

The
Economist

EDUCATIONAL
FOUNDATION

These teaching resources
are supported by



*The Economist Educational Foundation
maintained full editorial control.*

FROM PANDEMIC TO INFODEMIC

SESSION

1

STEP ONE –Build knowledge– Session 1	STEP ONE –Build knowledge– Session 2	STEP TWO –Evaluate & decide– Session 3	STEP TWO –Evaluate & decide– Session 4	STEP THREE –Prepare & present– Session 5	STEP THREE –Prepare & present– Session 6
---	---	---	---	---	---







Objective: to understand what an infodemic is

This session provides opportunities to discuss the covid-19 pandemic. Please look through it in advance to ensure suitability for your students. All activities have been planned in line with government guidelines on social distancing.



Before the session you will need to:

- Have the *News PowerPoint* ready to play
- Print and cut out the *Time traveller cards*
- Print and cut out the *Breaking news cards*

ACTIVITY	TEACHER INSTRUCTIONS	TIME
Today's news 	<p>Work through the activity on slide 1 of the <i>News PowerPoint</i>. As students make suggestions, give the rest of the group a chance to agree or disagree by putting their thumbs up or down. Give time for students to share their reasons. Reveal the answers and discuss anything surprising.</p> <p>Ask: how long could you avoid seeing or hearing any news for?</p> <p>CHALLENGE: where does everyone in the group find their news? Work out the percentages for each source and see how they compare with the UK average.</p>	10 mins
Time travellers 	<p>Split the group in two: Team Past and Team Future. Show slide 2 and give one student from each team their <i>Time traveller card</i>. They should lead their team through the activities. Give time for each team to feed back to the group.</p>	15 mins
Infodemic  	<p>Read through slide 3 and ask the question.</p> <p>Give the <i>Breaking news cards</i> to ten students and ask them to read them aloud in order. After all cards have been read, students should work in pairs to summarise the pretend news story in one sentence. Ask pairs to rate how difficult the task was, with one being "very easy" and ten being "very difficult". Give time for students to feed back and share their reasons for the difficulty rating.</p> <p>Then ask the students with the television, newspaper and radio cards to read them again. Pairs should summarise the story in one sentence and rate the task out of ten again. Ask students to explain why this activity felt different from the first time.</p> <p>Show slide 4 and ask the questions. When students give an answer, they should choose the next person to contribute.</p>	20 mins
Talk it over  	<p>Split the group into two new teams: A and B. Show slide 5. Team A should argue for the statement and Team B, against it. Students should use the sentence starters if needed. Encourage students to respond directly to the person who spoke before them.</p> <p>CHALLENGE: how does the news empower people?</p>	10 mins



Every session in this scheme of work provides an opportunity for students to explore some of the numbers in the news. We'll point these activities out with our numeracy icon.



FROM PANDEMIC TO INFODEMIC

TIME TRAVELLER CARDS

TEAM PAST

Imagine you have travelled back in time by 100 years. Work through the following activities and be ready to share your ideas with the other team.

1

60 SECOND CHAT:
what is life like in your time period?

3

Are people in this time period more or less likely to come across misinformation or fake news than in 2021? Why?

2

Reorder the news sources on the board from “most likely to be used in this time period” to “least likely to be used in this time period”. Give reasons for your decisions.

4

How long could someone in this time period avoid seeing or hearing news for?

5

What would people from this period think about the way we find news in 2021?

TEAM FUTURE

Imagine you have travelled forward in time by 100 years. Work through the following activities and be ready to share your ideas with the other team.

1

60 SECOND CHAT:
what is life like in your time period?

3

Are people in this time period more or less likely to come across misinformation or fake news than in 2021? Why?

2

Reorder the news sources on the board from “most likely to be used in this time period” to “least likely to be used in this time period”. Give reasons for your decisions.

4

How long could someone in this time period avoid seeing or hearing news for?

5

What would people from this period think about the way we find news in 2021?



FROM PANDEMIC TO INFODEMIC

BREAKING NEWS CARDS



BREAKING NEWS

1 TELEVISION

Scientists are reporting that they have discovered a new asteroid travelling close to the Earth. It will be visible from Tuesday night.

BREAKING NEWS

2 ONLINE VIDEO

Lenny Jarvis from Exeter says, "There's no doubt in my mind that the government is hiding something - it's probably a spaceship that they have lost control of...or aliens!"

BREAKING NEWS

3 WEBSITE

The asteroid that caused the extinction of dinosaurs was 10-15km wide. This new asteroid is estimated to be the size of Scotland and could have a devastating impact on humanity if it hits Earth - it could knock Earth out of its orbit.

BREAKING NEWS

4 A FRIEND

I saw something that said the force of the asteroid hitting Earth would make the whole planet explode immediately.

