News and Media Literacy Toolkit

Introduction to Fake News

Retouching Reality

Facts vs. Opinions

A collaborative effort between:

Common Sense Education

Media Literacy Council
An Introduction to Fake News
How to Teach Your Students About Fake News

Estimated Time: 120 minutes
Age: 13 -18

Materials Needed:

- All websites listed in references. Printed handouts recommended. Option to project on screen for students to view as a class.
- Handout: 10 questions for fake news detection. [Link in references]
- Handout: Orchard Road smoking ban to improve suburban malls’ attractiveness, New Nation. [Link in references]
- Worksheet A: Identifying Fake News
- Handout: 10 examples of fake news from history. [Link in references]
- Further reading handout: “Want to tackle ‘fake news’? Don’t share” by Lim Sun Sun. [Link in references]
- Further reading handout: “It’s up to you, yes you, to stop fake news” by Edson C. Tandoc Jr. [Link in references]

Learning Objectives
Equip students with media literacy skills to evaluate the reliability of a news source. By the end of the lesson, students should be able to:

- Highlight the consequences of believing in unreliable information
- Learn to identify inaccurate information and satire
- Introduce frameworks for evaluating information
- Introduce digital tools for evaluating information

This lesson is a derivative of “How to Teach Your Students About Fake News” by Common Sense Education and PBS NewsHour Student Reporting Labs, used under a CC BY-NC-SA license.
Lesson Roadmap

In this class, students will discuss the prevalence of fake news in Singapore and its implications on our society.

- **The Topic Background** will introduce students to why fake news is a relevant and important topic to discuss in the Singapore context.

- **The Warm-up Activity** will get students to discuss how fake news affects Singapore society, through two case studies that happened recently.

- **The first Main Activity** will get students to reflect on their personal experiences with fake news and suggest ways to fight fake news in their daily lives.

- **The second Main Activity** will introduce students to a framework to evaluate information they come across.

- **The third Main Activity** will introduce students to the category of satire.

- **The fourth Main Activity** will test students’ understanding of the lesson through an exercise.
Fake news has been getting lots of media coverage lately - a sure sign that it’s a problem. A recent incident involving fake news was a troubling story published by news website All Singapore Stuff claiming that the rooftop of Punggol Waterway Terrace had collapsed. The article – which also had a digitally edited image of the collapsed roof - went viral, causing residents to panic and alert the authorities. Policemen and firemen rushed down to the scene – only to find out that it was all a hoax. The incident wasted precious time and resources that could have been put to better use. Imagine if a real fire had occurred at another location in Singapore and resources were diverted to attend to the hoax. Lives could have been lost. Fake news can have real consequences.

A REACH poll conducted in 2018 found that more than 70% of Singaporeans have come across news that they thought were “not fully accurate”, yet only 1 in 3 think most Singaporeans can recognize fake news. It is important to start educating our students on how to critically analyse what they come across on social media and the Internet. This lesson aims to teach students how to spot fake news, use appropriate tools and evaluate sources to discern fact from falsehood.

Why is it particularly important for students to be discerning?

Another survey conducted by Nanyang Technological University (NTU) found that nearly 20% of Singaporeans have been misinformed by fake news. However, this figure only represents those who were able to figure out that they were misinformed. There may be more who have been misinformed without realising it. Another survey found that younger Singaporeans aged 18 to 35 were likely to believe that they are less prone to falling for fake news. This belief in one’s ability to identify fake news is called an optimistic bias. This could hurt their ability to judge the truthfulness of online information. How can we teach our students to be more discerning users? Part of the solution involves providing students with the media literacy skills they need to evaluate sources, including social media.

A. Warm-up Activity (15 min)

Objective:
Have an open discussion with the guided conclusion that fake news can cause serious harm to the social fabric in Singapore.

SHARE the following Case Studies with your students [Screen projection recommended, links in references].

START the following discussion with your students:

Does fake news affect our country’s social fabric?

1. The “Green Delights” case, in which a halal-certified stall was accused of selling pork by a netizen. A photo showing a poster of pork belly rice next to the stall’s halal certification was disseminated throughout Facebook and Whatsapp. Netizens were quick to condemn the stall owners for being unethical. It turned out to be a huge misunderstanding as it was the adjacent stall that sold pork belly rice.

2. A story published by now-defunct socio-political site The Real Singapore (TRS) accused a Filipino family of making a formal complaint about music played during the Thaipusam celebrations. The website had actually doctored the original story by Ms Gowri Yanaseckaran. She had originally written about how police had asked festival participants to stop playing musical instruments. The website exaggerated her story and added untrue elements, going as far as to create a fictional Filipino family. All this was done just to make the story more dramatic and increase readership!
**B. Main Activities**

**Activity 1: Discussion (15 min)**

**Objective:**
- Help students realise how easily fake news is proliferated, and the importance of learning media literacy skills to evaluate information.
- Suggest applicable ways to fight fake news in their daily lives.

