CONNECTING CLASSROOMS

Media Literacy
Accessing, analysing and creating media

www.britishcouncil.org/connectingclassrooms
WHAT YOU WILL FIND HERE

This learning unit has been designed to help develop pupils’ media literacy competencies. It will provide teachers confident in this subject matter with a stimulating starting point for leading effective deep learning, while less confident teachers can use it as a secure, step-by-step guide to support robust learning about media literacy.

Over the course of ten lessons, pupils will have opportunities to develop and apply understanding of:

• accessing media – learning what traditional and digital media are and how to find and use them
• analysing media – understanding messages and using critical thinking skills to evaluate their purpose, audience, credibility, truth and point of view
• creating media – using language, images and multimedia to create their own communications.

In doing so, pupils will have the opportunity to develop core skills in critical thinking and problem solving, digital literacy, communication and collaboration, citizenship and creativity.

This learning unit is also designed to support the United Nations’ Global Goals for Sustainable Development (SDGs), in particular Goal 16: peace, justice and strong institutions. By becoming informed media users and creators, young people will be able to play their part in securing public access to information and protecting fundamental freedoms in the future.

OVERVIEW

Media literacy, the ability to ‘read’ (make sense of) and create media, is an essential skill in the digital age. Children today experience a vast array of media that goes far beyond the traditional newspapers, TV, radio and billboards of the past. With just a smartphone or tablet in their hand, they have a world of messages at their fingertips – memes, social media, viral videos, internet advertising, blogs, vlogs, etc. It’s easier than ever before for anyone to create and distribute media, and harder than ever to know who created it, for what purpose and whether it’s credible.

Learning how to access and analyse media equips young people with the skills, knowledge and understanding to navigate their way safely through our complex media world. Learning how to create media empowers them to communicate, express themselves and use information to make a difference in the world. This is why media literacy is so important.
AGE RANGE

8–14 years
These lesson activities are suitable for use with pupils aged 8 to 14, who will already have significant experience of media and will be starting to venture into the online world. To help teachers increase challenge and depth as appropriate, there is a suggested extension activity for each lesson that reflects greater sophistication in use of media and social media.

As well as considering how best to adapt these materials to suit the needs and abilities of each learner, teachers are encouraged to think about how to apply learning to best effect in the context of their particular community and the national curriculum of their country.

CURRICULUM ALIGNMENT

This unit is designed to support the development of both knowledge and skills. Teachers should consider the core knowledge and vocabulary within each lesson as the starting point, then apply this to activities to develop and embed pupils’ understanding and confidence in mastering media literacy.

We recommend that each teacher identifies opportunities within their school’s curriculum where the knowledge and skills in this unit can best be taught. This could be in English/literacy, citizenship or other subjects. The unit should be seen as part of the curriculum, not an add-on.

Learning objectives are included at the start of each lesson.

TIME AND RESOURCES

There are 10 lessons in total, which have been designed to take around 60–90 minutes each to deliver:

Part A: Core lessons (1 to 5) – these focus on understanding, accessing and analysing media.

Part B: Optional lessons (6 to 10) – these provide opportunities for pupils to create media for an event.

Note: Additional time will be needed after lessons 8 and 9 so that pupils can implement their plans to research and create media.

A number of the lessons in this unit are best completed with at least some internet access via PC, laptop or smartphone (lesson 2 in particular is based on digital media). These activities have been designed to help pupils and teachers make the most of the internet access they have, developing digital literacy skills and becoming critical users of the internet. Where possible, non-digital alternatives have been suggested and teachers are encouraged to think of other relevant alternatives within their own context.

Resources needed to complete this unit include:

- photocopied worksheets/resources
- a computer/laptop/tablet
- internet access
- a camera
- a PowerPoint projector
- speakers or device to play sound
- folders/books for pupils’ work, which needs to be filed in sequence for reference

E-SAFETY NOTES

- Staff and pupils should only use school equipment for taking photographs, recording interviews and so on.
- Staff and pupils should always be asked if they are happy for their photograph or recording to be published. UK schools will have a list of pupils that cannot have their photographs published.
- Pupils should be reminded that no email addresses or social media details should be given.
PLANNING THE UNIT AND COLLABORATING

This unit has been designed for delivery:
• independently, in your own classroom
• with a partner school online, sharing work in a non-time dependent way
• with a partner school ‘live’

There are a wide range of opportunities for partner schools to work together on this unit, including live document sharing, working online simultaneously and virtual meetings.

When working with a partner on any lesson in this project, the difference in your schools’ timetables, hours and holidays need to be taken into consideration. Receiving a response the following week would be amazing, but is not guaranteed.

Sharing and discussing media-based information – including news, stories, images, symbols, speech and writing – can be a valuable, culturally significant way to challenge and celebrate knowledge and understanding. It is important for pupils to understand that although much modern media emanates from the west, media is not a western, 21st century invention. They also need to recognise that access to the media is influenced by factors such as poverty, economics and power. All of these issues should be considered, discussed and challenged throughout the unit, as appropriate.

Please consider using the planning template on pages 6 and 7 to help you plan the unit and collaborate with other teachers in your school and/or internationally.
UNIT OVERVIEW

Lesson 1 & 2 (core)
Understand and access media – learn what traditional and digital media are and how to find and use them.

Lesson 10 (optional)
Evaluate media – use knowledge and understanding of media to reflect on and evaluate their own and classmates’ work.

Lessons 3 to 5 (core)
Analyse media – understand messages and learn how to evaluate their purpose, audience, point of view, credibility and truth.

Lessons 6 to 9 (optional)
Create media – research content for reports on school events and use language, images and multimedia to create communications.
LEARNING MATERIALS THAT HAVE BEEN CREATED FOR THIS UNIT

CORE LESSONS – Accessing, analysing and evaluating media

Part A: Approximately 60–90 minutes per lesson.

Lesson 1: Introduction – my media life
What does media mean? Identifying different types of media and recognising the range of media that they and other children around the world experience and use.

Lesson 2: Traditional to digital
Investigating the historical development of media and the growing role of digital media. Knowing how to access different types of media, including how to search wisely and filter information online.

Lesson 3: Be a media detective!
Reflecting on the intention and purpose of different media. Analysing examples of media and understanding that people react differently to the same message.

Lesson 4: Facts, opinions, news and truth
Finding out what news is and where we get it from. Exploring the difference between fact and opinion. Understanding that news isn’t always correct and is sometimes deliberately misleading and even untrue.

Lesson 5: Checking news is real
Knowing how to identify news that is inaccurate, false or ‘fake’. Understanding the need to stop and check – is it real? Exploring strategies to use to check the trustworthiness of news items.

OPTIONAL LESSONS – Creating Media

Part B: Approximately 90–120 minutes per lesson, plus follow-up work at home.

Lesson 6: Same event, different perspective
Learning how to write a news report. Analysing and evaluating each other’s written reports on the same event. Understanding that the person who creates media has an influence on the message.

Lesson 7: Media in school
Exploring the range of media in school and how and why it is used. Identifying a school event to report on as a class and deciding what media to create. Setting up teams and allocating roles.

Lesson 8: Gathering facts and opinions
Planning and carrying out research to collect information about their chosen school event, for example interviewing people, collecting data and taking photographs and film.

Lesson 9: Creating media
Collating research findings and using these to create clear, compelling media for their chosen school event. Expressing facts and opinions with confidence and awareness.

Lesson 10: Evaluating their work
Reviewing the effectiveness of the media they have created as a class. Giving and receiving constructive feedback. What are the strengths and weaknesses of different reports? How could the work be improved?

PowerPoint presentation
A series of slides to support teaching and learning.
TEACHER’S PLANNING TEMPLATE

This can be used individually, in collaboration with colleagues in your school or with teachers teaching the same unit in another country.

<table>
<thead>
<tr>
<th>Question</th>
<th>Notes</th>
<th>Your thoughts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What do we want pupils to learn?</td>
<td>Read through the materials for the whole unit and consider what is most important for your pupils to learn. Use the learning objectives listed at the start of each lesson to help you do this. What outcomes do you want for your pupils? Consider the core skills developed by each lesson. What are the priorities in your context? Think about how this unit fits with your national curriculum. How do the learning objectives meet the requirements of your national curriculum or guidelines?</td>
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<tr>
<td>2. What would be the best way for them to learn this?</td>
<td>Given the learning objectives you have identified, decide whether you are going to deliver all or a selection of the lessons (the first five have been designed as core lessons, with the focus on creating media as an optional extra). Take into account the time and resources you have available. How do you need to tailor the learning activities in each lesson to meet your pupils’ needs? Will you use the suggested extension activities? How do the knowledge and skills in this unit link to previous learning? What is the best way for pupils to learn about the media in their community, country and internationally? How could this unit be used as an opportunity to develop core skills? What is the best way for them to approach working collaboratively?</td>
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</table>
### 3. How will we know what they have learned?

