

The  
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FOUNDATION

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**SPECIAL EDITION**

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# NUMERACY IN THE NEWS: DATA DECISIONS



# Numeracy in the news: data decisions

## Teacher support

### General advice

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#### Timings

Suggested timings are included in the lesson notes in this pack but you can adapt the lesson to your timetable.

Read through the Teacher instructions, activities and lesson notes in advance.

#### Resources

While printed copies of the resources would be best, you could share resources by showing the PDFs on a projector screen or by copying them onto a board/pieces of paper.

Activities are flexible and should be adapted to suit the needs of your students.

#### Get started

Research: what numbers are in your local news? What maths lessons have your students participated in that would help them to present data?

If English isn't your classroom language, let students discuss their ideas in their own language to build their confidence, before switching to English.

Print and share the glossary for each lesson with students. You could also make a class vocabulary list. For example, topical words (like "numeracy" or "social media") or conversational words (like "because" or "I agree/disagree...").

#### Share your students' opinions

We'd love to see your Topical Talkers in action! Share your photos, great moments and Standpoints with @econ\_foundation and use #TopicalTalk for the chance to feature on our social media!

 @Econ\_Foundation #TopicalTalk

# Numeracy in the news: data decisions

## Learning journey

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### Lesson 1

**Objective:** to discuss why numbers are important for understanding the news

In this lesson students will explore some examples from the news and discuss how numbers help them to understand the issues that are important to them. They will listen to a radio news broadcast with and without numbers to experience how numbers help them to make better-informed opinions and decisions.

- Why are numbers in the news important?
- How do numbers help you to make informed opinions?
- What numbers in the news are you most interested in?

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### Lesson 2

**Objective:** to understand how people can be misled by numbers in the news and generate ways to avoid this

In this lesson students will explore examples of how numbers can be misleading, before working in groups to create top tips about how people can avoid this. They will also hear from Marie Segger, data journalist at *The Economist* newspaper, who will help them to refine their ideas.

- How can numbers in the news be misleading?
- How can people avoid being misled by numbers in the news?
- Why is it important for people to fully understand numbers in the news before sharing them?

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### Lesson 3

**Objective:** to explore the decisions that data journalists make and evaluate examples of presented data

In the remaining lessons of this Special Edition students will explore data from the news to form an opinion about the big question: do teenagers spend too much time on social media? In this lesson, students will hear from Sarah Leo, visual data journalist at *The Economist* newspaper, who will give students tips about how to present data and a chance to try them out.

- What do visual data journalists do?
- How do visual data journalists choose which data to share?
- What decisions do data journalists make when presenting data?

# Numeracy in the news: data decisions

## Learning journey

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### Lesson 4

**Objective:** to evaluate data in order to form a conclusion about whether or not teenagers spend too much time on social media

In this lesson students will evaluate real data from the news to form an opinion about whether or not teenagers spend too much time on social media. They will use their learning from the previous lessons to make decisions about which data to use as evidence in a debate.

- What data is there about teenagers and social media?
- How can data from the news be used to support an argument?
- What new data could change your mind?

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### Lessons 5 & 6

**Objective:** To reflect on prior learning to create a Standpoint

In these lessons students will plan, create and share their Standpoints – their final say about data decisions. They will work through a set of tailored activities to refine their skills and opinions, before presenting their opinions in either video, audio or written format.

- What's my final opinion about an issue in the news, based on data? For example, do teenagers spend too much time on social media?
- What examples should I use to support my opinion?
- What skills do I need to share my opinion effectively?

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## LESSON 1

# NUMERACY IN THE NEWS: DATA DECISIONS



Share your thoughts  
@Econ\_Foundation  
#TopicalTalkHeadlines



## About this lesson

**Objective:** to discuss why numbers are important for understanding the news

### Before the lesson you will need to:

- Print the *Teacher instructions*, or have them to hand
- Print the *Posters*
- Have the *PowerPoint* ready to share. Test the audio on slide 4 or find it here: [bit.ly/TT\\_NL](https://bit.ly/TT_NL)

## This lesson develops

### Sustainable Development Goals



### Skills



#### Step 4

I explore problems in the news by discussing different possible outcomes



#### Step 10

I can explain how the context affected a news story and people's opinions about it

#### Step 11

I analyse complex problems in the news by using logical numerical reasoning

# Teacher instructions

## Activity one

**Explain:** in this activity you will discuss some numbers from the news.

Display the *Posters* around the room – put a large sheet of paper next to each one. In pairs, students should visit each *Poster* and discuss what the number might show in relation to its news story. Students should write their ideas on the paper.

Share some of the ideas, then reveal the answers on slide 2 of the *PowerPoint*. Write the answers onto the *Posters*.

Ask pairs to focus on one of the news stories so that there is an even spread of students for each one. Students should discuss the questions on slide 3. Give time for feedback. As a class, decide which of the numbers is most important for people to know.

**Ask:** what other numbers do you know from the news? Why is it important for people to know this number? Share ideas together.

**Tip:** students do not need to mention exact numbers – they could simply say that they know a number within a news story is increasing, decreasing, big or small.

## Activity two

Read slide 4 aloud, then play the audio until it tells you to pause.

**Ask:** which news story do you have the strongest reaction to? What does it make you want to do? Give pairs time to discuss their ideas and feed back to the class. Have a vote about which news story is most concerning: the forest fire, cutting healthcare funding or the wolves?

Play the rest of the audio. **Ask:** have you changed your mind about anything now that you know the numbers? Why or why not? Share ideas together.

## Activity three

Show the sentence starter on slide 5 and read it aloud. Students should take ten big steps around the room, then turn to face the people nearest to them. They should take it in turns to finish the sentence using their learning from this lesson. Repeat for the sentence starters on slides 6 and 7.

**Challenge:** students should suggest their own sentence starters about numbers in the news for the rest of the class to complete.

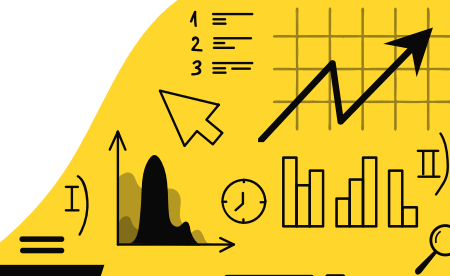
## Extra challenge

Before the next lesson, students should find one number in the news that interests them. They should prepare to explain what the number means and why it is important for people to know it.

At the end of the lesson, ask the skills-check questions in the margin.



We'd love to see your Topical Talkers in action! Share your photos with @econ\_foundation and use #TopicalTalk for the chance to feature on our social media!



## Skills check

How confident do you feel about explaining why numbers in the news are important?

How easy do you find it to compare news stories based on their numbers?







# CLIMATE CHANGE



**1.2 billion**

What might this  
number represent?

Why?





# FAST FASHION

**8 to 10%**

What might this  
number represent?

Why?







# BIODIVERSITY

**1 million**

What might this  
number represent?

Why?





# PLASTIC POLLUTION

450

What might this  
number represent?

Why?



# Audio transcript



Hello people of Newsland and welcome to your daily news broadcast. I've not quite finished it yet, but... here we go! Our top stories for today:

A large forest fire has affected homes in the north of our country. Firefighters have said that they are working as hard as they can but that the fire won't be extinguished.

On to our next story and the Newsland government has said it has cut funding to our healthcare system. Official documents show that the money spent on hospitals will be less than previous years.

And finally, wildlife experts predict that, due to a cold winter, wolves will move from the mountains to live in the forest next to our capital city. They will likely return to the mountains as the weather gets warmer in the spring.

That's all for today folks, thanks for listening. As always, stay nice, Newsland!

## ⏸ Pause the audio here.

Hello people of Newsland... welcome back to the news. My editor thinks that my last broadcast wasn't very helpful – so I've finished my script and added some numbers. Let's try again. Our top stories for today:

A large forest fire has affected 2 homes in the north of our country. Firefighters have said that they are working as hard as they can but that the fire won't be extinguished for another 20 minutes.

On to our next story and the Newsland government has said it has cut funding to our healthcare system. Official documents show that the money spent on hospitals will be a total of \$20 less than previous years.

And finally, wildlife experts predict that, due to a cold winter, around 1 million wolves will move from the mountains to live in the forest next to our capital city. They will likely return to the mountains as the weather gets warmer in the spring.

I hope you've got a clearer idea of what's happening now. That's all from me! As always, stay nice, Newsland!



## LESSON 2

# NUMERACY IN THE NEWS: DATA DECISIONS



Share your thoughts  
@Econ\_Foundation  
#TopicalTalkHeadlines

## About this lesson

**Objective:** to understand how people can be misled by numbers in the news and generate ways to avoid this

### Before the lesson you will need to:

- Print the *Teacher instructions*, or have them to hand
- Have the *PowerPoint* ready to share. Test the audio on slide 25 or find it here: [bit.ly/MarieSegger](https://bit.ly/MarieSegger)
- Print and copy the *Top tips sheet*, enough for five in total (large paper recommended)
- Print the *Secret news stories*
- Print the *Character profiles*

## This lesson develops

### Sustainable Development Goals



### Skills



#### Step 4

I explore the problem of misleading news by creating different possible solutions



#### Step 5

I can explain ways to check if numbers in the news are trustworthy

#### Step 7

I explore the complex problem of misleading news by building my understanding through research

#### Step 6

I can explain why it's important to find reliable news sources



# Teacher instructions

## Activity one

If students completed the extra challenge from Lesson 1, give them time to share their chosen numbers and explanations.

Split the class into five groups and give each group a *Secret news* story face-down.

**Explain:** in this activity you will play a guessing game – you must guess the other groups' news stories before they guess yours, based on the information they give you.

Give time for groups to quietly read their *Secret news stories*. Ask for a show of hands about whether students think their news is good news, bad news or neutral news. Then groups should share three words that sums up their news story. Give groups time to guess each other's news stories – then reveal that each group's news was about the same statistic. One person from each group should read their news aloud.

Show the keywords on slide 9 and 10 of the *PowerPoint*, read them aloud and discuss the questions together.