BREAKING NEWS

5 RADIO

Experts, who have nicknamed the asteroid "Jumbo", say it is travelling at about 85,000 miles per hour. They have advised the public not to panic.

BREAKING NEWS

6 PHOTOGRAPH ONLINE





FROM PANDEMIC TO INFODEMIC

BREAKING NEWS CARDS



BREAKING NEWS

7 NEWSPAPER

The asteroid is so close to the Earth that it will look like a shooting star in the sky.

BREAKING NEWS

8 SOCIAL MEDIA

Please share! The scientist who found the asteroid, Emma Brixton, is hiding technology that could protect the Earth from being hit. She has a solar-powered laser that could break the asteroid up and save us all.

BREAKING NEWS

9 APP

Thousands of people have gathered in deserts all over the world claiming that "Jumbo" is one of many UFOs around our planet. Charlene Dobbs, who started the Alien Support Society, has called the asteroid "the mothership of the many".

BREAKING NEWS

10 MAGAZINE

Asteroids are solid, rocky and irregular bodies that are the remnants of the protoplanetary disk of dust and gas that formed around our young Sun. Much of the disk coalesced to form the planets, but some of the debris remained.

FROM PANDEMIC TO INFODEMIC

SESSION
2

FROM PANDEMIC TO INFODEMIC

SESSION 2

STEP ONE –Build knowledge– Session 1	STEP ONE –Build knowledge– Session 2	STEP TWO –Evaluate & decide– Session 3	STEP TWO –Evaluate & decide– Session 4	STEP THREE –Prepare & present– Session 5	STEP THREE –Prepare & present– Session 6
---	---	---	---	---	---







Objective: to understand how the public can shape the news

This session provides opportunities to discuss the covid-19 pandemic. Please look through it in advance to ensure suitability for your students. All activities have been planned in line with government guidelines on social distancing.



Before the session you will need to:

- Print the *Headlines posters*
- Have the *Choosing news PowerPoint* ready to show
- Print and cut the *Supply and demand scenarios*

ACTIVITY	TEACHER INSTRUCTIONS	TIME
From pandemic to infodemic 	<p>In pairs, students should define the words “news” and “infodemic” in seven words or less. Allow time for some students to share each definition.</p> <p>Ask: what’s the difference between these words? When did news about the pandemic turn into an infodemic?</p> <p>CHALLENGE: what does the suffix “-demic” mean? How does it link “infodemic” and “pandemic”?</p>	5 mins
Bin it!  	<p>Give the <i>Headlines posters</i> to six students and ask them to hold these up so they are visible to the rest of the group.</p> <p>Show the questions on slide 1 of the <i>Choosing news PowerPoint</i> and ask students to discuss them for each headline.</p> <p>Then choose one person to be the newspaper editor. The rest of the group should persuade the editor to “bin” five of the headlines, leaving only the one which is most important for the public to know.</p> <p>Ask: is good news or bad news more important? Why?</p> <p>Show slide 2.</p>	15 mins
Supply and demand 	<p>Give three students the <i>Supply and demand scenarios</i>. Ask them to read them aloud in turn. After each one, give time for the rest of the group to answer the question.</p> <p>Ask: who has the power over which treats appear in the bakery: the baker or the customers? Ask students to discuss this in pairs and try to think of reasons for both sides of the argument.</p> <p>Show slide 3.</p> <p>Ask: would there ever be an infodemic of good news? Why / why not?</p>	20 mins
Who chooses the news?  	<p>Show slide 4 and work through the activity.</p> <p>Ask students to each choose one of the actions on slide 5. Anyone with the same action is on the same team. Then reveal the debate. Teams should argue for the answer which matches their action. The team with the most convincing reasons, wins.</p> <p>CHALLENGE: can students use the following words in a conversation before the next session? SUPPLY, DEMAND, NEGATIVITY BIAS, INFODEMIC, PANDEMIC</p>	15 mins



FROM PANDEMIC TO INFODEMIC

HEADLINES POSTERS



2021

BURNET NEWS

ESTABLISHED 1843

ISSUE 04



EARTHQUAKE

HITS



FROM PANDEMIC TO INFODEMIC

HEADLINES POSTERS



2021

BURNET NEWS

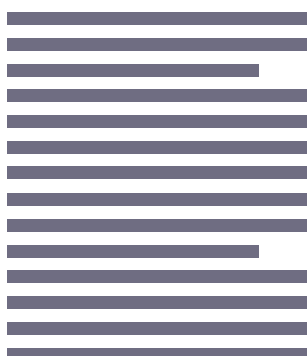
ESTABLISHED 1843

ISSUE 04

NEW SPECIES OF

FISH

DISCOVERED





FROM PANDEMIC TO INFODEMIC

HEADLINES POSTERS



2021

BURNET NEWS

ESTABLISHED 1843

ISSUE 04

POLLUTION POISONING OUR OCEANS

[Placeholder text block]