Given the learning objectives you have decided, think about assessment.
How will you find out what your pupils already know about media literacy before beginning this unit? Consider what sort of evidence you would need to see that pupils have learned the knowledge, skills and attributes you would like them to learn.

### 4. What resources do we need?

Given the learning activities you are planning, think about the resources you will need.
Who could you engage in the unit so that pupils learn more about media in their own and other contexts?
What additional media materials would be beneficial to your pupils' learning in this unit?
Where do you need to do the activities? Are all the required resources available?

### 5. What did pupils learn during the unit?

During and after the unit, think about what pupils have learned.
To what extent did pupils achieve the learning objectives for each lesson?
What other outcomes were achieved? What else did pupils learn?
Were pupils confused about anything?
Which parts of the unit needed more time or attention than expected?

### 6. What other reflections do we have about the unit?

During and after the unit, think about what went well and what could have been done differently.
Which learning experiences were particularly valuable?
Were the learning activities appropriate? What worked well?
What would you do differently next time?
Lesson 1: Introduction – My media life

PUPILS WILL:
• understand the meaning of ‘media’
• identify different types of media
• recognise the range of media that they and other children experience and use.

STEP 1: What does media mean?
• Explain to pupils that in this lesson they are going to be learning all about media. But what does ‘media’ mean? Display slide 2 from the accompanying PowerPoint. Read out the three definitions shown on the slide. Which do pupils think is correct? Give them an opportunity to chat and then take a class vote.
• Display slide 3 from the accompanying PowerPoint, which shows the correct definition. Keep this on screen, as a reminder for pupils.

STEP 2: Different types of media
• Ask pupils to get into small groups and give each a copy of the ‘Types of media’ resource sheet on page 10.
• The first column of the table lists different types of media. Ask pupils to:
  – tick whether each type communicates messages via text, sound and/or images
  – identify whether it is print, broadcast or digital (explain these terms as needed)
  – make notes on the types of message each medium is used to communicate.
• Share findings as a class. Having thought about different types of media, do pupils agree with the definition on the screen?

STEP 3: My media diary
• Talk with pupils about the media they come across and use in everyday life. Do a quick hands-up survey to see how many of the class:
  – watch television
  – listen to the radio
  – look at newspapers
  – read magazines
  – go on the internet
  – use social media
  – watch films.
• Ask pupils what media they have already come across today? Where? What was being communicated?
• Give each pupil a copy of the ‘My media day’ diary sheet on page 11 or, if more appropriate complete the media diary as a class or in groups. Ask pupils to think back to the day before and to fill in details of:
  – media they used (e.g. radio, television, internet, newspaper or magazine)
  – the time they used it
  – what they used it for (e.g. to find out news, research some information, for entertainment)
  – where they used it (e.g. in school, at home).

• Which medium is most widely used by pupils? What do they use it for?

STEP 4: Our internet lives

• This activity gives pupils the opportunity to focus on the fastest-growing form of media in the world – the internet.

• Display slide 4 from the accompanying PowerPoint, which shows internet use by region of the world in January 2019 (taken from ‘Digital 2019: Global Digital Overview’ report). The figures show the percentage of the total population, regardless of age, who use the internet.

• Explain to pupils that the number of internet users is growing all the time. Ask 11 students to stand up. Tell them that there are this number of new internet users every second, making a grand total of one million new users a day.

• Talk with pupils about the statistics on the slide.
  – What percentage of people use the internet in their region?
  – Does this surprise them? Why?
  – Do any of the other figures on the world map surprise them?

• As a class, discuss the way that school, the pupils and their families use the internet.
  – Is the internet used in school? Who by? Is it used in lessons?
  – Do pupils have access to the internet at home?
  – If they do have access to the internet, what do they use it for? What media would they use if they didn’t have access to the internet?
  – If they don’t have access to the internet, discuss how they think it would change their lives if the internet was readily available. What would it replace?

EXTENSION ACTIVITIES

• Collate the findings of your pupils’ media diaries and create a class display. Encourage pupils to use different graphs and charts to present the data they have collected. You could build on this display as pupils produce more media literacy work through the course of this unit.

• Set pupils the task of investigating the history of storytelling in their culture. Can they create a timeline, for example from ancient oral storytellers and cave painters, to the Twitter experts and vloggers of today? Do they create media themselves? Do they think of themselves as modern storytellers?

POTENTIAL COLLABORATION WITH PARTNER SCHOOL

• Discuss with colleagues in your partner school how to work together to explore different cultural perspectives on the media.

• Share pupils’ media diaries. How are they different? Do pupils experience different types of media? Do they use them for different things? Do they spend different amounts of time interacting with media?

• Share information about internet use in each school. Does it reflect the map on slide 4? Ask pupils for their views on any disparities. Why might there be differences? What are the consequences – positive and negative? Encourage pupils to identify and share creative solutions to any inequalities. They could research examples of how some communities have been particularly innovative in their use of technology (e.g. M-Pesa in Africa and Alipay and Wechat in China).
# TYPES OF MEDIA

<table>
<thead>
<tr>
<th>Medium</th>
<th>How does it communicate messages?</th>
<th>Is it a print, broadcast or digital medium?</th>
<th>What type of messages is it used for?</th>
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<tbody>
<tr>
<td>Television</td>
<td>□ Text</td>
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<td>Magazine</td>
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<td>Radio</td>
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<td>Social media</td>
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</table>
### MY MEDIA DIARY

Name ...........................................................................
Day ............................................................................

<table>
<thead>
<tr>
<th>Time</th>
<th>Medium</th>
<th>What did I use it for?</th>
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LESSON 2: TRADITIONAL TO DIGITAL

PUPILS WILL:
• understand the historical development of media
• recognise the growing role of digital media
• know how to search for and filter information online

STEP 1: What did we learn in the last lesson?
• Play a game of ‘five in five’ to remind pupils what they learned about different types of media in the last lesson. Ask pupils to get into groups and give each group a copy of the ‘five in five’ activity sheet on page 14. Explain that they are going to have five minutes to make a list of five things for each of five categories.
• Start the timer and say ‘go!’. At the end of five minutes, ask pupils to count how many things they have remembered from the last lesson. Have any of the groups got 25 good answers?

STEP 2: A fact-finding mission
• This activity will help pupils get a picture of how media has evolved and enable them to understand the relationship between traditional and digital media. There are two versions of the activity: one for schools able to give pupils internet access; and one for schools with limited internet access.

FOR SCHOOLS WITH INTERNET ACCESS:
• Working in three groups, give pupils one of the resource sheets on pages 15 to 17:
  – Key events in print media
  – Key events in broadcast media
  – Key events in digital media
• Give pupils safe access to the internet and ask them to research the year in which the eight historical events on their sheet happened. Tell them to fill in the years on their sheet.
• Share findings as a whole class. Are there any media facts that particularly surprise the pupils?

NOTES ON CORE SKILLS
This lesson offers excellent opportunities to develop pupils’ digital literacy skills. Using the internet to discover historical facts provides a focus for learning how to search online efficiently and safely.
Wider discussions about digital and traditional media encourage pupils to think critically about the pros and cons of digital technologies.
Activities in which they research the history of media help to develop pupils’ critical thinking and creativity as they reflect, see different perspectives, imagine, question, explore and investigate.
FOR SCHOOLS WITHOUT INTERNET ACCESS:

• Working in three groups, give pupils one of the resource sheets on pages 15 to 17:
  – Key events in print media
  – Key events in broadcast media
  – Key events in digital media

• Print out the resource sheet on page 18, which gives the dates pupils need in order to complete the sheets. Give each group ‘their’ dates and ask them to try to work out which date goes with which event. Encourage them to develop their reasoning and critical thinking skills by talking about best fit and questioning each other’s responses.

• Share the ‘correct’ answers with pupils, as below.

