

# Breaking news!

In this Digi-doener, students are going to take a deep dive into the world of news. They are going to look into different types of news and discuss the pros and cons: from livestreams to long-reads. They are then going to scan some of the English language news and decide which articles or videos they think everyone in class should read.

**Duration: 1 hour**

## STRUCTURE

- Introduction: What is news?
- Next step: What should the news look like?
- In practice: Time to scan the (online) papers!

## PREPARATION

You can prepare by:

- reading this teacher's guide and the students worksheet
- opening the presentation

## PERSONALISED LEARNING

Slide 3 and 9 have ideas for personalising this Digi-doener for your students. Most slides come with suggestions for discussion topics – feel free to pick and choose.

There is an extra slide with two videos at the end of the presentation. These are about the use of VR in news stories. These videos are a nice extra if you want to focus on the future of news stories.

## WORK AND CAREER

Journalists and (online) editors spend their days collecting, checking and curating information. But even if you don't aspire to work in journalism yourself, it is still important to be able to distinguish facts from opinions and to be able to scan and find information events quickly. For example, these are also necessary skills for researchers, teachers and students.

## LEARNING TARGETS

Domein curriculum 2021	Leerdoelen digitale vaardigheden	Kerdoelen Engels	21st century skills
<b>1 Digitale communicatie &amp; samenwerking</b> DG4.2 Digitale communicatie	<b>1 Informatievaardigheden</b> De leerling kan feiten van meningen onderscheiden.	1 De leerling leert in Engelstalige schriftelijke en digitale bronnen informatie te zoeken, te ordenen en te beoordelen op waarde voor hemzelf en anderen.	<b>1 Communiseren</b>
<b>2 De werking en het (creatieve) gebruik van digitale technologie</b> DG3.1 Interactie en creatie met digitale technologie	<b>2 Mediawijsheid</b> De leerling beseft dat het format van de mediaboodschap de inhoud die wordt overgedragen bepaalt.		<b>2 Samenwerken</b>

## INTRODUCTION

### Opening slide



### Slide 1, Group discussion

Discuss the following questions:

- What is 'the news'?
- Do you follow the news?

Follow-up questions: Where do you get your news from? How often?

What makes you click an article / video?



**NEXT STEP**

**Slide 2, Instruction**

Tell your students: Many news organisations struggle with how to reach young people. We're going to discuss what you think the news should look like.

Please note: The next slides will have statements about the news. Students can give their opinion. The idea is to have a discussion about the news.

Tip: the discussion can be held in English or Dutch.



**Slide 3, Group discussion**

Let the students choose a position: hands down for the left point, hands up for the right point.

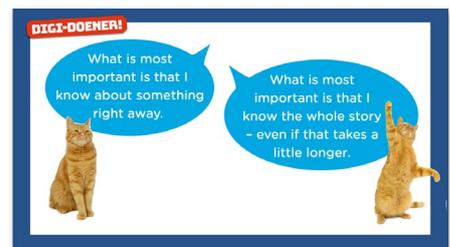
Then discuss: What are the pros and cons for reading or watching the news? What is different about reading or watching the news? What type of news stories do you prefer to read? Which type of news stories do you prefer to watch?



**Slide 4, Group discussion**

Let the students take position again. Then discuss:

- What are the pros and cons of bringing news right away? For example: it's nice to know about something right away. You can act upon the news immediately. Think about when you get an alert for a missing person, or how livestreams are used by protesters such as in Hong Kong. On the other hand, news that is shared right away can be incomplete or false. There is no time to double-check.
- What apps/websites/news outlets would you use if you wanted to know what was going on right now? What apps/websites/news outlets would you go to if you wanted to get more background information? For example: Periscope of Facebook for livestreams. Nu.nl for the latest news. Documentaries or long-reads if you want more background information.
- Do you prefer reading/watching shorter news stories that just give a summary of what happened, or do you prefer in-depth news stories that give more information?



**Slide 5, Group discussion**

Let the students take position again. Then discuss: Does it depend on the type of news? What kind of local stories do you want to hear about? Why? What kind of global stories do you want to hear about? Why?