[Placeholder text block]



[Placeholder text block]

[Placeholder text block]

[Placeholder text block]

[Placeholder text block]



FROM PANDEMIC TO INFODEMIC

HEADLINES POSTERS



2021

BURNET NEWS

ESTABLISHED 1843

ISSUE 04

CHARITY RAISES £1,000





FROM PANDEMIC TO INFODEMIC

HEADLINES POSTERS

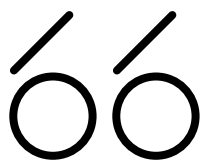


2021

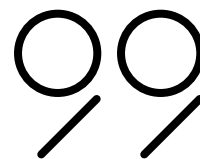
BURNET NEWS

ESTABLISHED 1843

ISSUE 04



**HAPPIEST
DAY EVER
RECORDED**





FROM PANDEMIC TO INFODEMIC

HEADLINES POSTERS



2021

BURNET NEWS

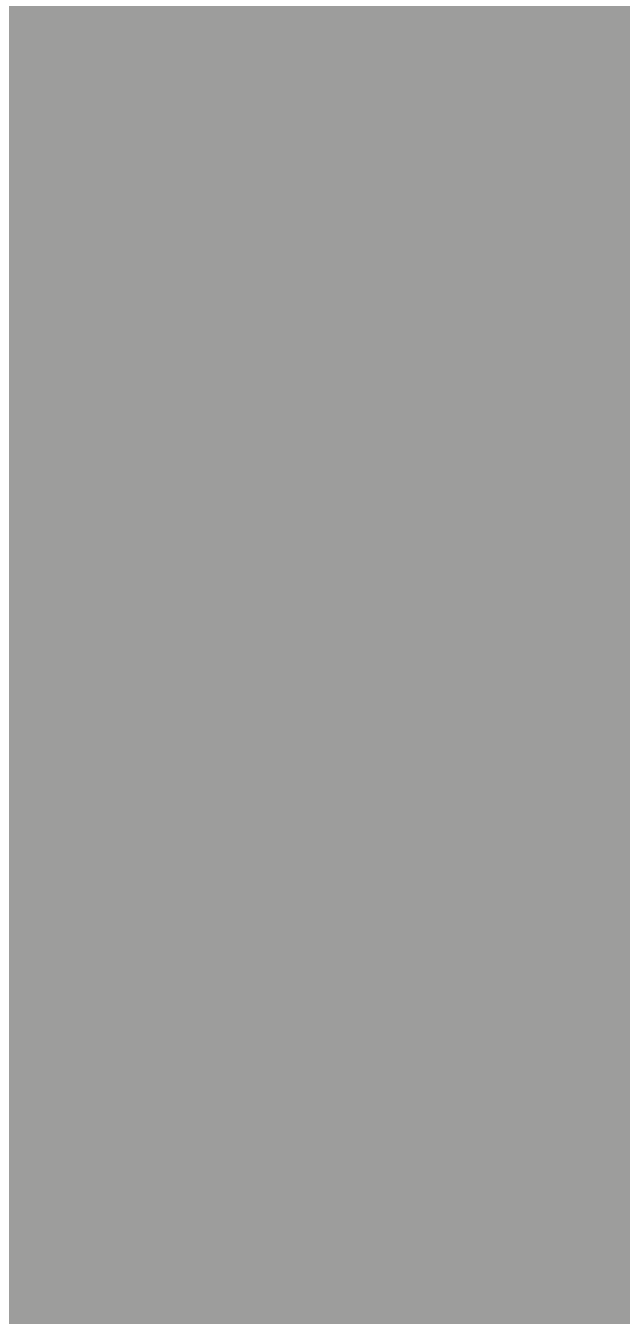
ESTABLISHED 1843

ISSUE 04

THIEF STEALS £1,000 FROM CHARITY

[Placeholder text for the first column of the article, represented by horizontal bars.]

[Placeholder text for the second column of the article, represented by horizontal bars.]





FROM PANDEMIC TO INFODEMIC

SUPPLY AND DEMAND SCENARIOS



SCENARIO ONE



IMAGINE YOU OWN A BAKERY.

You sell two things: cupcakes and cookies. Your customers seem to like these treats equally. In your cabinet, there is enough room for 20 items. How many of each item would you make? Why?



SCENARIO TWO



THINGS HAVE CHANGED.

Your customers only seem to buy the cupcakes these days. In your cabinet, there is enough room for 20 items. How many of each item would you make? Why?