The Straits Times reported on the aforementioned REACH study, highlighting that the majority of Singapore residents who came across fake news had encountered it on WhatsApp and Facebook. Ask your students if they’ve had similar experiences and get them to discuss some of their encounters with fake news. Ask them to discuss some of the possible repercussions of fake news being shared on social networks and in daily conversation. **Remind them that just because someone they trust sends them an article, does not mean it is trustworthy.**

An NTU study\(^5\) showed that up to 73% of Singaporeans ignore fake news rather than report it or correct it. This allows erroneous or fake information to spread easily. **Have your students discuss some of the possible ways they can take an active role to fight fake news**, giving them scenarios such as seeing it on social media, or receiving it from a relative or friend.

**Possible responses:**

- Reporting the fake news
- Informing the sender that it is wrong
- Not forwarding the fake news
- Posting a correction

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Activity 2: Introducing frameworks for evaluating information (15 min)

Objective:
- Provide students a framework that they can use to critically analyse information.
- Help students understand the framework and know how to apply it.

American national education non-profit The News Literacy Project and Checkology created a checklist of “Ten questions for fake news detection.”  
[Printed handout recommended, link in references].

Read the handout aloud with your students. Ask them if they have any questions about the checklist and which points they think will help them the most when it comes to detecting fake news.

Activity 3: Introducing Satire (15 min)

Objective:
- Introduce satire, which many people often misinterpret as factual news.
- Help students identify satire and the objectives of satire news.

Satire writing uses humour or exaggeration to make fun of hot topic issues. While it may seem very obvious that satire is not meant to be taken seriously, some people may still get fooled – especially if they are unfamiliar with the website or event mentioned.

Distribute the article, “Orchard Road smoking ban to improve suburban malls’ attractiveness”, by New Nation to your students.  
[Printed handout recommended, link in references]

Local satire news site New Nation has made news for duping legitimate foreign news outlets into quoting their articles as truth. Using the framework introduced above, pick out clues in the New Nation article that identifies it as a piece of satire, rather than legitimate news.

Guiding questions:
- Does the article make a claim that is exaggerated and doubtful?
- Does the article cite a variety of sources?
- Are the sources quoted reliable? Look at the names of the quoted individuals.
- How does the website describe itself? What is its tagline?
**Activity 4: Worksheet A (15 min)**

**Objective:**
- Help students apply their newly learnt skills to actual sources.
- Test students’ understanding of the lesson.

Next, explore the fake news stories in Worksheet A. Using the “Ten questions for fake news detection”, how can students detect the likelihood of these stories being fake?

Have students study one of the stories from the list by looking at the fact-checking and debunking Internet rumor website **Snopes**. Note that as the examples in Worksheet A are mostly local examples, Snopes will only work for the following article:

- Search “Cold Water is Bad for you”, click on the first link and scroll down. Results: FALSE

- **Learning point:** Snopes may not be able to detect falsehoods from all the fake news you come across locally, but it can act as a first round of checks. As a savvy Internet and social media user, you should ask yourself key questions before believing and sharing information online. Refer to your checklist of ten important questions as a framework. Verify information by crosschecking with other reliable sources and websites.
C. Assignment

Activity 1: Fake News in History (15 min)

Objective:
- Help students understand that fake news is not a new occurrence.
- Understand the historical context of fake news, and recognise why people throughout history have created fake news.

Fake news might be a case of history repeating itself. Distribute a list by The Social Historian showing examples of fake news existing as far back as the 1700s. [Printed handout recommended, link in references]

In the earliest example, seditious printers in Britain printed fake news in the mid-1700s, going as far as to report that King George II was ill. This was an attempt to destabilize the royal family and further the efforts of an ongoing rebellion.

Ask your students to reflect on the following as they read the handout:
- Which historical example did they think was believable? Why?
- Why have people throughout history tried to create fake news?

Activity 2: Fake News in History (15 min)

Objective:
- Help students understand that people create fake news for their own motives.
- Instill a sense of vigilance in students.

Share the links to two reference articles for this activity with your students. [Shared web links recommended, links in references]

A [Article] One online blog editor said she published doctored and offensive material to increase website traffic and gain advertising revenue. This CNA news story about the now defunct TRS tells more about how TRS editors pocketed up to $50,000 a month in advertising.

B [Video] This European teenager says he’s just giving people what they want and making a lot more than the average yearly income of $5000 in his hometown. Take a look at this NBC News story.

Ask your students to reflect on the following as they read the handout:
- Who are some of the people behind fake news?
- What would make a person want to create a fake news story?
D. Further Reading

We also recommend further reading of the following articles.
[Printed handouts recommended, links in references]

These are more suitable for students in Upper Secondary or Junior College.