Give each group a *Top tips sheet* and show slide 11 – groups should decide on their first tip, then share it with the class. If students need extra support, work through the sheet as a class throughout the lesson.

## Activity two

Work through the following examples that show how numbers in the news can be misleading. After each, give time for groups to fill out the corresponding section of their *Top tips sheet* and share ideas together.

- **Forced connections:** discuss the information and questions on slides 12 to 15
- **Bad evidence:** discuss the information and questions on slides 16 to 19
- **Part of a story:** discuss the information and questions on slides 20 to 22
- **Perspectives:** give each group a *Character profile* and work through the activity and questions on slides 23 and 24

**Ask:** why is it important for people to fully understand numbers in the news before sharing them? Share ideas together.

## Activity three

Show slide 25. Play the audio – as students listen, they should tick any of their top tips that Marie says and write any new ideas onto the back of their sheets. Give time for groups to share anything they added.

**Students should keep their sheets safe as they will be needed in Lesson 4.**

**Extra time?** Groups should think of easy ways to remember their top tips – for example, by creating songs, actions or acrostic poems.

At the end of the lesson, ask the skills-check questions in the margin.



**Short on time?** To make the most of this lesson, complete the blue activity first.



## Keywords

### 1. Misleading =

when something gives you the wrong idea or impression. If you are misled, you might come to a wrong conclusion or believe information that is not true

### 2. News literacy =

having the critical-thinking skills to evaluate how reliable or credible the news is – for example, being able to spot fake news or misinformation, and realise when you're being misled or when you're not getting the full story

## Skills check

How confident are you with explaining why it's important to find reliable news sources?

How confident are you with checking if numbers in the news are trustworthy?

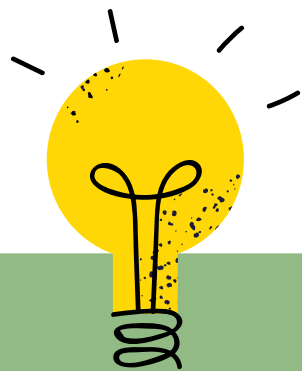


We'd love to see your Topical Talkers in action! Share your photos with @econ\_foundation and use #TopicalTalk for the chance to feature on our social media!





Top tips sheet



Fill out this sheet as you work through the lesson. Discuss your top tips together and prepare to share your reasons. If you have extra top tips, write them on the back of the sheet.

Lesson example		What was misleading?	Top tips to avoid being misled in future
The same statistic			Top tip 1: 
Forced connections			Top tip 2: 
Bad evidence			Top tip 3: 
Part of a story			Top tip 4: 
Perspectives			Top tip 5: 

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## Character profiles



**You are a doctor.**

You are very worried about  
the amount of sugar that  
young people eat.

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## Character profiles

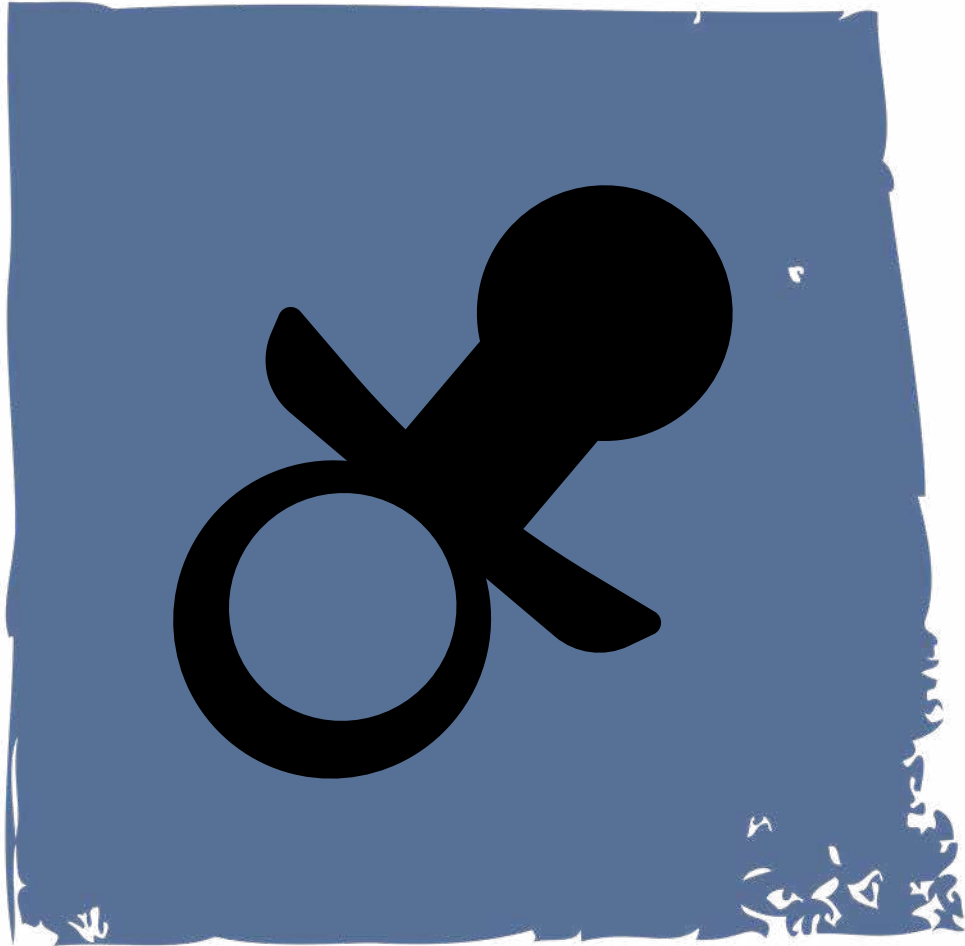


**You are a private dentist.**

You make a lot of money from  
people who eat too much sugar.

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## Character profiles



**You are a parent.**

You are struggling to pay the bills  
and buy food for your children.

## Character profiles



**You are rich.**

You can afford to buy  
whatever you want.



# Transcript



**Marie Segger,  
data journalist**

## **Marie Segger, data journalist at *The Economist***

**Interviewer:** Hello, and welcome to this Topical Talk discussion about data journalism. Today I have a special guest who will answer some important questions about data in the news. Hello and welcome. Can you tell us what your job is?

**Marie Segger:** My name is Marie Segger and I'm a data journalist for *The Economist* newspaper.

**Interviewer:** Thank you for joining us today. Now for the listeners, data is information that helps people to understand something. For example, statistics or facts. Marie, can you tell us a bit more about what data journalists do?

**Marie Segger:** At *The Economist*, our data journalists do a mix of researching articles and gathering numbers, for example, scraping numbers from the web, and then analysing and writing an article about it. We also have visual data journalists on our team who then help us visualise those numbers and create beautiful charts and maps.

**Interviewer:** Why is data helpful for understanding a news story?

**Marie Segger:** I think data can often be really helpful for understanding a news story because it can really paint a clear picture. So you can get expert quotes and lots of information and research together in an article – but often it is that one big number that really tells the story.

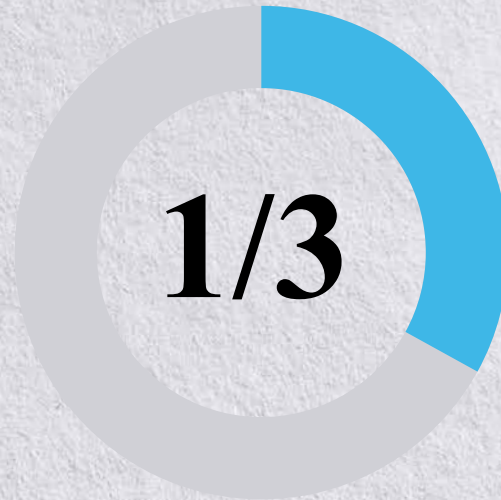
**Interviewer:** What advice would you give to people to help them to think about data in the news?

**Marie Segger:** My advice would be to first check the source. Is it reliable, or not? Second, I think it's important to understand what the data is showing. So look at the methodology. For example, if it's a survey, you sometimes do surveys claiming to poll teenagers' opinions – but then actually, they've only asked those over 18 because for the ones under 18, you need to get their parents to agree to them taking part in the survey. And lastly, I think it's also important to think about what the data doesn't tell you. So the data that you see in a particular news story obviously was chosen with the angle of that news story in mind. And there might be data that actually contradicts that point that the data you are seeing now is making.

I think that's a really important point to remember. Data often seems very objective you know, it's cold, hard numbers. There's a lot of subjectivity in how you choose the data and how it is gathered. It's very important to ask: what is the data actually showing? And what, maybe, does it leave out?



## Secret news stories



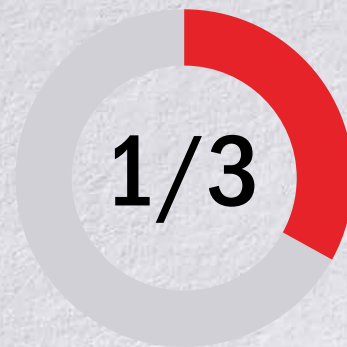
Hooray for farming! Farmers around the world have successfully cultivated around one third of the world's land surface to be used for crops or livestock. That's a lot of food for the people of the world!



## Secret news stories



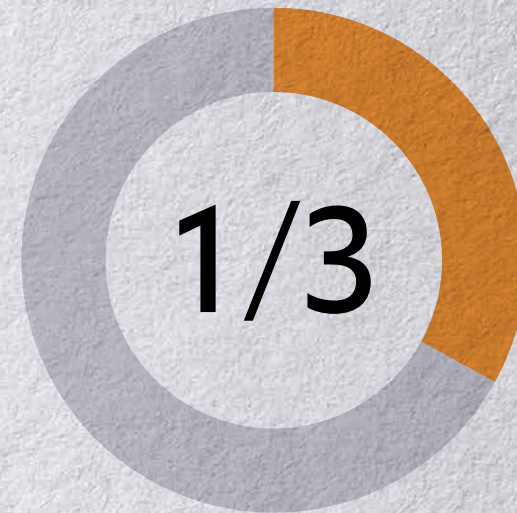
Shockingly, farmers have now taken over around one third of the world's land surface for crops or livestock. Imagine the habitats that have been destroyed.