SCENARIO THREE



THINGS HAVE CHANGED AGAIN.

People keep coming into your shop asking if you could bake iced-buns but usually you only bake cupcakes and cookies. Everyone in town seems to be talking about iced-buns. What if other bakeries start selling iced-buns and you don't? What should you do?

The
Economist

EDUCATIONAL
FOUNDATION

These teaching resources
are supported by



*The Economist Educational Foundation
maintained full editorial control.*

FROM PANDEMIC TO INFODEMIC

SESSION

3

STEP ONE –Build knowledge– Session 1	STEP ONE –Build knowledge– Session 2	STEP TWO –Evaluate & decide– Session 3	STEP TWO –Evaluate & decide– Session 4	STEP THREE –Prepare & present– Session 5	STEP THREE –Prepare & present– Session 6
---	---	---	---	---	---







Objective: to evaluate the impact of the media on public opinion

This session provides opportunities to discuss the covid-19 pandemic. Please look through it in advance to ensure suitability for your students. All activities have been planned in line with government guidelines on social distancing.



Before the session you will need to:

- Have the *Public opinion PowerPoint* ready to play
- Print and cut out the *Statistics cards*
- Have enough dice for one between two

ACTIVITY	TEACHER INSTRUCTIONS	TIME
Perspectives 	<p>Show slide 1 of the <i>Public opinion PowerPoint</i> and discuss the questions together.</p> <p>Ask: how can lots of opinions contribute to the spread of misinformation during an infodemic?</p>	5 mins
Angles  	<p>Split the group into four. Give each group a <i>Statistics card</i>. Tell students that each card shows a real statistic from January 2021. Each group should read their card secretly and discuss whether their card shows good news or bad news. Then ask for a show of hands about who had good news and who had bad. Afterwards, one person from each group should read their statistic out loud.</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. What do you notice about these numbers? 2. What if two people see or hear different statistics about the same issue? Is this fair? Why / why not? 3. How could this problem contribute to the infodemic? 4. Who is responsible for making sure people get the full story? 5. Choose one of the statistics. What would you like to say to the journalist that wrote this? <p>In their groups students should come up with three top tips for understanding numbers in the news. For example, how could people avoid being misled? Give time for feedback.</p> <p>CHALLENGE: how can the language used to report a statistic affect public opinion?</p>	20 mins
News confusion 	<p>Show slides 2-12. After each slide, give 30 seconds for students with different facial expressions to share their reasons. Reveal that all of these news updates were from <i>the same day</i>: January 24th 2021.</p> <p>Give each pair of students a dice and work through the activity on slide 13. Give time for feedback.</p> <p>Work through the activity on slide 14. Ask students with different opinions to share their reasons.</p> <p>CHALLENGE: can students use examples from the news to say why the power of the media is a good / bad thing? For example, how could the media affect people's opinions on the covid-19 vaccines? How might this affect people's choices about a vaccine?</p>	20 mins
Super skills!  	<p>Show students the news-literacy skills on slides 15-16.</p> <p>Ask: if people could only master one of these skills, which would be the most important during an infodemic? Why? Can everyone be convinced to agree?</p>	10 mins



FROM PANDEMIC TO INFODEMIC
STATISTICS CARDS

VACCINE SUCCESS!



A whopping **37%** of people
aged 80+ given the covid-19
vaccine within the first month!



FROM PANDEMIC TO INFODEMIC STATISTICS CARDS

WHAT HAVE THEY BEEN DOING?



Only **37%** of the over 80s
vaccinated against covid-19
in a whole month.



FROM PANDEMIC TO INFODEMIC
STATISTICS CARDS

POOR SHOW



After one month, less than
4 in 10 people aged 80+
have been vaccinated.



FROM PANDEMIC TO INFODEMIC
STATISTICS CARDS

A LIGHT AT THE END OF THE
TUNNEL



It only took one month to
vaccinate nearly **40%** of all
people aged 80+ in England.

The
Economist

EDUCATIONAL
FOUNDATION

These teaching resources
are supported by



*The Economist Educational Foundation
maintained full editorial control.*

FROM PANDEMIC TO INFODEMIC

SESSION

4

STEP ONE –Build knowledge– Session 1	STEP ONE –Build knowledge– Session 2	STEP TWO –Evaluate & decide– Session 3	STEP TWO –Evaluate & decide– Session 4	STEP THREE –Prepare & present– Session 5	STEP THREE –Prepare & present– Session 6
---	---	---	---	---	---







Objective: to evaluate how far the media can shape a story

This session provides opportunities to discuss the covid-19 pandemic. Please look through it in advance to ensure suitability for your students. All activities have been planned in line with government guidelines on social distancing.



