

## WHAT IS THE NEWS?

### Ages 4 to 7 (Level 1)

<b>Description:</b>	Learners will write their own newspaper reporting on COVID19 and designing the other sections
<b>Age group:</b>	4 - 7 year olds
<b>Subjects:</b>	<ul style="list-style-type: none"> <li>- Language</li> <li>- Math</li> <li>- Art and Design</li> <li>- Sport</li> </ul>
<b>Total time required:</b>	3 hours total over 6 days
<b>Self-guided / Supervised activity:</b>	High supervision by parents / guardians
<b>Resources required:</b>	Pens – Paper Access to a Newspaper

Day	Time	Activity and Description
1	5 minutes	<ul style="list-style-type: none"> <li>- Learners will look at an example of a newspaper and think about designing their own newspaper for their home</li> </ul>
	30 minutes	<p><i>TIP: The learners will primarily illustrate their newspaper writing titles, captions and short sentences (if possible)</i></p> <ul style="list-style-type: none"> <li>- News Feature Story</li> <li>- Weather</li> <li>- Comic Strip</li> <li>- Games</li> </ul> <ul style="list-style-type: none"> <li>- Learners will look at a newspaper and their parents will help them understand what each of above mentioned sections are and then “read” these out to them in a simple way</li> <li>- Learners will describe what each of their sections are about based on their understanding</li> </ul> <p>Input:</p> <p>A feature story or opinion editorial offers the author’s opinion or thoughts about what is happening. In this template it will be as a comic drawing with captions and headings explaining what is happening</p> <p>The weather section shares an update on the expected weather of the day</p> <p>In the games section – there are fun and interesting games</p>



		Responses are gathered as (Strongly Agree :D / Agree ☺ / Disagree ☹)
5	20 minutes	<ul style="list-style-type: none"> <li>- Learners will start designing their newspaper layout.</li> <li>- Learners can revise the concept of shapes by drawing each section as a different shape and sticking their completed comic strip and weather note</li> </ul> <p><i>TIP: Each section can be a different shape e.g. square, rectangle, triangle, pentagon etc.</i></p>
	10 minutes	<ul style="list-style-type: none"> <li>- Learners will think about the name of their newspaper and write this down</li> </ul>
6	10 minutes	<ul style="list-style-type: none"> <li>- Learners will share the completed newspaper with family members</li> <li>- Learners will collect feedback on the survey</li> </ul>
	10 minutes	<ul style="list-style-type: none"> <li>- Learners will reflect on the feedback</li> </ul>
	10 minutes	<p>TIP: Learners can create a tally chart based on the feedback.</p>
Assessment Criteria:		<ul style="list-style-type: none"> <li>- Clarity of thought</li> <li>- Level of originality of thinking</li> <li>- Quality of illustrations</li> <li>- Persistence in completing the task</li> <li>- Presentation of interesting content and structure</li> </ul>

Learning outcomes:	<ul style="list-style-type: none"> <li>- Conducting primary and secondary research</li> <li>- Structuring materials to be interesting</li> <li>- Conducting basic math with shapes and graphical representation of the feedback received</li> <li>- Illustrating and sharing basic messages through comics</li> </ul>
Required previous learning:	- Exposure to newspapers and relevant sections
Inspiration:	- None
Additional enrichment activities:	- None

## Ages 8 to 10 (Level 2)



<b>Description:</b>	Learners will write their own newspaper reporting on COVID19 and designing the other sections
<b>Age group:</b>	8 - 10 year olds
<b>Subjects:</b>	<ul style="list-style-type: none"> <li>- Language</li> <li>- Math</li> <li>- Art and Design</li> <li>- Sport</li> </ul>
<b>Total time required:</b>	5.5 hours total over 5 days
<b>Self-guided / Supervised activity:</b>	No supervision by parents / guardians
<b>Resources required:</b>	Pens – Paper Access to a Newspaper