A  “Want to tackle ‘fake news’? Don’t share” by Lim Sun Sun

B  “It’s up to you, yes you, to stop fake news” by Edson C. Tandoc Jr.
References

A. Warmup Activity - Screen Projection
Case Study 1
“Business slow at Westgate stall after confusion over halal status” – The New Paper

Case Study 2
“TRS case: Nurse says her account of Thaipusam case altered” – The Straits Times

B. Main Activity 2 - Handout
Ten questions for fake news detection
News Literacy Project.

B. Main Activity 3 - Handout
“Orchard Road smoking ban to improve suburban malls’ attractiveness” – New Nation

C. Assignment 1 - Fake News in History
“10 Examples of Fake News from History” – The Social Historian
Starmans, B. *10 Examples of Fake News from History.*
Retrieved from https://www.thesocialhistorian.com/fake-news/

C. Assignment 2 - Why do people create fake news?
Article A
“Former TRS editor Ai Takagi pleads guilty to manufacturing articles for profit” – Channel NewsAsia
References

Article B
“How a Partying Macedonian Teen Earns Thousands Publishing Lies” - NBC News

D. Further Reading
Article A
“How to tackle ‘fake news’? Don’t share” - Lim Sun Sun for The Straits Times

Article B
“It’s up to you, yes you, to stop fake news” - Edson C. Tandoc Jr. for The Straits Times
Worksheet A

Using your checklist of “Ten questions for fake news detection”, analyse the following pieces of information and identify why they are unreliable.

<table>
<thead>
<tr>
<th>Information</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ROOF OF PUNGGOL WATERWAY TERRACES COLLAPSE</strong></td>
<td></td>
</tr>
<tr>
<td>Submitted by tarkan on Fri, 11/12/2016 - 3:30pm</td>
<td></td>
</tr>
</tbody>
</table>

<p>| <strong>COLD WATER IS BAD FOR YOU!!!</strong>                                           |              |
| If cold water does not affect you at young age, it will harm you at old age.|              |
| * Cold water closes 4 veins of the heart and causes heart attack. Cold drinks are main reason for heart attack. |              |
| * It also creates problems in the liver. It makes fat stuck with liver. Most people waiting for liver transplant are victims of cold water drinking. |              |
| * Cold water affect internal walls of the stomach. It affects the large intestine and results in Cancer. |              |
| PLEASE DON'T KEEP THIS INFORMATION TO YOURSELF                              |              |
| Tell someone to tell someone, IT MAY SAVE SOMEONE'S LIFE.                  |              |
| From: Dr. D. Mensah-Asare 11:00 AM                                          |              |</p>
<table>
<thead>
<tr>
<th>Information</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mall in orchard road MBS, Vivo city and probably RWS in sentosa may be targeted. Better shop in Neighbour hood shops Just received this from my friend (her brother is in the police force) - Pls inform your family members to take caution of the potential terrorist attack on Dec; if we need to do shopping do it fast and leave the places. Today Minister Josephine Teo mention this in st times. There are intelligence news that lone wolf and some radicalised isis people may attack singapore in Dec Just a precaution.</td>
<td></td>
</tr>
<tr>
<td>请注意⚠️ 以后到咖啡店或小贩中心吃东西，不要把纸巾丢在碗/盘/杯里 朋友刚刚被NEA罚款$200!!! Pls take note.. When you go to coffee shop, hawker centre to have your meals, <strong>DO NOT</strong> throw your used tissue into bowl, on plate, or cup! My Friend just got fined $200!!! This is real!!</td>
<td></td>
</tr>
<tr>
<td>Adidas is celebrating its 68th anniversary by giving free pair of shoes to 250 customers 😃 Grab Yours Now <a href="http://getyours.co/adidas/">http://getyours.co/adidas/</a></td>
<td></td>
</tr>
</tbody>
</table>
TEN QUESTIONS FOR NEWS DETECTION

Use the questions below to assess the likelihood that a piece of information is fake news. The more red flags you circle, the more skeptical you should be!

1. Gauge your emotional reaction: Is it strong? Are you angry? Are you intensely hoping that the information turns out to be true? False? YES | NO

2. Reflect on how you encountered this. Was it promoted on a website? Did it show up in a social media feed? Was it sent to you by someone you know?

3. Consider the headline or main message:
   a. Does it use excessive punctuation(!) or ALL CAPS for emphasis? YES | NO
   b. Does it make a claim about containing a secret or telling you something that "the media" doesn't want you to know? YES | NO
   c. Don't stop at the headline! Keep exploring.