Key events in print media
1. The Bengal Gazette was first published in 1780.
2. Paperback books were first published in 1935.
5. New African magazine was first published in 1966.
6. The Times newspaper was first published in 1788.
7. The Gentleman’s Magazine was first published in 1731.
8. The first book was printed in China in 868.

Key events in broadcast media
1. The radio broadcasting of music and talk started experimentally around 1905.
2. Small, portable transistor radios went on sale in 1954.
3. The first television station in Africa, the Western Nigeria Television Service, began broadcasting in 1959.
4. Marconi made the first radio transmission in 1901.
5. Television broadcasts began in the UK in 1936.
6. The Telstar satellite relayed the first public satellite TV signals from Europe to North America in 1962.
7. Radio Ceylon, the oldest radio station in Asia, began broadcasting in Sri Lanka in 1925.
8. The BBC (originally known as the British Broadcasting Company) was founded in 1922.

Key events in digital media
1. Colossus, the world’s first programmable electronic computer, came into use in 1943.
4. The IBM Personal Computer (PC) was introduced in 1981.
5. Instagram was launched in 2010.
6. The first smartphone was released in 1992.
7. The first email was sent in 1971.
8. Facebook was launched in 2004.

• Share findings as a whole class. Are there any media facts that particularly surprise the pupils?
STEP 3: Make a media timeline

• Ask pupils to cut up the facts and, as a class, create a media timeline around the classroom. Talk about the historical development of different types of media.
  – What was the earliest type of media?
  – Which is the most recent?
  – Which facts in the timeline do they find most surprising?
  – What do they think is the most interesting fact?

• Ask pupils if there are particular media milestones in their country that are missing from the timeline. Can they add these and share them with other schools around the world to improve this timeline activity?

STEP 4: Searching for information online

• As a class, talking about using the internet to carry out research. If pupils have just used the internet to find media facts, you could set your discussion in the context of this experience. Display the following questions, shown on slide 5 of the accompanying PowerPoint, and use them as a prompt for discussion.

  • How do you decide what information you need to look for?
    – Why is it helpful to be clear what information you’re looking for before you start?

  • How do you decide what to type into the search engine?
    – Encourage pupils to talk about how they decide on search words.
    – Do pupils think spelling is important when searching online? How about punctuation?
    – Ask pupils if they have any hints or tips that might help their classmates.

  • How do you decide which results to click on?
    – Do pupils look past the first few results?
    – Are there any cultural/ethnic/gender influences on their choices?

  • Once you click on a link and reach a site, how do you know whether it has the information you need?
    – How do you search for particular facts on a website?
    – Do you use the search box?

  • Do you check that information you find online is correct?
    – Who thinks you can believe everything you read on the internet?
    – If not, what can you do to check the accuracy of information?
    – Does anyone check information they find on the internet by cross-checking on another site?

Note: If you don’t have internet access in your community and pupils have never searched for information online, talk with them instead about how they research information. How do they decide where to look for information depending on what they need? How do they decide who to talk to? Do they use just one source or do they cross-check the accuracy of information? You could explain to pupils that similar critical thinking skills are needed to research information online and offline.
EXTENSION ACTIVITIES

- If your pupils are regular internet users, give them the opportunity to talk to someone who can remember what life was like without digital media. If you’re old enough, describe to pupils how everyday life was different in a world with just traditional media (you could invite another member of staff or a parent/carer to talk with pupils if appropriate). Encourage pupils to ask questions. Help them to understand how recently digital media has replaced traditional media and how life has changed as a result.

- If your pupils are already using social media, ask them to investigate the history and impact of social media platforms over the past 15 years. What traditional media has social media replaced? What are its benefits and drawbacks?

- If your pupils regularly use the internet for research, ask them to create a poster about how to search for and filter information online. You could challenge them to give their top ten tips for internet safety.

POTENTIAL COLLABORATION WITH PARTNER SCHOOL

- Share your class media timeline with your partner school. Have they found the same dates? What additional facts have they found about media history in their country? Why are there differences? What do we want and need to do about the differences?

- If both schools have access to the internet, carry out an internet search experiment. Arrange for pupils in each school to search for the same information, using the same search terms, at the same time. Do they come up with the same results? If not, why not? How does your geographical location affect the information you access via the internet?
## FIVE IN FIVE

<table>
<thead>
<tr>
<th>Category</th>
<th>Name five</th>
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<tbody>
<tr>
<td>Types of media</td>
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### KEY EVENTS IN PRINT MEDIA

<table>
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<th>Event</th>
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</thead>
<tbody>
<tr>
<td>The first newspaper in India, The Bengal Gazette, was published. Today, over 100 million newspapers are sold every day in India!</td>
<td>Paperback books were published for the first time in America, opening up new markets and allowing wider access to books</td>
</tr>
<tr>
<td>Cai Lun, a Chinese inventor and politician, invented paper</td>
<td>Johannes Gutenberg invented the printing press in Germany, allowing for the mass production of books and other printed materials</td>
</tr>
<tr>
<td>The top-selling pan-African magazine, New African, was published for the first time</td>
<td>The British newspaper The Times was published for the first time</td>
</tr>
<tr>
<td>The Gentleman’s Magazine was published for the first time in London. It was the first publication to use the term ‘magazine’</td>
<td>The first book was printed in China</td>
</tr>
</tbody>
</table>
### KEY EVENTS IN BROADCAST MEDIA

| The radio broadcasting of music and talk started experimentally | Small, portable transistor radios went on sale |
| The first television station in Africa, the Western Nigeria Television Service, began broadcasting | Marconi made the first radio transmission |
| Television broadcasts began in the UK | The Telstar satellite relayed the first public satellite TV signals from Europe to North America |
| Radio Ceylon, the oldest radio station in Asia, began broadcasting in Sri Lanka | The BBC (originally known as the British Broadcasting Company) was founded |
## KEY EVENTS IN DIGITAL MEDIA

<table>
<thead>
<tr>
<th>1945</th>
<th>1963</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colossus, the world’s first programmable electronic computer, came into use</td>
<td>Tim Berners-Lee invented the World Wide Web</td>
</tr>
<tr>
<td></td>
<td>Twitter began</td>
</tr>
<tr>
<td></td>
<td>The IBM Personal Computer (PC) was introduced</td>
</tr>
<tr>
<td></td>
<td>Instagram was launched</td>
</tr>
<tr>
<td></td>
<td>The first smartphone was released</td>
</tr>
<tr>
<td></td>
<td>The first email was sent</td>
</tr>
<tr>
<td></td>
<td>Facebook was launched</td>
</tr>
</tbody>
</table>
### DATES OF KEY EVENTS IN PRINT MEDIA

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1966</td>
<td>105</td>
<td>1788</td>
</tr>
<tr>
<td>1780</td>
<td>1731</td>
<td>1439</td>
</tr>
<tr>
<td>868</td>
<td>1935</td>
<td></td>
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</tbody>
</table>

### DATES OF KEY EVENTS IN BROADCAST MEDIA

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1954</td>
<td>1925</td>
<td>1901</td>
</tr>
<tr>
<td>1922</td>
<td>1959</td>
<td>1962</td>
</tr>
<tr>
<td>1936</td>
<td>1905</td>
<td></td>
</tr>
</tbody>
</table>

### DATES OF KEY EVENTS IN DIGITAL MEDIA

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>1992</td>
<td>1989</td>
</tr>
<tr>
<td>1971</td>
<td>1943</td>
<td>2010</td>
</tr>
<tr>
<td>2004</td>
<td>1981</td>
<td></td>
</tr>
</tbody>
</table>
LESSON 3: BE A MEDIA DETECTIVE!

PUPILS WILL:
• understand that media is created for different purposes
• know that media is created by an individual or organisation and has a target audience
• recognise that different people may interpret the same information differently.

STEP 1: Media history – True or False?
• To remind pupils what they learned in the last lesson, play a quick game of ‘media history: true or false?’. Read out the following statements one at a time. If pupils think the statement is true, they should stand up. If they don’t think it’s true, they should remain seated.
  – Print media is the oldest type of media. (T)
  – The first book was printed in the UK. (F – it was printed in China)
  – Macaroni made the first radio transmission. (F – it was Marconi)
  – Twitter was launched in 2006. (T)
  – The printing press was invented in the USA. (F – it was invented in Germany)
  – Radio was invented before television. (T)
Where there’s confusion, take the opportunity to make sure pupils are clear about the facts.