Day	Time	Activity and Description
1	5 minutes	<ul style="list-style-type: none"> <li>- Learners will look at an example of a newspaper and think about designing their own newspaper for their home</li> </ul>
	30 minutes	<ul style="list-style-type: none"> <li>- News Feature Story (Opinion Editorial)</li> <li>- Weather</li> <li>- Comic Strip</li> <li>- Games</li> </ul> <p>- Learners will write all the above different sections of a newspaper and understand what is reported in each section.</p> <p>Learners will write down brief descriptions with the key words as they understand each of the sections</p> <p>Input:</p> <p>A feature story or opinion editorial offers the author's opinion about a subject. It will formulate viewpoints and offers a perspective. These are longer, creatively written and hook the learners</p> <p>The weather section shares an update on the predicted weather of the day</p> <p>The comic section is usually a funny and sartorial graphical representation of impact of the main news story</p> <p>The games section usually have crosswords, soduku and other games that stimulate the mind and are engaging</p> <p><i>TIP: Educators can determine the number of words that both the articles have based on the learner's ability, (news stories are shorter formats and features are longer formats)</i></p> <ul style="list-style-type: none"> <li>- Learners will start designing their newspaper layout.</li> </ul>













EAA welcomes feedback on its projects in order to improve, please use this link:

<https://forms.gle/LGAP9k17fMyJrKJN7>

	20 minutes	<ul style="list-style-type: none"> <li>- Learners can revise the concept of perimeter (*)of the shapes when drawing out the different sections. For example, learners can draw a rectangle text box to write the news story in, then calculate the perimeter (sum of all the sides of the shape)</li> <li>-</li> <li>- Learners will have to think about the words that they want in each section</li> </ul> <p><i>TIP: Each section can be a different shape e.g. square, rectangle, triangle, pentagon etc.</i></p>
	5 minutes	<ul style="list-style-type: none"> <li>- Learners will think about the name of their newspaper and font (or style of writing in which they want to write this)</li> </ul>
2	5 minutes 30 minutes 30 minutes - 1 hour	<ul style="list-style-type: none"> <li>- Learners will write the opinion editorial - feature story for their newspaper. The article will be on “The impact of the COVID19 lockdown in their home”</li> </ul> <p>Learners will use different ways of finding information by <i>reading the newspaper, watching TV or listening to radio news. They can discuss what has happened with family members.</i></p> <ul style="list-style-type: none"> <li>- Learners should consider the questions they want to answer and then gather the information answering the 5 W’s and the H e.g. What, When, Why, Who, Where and How and write this down</li> </ul> <p><i>TIP: Learners can explore their perspective towards a lockdown and how we can ensure everyone’s wellbeing and happiness</i></p> <ul style="list-style-type: none"> <li>- Learners will need to develop an outline with the main points</li> <li>- Learners will write down the “angle” or perspective that they want to share (e.g. can it be fun to be all locked at home, can this be a time to practice some skills)</li> <li>- Learners will need “quotes” that are gathered from family members and remember to reference who said them</li> </ul>
3	30 minutes	<ul style="list-style-type: none"> <li>- Learners will write the article based on the outline, research and quotes</li> <li>- Learners need to remember the criteria of: <ul style="list-style-type: none"> <li>1) Making the article very engaging and interesting for readers</li> <li>2) presenting a new opinion or perspective</li> <li>3) The writing should be creative, flowing and descriptive</li> </ul> </li> </ul>

	<p>10 minutes</p> <p>30 minutes</p>	<ul style="list-style-type: none"> <li>- Learners will think of a title for this piece and add an illustration or picture</li> <li>- Learners will now design a comic strip, in order to this they have to think of a character or characters and pass a message of what this character is thinking or saying.</li> <li>- Learners will think about illustrating in a funny way the reaction that they or any of their family members have to being home-bound</li> <li>- Please find some inspirations below. The comic strip needs to be 1 – 2 boxes long</li> </ul>  
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		 <p><i>TIP: Their character can be based on a member of their family e.g. themselves, parents, grandparents, siblings etc.)</i></p>
4	30 minutes	<ul style="list-style-type: none"> <li>- Learners will design 2 engaging games that they can play at home (with available resources) for the final section</li> <li>1) Idea 1: Design their own fill in the blanks             <ul style="list-style-type: none"> <li>- They can then think of a theme for the crossword fill in the blanks based on their favourite area, in which they know a lot e.g. football, music, disney movies etc.</li> <li>- They will then think of 10 questions and answers e.g. 1) Who is the captain of Real Madrid? 2) What is Ariana Grande's most famous song etc.</li> <li>- Learners have to count the number of letters per answer and create empty boxes for each of them</li> <li>- The question key would be posed as: i) Who is the President of USA? Answer is 5 letters</li> <li>- Learners will create a separate answer key written in another section of the newspaper</li> </ul> </li> <li>2) Idea 2: Design a spot the number pattern and fill in the missing number             <ul style="list-style-type: none"> <li>- Learners will think of patterns with numbers e.g. 6 times table (6 – 12 – 18 – 24 etc.)</li> <li>- Learners will write down the pattern with one missing number and the reader has to guess the pattern and fill in the missing number</li> <li>- Learners will create a separate answer key written in another section of the newspaper</li> </ul> </li> </ul>
5	20 minutes	<ul style="list-style-type: none"> <li>- Learners will begin working on the weather strip – they will explore the weather conditions for a day and illustrate a weather strip that includes:</li> </ul>