4. Is this information designed for easy sharing, like a meme? YES | NO

5. Consider the source of the information:
   a. Is it a well-known source? YES | NO
   b. Is there a byline (an author’s name) attached to this piece? YES | NO
   c. Go to the website’s “About” section: Does the site describe itself as a “fantasy news” or “satirical news” site? YES | NO
   d. Does the person or organization that produced the information have any editorial standards? YES | NO
   e. Does the “contact us” section include an email address that matches the domain (not a Gmail or Yahoo email address)? YES | NO
   f. Does a quick search for the name of the website raise any suspicions? YES | NO

6. Does the example you’re evaluating have a current date on it? YES | NO

7. Does the example cite a variety of sources, including official and expert sources? Does the information this example provides appear in reports from (other) news outlets? YES | NO

8. Does the example hyperlink to other quality sources? In other words, they haven’t been altered or taken from another context? YES | NO

9. Can you confirm, using a reverse image search, that any images in your example are authentic (in other words, sources that haven’t been altered or taken from another context)? YES | NO

10. If you searched for this example on a fact-checking site such as Snopes.com, FactCheck.org or PolitiFact.com, is there a fact-check that labels it as less than true? YES | NO

REMEMBER:

- It is easy to clone an existing website and create fake tweets to fool people.
- Bots are extremely active on social media and are designed to dominate conversations and spread propaganda.
- Fake news and other misinformation often use a real image from an unrelated event.
- Debunk examples of misinformation whenever you see them. It’s good for democracy!

Visit www.checkology.org for a comprehensive collection of news literacy e-learning experiences and other resources from NLP.
Retouching Reality
Retouching Reality

Estimated Time: 60 minutes
Age: 13 - 18

Materials Needed:

- All websites mentioned listed in references. Printed handouts recommended. Option to project on screen for students to view as a class.
- Handout 1: Photo Fun
- Handout 2: Photo Fuss – Part I (Reuters fires photographer after alteration)
- Handout 3: Photo Fuss – Part II (Microsoft ad changes man’s race)
- Worksheet
- Assessment
- Family Tip Sheet

Learning Objectives

Teaching students about the creative and ethical aspects of digital photo manipulation. By the end of the lesson, students should be able to:

- Consider both the creative benefits and ethical drawbacks of digital photo manipulation.
- Understand the importance of purpose and context in evaluating digitally edited images.
- Think critically about how the Internet allows users to both celebrate and regulate our “copy-change-paste” culture.
Students will have the opportunity to think critically about the different purposes and contexts of digital image editing. This class will explore various benefits and drawbacks of photo manipulation in three sections.

The first prompts students to think about photo editing as a fun and artistic activity.

The second raises ethical questions about altering photos, specifically within the context of journalism.

The third invites students to think about the impacts that digitally manipulated photos have on different audiences.

Four case studies will be introduced, which highlight various ways that online communities both celebrate and regulate digital photo manipulation.

Note: Though the issue of digital photo manipulation may seem specific, it can be used as an example of the much larger and more general problem of what happens when easy access to user-friendly new technologies outpaces the formation of an ethical roadmap regarding their use.

Key Vocabulary

- Digital photo manipulation: using digital technology to change the content or appearance of a photo.
- Deceive: to mislead someone into believing something that’s not true.
- Retouching: to improve a photo by adding or changing small details.
- Controversy: public disagreement or debate.
- Context: the setting in which something develops or occurs.
A. Warm-up Activity  (5 min)

Objective:
- Introduce some key vocabulary to students.
- Get students to start thinking about the impact image manipulation has on our daily lives.

Have you ever been fooled by an image online that you thought was real, but turned out to be fake?

 Invite a few volunteers to share their answers with the class, or ask students to discuss with a partner.

DEFINE the Key Vocabulary terms “digital photo manipulation” and “deceive”.

TELL students that as a class they are going to explore the role that digitally manipulated photos play in our 21st-century world.

Students should keep the following questions in mind throughout the lesson: [Recommend writing questions on the board or projecting them on the screen]

- Where do we draw the line between creativity and deception?
- How do the purpose and context of photo editing affect how we feel about it?
- What role does the Internet play in allowing us to share, inspire, and critique images that have been edited?
B. Main Activities

**Activity 1:** Photo Fun (10 min)

**Objective:**
Set the context for students to understand that photo editing can be a fun and creative process.

**ASK** students if they have ever played around with any photo-editing programs. Invite one or two students to share a personal example. (Note: Many teens use the word ‘photoshop’ as a verb to describe editing a digital image. For example, students may say that they “photoshopped” an image to change its color saturation, or to change the background to something more fun. Others may share their experiences using image-editing programs in simpler ways, such as removing red-eye or cropping a photo.)

**EXPLAIN** that digital editing can be a fun and creative process – something that people not only do professionally, but also as a hobby.