STEP 2: The purpose of media
• Tell pupils that now they understand what media is, they’re going to start thinking about what it’s used for.
• Display slide 6 from the accompanying PowerPoint. As a class, talk about whether the people in the photographs might be using media for:
  – entertainment?
  – information?
  – news?
  – education?
• Working in groups, give pupils a copy of the ‘media hunt’ resource sheet on page 21. Challenge them to go on a classroom hunt for examples of media used for different purposes. How many can they spot? To make their hunt more interesting, check that there are varied examples of media around the classroom (e.g. a newspaper, newsletter, magazine, computer).
• Share pupils’ findings as a class. Did they agree about the purpose of different media in the classroom? Are some media used for more than one purpose?

NOTES ON CORE SKILLS
This lesson has a strong focus on critical thinking. Pupils analyse a range of media examples, reflecting critically on what they see, hear and read, thinking independently and keeping an open mind. Through sharing viewpoints with their peers, they come to understand and appreciate multiple perspectives.
There is also an emphasis on collaboration and communication, with pupils working together in teams, listening to and engaging with others, and expressing themselves orally.
STEP 3: Be a media detective!

• Explain to pupils that it’s not just the purpose of media that we can discover when we take a closer look. In this activity they are going to work in groups to analyse an example of media with the aim of finding out where it has come from, why it has been created and who it has been produced for.

• Divide the class into groups and tell them that they’re going to be media detectives. Give each group a different example of media (e.g. a newspaper, a magazine, an internet site, a school newsletter). Display slide 7 from the accompanying PowerPoint and ask pupils to discuss the questions shown:
  – Who has created this piece of media? Has it been produced by an individual or an organisation? (Show them how to look for clues if necessary.)
  – What is it about? What is its content?
  – What is its purpose? (e.g. to inform, entertain, educate)
  – Who is the target audience? (e.g. children, businesspeople, families)

• After five minutes, ask each group to nominate a chief detective to give a short talk to the rest of the class about their example of media. Allow time for pupils to ask questions.

STEP 4: Points of view

• This activity will help pupils realise that however hard the person creating a piece of media tries, every message is open to interpretation and different points of view.

• As a starting point, ask pupils to name their favourite TV programme aimed at their age group. Do some pupils hate things that others love? Point out that all of these programmes have been made with them in mind, yet they provoke a range of reactions.

• Ask pupils why they think people react differently to the same media. Encourage them to consider:
  – age
  – gender
  – interests and experiences
  – ability to understand the content.

• Display slide 8 from the accompanying PowerPoint and read it with the class. Explain that this is an extract from a school newsletter, in which the headteacher is sharing a piece of news about changes to school uniform. Ask pupils:
  – What is the purpose of this newsletter article?
  – How do you think the headteacher wants pupils and parents/carers to feel about the news?
  – If this was your school, how would you feel? Why?
  – Does everyone feel the same? What influences your reaction to this message?
  – How might parents/carers react? Why? What would influence their reaction?
EXTENSION ACTIVITIES

• Broaden the discussion out by giving pupils an opportunity to analyse and share their views on different examples of media, e.g. a magazine article, a vlog, a TV programme and an exchange on social media. Encourage them to explore how our differences influence the way we interpret media messages and how our similarities create shared understandings. What are the key differences that shape our reaction to media?

• Ask pupils to research the role of media in our culture. How does it inform us, shape our understanding of the world and make us act and think in certain ways? If you used the storytelling extension activity in lesson 1, you could link both pieces of research.

POTENTIAL COLLABORATION WITH PARTNER SCHOOL

• Compare findings of the classroom media hunt with your partner school. How does the media available in the classroom differ in each context? How does this affect the way pupils learn?

• Ask pupils from each school to identify a piece of media from their own culture for pupils in their partner school to analyse. Are they able to identify its purpose, target audience and creator? What barriers are there to understanding?

• Give pupils in both schools an opportunity to analyse the same piece of media, e.g. a TV programme, a newspaper article or a blog. How do viewpoints differ between pupils in each school? Why? Hearing different interpretations will help pupils understand and respect other cultures and opinions.
MEDIA HUNT

We’re surrounded by media! But how often do you stop to think about why we use it? Go on a classroom hunt for examples of media that you use for different purposes. How many can you spot?

<table>
<thead>
<tr>
<th>What media would you use...</th>
<th>Examples in the classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>... to learn about a topic for a lesson?</td>
<td></td>
</tr>
<tr>
<td>... to entertain you and make you laugh?</td>
<td></td>
</tr>
<tr>
<td>... to play with your friends?</td>
<td></td>
</tr>
<tr>
<td>... to find out what’s happening in school?</td>
<td></td>
</tr>
<tr>
<td>... to learn about news from around the world?</td>
<td></td>
</tr>
<tr>
<td>... to find pictures and photographs for a project?</td>
<td></td>
</tr>
</tbody>
</table>
LESSON 4: FACTS, OPINIONS, NEWS AND TRUTH

PUPILS WILL:
• understand what news is
• recognise the difference between facts and opinions
• understand that sometimes information presented as news isn’t correct
• know the term ‘fake news’.

STEP 1: What is news?
• Remind pupils that in the last lesson they identified sharing news as one of the key purposes of media. But what is news?
• Display slide 9 from the accompanying PowerPoint, which gives a definition of news. Explain that there are many types of news – from local stories that may affect a small group of people, to international stories that are of interest around the world.
• Based on the definition on the screen, ask pupils to write down:
  – a piece of news from their life outside school (e.g. something they’ve done for the first time, an achievement, a family event, a celebration).

STEP 2: A news reporter’s view
• Play pupils the video of BBC newsreader and reporter Steph McGovern talking about what news is. You can find this at: www.bbc.co.uk/academy/en/articles/art20171010085027586
If you have limited internet access in class, there is a transcript of the video that you can download, print and share with pupils.
• Talk with pupils about the video. Can they remember some of the words Steph uses to describe news? If appropriate, play the video again and ask pupils to jot down key words.
• Journalists like Steph deal with stories that are of national or international interest. Talk with pupils about what media we use to get news like this.
  – As children/young people, how do they find out about national and international news?
  – How do their parents/carers find out about this type of news?
• Steph also points out that stories close to home can be interesting as big national and international stories.
  – As children/young people, how do they find out about stories that affect their everyday life?
  – How do their parents/carers find out about local news?

NOTES ON CORE SKILLS
The group work in this lesson provides good opportunities to focus on pupils’ collaboration and communication skills. By working together to investigate facts, opinions, news and views, pupils develop their skills in oral and written communication, listening and teamwork.
Analysis of different aspects of news involves critical thinking; reflecting independently, reasoning and seeing different perspectives. Understanding the place of news in their world will also enhance pupils’ citizenship skills, helping them to develop as active, globally aware citizens.
STEP 3: Facts and opinions

• Go back to the definition of news on slide 9 of the accompanying PowerPoint presentation. Remind pupils that ‘news is factual information…’ – it is made up of facts about something that has happened. Other types of journalism, like reviews and features, are based on opinions – people’s views on things.

• To help pupils understand the difference between facts and opinions, show them slide 10 from the accompanying PowerPoint presentation. Talk through the examples given and make sure pupils are clear about why the statements are either facts or opinions. Point out that facts can change. If Muhammad moves to Birmingham, it is no longer a fact that he lives in London.

• Working in pairs, give pupils a copy of the resource sheet on page 24, ‘Facts and opinions’. Challenge them to think of a fact and an opinion for each of the topics listed.

• Share pupils’ facts and opinions as a class. Did the pairs find it harder to agree on an opinion than a fact? Why might this be?

STEP 4: Spotting news and views

• Working in groups, give pupils pages from a newspaper, making sure that each group has a mix of news articles and opinion pieces (e.g. an editorial or an article by a columnist). Ask them to look through the pages and circle news in red and opinions in blue.

• As a class, share the different types of articles pupils have identified.

• Talk with pupils about what they have discovered about facts and opinions.
  – What helped them to identify facts?
  – What clues helped them to spot opinions?
  – Did they find opinions in factual reports?
  – Are opinions sometimes based on facts?

STEP 5: Introducing ‘fake news’

• With a growing number of people using digital media as their main source of news, it has become increasingly important for children and young people to learn that something presented as a fact may actually be fake, false or wrong by mistake. This activity introduces the idea of what is often called ‘fake news’, which is explored in detail in lesson 5.