**of the world's  
land surface**



## Secret news stories



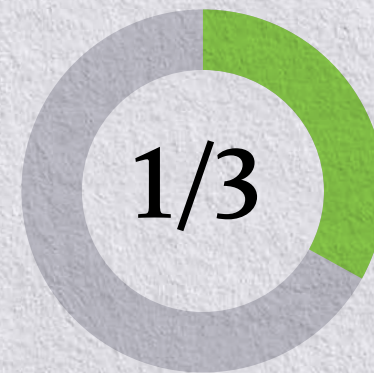
Did you know, farmers **only** use around one third of the world's land surface for crops or livestock? Many people think they use more!



## Secret news stories



More than a third of the world is now devoted to crops or livestock. It takes a lot of farmers to look after that much land... think of all the jobs that have been created!

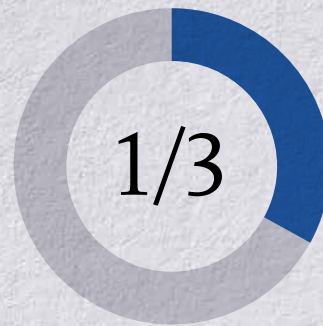




## Secret news stories



More than a third of the world's land surface is now devoted to crop or livestock production.



of the world's  
land surface

## LESSON 3

# NUMERACY IN THE NEWS: DATA DECISIONS



Share your thoughts  
@Econ\_Foundation  
#TopicalTalkHeadlines



## About this lesson

**Objective:** to explore the decisions that visual data journalists make and evaluate examples of presented data

### Before the lesson you will need to:

- Print the *Teacher instructions*, or have them to hand
- Have the *PowerPoint* ready to share (test the video on slide 28 or find it here: [bit.ly/TT\\_SLDV](https://bit.ly/TT_SLDV))
- Print and copy the *Data sets*, enough for one between three
- Print and copy the *Charts*, enough for one set between three

## This lesson develops

### Sustainable Development Goals



### Skills



#### Step 4

I generate ideas  
to improve the  
presentation of data

#### Step 11

I innovate effectively  
to present data when  
working in a group



#### Step 3

I can explain some  
different opinions  
people have about  
teenagers and social  
media

#### Step 5

I can explain how  
bias affects the data  
I see and hear about  
teenagers and social  
media

# Teacher instructions

## Activity one

**Ask:** what top tips can you remember about how to avoid being misled by numbers in the news? Share ideas together.

Show the keyword on slide 27 of the PowerPoint and read it aloud.

For this lesson, students should work in groups of three and label themselves A, B and C. Show slide 28 and play the video – as students watch, they should note down the answers to their corresponding question. Give time for feedback.



**Short on time?** To make the most of this lesson, complete the blue activity first.

## Activity two

**Explain:** in the remaining lessons of this Special Edition you will explore data from the news to form an opinion about the big question: do teenagers spend too much time on social media?

Give each group some large sheets of paper and a *Data set* – read through it together and explain that it shows how often teenagers use the platforms mentioned.

Give groups time to present some or all of the data by sketching ideas on their paper. For example, they could isolate the data for “YouTube” and present that as a bar chart; they could draw two graphs that show a comparison; or they could try to think of a clear way to present everything. If students need extra support, remind them of any relevant maths lessons that they have done. Groups should annotate their work with the answers to the questions on slide 29. After 20 minutes, groups should present their ideas and say which would be best for the news and why.

**Ask:** would anyone present their data differently based on what they saw someone else do? Why or why not? Share ideas together.

## Activity three

Give each group a set of *Charts* and show slide 30.

**Explain:** visual data journalists at *The Economist* newspaper made these three charts from the data but they only published one.

Give time for groups to reason about which one was published – choose students with different opinions to share. Have a final vote – groups should hold their choice up.

Reveal that chart A was published because the others were not good enough. Students should reflect on their learning from the lesson to say why chart A was chosen and the others were not (*chart A had the clearest colours and the style of the chart made it easy to compare the different social media platforms*).

At the end of the lesson, ask the skills-check questions in the margin.



We'd love to see your Topical Talkers in action! Share your photos with @econ\_foundation and use #TopicalTalk for the chance to feature on our social media!



## Keywords

### 1. Data =

information in the form of text, observations, figures, images, numbers, graphs, or symbols. For example, numbers and isolated facts. Data is a raw form of knowledge and, on its own, doesn't carry any significance or purpose

### 2. Data set =

a group of data about the same topic

## Skills check

How confident do you feel about working in a group to present data?

How confident do you feel about explaining how bias affects the data we see in the news?



# Data sets

**Percentage of teenagers who say they visit or use each of the following apps or sites.**

United States only. 13- to 17-year-olds. Surveyed April 14th to May 4th 2022.

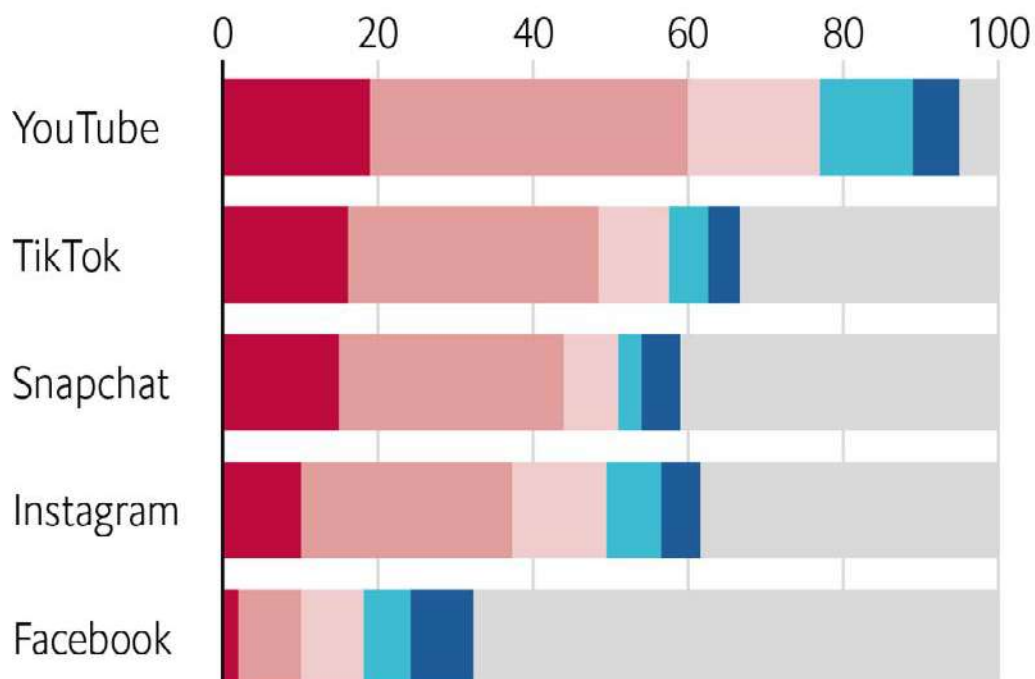
Platform	Almost constantly	Several times a day	About once a day	Several times a week	Less often	Do not use
YouTube	19	41	17	12	6	5
TikTok	16	32	9	5	4	33
Snapchat	15	29	7	3	5	41
Instagram	10	27	12	7	5	38
Facebook	2	8	8	6	8	67

# Chart A

A

**Teenagers who say they visit or use each of the following apps or sites %**

- Almost constantly
- Several times a day
- About once a day
- Several times a week
- Less often
- Do not use



Source: Pew Research Centre



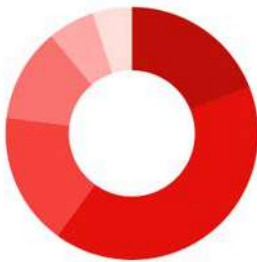
## Chart B

**B**

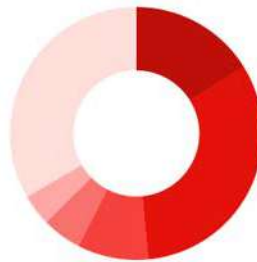
### Social media platforms



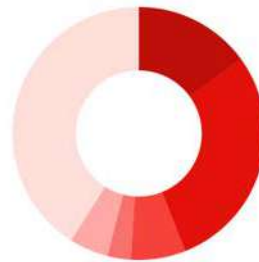
YouTube



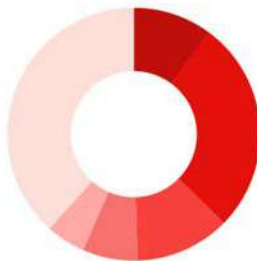
TikTok



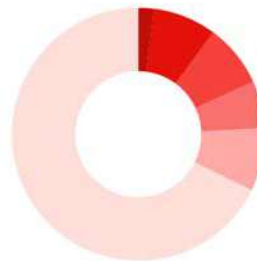
Snapchat



Instagram



Facebook

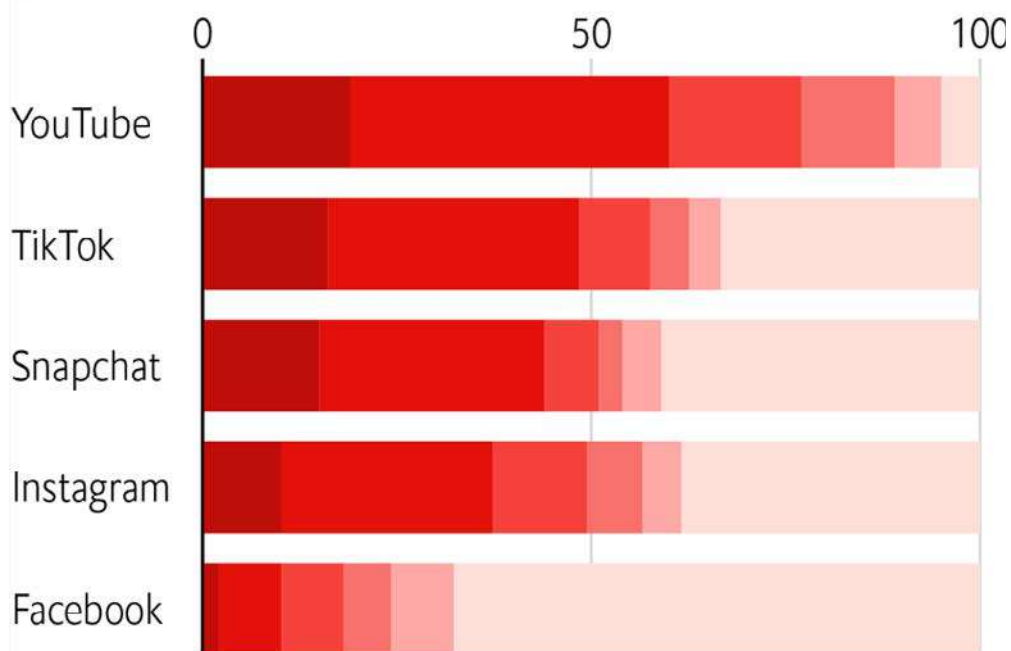


## Chart C



### Teenagers spend a lot of time on social media

- Almost constantly
- About once a day
- Less often
- Several times a day
- Several times a week
- Do not use



# Transcript



**Sarah Leo,**  
**Visual data journalist**  
**at *The Economist***

My name is Sarah Leo, and I'm a data visualiser for *The Economist* newspaper.

