

## Supreme Education

### Year 10 and 11 PSHE Scheme of Work

*Theme: Health and Wellbeing*

*Topic 1: Keeping safe and healthy lifestyles*

**The aim of this series of lessons is:** *To understand what to do in an emergency and develop a range of emergency responses to health concerns.  
To revisit and enhance their first aid and life-saving skills  
To consider how risk taking behaviour may change when away from home  
To develop risk management and safety strategies in increasingly independent contexts.  
To understand how drug use impairs a user's ability to make decisions and manage risk.  
To understand the impact of drug taking on individuals and the wider community.*

*The delivery of these sessions is supported by an outside agency with specific expertise;*

*This section of the PSHE programme is taught as a circus of 4 sessions where the core themes of risk management and keeping safe are explored through a range of contexts.*

session	Learning Objectives	Learning Outcomes	Activities and Resources
<b>Festival safety</b>	<ul style="list-style-type: none"> <li>■ To learn about consequences of illegal substance use, focusing especially on cocaine, prescription drugs and cannabis To learn</li> <li>■ about the health implications of different methods of administering drugs</li> <li>■ To learn about how drug use can influence someone’s ability to make decisions</li> <li>■ To learn about the potential risks for young people who are under the influence of drugs and how to protect themselves from those risks</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Assess the reasons why young people might choose to use drugs including cocaine, prescription drugs and cannabis</li> <li>• Explain the short and long term effects of cocaine, prescription drugs and cannabis on the brain and body</li> <li>• Recognise that some drugs can do irreversible physical damage</li> <li>• Describe the wider impacts on society of drug taking, including reputation, criminal record, employment opportunities</li> <li>• Consider the increased risk taking people may indulge in when away from home and the resulting dangerous behaviours young people under the influence of drugs may become involved in</li> <li>• Describe and demonstrate strategies for managing the risks to themselves and others whilst being away from home and still having a good time</li> </ul>	<p>The session is delivered by an outside agency connected to Bristol Drugs Project</p> <p>Activities:</p> <p>Starter: Establish ground rules for session</p> <ol style="list-style-type: none"> <li>1. 'preparing for a festival' activity</li> <li>2. Risk taking and scenarios game</li> <li>3. Identify drugs game</li> <li>4. Presentation about ways to keep safe at festivals</li> <li>5. 'Ways to say no' activity</li> <li>6. signposting key ideas and festival tips</li> </ol>
<b>Personal safety online</b>	<ul style="list-style-type: none"> <li>■ To learn how to manage their digital footprint</li> <li>■ To learn how to handle unwanted attention, including stalking and trolling online</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the concept of online reputation and the various consequences of sharing content online</li> <li>• Explain what is meant by the terms 'trolling', 'harassment' and 'stalking'</li> <li>• Explain what to do if someone is harassing or stalking them</li> </ul>	<p>Activities:</p> <p>Starter: watch film 'Exposed'</p> <ol style="list-style-type: none"> <li>1. Selfies:exposed activity</li> <li>2. Private pics go public</li> <li>3. when chat goes wrong activity</li> </ol> <p>Resources:</p> <p>CEOP Thinkuknow resources</p>