**DISTRIBUTE** Handout 1: Photo Fun. [Printed handouts in colour recommended]

**Case Study 1: Xiaxue**

Your students may be familiar with local blogger and Instagram star Wendy Cheng, known by her followers as ‘Xiaxue’ (@xiaxue). She often shares about how she digitally edits her pictures. To humour her followers, she combined two photos of her son at different ages for an Instagram post, to make it seem like she has two children. This is presented in the following set of photos:
Case Study 2: Daryl Aiden Yow

Your students may also be familiar with popular Instagram photographer Daryl Aiden Yow, known more commonly by his handle, “@darylaiden”. Yow creates digital landscapes and portraits using composite images and adjusts the images dramatically to create his desired look. He shares his techniques and behind the scenes process in his captions, to explain how he achieves the end result.

What are some different editing techniques that you’ve seen in these examples?
Which photos are meant to be artistic and which are meant to look funny?
Which photos look realistic and which do not?
Why do people enjoy seeing these photos and learning about how to achieve these effects?

INVITE students to comment on the images shown.

ASK:
- What are some different editing techniques that you’ve seen in these examples?
- Which photos are meant to be artistic and which are meant to look funny?
- Which photos look realistic and which do not?
- Why do people enjoy seeing these photos and learning about how to achieve these effects?

GUIDE students to recognise that some people digitally edit their photos as a hobby or as a form of art. Sharing your work online with other people may also make them feel like they are a part of a community.
Activity 2: When Retouching Gets Touchy - Part I (20 min)

Objective:
- Help students see that retouching images can cause mistrust and deceit.
- Show students that retouching images can be unethical, especially if it is done by a news agency.

Case Study 2, continued: Daryl Aiden Yow
Daryl Aiden Yow has over 120,000 followers on Instagram, and his edited photos have received widespread praise for their dreamy, whimsical appearance. But did you know that his work was the centre of controversy in June 2018?

SHOW The Straits Times article: “Singapore photographer Daryl Aiden Yow sorry for passing off stock images as his own on Instagram” [Screen projection recommended, link in references]

Yow got into trouble when it was revealed that he had doctored stock images and passed them off as his original work.

DEFINE the Key Vocabulary term “retouching”.

EXPLAIN that retouching is a form of digital photo manipulation. For example, you can retouch someone’s eyes in a photo to make them look brighter and bigger. Or you could retouch a photo of a room by adding a door, or editing out cracks in a wall.

GUIDE students to realise that Yow’s actions went beyond simply retouching photos because he had the intent to deceive his followers.

DEFINE the Key Vocabulary terms context and controversy.

ASK:
- Why were people so upset about Yow’s doctored images?
- How were his actions perceived by his followers?
- How did he present doctored images differently after the controversy was over? Why did people react differently this time?

TELL students that digital photo manipulation can be viewed as a form of creative self-expression. However, depending on the context, manipulating photos can also be viewed as deceptive or unethical, because it might mislead people and violate viewers’ trust.

TELL students that photo manipulation can cause particular controversy in regard to journalism or news reporting, when people expect the information they receive to be factual.
Case Study 3: Reuters

ARRANGE students in groups of three or four.

DISTRIBUTE Handout 2: Photo Fuss - Part I, to each student. Instruct students to read the article together and then write down their answers to the discussion questions that immediately follow.

INVITE students to share their answers to the following questions:

1. Why did the news service apologize for this digitally manipulated photo? Why was it so controversial?

   Guide students to recognise that people trust major news organisations, such as Reuters, to provide accurate, credible reports on current events. In this case, the digitally edited photo represented an air raid as being more damaging than it really was. People may also wonder whether the photographer had personal or political motivations for editing the photo this way.

2. Do you think it’s ethical for news articles to use digitally edited photos? Why or why not?

   Student responses may vary. Some may argue that newspapers have a responsibility to present information to the public as accurately as possible. Readers should be able to trust their news sources, and digitally manipulated photos are not factual representations of reality. Other students may argue that editing is not always a bad thing, and that photographers should be able to correct the color and lighting of their photos, to make them visually appealing, for example. Students may also argue that all news is told through a reporter’s perspective anyway, so no news story is truly “real.”

3. Who were the first people to notice this photo mishap? What role does the Internet play in allowing us to recognise and judge digitally manipulated images?

   Students should ideally suggest that bloggers were the first to notice that the photo was manipulated. This indicates that the Internet pushes digital photo manipulation to a new level, because online communities can rapidly share images and draw attention to deceptive or controversial ones.

REMIND students that they have discussed different contexts for photo manipulation. Retouched photos can show the fun, creative side of digital editing. However, the Daryl Aiden controversy and the Reuters article showed why digital manipulation can be viewed as unethical and deceptive, especially when used in journalism.

EXPLAIN to students that they will now consider another aspect of digital manipulation: audience.

This fourth case study can be used optionally, or assigned for homework, if there is not enough time for it in class.
Activity 3: When Retouching Gets Touchy - Part II (15 min)

Objective:
- Get students to think about context in relation to photo manipulation
- Spark discussion on ethical considerations when manipulating images in advertisements

Case Study 4: Microsoft

DISTRIBUTE Handout 3: Photo Fuss - Part II, to each student. Tell students to discuss the article in their small groups, as directed.