That means that I take data and turn them into charts or maps that are then published alongside our articles. Sometimes numbers are complicated, but they can be easier to understand when we visualise them rather than just spelling them out in the text.

I have three top tips for sharing data. The first one is: choose the right way of presenting it. For example, a line chart works well for showing a change over time, while a bar chart is good for comparing amounts, and maps are interesting for showing differences between locations. My second tip is: present your numbers fairly. Choose scales, words and colours that aren't leading people to an opinion based on anything other than what the numbers are saying. And finally, my third tip: make sure your chart works for everyone. Don't use words that not everyone might know. And it needs to be clear enough for news consumers to see all information. Make the text big enough for people to read. Avoid colours that are too similar, and we also avoid using red and green together, as these are hard to see for people with colour-blindness.

Part of my job involves choosing the right data that will help me explain a news story.

This can be difficult, especially if I have to fit a lot of information into a chart or a map in a very small space. I also have to make sure that the data I choose represents the news story fairly and comes from a good source that I can trust. I must never be biased by only choosing things that interest me or back up what I think. If data journalists aren't careful, they can influence their audience with the data they choose. So when you look at a chart in the news, always ask yourself, what does this tell me? And what doesn't this tell me? And why am I being shown this? Just in case.



## LESSON 4

# NUMERACY IN THE NEWS: DATA DECISIONS



Share your thoughts  
@Econ\_Foundation  
#TopicalTalkHeadlines

## About this lesson

**Objective:** to evaluate data in order to form a conclusion about whether or not teenagers spend too much time on social media

### Before the lesson you will need to:

- Print the *Teacher instructions*, or have them to hand
- Have the *PowerPoint* ready to share
- Print and copy and cut the *Data cards*, enough for one set between six
- Students should have their *Top tips sheets* from Lesson 2 to hand
- Have a ball (or something to throw) to hand

## This lesson develops

### Sustainable Development Goals



### Skills



#### Step 8

I speak engagingly by using visual aids, such as charts and infographics, to support my points in a debate

#### Step 12

I speak adaptively by changing my arguments in a debate depending on the response of listeners



#### Step 3

I can explain some different opinions people have about teenagers and social media

#### Step 5

I can explain ways to check if data is trustworthy

# Teacher instructions

## Activity one

Throughout this lesson, students should refer to their *Top tips sheet* from Lesson 2.

Ask the class to stand in a circle. Read the question on slide 32 of the *PowerPoint* aloud and throw the ball to someone who would like to share one answer. When they have answered, they should throw the ball to someone else and sit down – they cannot answer again in this round. Continue until there are no original answers to the question.

Start new rounds for the questions on slides 33 to 35.

## Activity two

For this activity, students should work in groups of six – give each group a set of *Data cards*. Remind students that like last lesson, this lesson will focus on the question: do teenagers spend too much time on social media?

Show slide 36 and read it aloud. Students should take it in turns to pick a card for their group to discuss, using the questions. Encourage students to reflect on their learning from previous Special Edition lessons. Groups should sort their cards into two piles for whether the data supports the argument for “yes” or for “no” to the big question.

**Ask:** which card was most interesting to you? Did you find any data to be misleading or unclear? Share ideas together and discuss any cards that students do not understand.

## Activity three

Within each group, three students should label themselves as “Team A” and three students should label themselves as “Team B”. Show slide 37. The “Team A” students should gather the cards that support their side of the debate and move to one side of the room. The “Team B” students should gather the cards that support their argument and move to the other side of the room. Give teams time to share the discussions they had in their smaller groups and plan arguments for their side of the debate.

Choose one student to start the debate. Students should take it in turns to respond to one another – either by presenting a new argument (supported by data) or by discrediting data or arguments that the other team used.

When there are no more original arguments, declare the most convincing team as the winners.

Discuss the questions on slide 38 together.

At the end of the lesson, ask the skills-check questions in the margin.

## Extra challenge

On the board, **write:** “Do students in this class spend too much time on social media?”. Give groups time to collect and present their own data – then have a class vote.



**Short on time?** To make the most of this lesson, complete the blue activity first.



We'd love to see your Topical Talkers in action! Share your photos with @econ\_foundation and use #TopicalTalk for the chance to feature on our social media!



## Skills check

How confident do you feel about using visual aids, such as charts and infographics, to support your points in a debate?

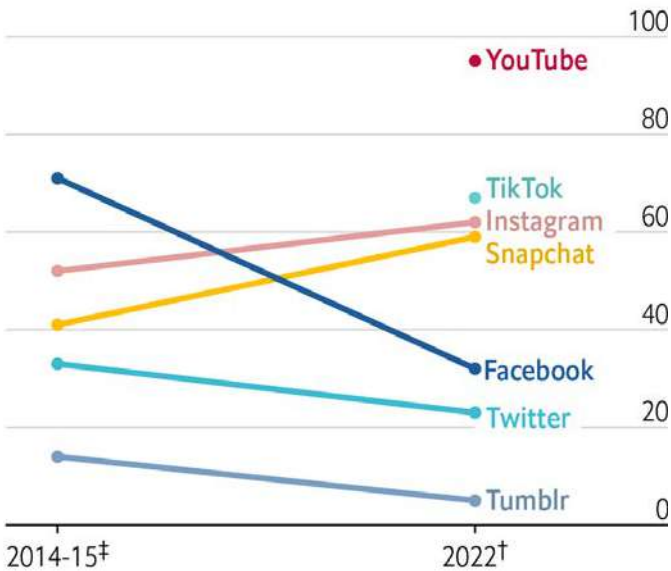
How easy do you find it to think of three different opinions people have about teenagers and social media?



# Data cards

1

**Teenagers\* who say they have used any of the following apps or sites at least once %**



\*13- to 17-year-olds Surveyed Apr 14th - May 4th 2022. Surveyed Sep 25th-Oct 9th 2014 and Feb 10th-Mar 16th 2015

The Economist



2

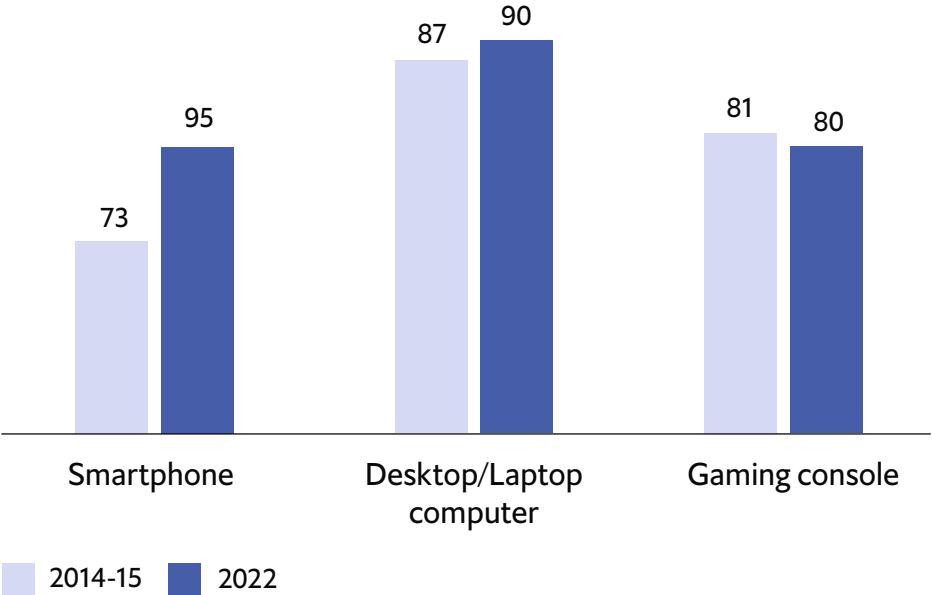
**Percentage of teens in the US who say it would be \_\_\_\_ for them to give up social media**

	Very hard	Somewhat hard	Somewhat easy	Very easy
Teens overall	18	35	26	20
Just boys	14	34	26	25
Just girls	22	36	27	15

# Data cards

3

**Nearly all teens in 2022 have access to a smartphone, up from 73% in 2014-15**  
Percentage of teens in the US who say they have access to the following devices



Note: Teens refer to those ages 13 to 17. Those who did not give an answer are not shown. The 2022 question wording further clarified access at home. Source: Survey conducted April 14-May 4, 2022. \*Teens, social media and technology 2022"

Pew Research Center



4

**What do teens think?**  
% who say using social media make them feel:

	More	Less
Lonely	3%	25%
Depressed	3%	16%
Anxious	8%	12%
Confident	20%	5%
Better about themselves	18%	4%
Popular	20%	3%



## Data cards

5

**57%**

of all teens agree that using social media often distracts them when they should be doing homework.

