)
- I can create, edit and organise multimedia components (text, images, sound, animation and video) in selected software as appropriate. (Progression step 2)



NEWSWISE AND YOUR CURRICULUM

All PSHE education curriculum links

All PSHE curriculum links in the lesson plans come from the PSHE Association's programme of study, used in England. There are also many links to the health and wellbeing curricula objectives in Scotland and Wales as well as the Personal Development and Mutual Understanding curriculum in Northern Ireland. These are outlined here.

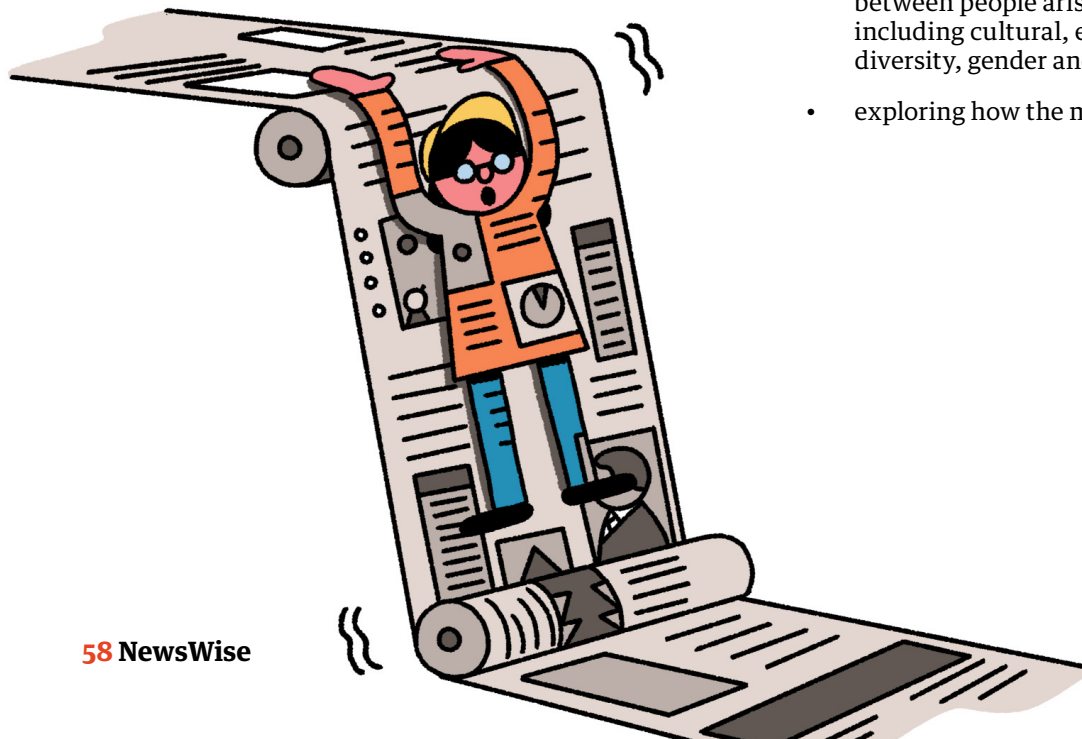
Northern Ireland

Personal Understanding and Health

- beginning to recognise, name and manage their own feelings and emotions and that they are a natural, important and healthy part of a human being (KS1)
- knowing what to do or from whom to seek help when feeling unsafe (KS1)
- knowing how to confidently express their own views and opinions in unfamiliar circumstances (KS2)
- examining and exploring their own and others' feelings and emotions (KS2)
- knowing how to recognise, express and manage feelings in a positive and safe way (KS2)

Mutual Understanding in the Local and Wider Community

- being aware of who and what influences their views and feelings and behaviour at home/school (KS1)
- exploring and examining what influences their views, feelings and behaviour (KS2)
- recognising that people have different beliefs which shape the way they live (KS2)
- understanding that differences and similarities between people arise from a number of factors including cultural, ethnic/racial and religious diversity, gender and disability (KS2)
- exploring how the media present information (KS2)



Scotland

Mental and emotional wellbeing

- I am aware of and able to express my feelings and am developing the ability to talk about them. (HWB 1-01a / HWB 2-01a)
- I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. (HWB 1-02a / HWB 2-02a)
- I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. (HWB 1-03a / HWB 2-03a)

Social wellbeing

- As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. (HWB 1-09a / HWB 2-09a)
- Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. (HWB 1-13a / HWB 2-13a)

Planning for choices and changes

- I can describe some of the kinds of work that people do and I am finding out about the wider world of work. (HWB 1-20a)
- I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. (HWB 2-20a)

Wales

How we process and respond to our experiences affects our mental health and emotional well-being

- I have an awareness of my perceptions and thoughts. (Progression step 1)
- I am beginning to have an awareness that thoughts and feelings change, and I am starting to notice when change happens. (Progression step 1)
- I can notice and communicate how I am feeling. (Progression step 1)
- I have an awareness of the feelings of others. (Progression step 1)
- I can understand how and why my thoughts, feelings and actions change in response to different experiences. (Progression step 2)
- I can notice and communicate my feelings. (Progression step 2)
- I am beginning to notice when I need help to manage my feelings. (Progression step 2)
- I can pay attention to the feelings of others and I am learning to think about why they may feel that way. (Progression step 2)

Our decision making impacts on the quality of our lives and the lives of others

- I can make decisions based on what I know. (Progression step 2)
- How we engage with social influences shapes who we are and affects our health and well-being
- I can show care and respect for others. (Progression step 1)
- I can recognise that there are similarities and differences between people's values and attitudes. (Progression step 2)

For more information
[theguardianfoundation.org/
programmes/newswise](https://theguardianfoundation.org/programmes/newswise)

WHO ARE THE PARTNERS OF NEWSWISE?

The Guardian Foundation's purpose is to promote global press freedom and access to liberal journalism. Their media literacy work tackles disinformation, enhancing people's ability to critically evaluate news. They facilitate opportunities for people from underrepresented backgrounds to use their voice and agency and be included in the media, and they foster the capacity of journalists and news organisations to engage people with fact-based journalism.

The National Literacy Trust is an independent charity that empowers children, young people, and adults with the literacy skills they need to succeed. Reading, writing, speaking and listening skills give you the tools to get the most out of life, and the power to shape your future. From first words, through school days to training, jobs and beyond, together we're helping people change their stories.

The PSHE Association is the national body for personal, social, health and economic (PSHE) education. A charity and membership organisation, the Association works to improve PSHE education standards for all children and young people by supporting a national network of teachers and schools with advice, training and support.

Useful links

The Guardian Foundation
theguardianfoundation.org

National Literacy Trust
literacytrust.org.uk

PSHE Association
pshe-association.org.uk

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