		<ol style="list-style-type: none"> <li>1) Predicted temperature (if they are not able to measure it),</li> <li>2) Suggested weather event (e.g. rain, sun, cloudy dusty etc.) based on their observation</li> <li>3) A relevant explanation of the suggested weather event</li> <li>4) An illustration of the weather condition</li> </ol> <p>An example of a traditional weather strip for 4 days.</p> <table style="width: 100%; text-align: center;"> <tr> <td><b>Today</b></td> <td><b>Sat</b></td> <td><b>Sun</b></td> <td><b>Mon</b></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>91° 64°</b></td> <td><b>100° 66°</b></td> <td><b>97° 66°</b></td> <td><b>91° 66°</b></td> </tr> </table> <ul style="list-style-type: none"> <li>- Learners will stick and put together the completed sections in the larger newspaper template i.e. comic strip, weather strip, games and feature story and do relevant illustrations</li> <li>- Learners will design a feedback form</li> <li>- Learners will collect feedback on the below survey based on the (Strongly Agree, Agree, Disagree)</li> <li>- The newspaper conveys all necessary information,</li> <li>- The news story is reported without any biases,</li> <li>- The newspaper is interesting to read and clear to understand</li> <li>- The comic section is well illustrated</li> <li>- The game is fun to do</li> </ul>	<b>Today</b>	<b>Sat</b>	<b>Sun</b>	<b>Mon</b>					<b>91° 64°</b>	<b>100° 66°</b>	<b>97° 66°</b>	<b>91° 66°</b>
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	20 minutes 20 minutes													
	20 minutes 30 minutes 10 minutes	<ul style="list-style-type: none"> <li>- Learners will share the completed newspaper with family members</li> <li>- Learners will represent the information with a tally chart</li> <li>- Learners will reflect on the feedback and think about changes for next time</li> </ul>												
Assessment Criteria:		<ul style="list-style-type: none"> <li>- Clarity of thought in the writing</li> <li>- Level of originality of thinking</li> <li>- Quality of illustrations</li> <li>- Persistence in completing the task</li> <li>- Presentation of interesting content and structure</li> </ul>												

Learning outcomes:	<ul style="list-style-type: none"> <li>- Conducting primary and secondary research</li> <li>- Structuring written materials to be interesting</li> <li>- Conducting basic math with shapes and graphical representation of the feedback received</li> <li>- Illustrating and sharing basic messages through comics</li> </ul>
Required previous learning:	- Exposure to newspapers and relevant sections
Inspiration:	- None
Additional enrichment activities:	- None