Before the session you will need to:

- Print and cut the *Opinion cards*
- Have the *Shaping the story PowerPoint* ready to show
- Print the *Story shaper sheets*

ACTIVITY	TEACHER INSTRUCTIONS	TIME
Stretch or shrink 	<p>Give the <i>Opinion cards</i> to three students. Ask for one to be read aloud. Explain that there is a continuum where the floor is “strongly disagree” and the ceiling is “strongly agree”. The rest of the group should stretch or shrink their bodies to show their opinion. Give time to share different opinions. Repeat for the other cards.</p>	5 mins
Shaping the story  	<p>Show slides 1-2 of the <i>Shaping the story PowerPoint</i> and answer the questions together. Split the group into three teams. Give each team one <i>Story shaper sheet</i>. Teams should read their example and work through the questions, taking notes if they need to. After 15 minutes, they should share their example and answers with the rest of the group.</p> <p>Show slide 3. Students should give reasons for their ideas and say if someone makes them change their mind.</p> <p>Ask: the media helps to get messages from the government to the public. Should it? When might this be a good thing? When might it be a bad thing?</p>	30 mins
The media and covid-19  	<p>Show slide 4 and answer the questions. Ask students to vote for which answer from the pie-chart they would choose. Students should share if their mind has changed about this since they have taken part in these sessions.</p> <p>Count the votes and help students create percentages for the class. Students should compare the group’s percentages with the pie-chart and discuss why they might be similar or different.</p> <p>CHALLENGE: can students create some questions about the Issue and collect their own data?</p>	10 mins
Perspective pairs 	<p>Ask students to get into pairs and label themselves A and B. Work through the activity on slide 5.</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. Why else might someone avoid the news? 2. When is it good to avoid the news? When is it bad? 3. How can taking a break from the news be healthy? How could someone tell when it’s time to take a break? 	10 mins



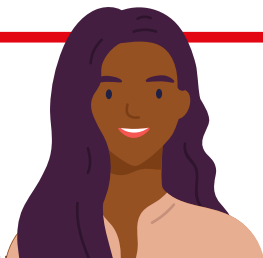
FROM PANDEMIC TO INFODEMIC

OPINION CARDS

“

I think the media chooses whether a story will be shown as good news or bad news.

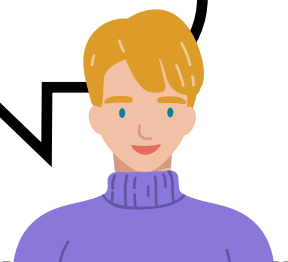
”



“

Everyone has the power to research and decide for themselves whether news is good or bad.

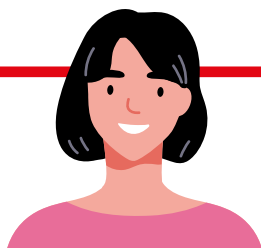
”



“

The media has a lot of power over public opinion.

”



STORY SHAPER SHEETS

STORY SHAPER 1

- ☐ **STEP 1:** Read the story shaper facts out loud
- ☐ **STEP 2:** Answer the questions as a group, take notes if you need to
- ☐ **STEP 3:** Decide on who will explain each answer to the rest of the group when you feed back. Everyone must contribute to your presentation

QUESTIONS

- What has happened and why?
Create a one-sentence summary
- How might this make people think about the news story?
.....
- How might this make people behave?
.....
- How might things have been different if this story shaper had not happened?
.....
- Who would say that this story shaper is a good idea? Who might think it was a bad idea?

FACTS

THE SUN →
newspaper started a **campaign** asking for volunteers to sign up to help at vaccination centres.

They call their **volunteers** the

“JABS ARMY”

50,000

volunteers signed up in **18 days.** ✓

Boris Johnson called it a

“FANTASTIC INITIATIVE” ✓

The Sun reports regularly on how their **volunteers are making a**

DIFFERENCE



They are now creating a **“RESERVE ARMY”** of volunteers to be **used in the summer.**

FROM PANDEMIC TO INFODEMIC

STORY SHAPER SHEETS

STORY SHAPER 1

- ☐ **STEP 1:** Read the story shaper facts out loud
- ☐ **STEP 2:** Answer the questions as a group, take notes if you need to
- ☐ **STEP 3:** Decide on who will explain each answer to the rest of the group when you feed back. Everyone must contribute to your presentation

QUESTIONS

- What has happened and why?
Create a one-sentence summary
- How might this make people think about the news story?
.....
- How might this make people behave?
.....
- How might things have been different if this story shaper had not happened?
.....
- Who would say that this story shaper is a good idea? Who might think it was a bad idea?

FACTS



The BBC have created a **fact-checking service** called

REALITY CHECK.

A team of **fact-checkers** look at news reports and correct any

FALSE INFORMATION.