		<ul style="list-style-type: none"> <li>■ Evaluate the similarities and differences between online and offline harassment</li> <li>■ Explain what someone should do if they are concerned about harassment on or offline</li> <li>■ Explain the emotional and legal consequences of harassment</li> </ul>	<p><a href="https://www.thinkuknow.co.uk/professionals/resources/thinkuknow-toolkit/">https://www.thinkuknow.co.uk/professionals/resources/thinkuknow-toolkit/</a></p> <p>‘Exploited’ video <a href="https://www.thinkuknow.co.uk/professionals/resources/exploited/">https://www.thinkuknow.co.uk/professionals/resources/exploited/</a></p>
<p><b>First Aid (Nurses)</b></p>	<ul style="list-style-type: none"> <li>■ To learn more about emergency first aid</li> <li>■ To learn how to assess the need for different services for emergency and non-emergency situations and how to contact them</li> </ul>	<ul style="list-style-type: none"> <li>■ Demonstrate skills in emergency first aid including dealing with unconsciousness, shock, bleeding and CPR</li> <li>■ Assess when a situation requires assistance from medical professionals</li> <li>■ Identify contact numbers for emergency and non-emergency support</li> <li>■ Analyse when to call 999,111 or 101 and the potential impact of misusing these numbers</li> <li>■ Demonstrate and teach someone else how to assess if someone is unconscious, has stopped breathing, or has had a cardiac arrest</li> <li>■ Demonstrate and teach someone else how to put someone in the recovery position Demonstrate and teach someone else how and when to use CPR</li> <li>■ Know when, and demonstrate how to use a defibrillator</li> </ul>	<p>Activities:</p> <p><b>Session 1</b> Starter: Confidence line</p> <ol style="list-style-type: none"> <li>1.Preparing manikins</li> <li>2.Video clip and instruction about how and when to do CPR</li> <li>3.Practising CPR</li> <li>4.Child CPR</li> <li>5. Plenary questions quiz</li> <li>6. Repeat confidence line</li> </ol> <p><b>Session 2</b> Starter: CPR consolidation/quiz</p> <ol style="list-style-type: none"> <li>1.Recovery position</li> <li>2.Using a defibrillator</li> <li>3.Bleeding casualty</li> <li>4.Scenarios activity</li> </ol> <p>Resources:</p> <p>British Heart Foundation Call Push Rescue resource <a href="https://www.bhf.org.uk/hearthealth/how-to-save-a-life/cpr-kits/cprtraining-for-schools/pshe_pse-trainingresources">https://www.bhf.org.uk/hearthealth/how-to-save-a-life/cpr-kits/cprtraining-for-schools/pshe_pse-trainingresources</a></p> <p>Manikins and training DVD</p>

<p><b>Surviving an attack</b></p>	<p>Learn how and why to follow the 'RUN HIDE TELL' safety procedure</p>	<p>Explain the steps of 'RUN HIDE TELL' and</p>	<p>Activities: Starter: Show video to pause point 1. Use questions and brief feedback session to</p>
	<ul style="list-style-type: none"> <li>■ in the event of a gun or knife attack</li> <li>■ Learn about the safe and responsible use of mobile phones during a gun or knife attack</li> <li>■ Learn what to do if you see suspicious behaviour or suspicious items</li> </ul>	<ul style="list-style-type: none"> <li>■ when it would be appropriate to use them</li> <li>■ Explain the importance of not using a mobile phone to take photos or film in the event of a gun or knife attack</li> <li>■ Identify what might be suspicious behaviour or a suspicious item and explain the actions to take if they see them</li> <li>■ Demonstrate how to provide first aid to a bleeding casualty</li> </ul> <p>Explain what to do (including first aid, getting help, reporting and personal safety) in a variety of situations e.g. someone had been violently attacked or is ill through drugs or alcohol</p>	<p>assess students existing understanding of how to respond</p> <ol style="list-style-type: none"> <li>1. Watch video to end</li> <li>2. 'Keeping safe' activity</li> <li>3. Llet's dilemma activity</li> <li>4. Pair work 'Decisions and consequences' activity using character scenarios</li> <li>5. Small groups 'Suspicious item and behaviour' activity</li> <li>6. Use 'then and now' resource to assess learning. Give out leaflets.</li> </ol> <p>Resources:</p> <p>PSHE Association RUN HIDE TELL resource in association with NaCTSO and St John Ambulance</p> <p><a href="https://www.psheassociation.org.uk/curriculum-andresources/resources/run-hide-tellresource-packs-key-stages-3-4">https://www.psheassociation.org.uk/curriculum-andresources/resources/run-hide-tellresource-packs-key-stages-3-4</a></p> <p>Video: <i>The story of Nur, Edih and Llet for ages 15-16</i></p> <p>Resource 1: <i>Keeping safe</i></p> <p>Resource 2: <i>Character scenarios</i></p> <p>Resource 3: <i>Then and now</i></p> <p>ACT4YOUTH leaflet</p>

**Theme: Relationships**

*Topic 2: Relationship expectations, unplanned pregnancy and parenting*

**The aim of this series of lessons is:** *To explore issues relating to relationship expectations  
 To understand how sexual imagery in the media and pornography can lead to unrealistic relationship expectations  
 To understand how to keep themselves safe and recognise and respond to unwanted attention online To  
 understand the options available following an unplanned pregnancy.  
 To understand the responsibilities and implications of parenthood, identifying parenting skills and their importance to family life.*

*The delivery of these sessions is supported by an outside agency with specific expertise; Natalie Bennett, Tiger Bristol.*