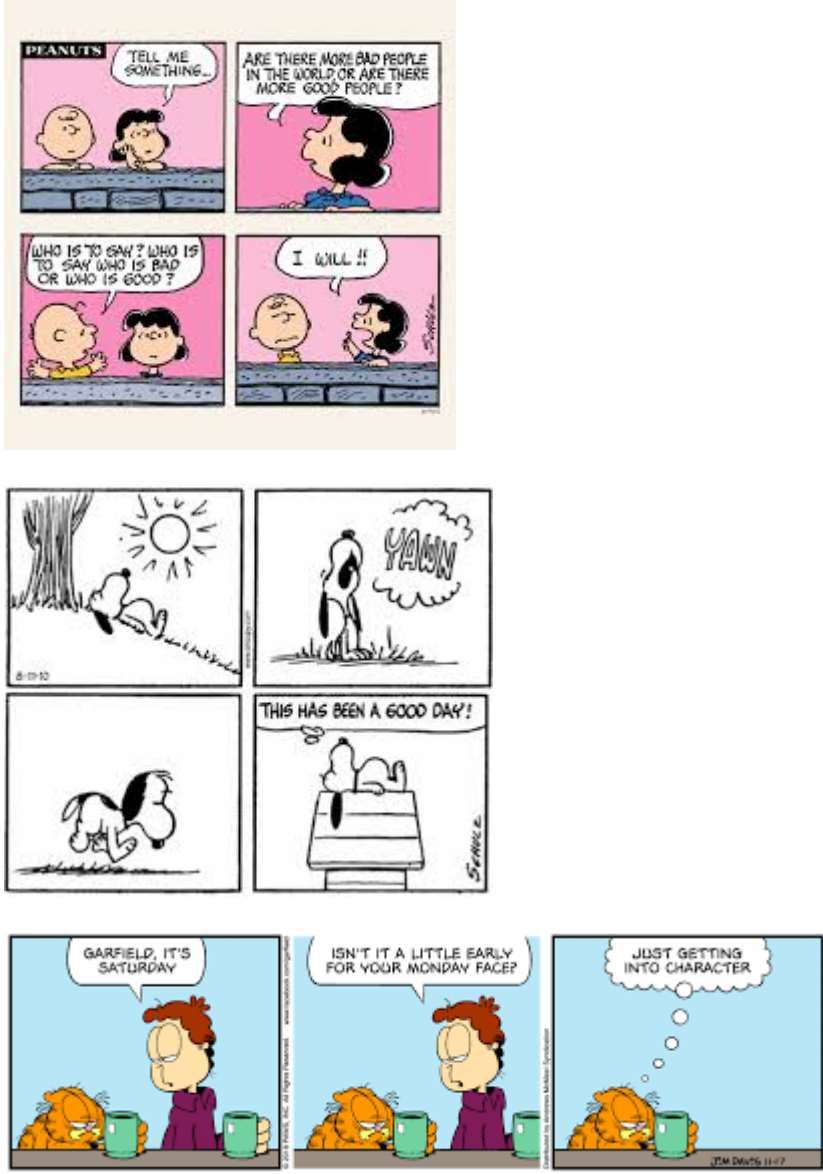














### Ages 11 to 14 (Level 3)

<b>Description:</b>	Learners will write their own newspaper reporting on COVID19 and designing the other sections
<b>Age group:</b>	11 - 14 year olds
<b>Subjects:</b>	<ul style="list-style-type: none"> <li>- Language</li> <li>- Math</li> <li>- Art and Design</li> <li>- Sport</li> </ul>
<b>Total time required:</b>	5 hours total over 5 days
<b>Self-guided / Supervised activity:</b>	No supervision by parents / guardians
<b>Resources required:</b>	Pens – Paper Access to a Newspaper

