

Vocabulary to pre-teach

emotions

Van Gogh

feelings

news organisations

wellbeing

South East Asia

habitat

News
WISE

Lesson 4

How news affects feelings

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

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

Journalist training school

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

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Share the learning objective and outcomes.

**What ground rules do
we need to remember
for today's lesson?**

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Remind the class of the ground rules for PSHE lessons.

Thinking about the news...



...what feelings might people experience from the news?

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Ask pupils to jot down any emotions people might experience from news stories, individually to begin with (e.g. 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).

How might someone feel when they read this story?

The Lionesses bring it home

England's women's football team win the Euros, beating Germany in the final.



happy?

annoyed?

inspired?

something
else?

Explain that all news stories explored in this lesson are based on real news events that took place some time ago. Display this first news headlines 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.

Repeat the same activity for the news headlines on the next two slides, discussing with pupils:

- Is it always easy to pick just one word for each headline? Why / why not? (e.g. 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)

How might someone feel when they read this story?

World's smelliest plant could go extinct

Scientists are worried that this plant, found in South-East Asia, might die out, because its habitat has been damaged.



sad?

disappointed?

disgusted?

something
else?

As on previous slide, ask small groups to discuss and agree which of the emotions listed best describes how someone might feel on reading this news story.

How might someone feel when they read this story?

Stolen Van Gogh painting found

Private art detective helps return famous painting to the museum it was stolen from in Holland.



curious?

relieved?

bored?

something
else?

As on previous slide, ask small groups to discuss and agree which of the emotions listed best describes how someone might feel on reading this news story.

Meet the readers...

Sammi

Lives?

In Glasgow, with his uncle (who is an artist) and his older brother.

Likes?

Storms and swimming.

What else?

Luke is deaf and uses British Sign Language. He enjoys teaching signs to his friends.

Nav

Lives?

With their mum near Wolverhampton, but often visits their dad in Wales.

Likes?

Maths, word puzzles and animals.

What else?

Although Nav loves art, they do not think they are very good.

Rowan

Lives?

In Southampton with her parents and two siblings.

Likes?

Dancing (at classes and in her home) and watching dancing on TV! Anisa is also a talented artist.

What else?

She's looking forward to a holiday in Wales next week!



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 this slide (Sammi, Nav or Rowan) 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 (you may wish to use the next slide for feedback).

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.

How might they feel?

Storm hits Wales

**Art competition for
young people in the UK**

**Rose-Ayling Ellis wins
Strictly Come Dancing**



Sammi



Nav



Rowan

Use this slide for feedback, if useful.

Use News stories teacher guide to highlight key differences in how the characters might react.

Let's think about Nav...

What actions would be most helpful for Nav?



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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 6 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 3 actions they think would be most useful for Nav (e.g. 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)

Thinking about the news...

Think back to our list from the start of the lesson. Can you add any new ideas?

...what feelings might people experience from the news?

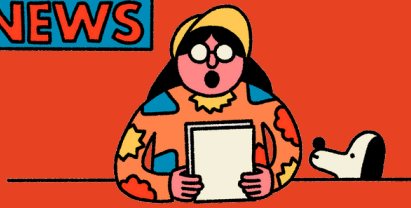
Pick one challenging feeling. What action could you take if you experience this from the news?

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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.

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.

NEWS



If you experience strong emotions from the news and the actions shared today don't work, you can speak to an adult at home or at school.

And remember that news organisations can help to look after people's wellbeing too! What might they do to help?

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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.

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?

For example:

- 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