• As a starting point to help pupils understand how easy it is for facts to get distorted by mistake, give them time to play the telephone game in groups. Ask pupils in each group to form a line. Tell the first person in the line to come up with a message in the form of a factual sentence – e.g. ‘I have a brother and two sisters’ – and to whisper it to the second person in the line. The second person then repeats the message to the third, and so on. When the message reaches the last person, they announce the message they heard to the whole group. Has the fact changed?

• After each group has played the game several times, ask pupils to come back together to share their experiences. How easy is it for facts to be changed by mistake? Did anyone deliberately change the facts?

• Then point out to the class that sometimes facts are changed on purpose, to trick and mislead people, and this is presented as news. Can anyone tell you what this is often called? Write ‘fake news’ on the whiteboard. Who has heard of it? Do pupils know what it means? Explain that they’re going to be learning all about it in the next lesson.
EXTENSION ACTIVITIES
• Ask pupils to research and create a short presentation about unconscious bias. What is it? How does it influence our opinions and decisions? How can we identify and deal with our hidden biases? Provide opportunities for pupils to share their presentation with peers and help each other understand how unconscious bias affects society.
• Use the BBC Young Reporter 'lesson 1: What is news?' materials to extend the learning of pupils aged 11 and over. These activities have been designed to help pupils understand what makes a story newsworthy and to develop their skills in comparing and evaluating a range of news formats and audiences.
• You can find the lesson materials at: www.bbc.co.uk/academy/en/articles/art20171010085027586

POTENTIAL COLLABORATION WITH PARTNER SCHOOL
• Share pupils’ own examples of news across the schools, to give each other an insight into everyday life in another country.
• Take part in a joint discussion about fact and opinion. Can pupils agree on a definition for each term? Is news reporting in both countries based on facts? Compare how the same story was reported in the media of each country. What are the similarities? What are the differences?
• Play the telephone game with an international dimension! What happens if a factual message is whispered backwards and forwards between countries?
## FACTS AND OPINIONS

<table>
<thead>
<tr>
<th>Topic</th>
<th>Fact</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football</td>
<td></td>
<td></td>
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<tr>
<td>School uniform</td>
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<tr>
<td>Chocolate</td>
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<tr>
<td>Homework</td>
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<tr>
<td>Dancing</td>
<td></td>
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<tr>
<td>Dogs</td>
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</table>
LESSON 5: CHECKING NEWS IS REAL

PUPILS WILL:
• explore why ‘fake news’ is a problem
• define key terms related to ‘fake news’ and understand what ‘fake news’ is and is not
• understand the need to stop and check – is it real?
• know strategies to use to check the trustworthiness of information they find online.

NOTES ON CORE SKILLS
Critical thinking and problem solving are central to learning how to analyse news stories and identify ‘fake news’. As they reflect critically on media, pupils learn to keep an open mind, consider multiple perspectives and reach sound decisions based on reasoning. They also use creativity and imagination; judging value, questioning and challenging assumptions.

Discussions and activities that involve communicating in writing and pictures run through this lesson. All provide good opportunities to develop pupils’ communication and collaboration skills. Understanding the challenge posed by ‘fake news’ will enhance citizenship skills, helping pupils to develop as active, globally aware citizens.

STEP 1: Why is ‘fake news’ a problem?
• Remind pupils that at the end of the last lesson they learned that news can’t always be trusted. Ask who can remember what this type of news is often called? (fake news)
• Can pupils think why news being wrong is a problem? Jot down their ideas on the board.
• Play the first 32 seconds of the BBC Young Reporter video ‘Recognising fake news’, which you can find at:
  www.bbc.co.uk/academy/en/articles/art20180313141008154

If you have limited internet access in class, there is a transcript of the video that you can download, print and share with pupils.

• The young people in the video identify the following problems that ‘fake news’ creates:
  – It can wrongly influence how people make decisions.
  – It leaves people feeling that they don’t know who to believe.
  – Young people are growing up misinformed, which makes it hard to understand the world around them.
  – It leads to confusion.
  – People begin to mistrust all news stories.
• Talk through these views with the pupils. Do they agree with the young people in the video? Did they come up with any other ideas?
STEP 2: Key meanings

• It can be quite tricky for young people to understand exactly what ‘fake news’ is. Spend time exploring different definitions of the phrase to help pupils understand that just because something is wrong, it doesn’t necessarily mean it’s fake.

• Play the next section of the ‘Recognising fake news’ video, from 32 seconds to 2 minutes 50 seconds:
  www.bbc.co.uk/academy/en/articles/art20180313141008154

• Display slide 11 from the accompanying PowerPoint presentation. This shows the explanation of ‘fake news’ given by the BBC journalist in the video. Read and discuss the quote as a class.

• Then display slide 12 from the accompanying PowerPoint presentation, which shows the explanations from the video of what fake news isn’t. Again, discuss these with pupils.

• Working in small groups, give pupils a copy of the ‘Fake news – key meanings’ resource sheet on page 27. Using dictionaries or the internet, ask them to find definitions for the words listed on the sheet, which are all drawn from the BBC film.

• Can you agree a class definition of ‘fake news’? Show pupils the BBC’s meaning, which is on slide 13 of the accompanying PowerPoint. Do pupils agree with this? Would they rather write their own version?

• Agree a class definition of ‘fake news’ and ask pupils to write it at the bottom of the resource sheet and remember it as they work.

STEP 3: Stop and check!

• Play the final section of the ‘Recognising fake news’ video, from 2 minutes 50 seconds:
  www.bbc.co.uk/academy/en/articles/art20180313141008154

• Remind the class what the film says about being aware that not everything you see online is true. Ask pupils:
  – Do you think about this when you look at information on the internet?
  – How about when (if) you use social media?
  – Do you think young people generally are aware of the need to stop and check that what they read and watch online is true?

• Working in groups, ask pupils to create a poster that could be displayed above classroom computers to convey the message: ‘Stop and check – is it real?’.
STEP 4: Checking a story

- Play pupils the BBC Young Reporter video 'Checking the story', which you can find at: www.bbc.co.uk/academy/en/articles/art20180313142335845

If you have limited internet access in class, there is a transcript of the video that you can download, print and share with pupils.

- Talk with pupils about where they go to look at online content. Which websites do they trust? Why? What makes them trust some websites more than others? If internet access is limited, you could focus on another medium, such as radio, television stations or newspapers.

- Working in small groups, give pupils safe access to the internet and ask them to analyse one of the leading news stories of the day. You could direct them all to one website, such as the BBC, or ask different groups to analyse the same story on different news sites. If you have limited access to the internet, you could print out a news story or gather a range of newspapers reporting the same event.

- Distribute copies of the ‘Can it be trusted?’ resource sheet on page 28. Ask pupils to check the story against each question and to carry out research to decide whether different aspects of the article suggest that the news is true or not.

- Once they have answered all the questions, ask them to make an overall judgement and explain their reasoning.

- Compare findings as a class.
  - Did pupils reach the same conclusion about whether the news story was true or not?
  - Did they agree on the answers to particular questions?
  - How helpful did they find the question sheet? Will they use it again to remind them how to check whether things they see online are true?

EXTENSION ACTIVITIES

- Use the BBC iReporter interactive game to give pupils an opportunity to see the issue of ‘fake news’ from a journalist’s perspective. The game will enable pupils to explore and discuss:
  - the importance of checking sources
  - how to check a source
  - the benefits and pitfalls of using social media to gather information.

- You can find the BBC iReporter interactive game at: www.bbc.co.uk/news/resources/idt-8760dd58-84f9-4c98-ade2-590562670096

POTENTIAL COLLABORATION WITH PARTNER SCHOOL

- Identify and share examples of fake and real news from both countries. What are the similarities and differences? Can you use the same criteria to assess whether the news stories are real or fake? Does ‘fake news’ and inaccurate information cause the same kind of problems in each country, or are there differences?