Week	Learning Objectives	Learning Outcomes	Activities and Resources
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<p>1</p>	<ul style="list-style-type: none"> <li>🎬 Review the meaning and importance of consent in all sexual encounters To</li> <li>🎬 learn to recognise pressure, coercion and exploitation in romantic or sexual relationships</li> <li>🎬 To learn about support services and how to access them</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain what consent is and discuss legal and moral issues related to consent in increasingly complex situations</li> <li>• Understand the consequences of disregarding the legal age of consent</li> <li>• Understand that it is not the victims fault or responsibility if someone mistakenly assumes consent to do something</li> <li>• Evaluate why victim blaming occurs and why it is wrong</li> <li>• Justify their assessment of when to get help in difficult relationships, including those where a person has promised not to tell anyone</li> <li>• Identify support services for people who have experienced exploitation or rape</li> </ul>	<p>The session is delivered by an outside agency: Tiger Bristol</p> <p>Activities:</p> <ol style="list-style-type: none"> <li>1. Meaning of consent activity</li> <li>2. Tea consent video</li> <li>3. Myths and law activity</li> <li>4. Consent continuum activity</li> </ol> <p>5. Expect Respect - sources of support/historical perspective</p> <p>Resources:</p> <p>This session is supported by Tiger Bristol Medway RSE resources year 9 (L7)</p> <p><a href="https://www.pshe-association.org.uk/curriculum-andresources/search-for-resources?combine=RSE+medway&amp;date_filter%5Bvalue%5D%5Bdate%5D=&amp;date_filter_1%5Bvalue%5D%5Bdate%5D=&amp;items_per_page=10">https://www.pshe-association.org.uk/curriculum-andresources/search-for-resources?combine=RSE+medway&amp;date_filter%5Bvalue%5D%5Bdate%5D=&amp;date_filter_1%5Bvalue%5D%5Bdate%5D=&amp;items_per_page=10</a></p> <p>Tea consent video</p> <p><a href="https://www.youtube.com/watch?v=igqM6irCWvM">https://www.youtube.com/watch?v=igqM6irCWvM</a></p> <p>clarifying consent video</p> <p><a href="https://www.youtube.com/watch?v=laMtr-rUEmY">https://www.youtube.com/watch?v=laMtr-rUEmY</a></p> <p>Brook learn resources</p> <p><a href="https://learn.brook.org.uk/">https://learn.brook.org.uk/</a></p> <p><a href="https://learn.brook.org.uk/course/view.php?id=5">https://learn.brook.org.uk/course/view.php?id=5</a></p>
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2	<ul style="list-style-type: none"> <li>🎬 To learn about pregnancy and the services available to support couples</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>🎬 Identify the opportunities being a parent provides and the things they might have to</li> </ul>	<p>Activities:</p> <ol style="list-style-type: none"> <li>1. Cross the circle: what qualities make someone a good parent</li> </ol>
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	<ul style="list-style-type: none"> <li>🎬 who are trying to have a child To learn about readiness for parenthood</li> <li>🎬 To learn about the qualities that make someone a good parent</li> </ul>	<p>or chose to give up should they chose to become a parent in the future</p> <ul style="list-style-type: none"> <li>• Identify the qualities they feel make someone a good parent</li> <li>• Recognise how they might know when, if at all, they are ready to become a parent and identify experiences they would like to have first</li> <li>• Weigh up the risks of having children very early or very late in life</li> <li>• Explain how the biological risks of becoming a parent are different for men and women</li> </ul>	<ol style="list-style-type: none"> <li>2. The parenting experience</li> <li>3. Discussion of experiences whilst caring for ready-or-not tot</li> <li>4. Decisions and consequences activity</li> </ol> <p>Resources: Ready-or-not tot Pregnancy testing kits/ovulation testing kits</p>
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<p><b>3</b></p>	<ul style="list-style-type: none"> <li>🎬 To review understanding of the range of contraceptive options To</li> <li>🎬 learn about emergency contraception and the options available when pregnancy is unplanned</li> <li>🎬 To learn about abortion, the range of opinions in response to it and its legal status</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Recognise that choices following an unplanned pregnancy are never easy</li> <li>• Explain their core values about sex, parenthood and when life begins and how these values may impact on choices a person may make</li> <li>• Evaluate the stigma associated with teenage pregnancy and associated choices</li> <li>• Explain the importance of seeking help and advice quickly in the event of an unintended pregnancy</li> <li>• Identify sources of impartial advice and support and describe ways to access help</li> <li>• Evaluate the role of a partner in making decisions about the best option following a pregnancy</li> <li>• Explain the legal status of abortion in the UK, including time limits and accepted reasons</li> <li>• Explain alternative ethical opinions about abortion, including the terms pro-life and pro-choice</li> <li>• Explain the physical and emotional</li> </ul>	<p>Activities:</p> <ol style="list-style-type: none"> <li>1. Starter: Pregnancy testing kits - how do they work</li> <li>2. Identify areas of concern when a pregnancy is unplanned</li> <li>3. Emergency contraception- video + discussion</li> <li>4. Explore ethical opinions around abortion - discussion</li> <li>5. Identify sources of support, the legal status of abortion, accepted reasons for requesting and abortion and time limits</li> <li>6. Discuss the physical and emotional consequences</li> </ol> <p>Resources:</p> <p>Brook learn resources  <a href="https://learn.brook.org.uk/">https://learn.brook.org.uk/</a></p> <p><a href="https://learn.brook.org.uk/course/view.php?id=4">https://learn.brook.org.uk/course/view.php?id=4</a></p> <p>Brook contraception video bank (emergency contraception)</p>
		<p>consequences of choosing to have an abortion</p>	<p>Pregnancy testing kits</p> <p>Question box</p>