Reality Check is not just for covid-19. It **checks a range of news stories.**

?

Reality Check has corrected

FAKE NEWS

which said the **vaccine was harmful.**

It has pointed out which news stories about vaccines are **conspiracy theories** and explained why some sources are

NOT TRUSTWORTHY.



This service aims to **spot and correct rumours** before they are

SPREAD FURTHER.

STORY SHAPER SHEETS

STORY SHAPER 1

- ☐ **STEP 1:** Read the story shaper facts out loud
- ☐ **STEP 2:** Answer the questions as a group, take notes if you need to
- ☐ **STEP 3:** Decide on who will explain each answer to the rest of the group when you feed back. Everyone must contribute to your presentation

QUESTIONS

- What has happened and why?
Create a one-sentence summary
- How might this make people think about the news story?
.....
- How might this make people behave?
.....
- How might things have been different if this story shaper had not happened?
.....
- Who would say that this story shaper is a good idea? Who might think it was a bad idea?

FACTS

Many vaccine centres began reporting that people from the UK's South Asian communities **were more likely to**

REJECT THE VACCINE

than other people.

Lots of people believed the **vaccine contained ingredients** that were against their religion because of

A RUMOUR ON SOCIAL MEDIA.

Several news companies have come together to **try to put an end to the**

FAKE NEWS.

They are creating news reports aimed at the South Asian community that correct

MISINFORMATION and **explain the importance of getting vaccinated.**

News companies are also making sure that information about the vaccine is **available in a variety of**

LANGUAGES.

In reality, the vaccine does not break any religious rules.

FROM PANDEMIC TO INFODEMIC

SESSION
5

STEP ONE –Build knowledge– Session 1	STEP ONE –Build knowledge– Session 2	STEP TWO –Evaluate & decide– Session 3	STEP TWO –Evaluate & decide– Session 4	STEP THREE –Prepare & present– Session 5	STEP THREE –Prepare & present– Session 6
---	---	---	---	---	---








Objective: to reflect on prior learning to create a Final Piece

This session provides opportunities to discuss the covid-19 pandemic. Please look through it in advance to ensure suitability for your students. All activities have been planned in line with government guidelines on social distancing.



Before the session you will need to:

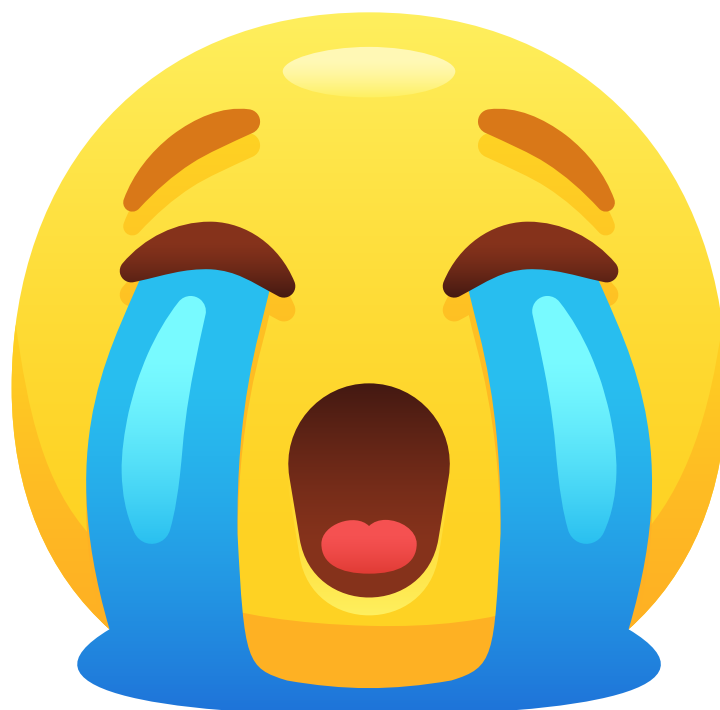
- Print the *Emoji posters* and display around the room
- Have the *Pointy poses PowerPoint* ready to show
- Print and copy the *Final Piece planning sheets* enough for one each