- Create a joint campaign to educate younger pupils in both schools about ‘fake news’. Collaborate on top tips, slogans and ideas for poster designs.
FAKE NEWS – KEY MEANINGS

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
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<tbody>
<tr>
<td>Fake</td>
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<tr>
<td>Propaganda</td>
<td></td>
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<tr>
<td>Rumour</td>
<td></td>
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<tr>
<td>Spin</td>
<td></td>
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<tr>
<td>Satire</td>
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</table>

Our class definition of ‘fake news’:
CAN IT BE TRUSTED?
Read the question, check the news article and tick whether you think the story is true or not

<table>
<thead>
<tr>
<th>Question</th>
<th>True?</th>
<th>False?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Where has the story come from? Is it from a well-known, respected news outlet?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Who has written the story? Is an author’s name given? Is the author a professional journalist? A qualified expert?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. What is the web address? Does it look trustworthy? Click away from the story and check the rest of the site.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. What is the date on the story? Is it current? Sometimes old news stories are reposted as ‘fake news’.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Read the story. Does it make sense? Does it feel right to you? Do the dates and details add up?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Click on any links. Does the information there support the story?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Is the spelling and grammar correct? Lots of capital letters and exclamation marks should ring alarm bells</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Is the design high quality? Are the images credited? Are there lots of annoying ads?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Who is quoted in the article? Do they seem reliable sources? Are sources anonymous?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Can you find this story anywhere else? Can you check what other news websites are saying?</td>
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</table>

Overall, do you think the news story is true or not? Why?
LESSON 6:
SAME EVENT; DIFFERENT PERSPECTIVES

PUPILS WILL:
• know the questions journalists use to gather information
• understand how to write a news report
• analyse and evaluate written reports
• understand that the creator of media has an influence on meaning

STEP 1: Different views
• Remind the class of the activity in lesson 3 when they thought about how different people interpret and react to the same message – about a new school uniform – in different ways.
• To help pupils relate this to their own lives, give them three pieces of news about the coming week at school and ask them to cheer if they think it’s good news, boo if they think it’s bad news and shrug if they don’t care. For example, you might tell pupils ‘Thursday’s school trip has been cancelled’ or ‘school finishes early on Friday’.

• Now ask pupils to imagine that they have to write a report about the events you mentioned. Would their reaction affect their reporting?
  – Could two of them write a completely different story about the same piece of news? It’s worth reminding them that news is factual information...
  – If they wanted to express their opinion on an event, what type of media might they produce instead of a news report? (e.g. a review, a magazine feature)

STEP 2: An everyday event
• Explain to pupils that in this lesson they’re going to write a report that could be published in the school newsletter about the same event – something they have all been involved in. It will be interesting to see how alike the reports are!
• As a class, discuss something everyone has done that day and could write a short news report on. Has there been a standout lesson? A good assembly? An exciting playtime? Lunch break?
• Write possible events on the board and take a class vote to decide what to write about.

STEP 3: Collecting information
• Explain to the class that journalists use five standard questions to collect information for a news story. Can pupils guess what these are?
  – Who?
  – What?
  – Where?
  – When?
  – Why?
    (Sometimes ‘How?’ is included too.)
• Once pupils have guessed all five, display slide 14 from the accompanying PowerPoint. Explain that these are known as the journalist’s questions, or the Five Ws.

NOTES ON CORE SKILLS
In this lesson pupils learn how to research and write a news report, with a strong focus on developing written communication skills. They also develop collaborative skills as they work together to compare reports and respond to each other’s contributions with respect and sensitivity.
Pupils will come away from this lesson with a clear understanding that we all see things from different perspectives; a key part of critical thinking.
• Can pupils use these questions to decide what information to include in their news report about today’s event? Give each pupil a copy of the ‘Gathering information’ resource sheet on page 31 and ask them to make notes alongside each question based on their memories of the event. If they need to, they can ask you and their friends questions to remind them of the facts.

STEP 4: Writing news reports
• Play pupils the BBC Young Reporter video of newsreader Huw Edwards talking about news writing, which you can find at: www.bbc.co.uk/academy/en/articles/art20171019092613324

If you have limited internet access in class, there is a transcript of the video that you can download, print and share with pupils.

• Take Huw’s advice and give pupils time to tell their news story about the event to a friend.

• It’s time to get writing! Remind pupils of the Three Cs of news writing that Huw highlighted:
  – Be Clear
  – Be Concise
  – Be Correct

STEP 5: Comparing news reports
• Ask pupils to share their finished news story with a partner. How are their reports different?
• Then ask for five volunteers to read their finished news reports to the rest of the class. Don’t break for questions between the reports, to give pupils the best possible opportunity to note the similarities and differences between each.
  – Does the content of the reports differ? How?
  – Have some pupils included things that others haven’t?
  – Have pupils remembered the facts accurately?
  – Are the reports clear, concise and correct?
  – Do the stories present more than facts and include opinions?

• Talk with pupils about what this has shown them about the news reports they read online and in newspapers, hear on the radio and see on the TV. Does the writer’s perspective always shape a piece of media? How could someone write a story without being influenced by their perspective?

EXTENSION ACTIVITIES
• Use the BBC Young Reporter ‘lesson 4: writing news’ materials to extend the learning of pupils aged 11 and over. These activities have been designed to introduce pupils to the three Cs of writing and the key concept of impartiality.

• You can find the lesson materials at: www.bbc.co.uk/academy/en/articles/art20171019092613324

POTENTIAL COLLABORATION WITH PARTNER SCHOOL
• Share pupils’ news reports on a class event to give insight into day-to-day life in each school.

• Collaborate with your partner school to identify a world event that pupils could report on. Ask pupils to write a news report and then compare the reports from both schools. How does the writer’s perspective – both as an individual and as a citizen of a different country – shape their report?
GATHERING INFORMATION

The event .................................................................

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LESSON 7: REPORTING ON A SCHOOL EVENT

PUPILS WILL:
• identify the range of media used in school
• understand how and why media is used in school
• identify a school event to report on as a class
• create a media plan for an event.

STEP 1: How are messages communicated in school?

• Explain to pupils that in the following lessons they are going to use different types of media to report as a class on a school event for other pupils, teachers, parents and carers. But first they need to identify all the media that the school uses to share news and information.

• Ask a teacher or member of staff who plays an active role in communications within school to come and talk to the class about how messages are shared. Encourage pupils to ask questions about:
  – all the different types of media used in school, e.g. newsletters, noticeboards, the school website, assembly presentations, social media, the school magazine, screens around school
  – what type of information the medium is used to communicate
  – who posts information
  – who the information is for.

• Tell pupils to make notes – they are going to need this information later when they create their own media plan.

• Talk with pupils about how the use of media inside school compares with outside school. For example, whereas a noticeboard might be the best way to communicate a message to everyone in school, TV is useful for mass communication in society as a whole.

NOTES ON CORE SKILLS
This lesson has a strong emphasis on collaborative skills. In deciding what to report on and determining roles, pupils need to co-operate, compromise and show respect for other group members’ views. Effective communication runs through the lesson, both orally as they discuss and question ideas, and in writing as they start to put plans down on paper.

Critical thinking and problem-solving skills are central to making sound decisions, in particular seeing different perspectives and reasoning. This lesson also acts as a starting point for pupils to develop as active citizens who make a contribution to their school community.
CONNECTING CLASSROOMS

Lesson 7: Reporting on a school event

STEP 2: A media survey
- Working in small groups, give pupils copies of the ‘Media in our school’ resource sheet on page 34 and ask them to fill in the first two columns based on the information they learned in the previous activity and their own knowledge of school.
- Ask pupils to create an image bank of school media. They could draw or photograph different media, take screen grabs of digital media or ask school staff for electronic copies of publications.

STEP 3: What shall we report on?
- Explain to pupils that they have been chosen as official reporters for an upcoming event in school! What would they like to report?
- As a whole class, discuss what would be most interesting and exciting. Is sports day coming up? A big concert or school production? A fundraising event? A school trip? Take a look at the school calendar for ideas.
- Talk through the pros and cons of each event. If pupils are struggling to choose an event, use the decision-making chart on slide 15 of the accompanying PowerPoint to score each idea based on its newsworthiness and logistics. Agree to report on the event that scores closest to 50.

STEP 4: Creating a media plan
- Explain to pupils that as official reporters for their chosen event, they are going to use every type of media in school to spread the word about what’s happened.
- Ask them to turn back to the ‘Media in our school’ resource sheet they filled in earlier (page 34). Can they make notes in the final, blank column about how the class could use each medium to report on the event? For example, they might decide that it would be great to create a video for the school website, a factual news report for the newsletter, or a personal review of the event for the school magazine.