**54%**

of teen social-media users agree that it often distracts them when they should be paying attention to the people they're with.

**29%**

of teen smartphone owners say they've been woken up by their phones during the night by a call, text, or notification.

**42%**

of teens agree that social media has taken away from the time they could spend with friends in person.



6

**23%**

23.2% of teens have been bullied in the last month, while 4.9% had cyberbullied others in the last month.

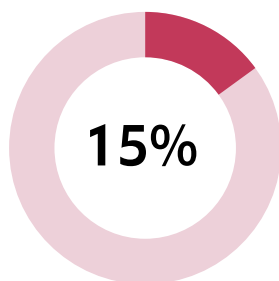
**55%**

55% of cyberbullying victims are between the ages of 14 and 15.

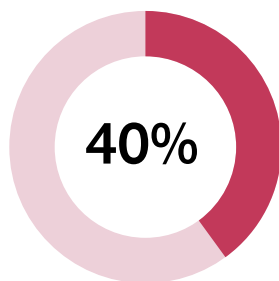
# Data cards

7

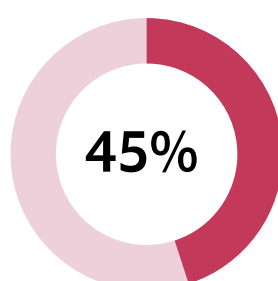
We asked parents: which social-media platforms concern you most?



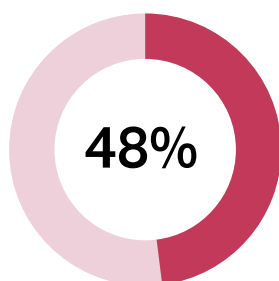
...mentioned  
YouTube



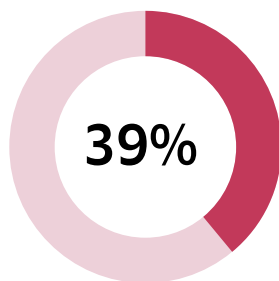
...mentioned  
TikTok



...mentioned  
Snapchat



...mentioned  
Instagram



...mentioned  
Facebook



8

29%

of parents said they worry  
about their kids spending  
too much time in front  
of screens.

68%

of parents believe that the use  
of social media has a negative  
impact on their teen's ability to  
socialise normally.

80%

of parents have reported that they  
monitor their children and their  
social media and smartphone  
habits and 45% are using an app to  
restrict or limit their usage.

# Data cards

9

## Data from January 2023 shows:

The percentage of the global population that now uses social media.

59%

2hr 31m

The average daily time spent using social media.

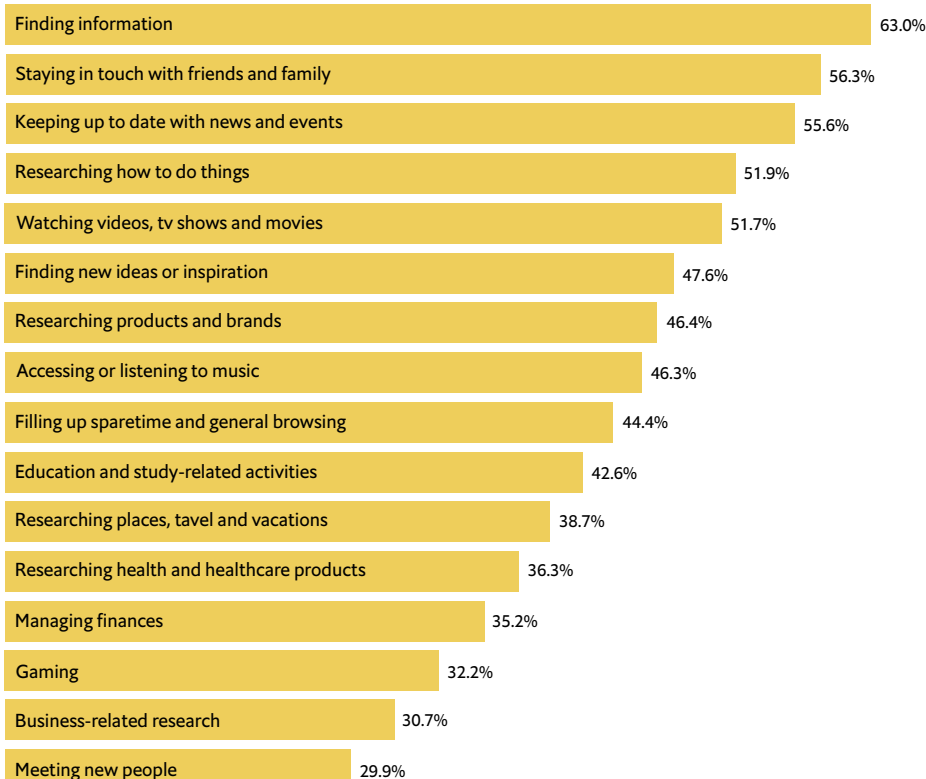
4.76 billion

The amount of people that use social media - 137 million new users have come online within the last 12 months.



10

## Primary reasons why global internet users aged 16 to 64 used the internet in 2021:



## LESSON 5 & 6

# NUMERACY IN THE NEWS: DATA DECISIONS



Share your thoughts  
@Econ\_Foundation  
#TopicalTalkHeadlines

## About this lesson

**Objective:** to reflect on prior learning and create a Standpoint

### Before the lesson you will need to:

- Print the *Teacher instructions*, or have them to hand
- Have the *PowerPoint* ready to show on screen
- Print the *Planning sheets*, enough for one each (large paper recommended)
- Print the *Standpoint sheets* according to the formats chosen (large paper recommended)
- Have the *Activity list* to hand

## This lesson develops

### Sustainable Development Goals



### Skills



#### Step 7

I speak engagingly by using facts and examples to support my points in my Standpoint



#### Step 11

I analyse complex problems in the news by using logical numerical reasoning



#### Step 5

I can explain how bias affects the data I see and hear about teenagers and social media



#### Step 10

I listen critically and think about where differences in perspectives about social media come from



#### Step 8

I develop my opinions about teenagers and social media by using mind mapping



#### Step 10

I can explain how context affects how people interpret data about teenagers and social media

# Teacher instructions



Spread these activities over two lessons. You will need at least two hours.

## Activity one

As a class, decide on the five most important things to remember for navigating numbers and data in the news. **Ask:** why is it important to have good news-literacy skills? Share ideas together.

## Activity two

Show slide 40 of the *PowerPoint* on screen and go through what a Standpoint is.

On the board, **write:** "Do teenagers spend too much time on social media?" Hand out a *Planning sheet* to each student. Students should write the question into the central box.

Students should work through the *Planning sheet* to form their ideas for their Standpoint. Show slide 41 for prompts to help during this activity.

## Activity three

Ask students to decide the format they want to use for their Standpoints: video, audio or written. Alternatively, you could assign them a format if you'd prefer for all students to work in the same format.

Then pick a couple of the most relevant activities from the *Activity List* to do with your students.

## Activity four

Give each student the corresponding *Standpoint sheet* for their format. Give time for students to plan and create their Standpoints.

## Activity five

Give time for students to present their Standpoints to each other and give feedback using the success criteria on the *Standpoint sheet*. Praise students both on their Standpoints and on the constructive feedback they give.

## Skills reflection

Ask students to move around the room until you shout "stick" – they should turn to the person nearest to them and take turns to ask each other the first question on slide 42. Shout "twist" to allow students to move around the room again. Repeat until students have discussed all questions.



We'd love to see your Topical Talkers in action! Share your photos photos and Standpoints with @econ\_foundation and use #TopicalTalk for the chance to feature on our social media!





# Activity list



## Activity



## Helps with these skills



## Helps with this Standpoint format

Students should make a pair. Shout out an emotion, for example, happy, anxious or frustrated. Students should take it in turns to convey that emotion using only the sound "mmhmm", their facial expressions and their body language.

Speaking  
STEP 9: I speak engagingly by using tone, expression and gesture to engage listeners

Audio, Video

Shout out a word relevant to the topic. Students have to come up with 10 connotations (10 things that the topic word makes them think of) on a sheet of paper.

Listening  
STEP 8: I show I am listening by summarising or rephrasing what I have heard

Writing, Audio, Video

Invite one student to read one sentence from their Standpoint. **Ask** the rest of the class to draw something to go with it, then share ideas together. Repeat. Give time for students to look through their plans and decide if they want to include any visual aids, for example, pictures, graphs or maps, to help explain their points.

Listening  
STEP 5: I listen to others and record important information as I do

Video

**Ask** students to think of their favourite story from a book or film. Challenge them to summarise it in three sentences, one sentence and, finally, five words. **Ask** them to do the same for their chosen Standpoint topic or news story.

Listening  
STEP 8: I show I am listening by summarising or rephrasing what I have heard

Writing, Audio

On the board, **write**: "And then, it was gone!". **Ask** students to read it aloud with different emotions. The rest of the class should try to guess the emotion. Give time for students to try this with sentences from their Standpoint before choosing which is most appropriate.

Speaking  
STEP 9: I speak engagingly by using tone, expression and gesture to engage listeners

Audio, Video

Read a few sentences from a student's Standpoint badly – for example, sitting in a strange way, mumbling and with a blank facial expression. Students should take it in turns to give you directions about how to improve until they all agree you are doing it right. Give students a chance to read their own Standpoints and be directed.

Listening  
STEP 1: I listen to others and can remember short instructions  
  
Speaking  
STEP 9: I speak engagingly by using tone, expression and gesture to engage listeners

Audio, Video

---

# Activity list

---

In pairs, students should take it in turns to read a few sentences of their Standpoint script. While one person reads, the other should make facial expressions and gestures as though they are the person speaking. The person reading should make a note of anything they thought was effective so they can recreate it in their recording.

Problem-solving  
STEP 3: I complete tasks by finding information I need myself

Speaking  
STEP 9: I speak engagingly by using tone, expression and gesture to engage listeners

Video

---

Students should pair up with someone who is writing about the same topic. Each student should secretly write down three keywords for their topic. Students in a pair should take it in turns to describe a word without saying it. If their partner guesses correctly, they win a point for their pair. The pair with the most points after 60 seconds, wins! **Challenge:** give students other related words that they are not allowed to use in their descriptions.