**Slide 6, Group discussion**

Let the students take position again. Then discuss: What happens when you only read about / watch things that you personally find interesting? Is it important to learn about new things? To hear different opinions? Note: The next slide gives you the opportunity to elaborate on the filter bubble)



**Slide 7, Group discussion**

Discuss:

- Who knows what the so-called ‘filter bubble’ is? The idea that we get ‘stuck’ in our own bubbles online. Our online behavior such as our search history is analysed – and that data is used to personalize our experience. We are continually being offered websites, products, videos on YouTube etc. based on our interests and past behaviour.
- What are the downsides and upsides to that? Upside: most of the time you are being offered what you are interested in. Downside: we aren’t confronted with new information, different opinions etc as much.
- How does the filter bubble relate to the news? Your personalised newsfeed is a representation of your bubble: the channels that you follow determine what you see. Any new recommendations are already personalised too. You don’t know what you don’t see.
- What do/can you do to combat the filter bubble? .e. deliberately search for multiple viewpoints / different opinions on things that you feel strongly about, check different news outlets, follow different people, talk to people you don’t know yet, etc.



**Slide 8, Group discussion**

Discuss:

- How can you tell the difference between facts and opinions?  
For example:
  - 1) Watch for signal words: ‘according to ...’, ‘... says / thinks / claims’.
  - 2) Check the source – where is this article published, who is the author, who are the people that are quoted? You can **always** search on Google for the name of the author or the organisation if you’re in doubt.
  - 3) Facts can be checked! – Google search for more sources / more information.
  - 4) Always think critically: what could be counterarguments? Could there be another side to this story?
- Is the news ever truly objective? There are always multiple ways to look at a story, but journalists should try their best to look at issues from different perspectives. Opinions are of course fine, as long as it is clear that they are opinions, so that you can look into other opinions too.



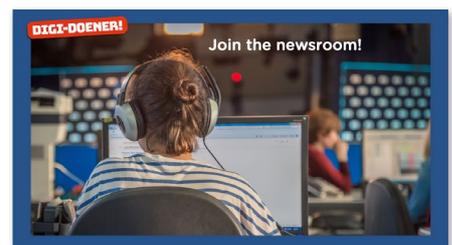
**IN PRACTICE**

**Slide 9, Individual work + group work**

Your students can now start the assignment form their students worksheet.

**★ TIP**

If the assignment is a bit too challenging, you could opt to alter it. Instead of having your students search for news stories online, select five different articles/videos yourself. Have the students (in groups) judge those news stories based on these questions:  
1) Do I think it is a relevant topic? (score 1-5), 2) Do I like the format? (score 1-5). Also have them analyse if the articles have facts and opinions and let them explain how they can tell. Let the group decide on a top three best news stories.

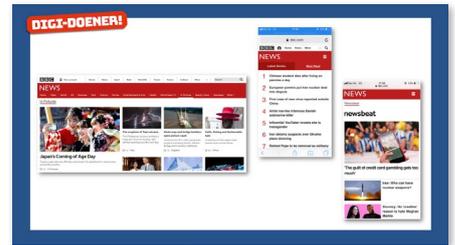


## EVALUATION

### Slide 10, Group discussion

Discuss:

- Do you think you will look at the news differently now? How?
- How can you distinguish between facts and opinions in news stories?
- In which jobs is it important to be able to distinguish between facts and opinions? For example: doctor, nurse, scientist, police officer, journalist, teacher, politician, etc.
- Do you think it is important for people to follow the news? Why?
- In which jobs is it especially important to follow the news? For example: journalist, teacher, politician.
- You have visited different news websites today. What have you learnt about your own filter bubble?
- Do you think it is important to read/watch news from different sources every now and then? Why (not)?
- Have you learnt anything from reading and watching English language news? Is it different from reading/watching Dutch news?



## EXTRA

<https://www.youtube.com/watch?v=vAEXEt9FgAg>

<https://www.youtube.com/watch?v=ecavbpCuvkl>

What's new? You can watch these two videos about VR as a means for making news stories more engaging in class.

The first video is about the idea of using VR in news reporting, the second video is an example of a 360 video by The New York Times. I would recommend scrolling through the second one for a minute or so to get an idea. Possible discussion topics:

- Would you want to watch VR news?
- Does VR / 360 video make news stories more engaging for you?
- Do you have any other ideas to make news stories more engaging?

### ★ TIP

The second video by The New York Times is about displaced children. Other topics are available too. Search for 'New York Times 360 VR video' on YouTube.