STEP 5: Who’s going to do what?
- Use pupils’ ideas to create an overall media plan as a class. As a starting point, make an A3 copy of the ‘Our media plan’ table on page 35, or reproduce it on a piece of flipchart paper. List the different media used in school and for each example discuss and agree:
  - what type of reports you’re going to produce for the event (use the ideas the pupils have just generated to help you decide)
  - who the main audience is for this report
  - what is the purpose of this particular piece of reporting (e.g. to celebrate pupils’ achievements, tell people about the exciting things that are going on in school, give an opinion on the event).
- Talk with pupils about how many people should be involved in creating each report. Point out that in the real world of news reporting, journalists often work in teams; for example, a reporter might work with a researcher (who finds out information), a producer (who oversees the production of media) and a photographer.
  - Which things on the media plan would be best done by a team? How big does the team need to be and what roles are needed? Could two reporting teams create the same type of report?
  - Will some of the things on your media plan be best done by someone working on their own? If so, would it be good to create more than one of this type of report? (e.g. you might decide that three pupils should write a personal review of the event for the school website).
- As a class, discuss and agree roles and fill in the final column of your media plan.
- Display the final plan in the classroom, as a reminder of the project ahead!
**EXTENSION ACTIVITIES**

- Ask pupils to create an information poster for a corridor or the school reception area about the use of media in school. They could use the Five Ws as a starting point for explaining each medium: Who is it for? What information does it cover? Where is it available? When is it available? Why is it useful?
- This media literacy resource is designed to support the United Nations’ Global Goals for Sustainable Development. Ask pupils to research these and to identify one issue highlighted by the goals that they are particularly interested in, e.g. gender equality, eliminating poverty, climate action. How is this issue reported across different media? Ask pupils to research news stories focusing on their chosen issue over the past week. How is it reported on for different audiences? What is the purpose of different reports?
- Pupils can find out all about the Global Goals at: www.globalgoals.org

**POTENTIAL COLLABORATION WITH PARTNER SCHOOL**

- Compare findings of the media surveys in each school. Which media are used in both schools? Are they used for the same thing? What’s different and why? What might be the reasons and consequences – positive and negative – of any disparities? Can pupils identify and share creative solutions to inequalities?
- Is there a similar event going on in both schools that pupils could report on in parallel? This would be a great way for pupils to work collaboratively, share ideas and explore the similarities and differences between their schools.
**MEDIA IN OUR SCHOOL**

<table>
<thead>
<tr>
<th>Medium</th>
<th>What type of information is it used for?</th>
<th>Who is the information for?</th>
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### OUR MEDIA PLAN

<table>
<thead>
<tr>
<th>Medium</th>
<th>What type of report?</th>
<th>Who's the main audience?</th>
<th>What's the purpose?</th>
<th>Reporters</th>
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We are going to report on: 

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**Lesson 7: Reporting on a school event**

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Media Literacy: Accessing, analysing and creating media
LESSON 8: GATHERING FACTS AND OPINIONS

PUPILS WILL:
• plan how to gather facts and opinions to create a piece of media
• interview people
• collect data
• if possible, take photographs and film

STEP 1: Reporter IDs
• At the end of the last lesson, pupils decided what their role was going to be in reporting on the school event. To remind them of this and get them to start thinking like a reporter, display slide 16 from the accompanying PowerPoint presentation and go around the class asking pupils to read out the sentence and fill in the gaps, e.g. “My name’s Reporter Anna and I’m going to be working on social media for sports day.”
• Give each pupil a label sticker and ask them to make a reporter ID that they can use on the day of the event to tell people who they are and what they’re doing. Explain why ID badges are important in the workplace for security reasons. Display slide 17 from the accompanying PowerPoint presentation, which provides a template for them to copy.

STEP 2: Creating a research plan
• What do pupils think is the first thing they need to do when creating a piece of media? Plan how to collect the information they need!
• Remind pupils of lesson 6, when they learned about how journalists collect information for a news story. Can they remember the Five Ws? You could display slide 14 from the accompanying PowerPoint presentation as a reminder.
  – Who?
  – What?
  – Where?
  – When?
  – Why?
• If pupils are working in groups, ask them to get into their reporting teams. Give a copy of the ‘our research plan’ sheet on page 38 to each team, or to individuals who are working on their own. Explain that they are going to use the Five Ws to plan how to collect information for their news report.

NOTES ON CORE SKILLS
The emphasis on planning and gathering information in this lesson offers excellent scope for developing pupils’ skills in collaboration and communication. Creating plans encourages pupils to co-operate, take shared responsibility, delegate and compromise. Working together to collect information at the event involves them working responsibly and willingly to achieve a common goal.

Like the rest of the unit, this lesson demands strong critical thinking skills. In planning and gathering information, pupils need to make effective decisions, reason and see different perspectives. They also need creativity and imagination as they ask questions, explore and investigate in order to carry out research.
• Provide support as needed and encourage pupils to use as many research methods as possible. Who are they going to interview? Staff? Pupils? Parents and carers? Could they carry out surveys to collect people’s views? Take photographs? Record video? Remind pupils that they should only use school equipment for photography and filming, and that people should always be asked if they give their consent for imagery and recordings to be used.

• Share research plans as a class. What problems do they think they might have when putting their plans into action? How could they overcome these?

• Talk with pupils about the best way to keep their research information safe and accurate. Are they going to use notebooks to take notes? Take photographs using a class camera and save them on a tablet?

STEP 3: Planning the big day

• Explain to pupils that as well as planning what information they want to collect, they need to think carefully about how to ensure they don’t miss out on key information on the big day.

• To help them do this, give them a copy of the ‘Plan for the day of the event’ resource sheet on page 39. Who’s going to be doing what, where, when and how?

• If they’re working as a large team, they might want to consider appointing a project manager. This person makes sure that everyone knows what they should be doing and everything goes smoothly on the day of the event.

STEP 4: Let’s get started!

• Although much of the information for the news report will need to be collected on the day of the event, give pupils time at the end of the lesson to start gathering some information in advance. For example, they could:
  – research timings for the day
  – research where activities are going to take place
  – interview people about how they feel about the upcoming event
  – interview people who are involved in getting ready for the event, to find out how preparations are going.

EXTENSION ACTIVITIES

• Use the BBC Young Reporter ‘lesson 3: Gathering news’ materials to extend the learning of pupils aged 11 and over. These activities have been designed to give pupils advice on conducting good interviews and verifying sources when gathering news stories, in particular it will help them with questioning, differentiating between fact and opinion, and interviewing techniques.

  • You can find the lesson materials at: www.bbc.co.uk/academy/en/articles/art20171023142127892

POTENTIAL COLLABORATION WITH PARTNER SCHOOL

• Create a shared image bank online, where pupils from both schools can save the photographs they take of their chosen event and view images of what is happening in their partner school.

• If pupils in both schools are reporting on a similar event in parallel, give them an opportunity to share, constructively critique and evaluate each other’s plans. Can they learn from what the other class is doing?

AFTER THE LESSON

Allow pupils extra time to prepare for the day of the event as needed.

On the big day, provide any support and resources needed to help them put their reporting plans into action.
### OUR MEDIA PLAN

<table>
<thead>
<tr>
<th>WHO?</th>
<th>WHEN?</th>
<th>WHERE?</th>
<th>WHAT?</th>
<th>Question: What type of information do we need to collect to answer this question?</th>
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#### The event:

**Reporters:**

**The event:**

**Question:** What type of information do we need to collect to answer this question?

**What format will it be in? (text, pictures, film)**

**Where and when will we collect it?**

**Whose help will we need?**
### PLAN FOR THE DAY OF THE EVENT

<table>
<thead>
<tr>
<th>Time</th>
<th>Information to be collected</th>
<th>Who will collect it?</th>
<th>How?</th>
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LESSON 9: CREATING MEDIA

PUPILS WILL:
• create clear, compelling media content for a specific purpose and audience
• create content for different platforms, e.g. noticeboards, newsletters, social media
• express facts and opinions with confidence and an awareness of audience and purpose

STEP 1: Looking back on the event
• This lesson will take place after the event that pupils are reporting on. To remind them of what happened and get them into the reporting zone, go around the class and ask each pupil in turn to tell you one of the following:
  – The best thing about the event.
  – The worst thing about the event.
  – Something that stood out for them about the event.
• Are there lots of different opinions? Do the pupils agree on things?
• Explain to pupils that media reports tend to put the most important and interesting aspects of a story at the top, to grab the audience’s attention. Can they use information about the best, worst and most remarkable things about the event in this way?

