

TOPICAL TALK

AN INTRODUCTION TO
DISCUSSIONS ABOUT
THE NEWS



INTRODUCTION

Objective: to introduce students to discussions about current affairs



Before the session you will need to:

- Have some paper and a pen to hand
- Print and cut out the *Cards*, enough for one set between four

ACTIVITY	TEACHER INSTRUCTIONS
ACTIVITY ONE 	<p>Tell students that they are going to play a game called "Unique Voices". To begin, <i>ask</i>: what is your favourite school subject? Students should move around the classroom and hear each other's answers. They should form a group with people that have the same answer as them. In their groups they should discuss why they like that subject.</p> <p>Ask for feedback. Draw out the similar and different opinions within one of the groups, then highlight similarities that one group has with another.</p> <p>Repeat this a few times with different questions such as "how many siblings do you have?", "which is the most fun sport?", "what's your favourite genre to read?".</p> <p>Afterwards, explain that while we may have the same opinion or answer as someone else, our reasons and experiences give us a unique voice and perspective. In <i>Topical Talk</i> sessions, we'll always consider different opinions and everyone's reasons and experiences are important.</p> <p>Use this activity to agree on a set of rules that will help have inclusive class discussions.</p>
ACTIVITY TWO 	<p><i>Ask</i>: what is the news? Students should talk to a partner and summarise their answer in seven words or less. Ask for feedback. Pick out the words that come up frequently in their answers such as "information". As a class, try to agree on a definition for "news".</p> <p><i>Ask</i>: where do you find the news? E.g. television or Twitter. Write each suggested source on a piece of paper and place these around the room. Encourage more specific ideas such as parents or particular news channels.</p> <p>Ask students to stand next to the source they think is the best place to get news. They should discuss why they chose this and share feedback. Ideas might include "it's free to access" or "you get it quickly". Question these and see if students can say why these things might also be problematic. Ask them to think from a different perspective. Repeat this process for the worst place to find news, then the most trustworthy news source.</p> <p><i>Ask</i>: what are some of the challenges with the news today?</p>
ACTIVITY THREE 	<p>Hand out a set of <i>Cards</i> to groups of four. Ask students to order them from "most" to "least" newsworthy. Discuss each group's reasons.</p> <p><i>Ask</i>:</p> <ul style="list-style-type: none">• What makes something hit the headlines?• What makes some stories more important?• Do you agree that "no news is good news"? <p><i>Challenge</i>: repeat the activity again, thinking from the following perspectives:</p> <ul style="list-style-type: none">• Online American entertainment magazine• British broadsheet newspaper (regarded as more serious and less sensationalist than tabloids)• An Indian daily newspaper

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AN INTRODUCTION TO DISCUSSIONS ABOUT THE NEWS CARDS



Hundreds die in landslide in remote Indian village

BREAKING NEWS **EVERYONE SAFE AFTER LANDSLIDE IN REMOTE INDIAN VILLAGE**

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Terrorist attack in Scotland



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