

Junior Journalist: Decoding the Daily News

Lesson Overview

In this lesson, students will transform into "News Detectives." They will learn how to break down a news story from *World Watch News* into its most important parts using the "5 Ws" method and then practice communicating that information to others.

Materials Needed

- Access to today's episode of *World Watch News*
- The "Junior Journalist Notepad" (a piece of paper or notebook)
- A "Press Pass" (can be a handmade badge on cardstock with a clip or string)
- A "Microphone" (a real one, a wooden spoon, or a rolled-up piece of paper)
- Markers, pens, or pencils

Learning Objectives

By the end of this lesson, the student will be able to:

- Identify the **5 Ws** (Who, What, Where, When, Why) of a news segment.
- Distinguish between a **fact** (something true) and an **opinion** (how someone feels).
- Summarize a news story in their own words through a short "broadcast."

1. Introduction: The News Detective Hook (5-10 Minutes)

The Hook: Put on your Press Pass! Tell the student: "Breaking News! Something is happening in the world right now, and people are confused. They need a News Detective to find the facts. A reporter's job isn't just to talk; it's to solve the puzzle of a story."

Discussion: Ask the student: "Why do we watch the news? How does knowing what happens in another country help us understand our own world?"

Goal: Explain that today, we aren't just *watching* the news; we are *investigating* it.

2. Body: I Do, We Do, You Do (25-30 Minutes)

Step 1: I Do (The 5 Ws Toolkit)

Explain that every great news story has five "keys" that unlock the information. Write these on a board or paper:

- **Who:** Who is the story about? (People, animals, or groups)
- **What:** What is happening? (The main event)

- **Where:** Where in the world is this taking place?
- **When:** Is this happening now, or is it about to happen?
- **Why:** Why is this important? Why is it happening?

Step 2: We Do (Watch and Identify)

Watch the first segment of today's *World Watch News* together. Pause the video after the first story.

- **Activity:** Talk through the 5 Ws together. Ask: "I saw a scientist in that clip—is that our 'Who'?" "They were in Antarctica—is that our 'Where'?"
- **Fact vs. Opinion:** Point out something the reporter said. Ask: "Is that a fact (we can prove it) or an opinion (someone's feeling)?"

Step 3: You Do (The Independent Investigation)

Have the student watch the *next* segment of the news program independently. While they watch, they must use their "Journalist Notepad" to jot down (or draw) the 5 Ws for that specific story.

- **Challenge:** Find one "Action Word" (verb) that describes the story (e.g., launching, discovering, protecting).

3. Application: The 60-Second Report (15 Minutes)

Now, it's time for the student to "go live."

The Task: Using their notes, the student will stand in a "broadcast location" (a specific corner of the room) and deliver a 60-second news report to you (or a camera/stuffed animals).

Success Criteria:

- Start with a "Hook" (e.g., "Hello, I'm Reporting live from the living room!")
- Include at least 4 of the 5 Ws.
- Tell the audience one reason why this story matters.
- End with a sign-off (e.g., "Back to you in the studio!")

4. Conclusion & Recap (5 Minutes)

Summary: Ask the student to share the most surprising thing they learned today. Review the 5 Ws one last time by tossing a ball back and forth, naming one "W" with every catch.

Closing Thought: "Being a journalist means being curious. Whenever you hear a story—even from a friend—you can use your 5 Ws to find the truth!"

Assessment

- **Formative:** During the "We Do" section, check if the student can correctly identify the "Where" on a map or globe.
- **Summative:** Evaluate the "60-Second Report." Did they include the facts (Who/What/Where)

clearly?

Differentiation & Adaptability

- **For Struggling Learners:** Provide a "Fill-in-the-Blank" sheet for the 5 Ws so they only have to write single words or draw pictures.
- **For Advanced Learners:** Ask them to identify the "How" (the process behind the story) and write a "Headline" that would grab a reader's attention in a newspaper.
- **Classroom/Group Adaption:** Have students work in pairs. One acts as the "On-location Reporter" and the other acts as the "Studio Anchor" asking follow-up questions.