INVITE students to share their answers to the following questions:

1. Is there a difference between a digitally manipulated image in an advertisement and one in a news article? Do the benefits and drawbacks of photo manipulation depend on the context, which means where and how the photos are used?

   Answers may vary. People often expect advertisements to be creative and catchy, not necessarily factual. Rather than delivering news to an audience, advertisements target certain audiences to sell products or services. But advertisements also communicate a company’s values, and they can certainly offend people.

2. Some people have wondered if Microsoft changed the photo in order to appeal to a mostly white Polish audience. Would that be a valid reason to manipulate the photo? Do you think what Microsoft did was ethical?

   Answers may vary. Some students may argue that Microsoft had a right to edit the photo as a business strategy to help market the company. Others may argue that purposefully editing something that’s as significant as someone’s race is offensive and unethical, no matter what the motivations are.

3. Do you think we should have rules about how photos are digitally manipulated? Why or why not? If so, what would they be?

   Answers may vary. Students should show some awareness of the ethical challenges involved in digital photo manipulation, but also in policing such alterations. Some students might suggest that photos should be labeled if they have been altered, while other students might believe that the online community should be left to identify and call out controversial instances of digital photo manipulation. Students might conclude that there are no easy answers to these ethical challenges. You may use this opportunity to point out that in this case, as in others, new technologies are developing faster than our ability to form an ethical roadmap for their use.
C. Wrap-up (10 min)

Objective:
Assess your students’ understanding of the lesson objectives.

Many would argue that manipulating a photo, in and of itself, is not unethical. It depends on context, and how the edited image is presented to other people. For example, some students might argue that news media and entertainment media should be held to different standards. People depend on the news for objective, factual information and rely on unedited photos to learn about current events. Some might argue that advertisements are creative, and advertisers should be allowed to do whatever they want. Others may think that while advertising can be creative, advertisers still should be held responsible for their power to shape people’s impressions of gender roles, minority groups, etc.

Sometimes it is for fun, creative, and artistic purposes. Sometimes people manipulate photos to alter people’s perception of reality, or to reach out to a certain audience. The context changes what we expect when we view a photo, and how we might feel about having it altered without our knowledge.

Students should point out that bloggers or Instagram personalities played an important role in each of the cases. Students should realize that people have been editing photos for a long time, long before digital media was even around. However, the Internet takes digital photo manipulation to a new level because it’s very easy to share and discuss edited content online. Retouched photos can inspire people to be creative to show off their digital-editing skills.

In the Reuters and Microsoft cases, bloggers were the first to notice – and spread the word about - controversial, manipulated photos.

▶ Where do we draw the line between creativity and deception?
▶ How do the purpose and context of photo editing affect how we feel about it?
▶ What role does the Internet play in allowing us to share, inspire, and critique images that have been edited?

Students can choose any of the questions above to write a written reflection, via their journal or an online blog.

D. Assignment

▶ **DISTRIBUTE** the Worksheet and Assessment, one for each student. To be completed at home.

▶ **DISTRIBUTE** the Family Tip Sheet, one for each student. To be brought home to their parents.
References

D. Main Activity 2 - When Retouching Gets Touchy - Part I

Case Study 2

“Singapore photographer Daryl Aiden Yow sorry for passing off stock images as his own on Instagram” - The Straits Times

Case Study 1: Xiaxue

You may be familiar with local blogger and Instagram star Wendy Cheng, known by her followers as “@xiaxue”. She often shares about how she digitally edits her pictures. In the following set of photos, to humour her followers, she has combined two photos of her son to make it seem like she has two children.
Case Study 2: Daryl Aiden Yow

You may know Instagram photographer Daryl Aiden Yow, known by his handle, “@darylaiden”. Yow creates digital landscapes and portraits using composite images and adjusts the images dramatically to create his desired look. He shares his techniques and behind the scenes process in his captions to achieve the end-result.
For Discussion

- What are some different editing techniques that you see?
- Which photos are meant to be artistic and which are meant to look funny?
- Which photos look realistic and which don’t?
- Why do people enjoy seeing these photos and learning about how to achieve these effects?
Photo Fuss – Part I

Read the following news article. Then discuss the questions that follow, explaining your answers in the spaces provided. (Note: “Reuters” is the name of an international news agency.)

Reuters Fires Photographer After Alteration

In 2006, Reuters was forced to fire a photographer, remove images from circulation and change policy after finding that a photo of an Israeli air raid on Beirut had been manipulated.

Bloggers were the first to notice that the clouds in an image taken by Adnan Hajj, a Lebanese photographer, had been darkened.