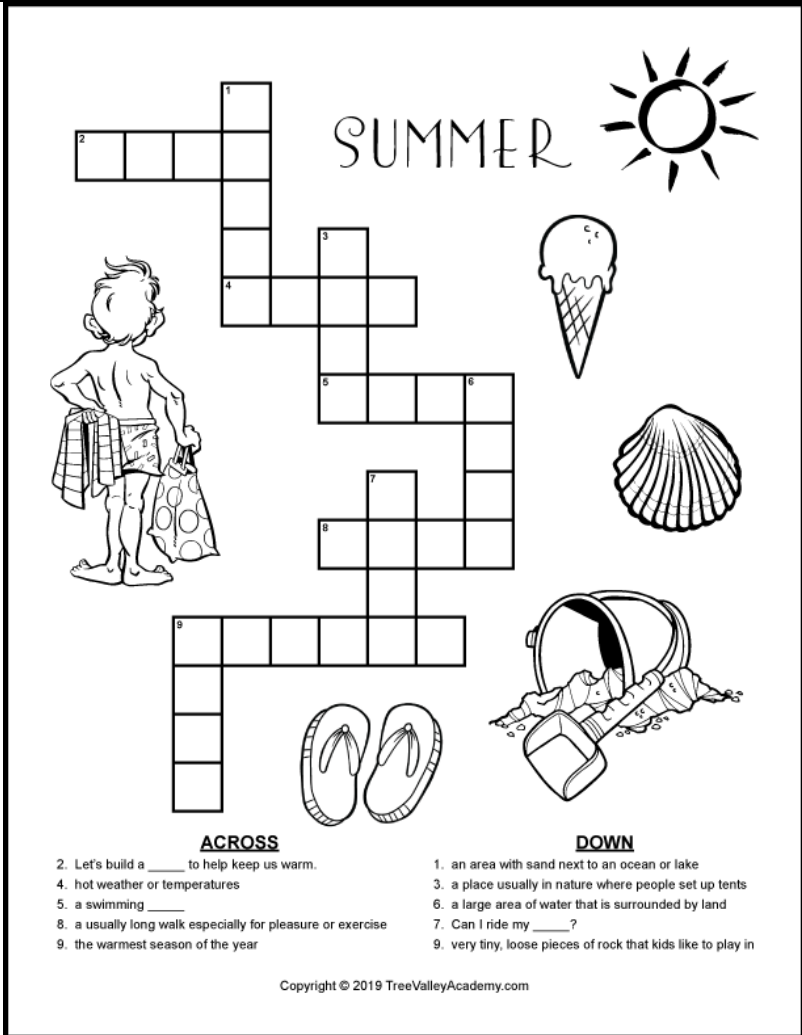
Day	Time	Activity and Description
1	5 minutes	<ul style="list-style-type: none"> <li>- Learners will look at an example of a newspaper and think about designing their own newspaper for their home</li> </ul>
	30 minutes	<ul style="list-style-type: none"> <li>- News Story</li> <li>- Weather</li> <li>- Comic Strip</li> <li>- Feature - Opinion Editorial (Op-Ed)</li> <li>- Games (Crossword)</li> </ul> <p>- Learners will write all the above different sections of a newspaper and understand what is reported in each section.</p> <p>Learners will write down brief descriptions with the key words as they understand each of the sections</p> <p>Input:</p> <p>A news story informs the public about current events. These are usually short, attention-grabbing and interesting stories that are to the point. The content is more important, writing has to be simple, direct to deliver the point fast.</p> <p>A feature story or opinion editorial offers the author's opinion about a subject. It will formulate viewpoints and offers a perspective. These are longer, creatively written and hook the learners</p> <p>The weather section shares an update on the predicted weather of the day</p> <p>The comic section is usually a funny and satirical graphical representation of impact of the main news story</p> <p>The games section usually have crosswords, sudoku and other games that stimulate the mind and are engaging</p>

	20 minutes	<p><i>TIP: Educators can determine the number of words that both the articles have based on the learner's ability, (news stories are shorter formats and features are longer formats)</i></p> <ul style="list-style-type: none"> <li>- Learners will start designing their newspaper layout.</li> <li>- Learners can revise the concept of perimeter (*) and area of the shapes by drawing out the text boxes for different sections. For example, learners can draw a rectangle text box to write the news story in, then calculate the perimeter (sum of all the sides of the shape)</li> <li>- Learners will have to think about the words that they want in each section</li> </ul>
	5 minutes	<p><i>TIP: Each section can be a different shape e.g. square, rectangle, triangle, pentagon etc.</i></p> <ul style="list-style-type: none"> <li>- Learners will think about the name of their newspaper and font (or style of writing in which they want to write this)</li> </ul>
2	5 minutes	<ul style="list-style-type: none"> <li>- Learners will research and write the main news story. The main story to report on is the 'Lockdown due to COVID19.' The reporting will be about the main events</li> </ul>
	30 minutes	<ul style="list-style-type: none"> <li>- Learners will begin to gather the research from primary (first person) and secondary (second person) sources</li> <li>- Learners should come up with questions they want to answer through the story and then gather the information answering the 5 W's and the H e.g. What, When, Why, Who, Where and How and write this down</li> </ul> <p><i>TIP: They can read the newspaper, watch TV or listen to radio news. They can discuss what has happened with family members.</i></p>
	45 minutes – 1 hour	<ul style="list-style-type: none"> <li>- Learners can begin writing the news story and they should keep in mind some important criteria or steps:           <ol style="list-style-type: none"> <li>1. Developing an outline plan of what they want to say</li> <li>2. The first paragraph should say all the important things</li> <li>3. The following paragraphs can explain with more details</li> <li>4. The writing needs to be clear, direct and simple</li> <li>5. The article should convey all necessary information without any biases</li> </ol> </li> </ul>
	10 minutes	<ul style="list-style-type: none"> <li>- Learners will title their story. The headlines need to be clear, to the point and capture attention</li> </ul>