*Theme: Living in the Wider World*

### **Topic 3: Economic Wellbeing**

*The aim of this series of lessons is: To understand how the economy works*

*To recognise and manage the influences on their financial decisions, (including planning for expenditure and understanding debt).*

*To access appropriate support for financial decision-making and for concerns over money eg gambling*

*To be a critical consumer of goods and services and recognise the wider impact of their purchasing choices*

*To understand their consumer rights and how to seek redress*

*To understand savings options; know where to save, when to save and why*

Week	Learning Objectives	Learning Outcomes	Activities and Resources
1	<ul style="list-style-type: none"> <li>To learn how the economy, and other factors, influences our decisions</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>Describe how the different parts of the</li> </ul>	1. Starter: Economy quiz 2. Presentation and Video 1
	<ul style="list-style-type: none"> <li>To learn about the role of the Bank of England</li> </ul>	economy are connected <ul style="list-style-type: none"> <li>Describe the role of the Bank of England in the economy</li> <li>Explain what influences financial decisions (including the economy)</li> </ul>	3. Activity 1: How the economy works 4. Activity 2: Decision-making case studies 5. Activity 3: What influences my decisions? (with labels cut out)  <b>Resources:</b> Bank of England Econome resources (L1) <a href="https://www.bankofengland.co.uk/education/econome">https://www.bankofengland.co.uk/education/econome</a>  <ul style="list-style-type: none"> <li>Poster: The Economy and ME</li> <li>Poster: The Economy and ME (version without connecting lines, and/or version without lines and text boxes)</li> <li>Glossary of terms</li> </ul>

2	<ul style="list-style-type: none"> <li>📺 Learn how to ask questions that aid decision-making</li> <li>📺 Learn how to analyse information, assessing its reliability</li> <li>📺 Learn how to assess and manage risk in relation to financial decisions</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain how to make informed choices</li> <li>• Explain how the Bank of England uses different sources of information to help make its decisions</li> </ul>	<p>1.Starter: Econome video            2.Presentation and Video            3.Activity sheet 2: Decision-making case studies            4.Activity sheet 4: My decision journey            5.Activity sheet 5: Analysing information            6.Activity sheet 6: Decision planning (1)</p> <p><b>Resources:</b>            Bank of England Econome resources (L2)  <a href="https://www.bankofengland.co.uk/education/econome">https://www.bankofengland.co.uk/education/econome</a>            Poster: The Economy and ME            Glossary            Devices with internet access or print-outs of example product reviews</p>
3 + 4	<ul style="list-style-type: none"> <li>📺 Learn about the business and economic</li> </ul>	<p>Students will be able to:</p>	<p>1.Starter: Cross the circle activity = fast</p>