ACTIVITY	TEACHER INSTRUCTIONS	TIME
Anything to report? 	<p>Ask students to share anything they have heard that relates to the infodemic since the last session. This could be things they have seen in the news, conversations they have had or something else.</p> <p>Ask: have you seen anything in the news that could shape the story?</p>	5 mins
Pointy poses   	<p>Show slides 1-6 of the <i>Pointy poses PowerPoint</i>. For each slide, students should point at the emoji/s around the room which best represents their answer. If students want to choose more than one emoji, they should use different parts of their body to point in more than one direction at once.</p> <p>Students with different poses should share their opinions and reasons. After a student has spoken, give the others a chance to change their mind about their emojis and their pose. Pause to hear their reasons.</p> <p>After each slide, ask: what fraction of the group are pointing to each emoji?</p> <p>CHALLENGE: can students come up with their own questions about the infodemic for the rest of the group to answer?</p>	15 mins
Final Piece: information pull-out page   	<p>Show slide 7 and give time for students to talk in a pair before sharing their reasons. Then hand out the <i>Final Piece planning sheets</i> and read through them together. Give students time to decide who they would like to work with and choose the statistic from the slide that will start their Final Piece.</p> <p>Before students start to plan, create a class list of key vocabulary from the Issue they should try to include.</p> <p>Use the modeled example of a top tip and explanation on slide 8 if needed.</p>	35 mins



FROM PANDEMIC TO INFODEMIC

EMOJI POSTERS





FROM PANDEMIC TO INFODEMIC

EMOJI POSTERS





FROM PANDEMIC TO INFODEMIC

EMOJI POSTERS





FROM PANDEMIC TO INFODEMIC

EMOJI POSTERS





FROM PANDEMIC TO INFODEMIC

EMOJI POSTERS



FINAL PIECE PLANNING SHEETS

Your challenge is to create a top tips pull-out page for a newspaper that helps people to navigate the infodemic. It should explain **why** people should follow the top tips and it should be **eye-catching** enough to grab people's attention.

FIRST...

EXPLAIN THE SITUATION

Write your chosen statistic here:

What does this statistic mean?

Why does this statistic show that people need more help navigating the news?

NEXT...

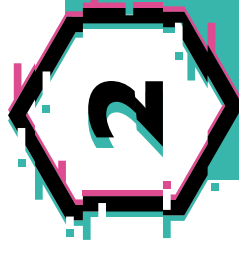
CREATE YOUR TOP TIPS

Use the suggestions on the right to create four top tips about how people could better navigate the news. Explain each one using the questions below to help.



TOP TIP NEWS SOURCES

- How does an infodemic spread misinformation?
- Why can this be a problem?
... so *what's your top tip to help people find reliable news?*



TOP TIP TOO MUCH NEWS

- What's the link between the news and mental health?
- Why can this be a problem?
...so *what's your top tip to help stop people being overwhelmed by the news?*



TOP TIP NUMBERS IN THE NEWS

- How can news sources use the same number in different ways?
- Why can this be a problem?
...so *what's your top tip to help people understand numbers in the news?*



TOP TIP STORY SHAPERS

- How can the media shape a story?
- Is this always a problem?
...so *what's your top tip to help people see how the media has shaped their opinion?*



CHALLENGE: what other statistics from the sessions could you use to support your top tips?

FROM
PANDEMIC
TO
INFODEMIC

SESSION

6

FROM PANDEMIC TO INFODEMIC

SESSION 6

STEP ONE –Build knowledge– Session 1	STEP ONE –Build knowledge– Session 2	STEP TWO –Evaluate & decide– Session 3	STEP TWO –Evaluate & decide– Session 4	STEP THREE –Prepare & present– Session 5	STEP THREE –Prepare & present– Session 6
---	---	---	---	---	---








Objective: to share Final Pieces and reflect on learning from the sessions

This session provides opportunities to discuss the covid-19 pandemic. Please look through it in advance to ensure suitability for your students. All activities have been planned in line with government guidelines on social distancing.



Before the session you will need to:

- Have last week's *Final Piece planning sheets* to hand

ACTIVITY	TEACHER INSTRUCTIONS	TIME
Finish and present!  	<p>Give students time to complete their information pull-outs. Once finished, students should share them with the rest of the group and give each other feedback.</p> <p>After each, ask: what ideas from this could you combine with your own top tips to improve your work?</p> <p>CHALLENGE: could students write a letter to the editor of their local newspaper to convince them to publish their pull-out?</p>	35 mins
Skills reflection	<p>Ask students to discuss the following questions in pairs before they feed back to the group:</p> <ol style="list-style-type: none"> How did you use each of the news-literacy skills during the sessions: speaking, listening, problem-solving and creativity? Which of these skills is the most important for navigating the news? Why? Where have you seen examples of these skills in the news about covid-19 vaccines? <div>  <p>What are the most important points to communicate about the covid-19 infodemic?</p> </div> <div>  <p>What different perspectives have you considered throughout these sessions?</p> </div> <div>  <p>What would the consequences be if nobody learnt news-literacy skills?</p> </div> <div>  <p>What could you do to help other people you know practise news-literacy skills?</p> </div> <div>  <p>What have you learned about numbers in the news? How can statistics help us? How can they confuse us?</p> </div>	20 mins
<p>Want to take your conversation further? Take a look at our question cards on the following pages.</p>		



KNOWLEDGE

QUESTIONS

QUESTIONING THE NEWS

Questions to apply healthy scepticism to the news we see, read and hear

Who made this?