		<ul style="list-style-type: none"> <li>- Learners will also draw or cut and stick a relevant picture with a headline</li> </ul>
3	40 minutes	<ul style="list-style-type: none"> <li>- Learners will now design a comic strip, in order to this they have to think of a character or characters and pass a message of what this character is thinking or saying.</li> <li>- Learners will think about illustrating in a funny way the reaction that they or any of their family members have to being home-bound</li> <li>- Please find some inspirations below. The comic strip needs to be 3 to 4 boxes long with an incident that unfolds</li> </ul> 

	20 minutes	<p><i>TIP: Their character can be based on a member of their family e.g. themselves, parents, grandparents, siblings etc.)</i></p> <ul style="list-style-type: none"> <li>- Learners will begin working on the weather strip – they will explore the weather conditions for a day and illustrate a weather strip that includes:</li> <li>5) Predicted temperature (if they are not able to measure it),</li> <li>6) Suggested weather event (e.g. rain, sun, cloudy dusty etc.) based on their observation</li> <li>7) A relevant explanation of the suggested weather event</li> <li>8) An illustration of the weather condition</li> </ul> <p>An example of a traditional weather strip for 4 days*.</p> <table style="width: 100%; text-align: center;"> <tr> <td><b>Today</b></td> <td><b>Sat</b></td> <td><b>Sun</b></td> <td><b>Mon</b></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>91° 64°</b></td> <td><b>100° 66°</b></td> <td><b>97° 66°</b></td> <td><b>91° 66°</b></td> </tr> </table> <p>*Temperatures in Fahrenheit</p>	<b>Today</b>	<b>Sat</b>	<b>Sun</b>	<b>Mon</b>					<b>91° 64°</b>	<b>100° 66°</b>	<b>97° 66°</b>	<b>91° 66°</b>
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4	50 minutes	<ul style="list-style-type: none"> <li>- Learners will write the opinion editorial - feature story for their newspaper. The article will be on “The impact of the COVID19 lockdown in their home”</li> </ul> <p><i>TIP: Learners can explore their perspective towards a lockdown and how we can ensure everyone’s wellbeing</i></p> <ul style="list-style-type: none"> <li>- Learners will need to develop an outline with the main points</li> <li>- Learners will write down the “angle” or perspective that they want to share</li> <li>- Learners will need “quotes” that are gathered from family members and remember to reference who said them</li> <li>- Learners need to remember the criteria of:             <ol style="list-style-type: none"> <li>4) Making the article very engaging and interesting for readers</li> <li>5) Presenting a new opinion or perspective</li> <li>6) The writing should be creative, flowing and descriptive</li> </ol> </li> <li>- Learners will think of a title for this piece and add an illustration or picture</li> </ul>												
	10 minutes	<ul style="list-style-type: none"> <li>- Learners will think of a title for this piece and add an illustration or picture</li> </ul>												
5		<ul style="list-style-type: none"> <li>- Learners will design 2 engaging games that they can play at home (with available resources) for the final section</li> <li>3) Idea 1: Design their own crossword as a fill in the blanks</li> </ul>												

	30 minutes	<ul style="list-style-type: none"> <li>- They can then think of a theme for the crossword fill in the blanks based on their favourite area, in which they know a lot e.g. football, music, disney movies etc.</li> <li>- They will then think of 10 questions and answers e.g. 1) Who is the captain of Real Madrid? 2) What is Ariana Grande's most famous song etc.</li> <li>- Learners have to count the number of letters per answer and create empty boxes for each of them</li> <li>- The question key would be posed as: i) Who is the President of USA? Answer is 5 letters</li> <li>- Learners will create a separate answer key written in another section of the newspaper</li> </ul> <p>Illustrative example:</p>
	30 minutes	