Soon after, Reuters issued an apology and said it withdrew from its database all of the images taken by Hajj. “There is no graver breach of Reuters standards for our photographers than the deliberate manipulation of an image,” Tom Szukovenyi, Reuters global picture editor, said at the time. “Reuters has zero tolerance for any doctoring of pictures, and constantly reminds its photographers, both staff and freelance, of this strict, unalterable policy.”

Article:

Photo:
For Discussion

- Why did Reuters apologize for this digitally manipulated photo? Why was it so controversial?
- Do you think that it’s unethical for news articles to use digitally edited photos? Why or why not?
- Who were the first people to notice this photo mishap? What role does the Internet play in allowing us to expose and regulate digitally manipulated images?
**Photo Fuss – Part II**

Read the following news article. Then discuss the questions that follow, explaining your answers in the spaces provided.

**Microsoft Ad Changes Man’s Race**

In August, the blogosphere went wild over an image in a Microsoft Corp. ad that had been edited to change a man’s race from black to white.

In a photo featured on the company’s U.S. website, three colleagues - one white, one black and one Asian - sit around a conference room table. But in the same photo on the company’s Polish site, the face of the black man had been replaced with the face of a white man.

The gaffe sparked quite the discussion online, as bloggers and commenters wondered if the change was racially motivated, the result of poor judgment or both. Some people suspected that the computer technology giant changed the Polish image so that it matched the country’s own racial composition.

It even inspired the popular tech blog TechCrunch to launch a contest to see who can manipulate the funniest head onto the Microsoft ad.

“So get Photoshop fired up and make your funniest (and yet not in any way offensive) version of the Polish Microsoft head replacement. No rules. Replace all the heads you want to. Add costumes and props. Add text bubbles,” it said on its site. The winner gets a Bing (Microsoft's search engine) T-shirt in the mail.

Ultimately, the affair elicited an apology from Microsoft, which said in a statement, “We are looking into the details of this situation. We apologize and have replaced the image with the original photograph.”

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Article and Photo:


For Discussion

- Is there a difference between a digitally manipulated image in an advertisement and one in a news article? Does it depend on context?

- Some people wondered if Microsoft changed the photo in order to appeal to a mostly white Polish audience. Would that be a valid reason to manipulate the photo? Do you think what they did was ethical?

- Do you think we should have rules about how photos are digitally manipulated? Why or why not? If so, what would they be?
Family Activity

Alan had always been interested in photography and was planning to upgrade his camera to take his skills to the next level. He saw online that a top camera brand was holding an online photography contest. The winner would win the latest model of their professional DSLR camera. The theme of the contest was “Capturing Singapore’s Natural Environment”. Alan decided to submit a photo he took of a new condominium being constructed next to a lush plot of greenery in Pasir Ris. He thought it would make a great statement about the urban environment changing the natural environment. To make his narrative stronger, he decided to alter the image. He shifted a bulldozer in the image closer to the greenery to make it look more dramatic, as though the construction work was intruding into the beautiful natural landscape. He then increased the saturation and contrast of the photo.

Think Out Loud

► What’s your immediate reaction to this situation?
► What do you think of Alan’s approach to retouching his original photo?
► Which of his actions do you find acceptable, and which are not? Why?
► How do his edits differ from using a photo filter or other editing tools?
► How do you think his actions would affect the judges when they view his photo?

Learning Point

Retouching photos are a common way for people to enhance their photography. Many of us use filters or edit our photos to make it look better. But changing elements of a photo in a way that plays with the viewer’s emotions can be very deceiving. If photos are edited such that the elements are no longer factual, people may get upset or unhappy – especially if viewers do not know the photo is edited.
Case Study: Nikon

In the following example, consider a similar situation in which Nikon selected a doctored image as the winner of a contest. When the photography community exposed Chay Yu Wei for adding a plane into his photo using editing software called PicsArt, both Chay and Nikon had to issue public apologies. [Screen projection recommended, link in references]

What are some of your learning points from this incident?

What do you think of Chay’s explanation?

Was it ok for him to post the doctored image on his personal Instagram page, while joking that he had not waited long for the plane? Why or why not?

References

Nikon and Photographer Apologize for Photoshopped Prize-Winning Photo

Retouching Reality - Assessment

1. The word retouching means:
   a) To mislead someone into believing something that’s not true
   b) To improve a photo by adding or changing small details
   c) To give a photographer credit for his work

2. Xiao Ming is editing a photo of his classmates for the class noticeboard. Which of the following photo alterations would probably be considered deceptive?
   a) Making some of his classmates look taller
   b) Cropping the photo to fit on the board
   c) Adding a motivational quote at the top of the image

3. True or false: Changing an image in any way is always a bad thing to do.
   a) True
   b) False
Teacher’s Version: Answers

1  The word retouching means:

a) To mislead someone into believing something that’s not true
b) To improve a photo by adding or changing small details
c) To give a photographer credit for his work

*Answer feedback*
The correct answer is b. When you retouch a photo, you try to “touch up” or improve parts of it.