Can you tell why it has been created?

Is this trying to convince us to think a certain way?

Have you taken someone's word for it?

Does your own viewpoint make you more or less likely to trust this?

Can you access the source of the facts or evidence provided?

Is the author an expert or have they included an expert's opinion?

Are there a diverse range of viewpoints represented?

What part of this is fact and what part is opinion?

Are the facts and evidence correct?

Are there other facts that contradict or give a broader understanding?

Whose viewpoint is missing?



KNOWLEDGE

QUESTIONS

MAKING NEWS CONNECTIONS

Questions to help us make connections and deepen our understanding

Are there any similarities or differences between this news issue and others?

What is the relationship between this issue and others?

Has this happened before in history?

Does this issue remind you of anything you have learnt before?

How are power, justice and scarcity involved in this issue?

Are the people most affected by this also affected by other things?

What other stories or issues are relevant to this one?





SKILLS

QUESTIONS

LISTENING

Questions to help us gather all the important information we need to understand the news

Can you sum up what you've heard so far?

What's the main point you've heard?

What questions do you have?

What do you agree with in the argument?

Whose perspective do we need for the whole picture?

How are your opinions similar or different to other opinions?

Is there anything that would change your mind?

What different perspectives have you heard?

Why do you think they feel this way?

What similarities and differences did you hear in the different points of view?

What do you agree with in the other side's argument?

How have you changed your mind?

What could we ask to help us understand?



SKILLS

QUESTIONS

SPEAKING

Questions to help us speak about the news

Can you summarise that in one sentence?

What key vocabulary should we use when talking about this?

Is there a better way of saying that?

What are the most important points to communicate?

What facts and examples support your point?

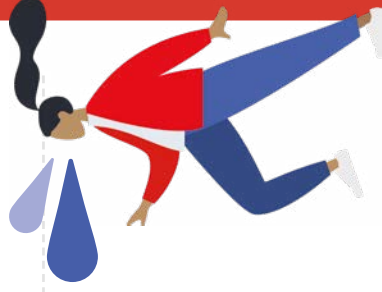
How can you engage your listener more using voice, volume and body language?

Can you respond to that question?

What would you say to an expert on this topic?

What will make your presentation stand out?

Can you give an answer using conjunctions?





SKILLS

QUESTIONS

PROBLEM-SOLVING

Questions to help us work out what we think about the news

What do you think about this? Why?

Can you back that up with a reason?

Can you think of an example?

What would the consequences of that be?

What are the causes of this?

What makes the most sense to you? Why?

Can you list all of the reasons to support your view?

How can I be sure that is the right decision?

Why might it work/not work?

What research do you need to do to have the whole picture?

Could someone prove you wrong? How?

What's the best way to express your idea?

What's the first question we need to ask?

What suggestions would you give to someone involved in this issue?



SKILLS

QUESTIONS

CREATIVITY

Questions to help us come up with ideas around the news to better understand it

What other perspectives might help you think differently about this?

If anything were possible, what could be done?

How can you be more open-minded about this?

Do you have any other ideas?

What ideas would XXX come up with?

Can you connect your idea to mine or someone else's?

What could you do about this?

Is there a better way to approach this?

What might work here, but isn't guaranteed to succeed?

What would you change about someone else's idea to make it better?





KNOWLEDGE

QUESTIONS

JUSTICE

Questions to explore
important news concepts

Justice is doing something that makes a situation fair. For example, when someone is punished for committing a crime or given something to make up for unfair treatment.

Is this fair?

Is justice being done here?

Is everyone following the rules/law?

What are the consequences for people in this situation?

Who might feel that justice has been achieved / not achieved?

Is justice important in this issue? Why?



KNOWLEDGE

QUESTIONS

POWER

Questions to explore
important news concepts

Power is the ability of an individual or group to influence others or control their actions. Some people have more power than others. There are many different reasons for this.

Who has power in this situation?

How has the power been gained?

Who doesn't have power in this situation?

How is power being used to influence others?

How would things be different if someone else had the power instead?

Is power important in this issue? Why?



KNOWLEDGE

QUESTIONS

SCARCITY

Questions to explore
important news concepts

Scarcity is when there isn't enough of something to meet demand. For example, if a company makes 1,000 pairs of designer trainers and more than 1,000 people want a pair, then the trainers are scarce.

What do people need in this situation?

Is there enough of what is needed for everyone in this situation?

Who is most in need?

If there's not enough, how should it be divided?

Is this issue about what people need or what they want?

Is scarcity important in this issue? Why?