		 <p style="text-align: center;"><b>SUMMER</b></p> <p style="text-align: center;"><b>ACROSS</b></p> <ol style="list-style-type: none"> <li>2. Let's build a _____ to help keep us warm.</li> <li>4. hot weather or temperatures</li> <li>5. a swimming _____</li> <li>8. a usually long walk especially for pleasure or exercise</li> <li>9. the warmest season of the year</li> </ol> <p style="text-align: center;"><b>DOWN</b></p> <ol style="list-style-type: none"> <li>1. an area with sand next to an ocean or lake</li> <li>3. a place usually in nature where people set up tents</li> <li>6. a large area of water that is surrounded by land</li> <li>7. Can I ride my _____?</li> <li>9. very tiny, loose pieces of rock that kids like to play in</li> </ol> <p style="text-align: center; font-size: small;">Copyright © 2019 TreeValleyAcademy.com</p>
10 minutes		<p>Source: <a href="https://www.treevalleyacademy.com/summer-crossword-puzzles-for-kids/">https://www.treevalleyacademy.com/summer-crossword-puzzles-for-kids/</a></p> <p>4) Idea 2: Design a spot the number pattern and fill in the missing number</p> <ul style="list-style-type: none"> <li>- Learners will think of patterns with numbers e.g. 6 times table (6 – 12 – 18 – 24 etc.)</li> <li>- Learners will write down the pattern with one missing number and the reader has to guess the pattern and fill in the missing number</li> <li>- Learners will create a separate answer key written in another section of the newspaper</li> </ul>
		<ul style="list-style-type: none"> <li>- Learners will stick and put together the completed sections in the larger newspaper template i.e. comic strip, weather strip, news story and feature story</li> </ul>

	<p>20 minutes</p> <p>30 minutes</p> <p>20 minutes</p> <p>10 minutes</p>	<ul style="list-style-type: none"> <li>- Learners will design a feedback form</li> <li>- Learners will collect feedback on the below survey based on the (Strongly Agree, Agree, Disagree)</li> <li>- The newspaper conveys all necessary information,</li> <li>- The news story is reported without any biases,</li> <li>- The newspaper is interesting to read and clear to understand</li> <li>- The comic section is well illustrated</li> <li>- The game is fun to do</li> <li>- Learners will share the completed newspaper with family members</li> <li>- Learners will create a bar chart based on the feedback collected. Template:</li> </ul> <div data-bbox="532 779 1318 1255" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">How many people think the game I made is fun to play</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <caption>Data for Bar Chart: How many people think the game I made is fun to play</caption> <thead> <tr> <th>Response Category</th> <th>Number of People</th> <th>Label</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree</td> <td>2</td> <td>mom and dad</td> </tr> <tr> <td>Agree</td> <td>1</td> <td>brother</td> </tr> <tr> <td>Disagree</td> <td>0</td> <td></td> </tr> <tr> <td>Strongly Disagree</td> <td>0</td> <td></td> </tr> </tbody> </table> </div> <ul style="list-style-type: none"> <li>- Learners will reflect on the feedback and think about changes for next time. For example, in my bar chart, it shows that everybody liked the game (they all said they either strongly agree or agree that the game was fun), but my brother liked the game a little less than my parents. Maybe I can add something to make it more fun for him!</li> </ul>	Response Category	Number of People	Label	Strongly Agree	2	mom and dad	Agree	1	brother	Disagree	0		Strongly Disagree	0	
Response Category	Number of People	Label															
Strongly Agree	2	mom and dad															
Agree	1	brother															
Disagree	0																
Strongly Disagree	0																
<p>Assessment Criteria:</p>	<ul style="list-style-type: none"> <li>- Clarity of thought in the writing</li> <li>- Level of originality of thinking</li> <li>- Quality of illustrations</li> <li>- Persistence in completing the task</li> <li>- Presentation of interesting content and structure</li> </ul>																

<p>Learning outcomes:</p>	<ul style="list-style-type: none"> <li>- Conducting primary and secondary research</li> <li>- Structuring written materials to be interesting</li> <li>- Conducting basic math with shapes and graphical representation of the feedback received</li> <li>- Illustrating and sharing basic messages through comics</li> </ul>
<p>Required previous learning:</p>	<ul style="list-style-type: none"> <li>- Exposure to newspapers and relevant sections</li> </ul>

Inspiration:	- None
Additional enrichment activities:	- None