	<ul style="list-style-type: none"> <li>■ environment</li> <li>Learn how personal financial choices can affect ourselves, others and the economy</li> <li>■ Learn about our responsibilities as consumers</li> <li>■ Learn how to assess and manage risk in relation to financial decisions</li> </ul>	<ul style="list-style-type: none"> <li>■ Explain the consequences of decision making</li> <li>■ Describe how their choices might affect the economy</li> <li>■ Explain what is meant by modern day slavery</li> </ul>	<p>fashion video</p> <ol style="list-style-type: none"> <li>2. Presentation + Video 3</li> <li>3. Activity 2: Decision-making case studies</li> <li>4. Activity 4: My decision journey</li> <li>5. Activity 5: Analysing Information</li> </ol> <p>Decision planning (1) (completed sheet from lesson 2)</p> <ol style="list-style-type: none"> <li>6. Activity sheet 7: Decision planning (2)</li> </ol> <p>Session delivered by external providers Unseen.UK</p> <p>Resources:</p> <p>Bank of England Econome resources (L3) <a href="https://www.bankofengland.co.uk/education/econome">https://www.bankofengland.co.uk/education/econome</a></p> <ul style="list-style-type: none"> <li>• Poster: The Economy and ME</li> <li>• Glossary</li> <li>• Large sheets of paper and pens</li> </ul>
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**Theme: Living in the wider world/Health and Wellbeing**

**Topic 4: Lifestyle balance and coping with stress**

**The aim of this series of lessons is:** *To promote a more mature understanding of how to balance work, leisure and exercise.  
To introduce some strategies for managing stress as they prepare for examinations  
To consider the importance of role models on health-related behaviour and what makes a good role model*

Week	Learning Objectives	Learning Outcomes	Activities and Resources
1 + 2	<ul style="list-style-type: none"> <li>📖 To learn strategies to achieve a balance between work, leisure and exercise</li> <li>📖 To learn about the importance of sleep for wellbeing and brain function</li> <li>📖 To introduce the idea of mindfulness as a way of increasing focus and managing stress and anxiety</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the importance of achieving a balance between work, leisure and exercise for physical and emotional wellbeing</li> <li>• Assess the extent to which they currently achieve this balance and identify changes they would like to make to balance their life better</li> <li>• Suggest practical steps they could take to bring about these changes</li> <li>• Explain the importance of sleep for wellbeing and brain function, particularly during adolescence</li> <li>• Share a range of strategies for ensuring appropriate sleep patterns</li> </ul>	<ol style="list-style-type: none"> <li>1. Starter: Sharing concerns activity</li> <li>2. 5 ways to wellbeing activity</li> <li>3. Video: The importance of sleep</li> <li>4. mindful beditation.. sleep inducing meditation technique</li> <li>5. Brainology - the impact of stress and lack of sleep on the brain</li> <li>6. Relaxation exercises</li> <li>7. Meditation to reduce anxiety</li> <li>8. Diet for brain health. Focus meditation</li> </ol> <p>Resources: MiSP resources: Introduction to mindfulness Headspace resources: Focus and sleep guided meditations Video: The importance of sleep <a href="https://www.youtube.com/watch?v=yQia5HDZzoU">https://www.youtube.com/watch?v=yQia5HDZzoU</a> video 'Better sleep' <a href="https://www.youtube.com/watch?v=7QiejFUpn78">https://www.youtube.com/watch?v=7QiejFUpn78</a></p>

**Theme: Living in the wider world/Health and Wellbeing**

**Topic 5: Being a critical consumer of information in the media, Lifestyle balance and coping with stress**

**The aim of this series of lessons is:** *To encourage students to be a ‘critical consumer’ of information in all its forms; appreciate how the media can expand, limit or distort their view of the world.*  
*To enable students to recognise the importance of critical questioning of information presented through all forms of media.*  
*To consider how social media can be used to distribute propaganda, coerce and manipulate and to understand why they should think critically before forwarding or sharing stories or images received via social media.*