Listening  
STEP 8: I show I am listening by summarising or rephrasing what I have heard

Writing

---

On the board, write: "The mouse was feeling good." **Ask** students to take it in turns reading the sentence aloud – each time they should put emphasis on a different word. For example, first "The mouse was *feeling* good", then "The mouse was feeling *good*" and so on. Each time, discuss how the emphasis changes the meaning of the sentence. Give time for students to highlight the words they should emphasise in their Standpoint scripts.

Speaking  
STEP 9: I speak engagingly by using tone, expression and gesture to engage listeners

Speaking  
STEP 11: I speak adaptively by planning for different possible responses of listeners

Audio, Video

---

On the board, **write:** the numbers one to ten. Explain that ten is the loudest voice possible and one is a very quiet whisper. Point to each number, working your way up from one to ten – for each one students should say their name at the corresponding volume. Then increase the challenge by pointing to random numbers. Together discuss which volume would be best for presenting Standpoints.

Speaking  
STEP 6: I speak effectively by using appropriate tone, expression and gesture

Audio, Video

---

Have a ball to hand. On the board, **write:** "and...", "because...", "but...", "however...", "so...", "although..." and "therefore...". Say a statement aloud, for example: "I like chocolate cake". Pass the ball to a student – they must use one of the words on the board and say something that connects to your statement, for example: "but only with ice-cream". They should then say a new statement and pass the ball to someone who wants to complete it. Repeat.

Speaking  
STEP 5: I speak effectively by using appropriate language

Listening  
STEP 4: I listen to others and can tell why they are communicating with me

Writing

---

## Planning sheet

## What do you want to say?

Use this sheet to guide your planning – start with the middle bubble then add notes to the others as you do more research. If you run out of space, use the back of this sheet.



## Key information

What would you like people to learn from your Standpoint? Write the key pieces of information below:

- 
- 
- 
- 



## Vocabulary bank

What important words should you make an effort to include? What do they mean?



### Standpoint focus area

What topic or news story will your Standpoint focus on? Why is it important for you to talk about this?



## Your opinion

What do you think about this? What facts or examples support your opinion?



## What next?

What should happen next for your news story? For example, should certain people do something? Or is there a problem that must be solved?



## Other perspectives

Who else is it important to hear from? For example, people who are directly affected by your chosen topic or people who have spoken out in the news. What are their opinions? Try to include someone who agrees with what you think and someone who disagrees with what you think.

**Perspective one:**



**Perspective two:**



Henry Tricks writes every week for *The Economist*.



**Henry's top tips for good pieces of written journalism are:**

- Make sure your writing has a clear beginning, middle and end
- Have a balance of long and short sentences
- Explain technical words as you go
- Make sure every sentence says something new
- Say things as simply as possible

**Standpoint success criteria**

**Be clear!**

- ☐ Summarise the topic you've chosen
- ☐ Use appropriate language
- ☐ Make your points in a logical order
- ☐ Explain your points in under 400 words

**Share your opinion!**

- ☐ Evaluate more than one perspective
- ☐ Use facts and examples to support your opinion
- ☐ If you mention a problem, suggest possible solutions and evaluate their pros and cons

**Check your work!**

- ☐ Read your work through to check it makes sense
- ☐ Check your facts are reliable
- ☐ Make it clear what's fact and what's your opinion

# Standpoint sheet: writing

## How do you want to say it?

Use this sheet to start writing your Standpoint – read the top tips first and stay on track by using the success criteria. If you run out of space use the back of this sheet.



**Step one**

**Introduce your topic or news story**

Here's where you introduce the topic and say why it's important to you. Keep this bit to around 100 words.



**Step two**

**Share a range of perspectives**

Here's where you say who is affected by this topic and how. Share some opinions from perspectives that are different from yours. Keep this bit to around 150 words.



**Step three**

**Share your opinion**

Here's where you share what you think, using facts and examples to support your points. Keep this bit to around 150 words.



**Step four**

**Finish your piece**

Put the parts of your Standpoint together – you might need to add questions or linking sentences to help the information flow.

Check your piece against the success criteria. Tick off the things you have done and edit the things you haven't. Use Henry's tips to help you make any final edits. For example, could you improve your sentence structures or use better vocabulary?



**Harriet Shawcross**  
produces and directs films  
for *The Economist*.



**Harriet's top tips for good pieces of written journalism are:**

- Speak slowly and clearly
- Change the tone of your voice depending on what you are saying
- Make sure your facial expressions match the mood of your Standpoint
- Use your body language to help communicate points
- Hold up visual aids such as pictures or charts (if they are relevant)

**Standpoint success criteria**

**Be clear!**

- ☐ Summarise the topic you've chosen
- ☐ Use appropriate language
- ☐ Make your points in a logical order
- ☐ Explain your points in under two minutes

**Share your opinion**

- ☐ Evaluate more than one perspective
- ☐ Use facts and examples to support your opinion
- ☐ If you mention a problem, suggest possible solutions and evaluate their pros and cons

**Check your work**


- ☐ Read your work through to check it makes sense
- ☐ Check your facts are reliable
- ☐ Make it clear what's fact and what's your opinion


# Standpoint sheet: video


## How do you want to say it?

Use this sheet to start writing the script for your Standpoint – read the top tips first and stay on track by using the success criteria. If you run out of space use the back of this sheet.



**Step one**  
**Introduce your topic or news story**  
Here's where you introduce the topic and say why it's important to you. Keep this to around 30 seconds long.  


**Step two**  
**Share a range of perspectives**  
Here's where you say who is affected by this topic and how. Share some opinions from perspectives that are different from yours. Keep this bit to around 45 seconds long  


**Step three**  
**Share your opinion**  
Here's where you share what you think, using facts and examples to support your points. Keep this bit to around 45 seconds long.  


**Step four**  
**Finish your script**  
Put the parts of your Standpoint together – you might need to add questions or linking sentences to help the information flow.  
  
Check your script against the success criteria. Tick off the things you have done and edit the things you haven't. Use Harriet's top tips to have a go at presenting your script!  
For example, you could add notes about when to show a visual aid or about how to use body language.

John Prideaux writes and produces podcasts for *The Economist*.



**John's top tips for good pieces of audio journalism are:**

- Speak slowly and clearly
- Change the tone of your voice depending on what you are saying
- Speak directly to the listener as if you know them
- If you use technical words, explain what they mean
- Make sure sound effects or music are not distracting for the listener

**Standpoint success criteria**

**Be clear!**

- ☐ Summarise the topic you've chosen
- ☐ Use appropriate language
- ☐ Make your points in a logical order
- ☐ Explain your points in under two minutes

**Share your opinion!**

- ☐ Evaluate more than one perspective
- ☐ Use facts and examples to support your opinion
- ☐ If you mention a problem, suggest possible solutions and evaluate their pros and cons

**Check your work!**


- ☐ Read your work through to check it makes sense
- ☐ Check your facts are reliable
- ☐ Make it clear what's fact and what's your opinion


# Standpoint sheet: audio


## How do you want to say it?

Use this sheet to start writing your Standpoint – read the top tips first and stay on track by using the success criteria. If you run out of space use the back of this sheet.



**Step one**  
**Introduce your topic or news story**  
Here's where you introduce the topic and say why it's important to you. Keep this to around 30 seconds long.  


**Step two**  
**Share a range of perspectives**  
Here's where you say who is affected by this topic and how. Share some opinions from perspectives that are different from yours. Keep this bit to around 45 seconds long.  


**Step three**  
**Share your opinion**  
Here's where you share what you think, using facts and examples to support your points. Keep this bit to around 45 seconds long.  


**Step four**  
**Finish your script**  
Put the parts of your Standpoint together – you might need to add questions or linking sentences to help the information flow.  
Check your script against the success criteria. Tick off the things you have done and edit the things you haven't.  
Use John's top tips to have a go at presenting your script! For example, you could add notes about when to change your voice or when to speak more slowly to stress a point.

## Teacher support

### Lesson 1

**Objective:** to discuss why numbers are important for understanding the news

#### Teacher notes

In this lesson students will explore some examples from the news and discuss how numbers help them to understand the issues that are important to them. They will listen to a radio news broadcast with and without numbers to experience how numbers help them to make better-informed opinions and decisions.

#### Suggested timings

Activity 1



minutes

Activity 2



minutes

Activity 3



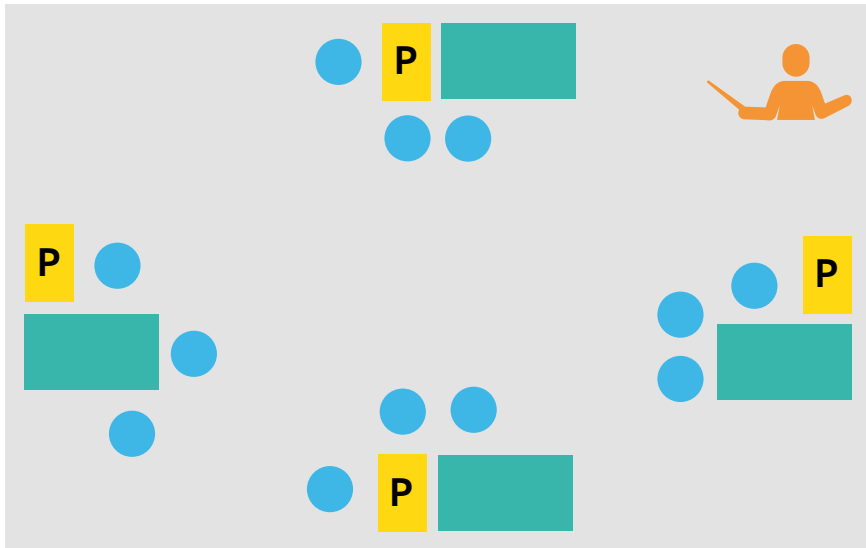
minutes

#### Classroom set-up

Activity 1

For this activity, you should set up your class:

Teacher =  Student =  Posters =  Paper = 



## Teacher support

### Lesson 1 glossary

# Biodiversity

= all the different kinds of life you'll find in one area – the variety of animals, plants and even micro-organisms like bacteria, that make up our natural world. Each of these species and organisms work together in ecosystems, like an intricate web, to maintain balance and support life.

abstract noun

*"Experts believe the planet is suffering from a biodiversity crisis."*

# Climate change

= shifts in weather and temperature, mainly caused by the burning of fossil fuels.

abstract noun

*"Climate change is causing problems for people around the world."*

# Fast fashion

= inexpensive clothing that is made quickly and cheaply to keep up with the latest trends.

abstract noun

*"Fast fashion is bad for the planet because of the waste it creates."*

# Plastic pollution

= plastic waste in the environment that is adversely affecting people, animals and habitats.

abstract noun

*"Plastic pollution is harmful to animals."*

# Numeracy

= the ability to understand and work with numbers.

abstract noun

*"It is important to have a good understanding of numeracy in the news."*



## Teacher support

### Lesson 2

**Objective:** to understand how people can be misled by numbers in the news and generate ways to avoid this

#### Teacher notes

In this lesson students will explore examples of how numbers can be misleading, before working in groups to create top tips about how people can avoid this. They will also hear from Marie Segger, data journalist at *The Economist* newspaper, who will help them to refine their ideas.