STEP 2: Preparing to create
• Play pupils the BBC Young Reporter video of newsreader Huw Edwards talking about writing for different platforms, which you can find at:
  www.bbc.co.uk/academy/en/articles/art20171019102301496
• If you have limited internet access in class, there is a transcript of the video that you can download, print and share with pupils.
• Remind pupils that they learned about being Clear, Concise and Correct when they wrote their first short news report in lesson 6.
• Huw focuses on reports for television, video and online media. To help pupils prepare for producing media in their chosen formats, show them a range of examples of other media (e.g. newsletter articles, website reports, social media feeds, posters). Distribute copies of the ‘Ideas and inspiration’ resource sheet on page 42 and ask pupils to make notes and drawings of things they think work well for the type of media they are producing. How can they incorporate these features into their report?
• If pupils decide to produce a storyboard for their media, as Huw suggests, there is a blank template on page 43.
• Encourage pupils to check out the constraints of their chosen medium. If it’s an article, how many words do they need to write? If it’s a film, is there a maximum length? What size and quality do photos need to be?

NOTES ON CORE SKILLS
This lesson – with its focus on writing and designing – offers excellent opportunities to develop pupils’ communication skills and digital literacy.
Ensuring media reports are accurate and interesting also demands a range of critical thinking and creativity skills, including thinking independently, seeing different perspectives, reflecting critically on experiences and expressing thoughts. Creating media that makes a contribution to the school community helps pupils develop as active citizens.

• Point out to pupils that their report is unlikely to be able to include all the information they have collected. Explain that deciding what to put in and what to leave out is called ‘editing’. When editing their report, they need to make sure they don’t distort the story or misrepresent what someone said in an interview by missing out key information.
STEP 3: Sharing ideas

• Remind pupils that this is a class project – taken together, all of their reports need to do a brilliant job of communicating facts and opinions about the school event.

• Give each reporting team and individual an opportunity to briefly summarise the report they are planning to produce.
  – What type of report are they producing?
  – Will it be mainly factual or will it be based on opinions?
  – Who is the main target audience?
  – What makes their report special? What will make it stand out?

• Are pupils happy with the coverage and variety of their planned media overall? Is there anything they would like to change?

STEP 4: Get creating!

• Working in their teams or individually, ask pupils to collate the information they collected at the event and get writing, editing and designing!

• Pupils are likely to need additional time, outside this lesson, to finish their media.

• Once all reports are produced and checked, arrange for them to be published, displayed, uploaded and shared.

EXTENSION ACTIVITIES

• Use the BBC Young Reporter ‘lesson 5: producing news for different platforms’ materials to extend the learning of pupils aged 11 and over. This explains how the BBC uses different platforms to distribute news stories and content. The activities have been designed to consolidate what pupils already know about news gathering and writing, while encouraging them to think about the different types of news platforms and how to make their stories suitable for each.

• You can find the lesson materials at: www.bbc.co.uk/academy/en/articles/art20171019102301496

POTENTIAL COLLABORATION WITH PARTNER SCHOOL

Collaborate on creating a joint media resource that brings together different news reports from the two schools. For example, pupils could work together on creating a magazine feature, or edit film from both schools to create one resource. Encourage pupils to think about how best to share their work with the school communities and a wider audience. Could it be published on a website?
IDEAS AND INSPIRATION

Look at the different examples of media and make notes about and drawings of things that you like. What inspires you? What can you incorporate into your own report?
Lesson 9: Creating media
LESSON 10: EVALUATING MEDIA

PUPILS WILL:
• review the overall work of the class against the original media plan
• reflect on the strengths and weaknesses of their own work
• present their work to the rest of the class
• give and receive constructive feedback
• identify what could have been done better.

STEP 1: Preparing for review and evaluation
• This lesson is all about pupils reviewing their media work, evaluating its impact and identifying what could have been done better. Its success depends on pupils giving each other feedback sensitively and constructively.
• To get pupils thinking about this, ask them to get into groups of three. One pupil gives feedback, one receives feedback and the other observes. Display slide 18 from the accompanying PowerPoint, which offers a feedback scenario for pupils to role play.

STEP 2: Did we follow our media plan?
• Display the class media plan you produced in lesson 7 and review how successful you have been in implementing this.
  – Did you produce all the reports you planned to?
  – Did they reach all your target audiences?
  – Was there a good mix of facts and opinions in the final reports?
• Talk with pupils about whether you think you achieved your overall purpose in reporting on the event, but save detailed discussion of individual media for later in the lesson.

STEP 3: Self-reflection
• Give each pupil a copy of the ‘Evaluating my media’ resource sheet on page 46. Ask them to complete this as honestly as possible; explain that they are going to use it to help them talk about their work.

NOTES ON CORE SKILLS
Reviewing and evaluating their own and other’s work is a great way for pupils to develop their critical thinking and creativity. In this lesson they reflect critically and constructively on media, asking questions, expressing views, challenging assumptions and judging value.

Giving feedback sensitively and constructively is a key skill in effective collaboration. In talking about each other’s work, pupils learn to support others’ learning and show respect for their contributions.
STEP 4: Giving and receiving feedback

- Using their self-reflection sheets as a prompt, give pupils the opportunity to share their work in small groups, or ask volunteers to provide feedback to the whole class. Ask them to:
  - Display their report.
  - Talk about what they think is best about it. What are they proudest of?
  - Point out any concerns they have about it. What doesn’t work so well?
  - Explain what their original purpose was in creating the media. Have they achieved this purpose? What has been the impact of their report?
  - Share any feedback they have had from their target audience.
  - Explain what they would do differently if they were doing this project again.

- Then allow time for other pupils to ask questions and give constructive feedback. Encourage them to follow the tips on the screen.

- Give the pupils receiving feedback an opportunity to respond. Would they do anything differently in the future as a result of the feedback?

STEP 5: Celebrate your achievements

- As a class, take time to celebrate what you have achieved! Overall, do the reports present a clear, interesting picture of the event? Is there a good mix of facts and opinions? Did you reach all your target audiences?

- Would pupils like to do a media project like this again? Would any of them be interested in playing a more active role in media in school in the future? (See the extension activity below for a possible approach).

EXTENSION ACTIVITIES

Why not use this media literacy unit as the starting point for setting up a specialist media team in school? Pupils with a particular interest in the subject could meet regularly to take the lead on the use of media in school, advising others on how to communicate messages and helping to create different types of media.

POTENTIAL COLLABORATION WITH PARTNER SCHOOL

- Take part in a virtual meeting with your partner school to evaluate and provide feedback on each other’s media. Share feedback analysis from your own country and compare impact in each country.

- Having worked with your partner school on this unit, talk about how to continue working together effectively. What have you learned from this experience that can inform successful collaboration in the future?
EVALUATING MY MEDIA

Name: ................................................................................................................

Media I created : .............................................................................................

What are the best things about my media? What am I proudest of?

What are the weakest things about my media? What could I have improved on?

What was my original purpose? Did I achieve this? What has been the impact of my report?

Have I had any feedback from my target audience?

Would I do anything differently if I were doing this project again?
CONNECTING CLASSROOMS

Connecting Classrooms works with schools around the world to help young people develop the knowledge, skills and attitudes to make a positive contribution now and in the future. The British Council delivers this programme in partnership with the UK government Department for International Development (DFID).

Connecting Classrooms offers a range of free downloadable classroom resources available to all teachers across the world. These resources, based on the United Nations Global Goals for Sustainable Development, have been designed to adapt to any curriculum. They offer creative and engaging ideas to bring knowledge and core skills to life in the classroom and inspire students to take action on global issues. Find out about our global learning resources designed to address topics which are high on the agenda for governments around the world here: connectingclassrooms.britishcouncil.org/resources/global-learning-resources

Connecting Classrooms offers free online professional development around core skills and international collaboration, helping teachers and school leaders to prepare young people for life and work in a globalised economy. The programme also supports partnerships between schools around the world with schools in the UK to share knowledge, skills and experience with other teachers. More details on how to find a school partner can be found here: connectingclassrooms.britishcouncil.org/partner-with-schools/find-partner

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BBC YOUNG REPORTER

BBC Young Reporter is the BBC’s news and media literacy project which enables 11–18 year olds to get their voices heard by sharing their stories. The programme offers young people opportunities to learn media literacy skills and get careers advice. It is open to secondary school, colleges and youth organisations across the UK. www.bbc.co.uk/youngreporter

www.britishcouncil.org/connectingclassrooms