Considering both sides of a story

Links with the New Zealand Curriculum



New Zealand Curriculum: English Curriculum Level 4

Achievement Objective:

Listening, reading and viewing

- Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.

Lesson Objectives

WALT: form our own opinion after considering both sides of the story
Success Criteria:

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Key Competencies

Thinking - students will have to show an understanding the problem that we are investigating, as this will help them to formulate questions for their surveys
Relating to others - students share ideas, listen to each other and help each other out
Using Language, symbols and texts - students will share ideas on a collaborative padlet
Managing Self - Using Chromebook correctly, completing work on time,
Participating and Contributing - sharing ideas, asking questions, listening to each other



Prior Knowledge

- Students have a basic understanding of bias
- Students have background knowledge of the topic (teacher strike) and may or may not already have a strong opinion about the topic

Lesson Sequence

Session Outline Students will begin the first phases of the inquiry cycle	
Student Activity	**Teacher Activity**

	• Encourage students to take turns sharing their ideas and listening
	Introduce WALT WALT: form our own opinion after considering both sides of the story Explain the purpose of this task - Unpack WALT - Define key words - -
Students TPS • What does 'both sides of the story' mean?	Ask: what does 'both sides of the story' mean? Why is it important to consider both sides? - Listen to students ideas, ask them to explain their thinking - Question students to encourage them to consider something they haven't thought of -
Group discussion Students share ideas about what bias is	Hopefully a student will touch on bias - ask student to go into more detail about what bias is, how do we know if someone is bias? Question: what happens if a source of information is bias??
	Introduce task: Using different sources of information which gives different perspectives around the teacher strike Students will take notes on Padlet about each of the sources
Students watch the first clip and take notes on their Padlet TPS key ideas from the clip	• Show first clip on Activboard • Stop clip when needed to clarify any tricky concepts and to check understandings • Model the process of 'taking notes' by thinking aloud (saying aloud the key words and ideas… "I could write that

	Students TPS whether the article supported or was against the teacher strike ● Share ideas with a buddy ● Confidently share their ideas with the group, making sure they explain their thinking ● Students respond to each other's ideas by agreeing, disagreeing, clarifying, questioning or adding any extra information Students work collaboratively to fill out the Google Presentation:	down if I were taking notes") Ask students whether that clip supported or was against the teacher strike - why/why not? ● Get students to explain their thinking ● Challenge students to think critically ● Encourage students to build off each others ideas through clarifying, questioning, adding info or agreeing/disagreeing ● Facilitate conversation, remind students to listen to each other's ideas, take turns, encourage others to share their opinions Repeat process with four clips Encourage students to compare the sources ● How were they similar? ● How were they different? ● Where the two 'support' and two 'against' the same? Different? ● Which sources were bias? How did you know? ● Where some sources more biased than others? ○ Give support when needed through prompting, questioning and thinking aloud ○ Encourage students to listen to each others ideas as well as share their own ideas ○ Remind students that it is important that students listen to each other and respond respectfully

	Considering both sides of the story
	• Summarise the problem
	• Using the four sources of information, write a list of the main reasons for and against the teacher strike (in groups of 4)
	• Summarise learning by stating their opinion, giving reasons that justify their opinion and briefly explaining 'the other side' of the story
	
	Students create a DLO that shows both sides of the story
	
	• Share their learning on their blogs. Blog post will include
	  ○ WALT
	  ○ Explanation of task
	  ○ Evaluation of task

Resources	**Important links for lesson** • Google Site with WALT, explanation of the task, the four sources of information, Padlet and collaborative Google Presentation • Collaborative Padlet (where students will take notes about the sources) • Follow up task (Google Presentation) **General** • Chromebook • All students can see the Activboard
Next Steps	**Next Lessons:** After this lesson, students will analyse the results of their survey and draw conclusions

Reflection and Analysis

	What went well. **Lesson reflection**: My class was really into the teacher strike so I decided to keep going with lessons based around this topic. Because they were very opinionated, I felt that it was important for students to see that there are always two sides to a story, and that both sides do

have valid reasons. It is really important for students to learn how to listen and understand both sides of a story. Teaching this explicitly will help students to become critical of what information they are being given.

Because this topic was quite controversial, it opened up a great conversation within the group. Some students could understand both sides of the story and were able to articulate 'the other side' of the story, and acknowledge that there were valid reasons behind a perspective that was not the same as their own. This even made some students change their own stance, as they changed from strongly supporting, to supporting the strike.On the other hand, some student still strongly stood firm in their own opinion. While they did take note of the other side of the story, this did not influence their own perspective.
At some points, the discussion got quite heated, as some students felt frustrated that others were so firm in their opinions. This, however, provided a great opportunity to discuss some important social skills, as students had to consider others opinions, actively listen, and respond respectfully to others who did not share the same opinion.

This was a great chance to remind students that in life, you will not always agree with others, but what matters is how you consider the opinions of others and respond respectfully.

Using a range of sources was a good way for students to see that people have different perspectives around a topic. Although the Mike Hosking source was a challenge (he used a lot of metaphors, spoke fast and used unfamiliar words), I felt it was a challenge that my students were capable of understanding. I think it was useful to have such polarising clips, as it highlighted the impact of emotive language and bias. It was also useful to include seemingly 'neutral' clips, as it challenged students to explain why they thought a text was not bias (when in actual fact, it was bias because the article was only presenting one side of the story.

What needs work:

I need to remember to always have a hook at the beginning of my lessons. Because I know my learners and they are really passionate about the topic and love sharing their ideas, usually I just begin the lesson with a provocation which sparks the discussion. However, I acknowledge that while this works for my students, it wouldn't necessarily work for other teachers and their classes.

Moving forward, I am wanting to find more innovative and exciting ways to begin my lessons. This could be through YouTube clips, or even having an interesting photograph or GIF to help capture students interest when beginning the lesson with a provocation to spark discussion.