#### Suggested timings

Activity 1



Activity 2






Activity 3

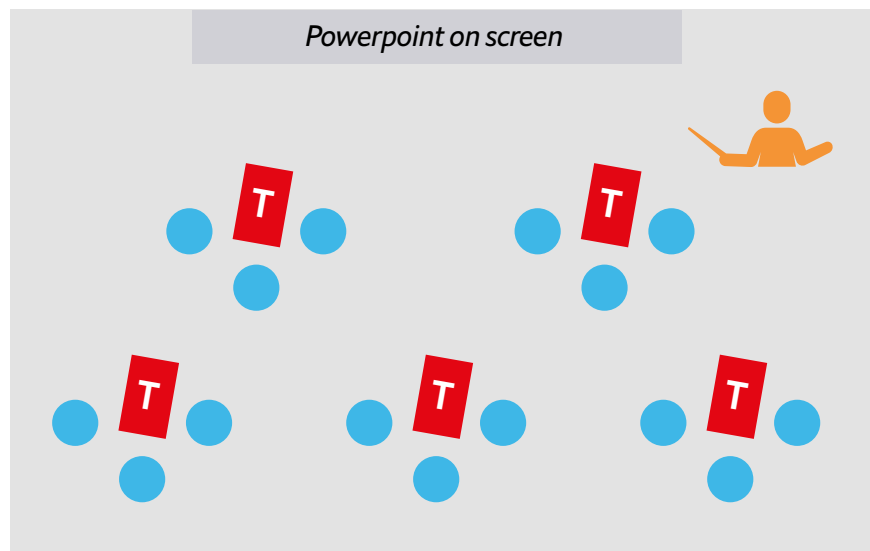


#### Classroom set-up

Activity 2

For this activity, you should set up your classroom like this:

Teacher =  Student =  Top tips sheet = 



## Teacher support

### Lesson 2 glossary

# Data journalist

= someone who chooses what data to share to help people understand what is happening in the news.

noun

*"The information was collected and shared by a **data journalist**."*

# Evidence

= proof of something.

abstract noun

*"When you make an argument, it is important to provide **evidence** for it."*

# Misleading

= when something gives you the wrong idea or impression. If you are misled, you might come to a wrong conclusion or believe information that is not true.

adjective

*"Sometimes numbers in the news can be **misleading**."*

# News literacy

= having the critical-thinking skills to evaluate how reliable or credible the news is – for example, being able to spot fake news or misinformation, and realise when you're being misled or when you're not getting the full story

abstract noun

*"It is important for young people to be taught about **news literacy**."*

# Perspective

= different points of view. People with different perspectives might feel differently about an issue – for example, depending on how they are affected by it or by what news they have heard.

abstract noun

*"A person's **perspective** can affect how they feel about a piece of news."*

## Teacher support

### Lesson 3

**Objective:** to explore the decisions that data journalists make and evaluate examples of presented data

#### Teacher notes

In the remaining lessons of this Special Edition students will explore data from the news to form an opinion about the big question: do teenagers spend too much time on social media? In this lesson, students will hear from Sarah Leo, visual data journalist at *The Economist* newspaper, who will give students tips about how to present data and a chance to try them out.

#### Suggested timings

Activity 1



Activity 2



Activity 3

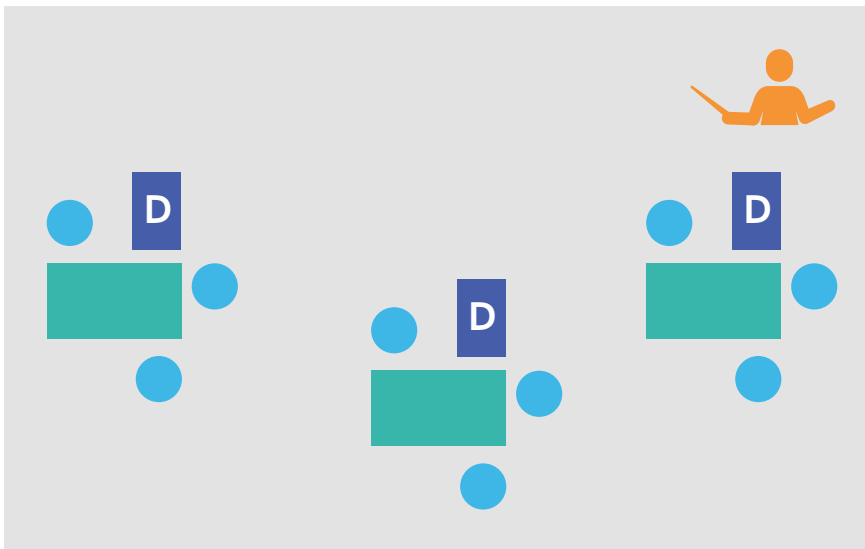


#### Classroom set-up

Activity 2

For this activity, you should set up your classroom like this:

Teacher =  Student =  Data set =  Paper = 



## Teacher support

### Lesson 3 glossary

# Data

= information in the form of text, observations, figures, images, numbers, graphs, or symbols – for example, numbers and isolated facts. Data is a raw form of knowledge and, on its own, doesn't carry any significance or purpose.

abstract noun

*"The journalised used the **data** to draw a conclusion."*

# Data sets

= a group of data about the same topic

collective noun

*"The **data set** shows information about teenagers and social media."*

# Chart

= information in the form of a table, graph, or diagram.

noun

*"The **chart** shows that teenagers use YouTube more than Facebook."*

# Social-media platform

= any website or app that lets users communicate with one another – for example, Twitter, Facebook or Snapchat.

noun

*"The data showed which **social-media platform** was most popular with teenagers."*

# Visual data journalist

= someone who presents data in a visual way – for example, charts, maps or diagrams.

noun

*"The **visual data journalist** made a chart to compare the usage of different social-media platforms."*



## Teacher support

### Lesson 4

**Objective:** to evaluate data in order to form a conclusion about whether or not teenagers spend too much time on social media

#### Teacher notes

In this lesson students will evaluate real data from the news to form an opinion about whether or not teenagers spend too much time on social media. They will use their learning from the previous lessons to make decisions about which data to use as evidence in a debate.

#### Suggested timings

Activity 1



Activity 2






Activity 3

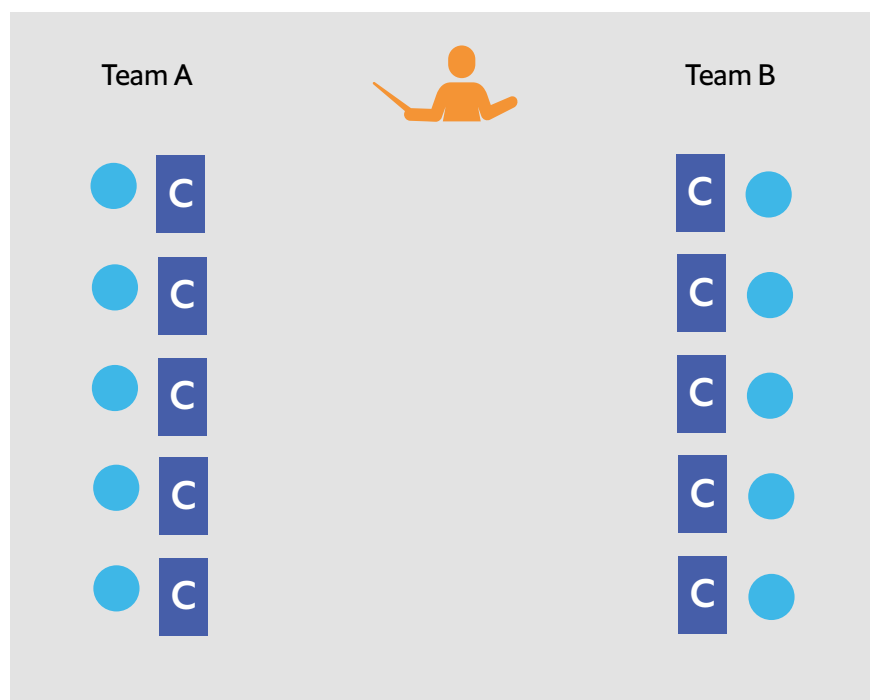


#### Classroom set-up

Activity 3

For this activity, you should set up your classroom like this:

Teacher =  Student =  Data cards = 



## Teacher support

### Lesson 4 glossary

# Data

= information in the form of text, observations, figures, images, numbers, graphs, or symbols – for example, numbers and isolated facts. Data is a raw form of knowledge and, on its own, doesn't carry any significance or purpose.

abstract noun

*"The journalised used the **data** to draw a conclusion."*

# Evidence

= proof of something.

abstract noun

*"When you make an argument, it is important to provide **evidence** for it."*

# Misleading

= when something gives you the wrong idea or impression. If you are misled, you might come to a wrong conclusion or believe information that is not true.

adjective

*"Sometimes numbers in the news can be **misleading**."*

# Reliable

= when something is able to be trusted.

adjective

*"It is important to find **reliable** news sources."*

## Teacher support

### Lessons 5 & 6

**Objective:** to reflect on prior learning and create a Standpoint

### Lesson outline

In these lessons students will plan, create and share their Standpoints – their final say about data decisions. They will work through a set of tailored activities to refine their skills and opinions, before presenting their opinions in either video, audio or written format.