Week	Learning Objectives	Learning Outcomes	Activities and Resources
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<p>1</p>	<ul style="list-style-type: none"> <li>📺 To learn how news is produced</li> <li>📺 To learn why news is produced and why it is important</li> <li>📺 To identify how a news report informs and interests a reader</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the different roles and skills needed to produce news</li> <li>• Explain why the NewsWise values (truthful, interesting, balanced, fair) are important when reporting news</li> <li>• Explain why news is important</li> <li>• Identify the 5 key sections of a news publication and explain how a news report informs and interests a reader</li> <li>• Find news stories that personally interest them and explain why</li> </ul>	<p>1. Starter: World without news activity 2. Pupils take part in a carousel of three activities, to experience the main roles within a newsroom. Each <b>Newsroom Activity</b> has a task sheet. Pupils record their answers in the <b>Roles in a Newsroom Booklet</b>:</p> <ul style="list-style-type: none"> <li>○ Reporters: Pupils find and summarise the 5Ws of a report and devise interview questions to find out the most <b>interesting</b> information.</li> <li>○ Subeditors: Students proofread a report to see how many mistakes they can find, then practise writing subject-verb-object headlines to highlight the most <b>interesting</b> information.</li> <li>○ Picture editors: Students choose the most <b>interesting</b> pictures to match the headline, explaining what makes some pictures better than others.</li> </ul> <p>3. Pupils explore and read a news publication (an online news site or newspaper) to find five different news reports which interest them, within each of the five news sections. For each report they consider: <i>What is this news report trying to inform me about? How did this news report make me feel? Why is this news report</i></p>
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			<p><i>interesting to me?</i> (See <b>News Report Hunt</b> for a template for pupils to record their answers).</p> <p>Resources: Guardian News wise resources <a href="https://www.theguardian.com/newswise/2018/sep/17/unit-of-work">https://www.theguardian.com/newswise/2018/sep/17/unit-of-work</a> News Glossary NewsWise Values Poster Newsroom Activities (for Reporters, Subeditors and Picture Editors) Roles in a Newsroom Booklet Subediting Activity Answers News Report Hunt</p>
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<p>2</p>	<p>📺 To learn how news can challenge power</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Define the meaning of power, and identify people in power</li> <li>• Explain how the Windrush reporting changed how people in power acted</li> <li>• Recognise the different effects of the Windrush reporting on people involved</li> </ul>	<p>1. Starter: Powerful people roleplay                  2. Video + discussion                  3. Pupils read <b>Windrush Headlines and Summaries</b>, putting them in chronological order to see how the reporting affected what happened next.</p> <p><b>Challenge:</b> <i>Who has the most power at each stage?</i> (ie the Windrush victims; the government; journalists) <i>How does the power change? Why?</i></p> <p>Resources:                  Guardian News wise resources  <a href="https://www.theguardian.com/newswise/2018/sep/17/unit-of-work">https://www.theguardian.com/newswise/2018/sep/17/unit-of-work</a>                  Powerful People Roleplay                  Windrush Explainer: notes and links for teachers  <a href="#">Albert Thompson</a> / <a href="#">Paulette Wilson</a> video links                  Windrush Headlines and Summaries</p>
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<p>3</p>	<ul style="list-style-type: none"> <li>📄 To judge the trustworthiness of information</li> <li>📄 To identify and compare different viewpoints</li> <li>📄 To analyse bias within news reports</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the difference between fact, opinion, speculation and rumour</li> <li>• Use language clues to identify whether a statement is fact, opinion, speculation or rumour</li> <li>• Explain why a news report must always remain factual</li> <li>• Find the different points of view within a news report and explain why people may have different points of view</li> <li>• Explain what bias means</li> <li>• Explain why news reports might be biased</li> <li>• Identify how a writer uses language to influence their reader to feel a certain way</li> </ul>	<p>1. Starter: Spot the Truth activity  2. Students read different tweets (see <b>Rumour Has It...</b>) about a gorilla escape breaking news story. They decide whether each tweet is a fact, opinion, speculation or rumour - annotating the language clues that helped them. <b>Challenge:</b> As journalists, students write a <b>truthful</b> 5W summary of what actually happened - only reporting the facts!  3. Pupils read the <b>Unbalanced News Report</b>, identifying whose voices are heard and whose voices are missing. Students then rewrite the news report to include all relevant points of view, ensuring it is <b>balanced</b>.  4. Students read a selection of news reports about the same subject (see <b>Biased Reports</b>) answering for each: <i>Who do you want to defend and who do you want to criticise in the story? Why?</i> Students identify how the author is trying to influence them to feel this way. One technique is to list the words/phrases used in the reports to describe the subject - highlighting the use of positive or negative language.  <b>Challenge:</b> Students complete the <b>Controlling the News</b> activity to consider why news might be biased. For each scenario, pupils consider: <i>Who has power in the story? Which parts of the story might the person with power want to share? Which parts might they want to control (ie not share)? Why?</i></p> <p>Resources:</p>
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