### Suggested timings

We advise that you set aside at least 2 hours for students to prepare, create and share their Standpoints.



### Top tips for Standpoints

- Create a class bank of vocabulary and useful phrases
- If students need more support, they could look at the resources from previous lessons
- Students should complete the Standpoint sheet verbally with a partner, then write their ideas down
- If students choose to make video or audio Standpoints, you should prepare recording equipment for them – for example, phones, tablets or cameras

A 'Planning sheet' for creating Standpoints. It includes sections for 'Key information', 'Vocabulary bank', 'Standpoint focus area', 'Other perspectives', 'What next?', and 'Your opinion'. The sheet is designed to guide students through the process of creating a Standpoint, from initial planning to final reflection. It features numbered steps (1-5) and a small cartoon character at the top right.

# Skills and knowledge

The essential skills and knowledge needed to think and speak for ourselves about current affairs.

The four skills frameworks come from the Skills Builder Universal Framework at [www.skillsbuilder.org](http://www.skillsbuilder.org)

The knowledge framework was devised by The Economist Educational Foundation in collaboration with senior editors at *The Economist* and teachers.



**Good listeners learn more.**

## STEP AND STATEMENT

- 0 I listen to others without interrupting
- 1 I listen to others and can remember short instructions
- 2 I listen to others and can ask questions if I don't understand
- 3 I listen to others and can tell someone else what it was about
- 4 I listen to others and can tell why they are communicating with me
- 5 I listen to others and record important information as I do
- 6 I show I am listening by how I use eye contact and body language
- 7 I show I am listening by using open questions to deepen my understanding
- 8 I show I am listening by summarising or rephrasing what I have heard
- 9 I am aware of how a speaker is influencing me through their tone
- 10 I am aware of how a speaker is influencing me through their language
- 11 I listen critically and compare different perspectives
- 12 I listen critically and think about where differences in perspectives come from
- 13 I listen critically and identify potential bias in different perspectives
- 14 I listen critically and use questioning to evaluate different perspectives
- 15 I listen critically and look beyond the way speakers speak or act to objectively evaluate different perspectives



**Good speakers have discussions that help everyone to learn, including themselves.**

## STEP AND STATEMENT

- 0 I speak clearly to someone I know
- 1 I speak clearly to small groups of people I know
- 2 I speak clearly to individuals and small groups I do not know
- 3 I speak effectively by making points in a logical order
- 4 I speak effectively by thinking about what my listeners already know
- 5 I speak effectively by using appropriate language
- 6 I speak effectively by using appropriate tone, expression and gesture
- 7 I speak engagingly by using facts and examples to support my points
- 8 I speak engagingly by using visual aids to support my points
- 9 I speak engagingly by using tone, expression and gesture to engage listeners
- 10 I speak adaptively by changing my language, tone and expression depending on the response of listeners
- 11 I speak adaptively by planning for different possible responses of listeners
- 12 I speak adaptively by changing my content depending on the response of listeners
- 13 I speak influentially by changing the structure of my points to best persuade the listeners
- 14 I speak influentially by changing the examples and facts I use to best persuade the listeners
- 15 I speak influentially by articulating a compelling vision that persuades the listeners



**Good problem-solvers can work out what's really going on and what should be done about it.**

## STEP AND STATEMENT

- 0 I complete tasks by following instructions
- 1 I complete tasks by finding someone to help if I need them
- 2 I complete tasks by explaining problems to someone for advice if I need
- 3 I complete tasks by finding information I need myself
- 4 I explore problems by creating different possible solutions
- 5 I explore problems by thinking about the pros and cons of possible solutions
- 6 I explore complex problems by identifying when there are no simple technical solutions
- 7 I explore complex problems by building my understanding through research
- 8 I explore complex problems by analysing the causes and effects
- 9 I create solutions for complex problems by generating a range of options
- 10 I create solutions for complex problems by evaluating the positive and negative effects of a range of options
- 11 I analyse complex problems by using logical reasoning
- 12 I analyse complex problems by creating and testing hypotheses
- 13 I implement strategic plans to solve complex problems
- 14 I implement strategic plans to solve complex problems and assess their success
- 15 I implement strategic plans to solve complex problems and draw out learning to refine those plans over time



**Creative people can come up with ideas about what might be going on and what could be done about it.**

## STEP AND STATEMENT

- 0 I imagine different situations
- 1 I imagine different situations and can say what I imagine
- 2 I imagine different situations and can bring them to life in different ways
- 3 I generate ideas when I've been given a clear brief
- 4 I generate ideas to improve something
- 5 I generate ideas by combining different concepts
- 6 I use creativity in the context of work
- 7 I use creativity in the context of my wider life
- 8 I develop ideas by using mind mapping
- 9 I develop ideas by asking myself questions
- 10 I develop ideas by considering different perspectives
- 11 I innovate effectively when working in a group
- 12 I innovate effectively by seeking out varied experiences and stimuli
- 13 I support others to innovate by sharing a range of tools
- 14 I support others to innovate by evaluating the right creative tools for different situations
- 15 I support others to innovate by coaching them to be more creative



**People with good current-affairs knowledge can make informed opinions.**

## STEP AND STATEMENT

- 0 I know a definition of the news
- 1 I know what counts as the news
- 2 I know relevant vocabulary about the news and media (for example, "social media")
- 3 I know what power, justice and scarcity mean
- 4 I know more than one perspective on a specific news story
- 5 I know the main facts about a specific news story
- 6 I know some content or history around a specific news story
- 7 I know relevant vocabulary for a specific news story (for example, "climate change")
- 8 I know relevant vocabulary for questioning the news (for example "bias" and "sceptical")
- 9 I can explain what makes a trustworthy news source
- 10 I know what misinformation is and how to spot it
- 11 I know there are different factors which affect the news I see
- 12 I use vocabulary to support making connections (for example, "similarly" and "in contrast")
- 13 I make connections between different events in the news
- 14 I make connections between the news and school subjects
- 15 I make connections between news stories and news concepts

## SUPPORT YOUR STUDENTS

# Ideas to make Topical Talk inclusive for all learners

Help your class to access Topical Talk discussions by using the ideas below. Remember – you know your students best, so feel free to adapt the resources so that everyone can take part in the learning.



### IDEA 1

## Visualise it

What pictures or photographs could you show before a discussion?

*Ease students in with familiar images first.*

#### EXAMPLE

Show a picture of people moving house before a discussion about migration. Ask about the similarities and differences.

#### WHY?

Visuals can prompt vocabulary retrieval and help make links to prior learning.

Can students draw their answer, rather than articulate it?

*Ask students to show, rather than tell.*

#### EXAMPLE

Try a 60-second sketch (with or without labels) or sum up a news story in symbols.

#### WHY?

Students might know what they think but not how to say it. Talking about a picture might be easier than talking directly about their opinion.

How do they feel?

*Ask students to respond to faces that show emotions.*

#### EXAMPLE

Print the *Emoji sheet* (or use Makaton, or other accessible faces) and ask students to share how they feel about something by pointing to a face. Then ask, “why have you pointed to that face?”

#### WHY?

Students might know how they feel, but not how to say it. Talking about a picture might be easier than talking directly about their own feelings.







## IDEA 2

# Share it

Who do they agree with the most?

*Instead of coming up with their own ideas, ask students to listen to their peers first.*

### EXAMPLE

Ask students to point to who they agree with most and say what they heard.

### WHY?

Repeating other people's answers is a great way to build confidence.

Who can work together?

*Challenge students to work in pairs and small groups.*

### EXAMPLE

Set an activity in mixed-ability groups. Support this by assigning suitable roles (like "reader" or "questioner") and pair those with complementary skills.

### WHY?

Peer support can be underused – make it comfortable to ask for help from a teammate.

Have they heard it first?

*Display the resources before each activity and read them aloud.*

### EXAMPLE

Show one of the news resources on the board, read it to the class and underline the keywords as you go.

### WHY?

Hearing correct pronunciation of key vocabulary will help students to use it independently.



## IDEA 3

# Communicate it

Can they say it more than once?

*Give students time to rehearse their answers before sharing them.*

### EXAMPLE

Build towards a group discussion in pairs, groups of four, then eight.

### WHY?

It might be the audience that makes students nervous. Work up to this in smaller stages.

Does it have to be written?

*For students who find writing difficult, ask them to record their answer instead.*

### EXAMPLE

Record an answer, play it back and see what changes they would make.

### WHY?

Topical Talk encourages communication in all forms – we value spoken and written ideas equally.

Can you break it down?

*Provide easy-access opinion prompts that students can complete each week.*

### EXAMPLE

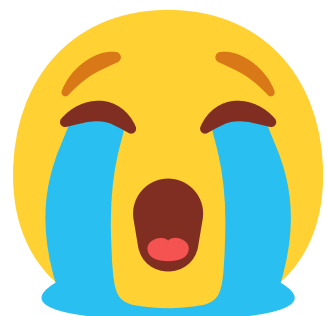
Print the *Sentence starters* and use these in a paired discussion.

### WHY?

Sometimes saying the first word is the most difficult – give students a head start and build a reliable bank of familiar phrases.

# Emoji sheet

Point to the emoji that shows how you feel. Can you say why?



# Sentence starters

Choose a sentence starter and finish it to share your opinion.

*I think this is  
good because...*

*I think this  
is bad  
because...*

*This makes me  
feel... because...*

*I don't  
like...  
because...*

*I like...  
because...*

*This reminds  
me of...*

*I agree with...  
because...*

*I disagree  
with...  
because...*