2  Xiao Ming is editing a photo of his classmates for the class noticeboard. Which of the following photo alterations would probably be considered deceptive?

a) Making some of his classmates look taller
b) Cropping the photo to fit on the board
c) Adding a motivational quote at the top of the image

*Answer feedback*
The correct answer is a. People might feel deceived, or tricked, if they find out that someone looks different in a photo than in real life.

3  True or false: Changing an image in any way is always a bad thing to do.

a) True
b) False

*Answer feedback*
The correct answer is b, False. An edited photo can be considered creative or artistic. It all depends on the purpose of an edited photo and how it’s shared.
Family Tip Sheet - Common Sense on Research and Evaluation

What’s the issue?

Whether it’s research for a project or reading up on current affairs, the Internet is now a crucial resource for students in Secondary School and up. But as you probably know, not everything they find on the web can be trusted. These tips will help you look beyond a site’s slick appearance to determine whether it’s offering high-quality, trustworthy content.

The Internet is bursting with information. Some of it is correct, some of it is questionable, and some of it is just plain wrong. But the Internet is typically the first place young people look when they begin researching a report or are just trolling for information on their favourite topic. Though it may start in school, they’ll continue using the web right through university and beyond.

Why Does It Matter?

Anyone can publish on the Internet, so not all sites are equally trustworthy. By their teens, your children should have the ability to be more skeptical, rather than accept everything they read as the truth.

When students use sources they find online that aren’t of high quality, they risk using incorrect information, getting only part of the story, and worst of all, denying themselves the opportunity to truly learn as much as possible about their topics of interest.

When your children use a website for their research, they should make sure it’s worthy of their trust. Fortunately, there are ways to evaluate the trustworthiness of a site. It takes looking beyond a website’s inviting design to the substance and content of the material.

Parent tips for all kids

Evaluate a website’s credibility

You can help your child dissect a website for clues to its accuracy with a few easy steps. Here are some questions to ask that help determine the quality of a site.

► Who wrote this?
Check to make sure the author or organization is credible by looking at their title, expertise, and background.

► Dot what?
If the web address ends in .edu, the material is from an academic institution; if it ends in .gov, it’s from the government. Both of them are likely to be reliable!
What is the source of information?
Does the site come from a well-known newspaper or organization?

When was this updated?
Has the site been updated recently? If not, move on.

What is this linked to?
Was the site linked from another webpage that you trust? That’s doesn’t always mean that it is credible, but it’s probably a good sign.

Compare multiple sources.
Students should draw on several sites, for better accuracy. This will help them determine whether a piece of information is fact or fiction.

Watch out for ads.
Help your children notice when advertisers are trying to target them, and teach them to question what the ads are saying.

Parent tips for preteens and teens

Follow school assignment guidelines.
Teachers often explicitly state their preferences for where students should search, how many sources they should gather, and in what format citations should be written.

Use Wikipedia as a springboard for searching.
If kids need a jump-start on finding information about a topic, Wikipedia is easily accessible. Remind them that they shouldn’t use it as a sole resource, only a launching point.

For more useful resources on how to help your children be smart and informed Internet users, check out the following link:

![QR Code](image-url)
Facts vs. Opinions
Facts vs. Opinions vs. Informed Opinions and Their Role in Journalism

Estimated Time: 60 minutes
Age: 13 -18

Materials Needed:
- Facts vs Opinions – Worksheet A
- Facts vs Opinions – Worksheet B
- BBC One Minute News clip
- Fact vs Opinions – Worksheet C
- Fact vs Opinions – Worksheet D

Learning Objectives

Help students differentiate between opinions and facts.

Guide students to think of the consequences of accepting an opinion piece as a factual piece.

Help students understand why people prefer opinion pieces.

Help students understand the meaning of ‘informed opinion’.

Develop critical thinking skills through practice.

This lesson is a derivative of “Facts vs. Opinions vs. Informed Opinions and Their Role in Journalism” by Common Sense Education and PBS NewsHour Extra, used under a CC BY-NC-SA license.
Lesson Roadmap

This class will explore various types of information sources.

- The warm-up activity will help students come up with clear definitions for facts, informed opinions and opinions.

- The first main activity will get students to compare two real-life articles from news outlets, and identify which is fact and which is opinion.

- The second main activity will get students to compare news blogs and factual news, and understand their key differences.

- The assignment is a take-home activity that will require students to research on current affairs topics and identify opinion and news pieces on them.

- The concluding activity will crystallise key learning points from the whole lesson.
A. Warm-up Activity  (15 min)

Objective:
- Get students to understand the conceptual differences between fact and opinion.
- Help students distinguish between informed opinions and fact.

Ask:

What’s the difference between “fact” and “opinion”? 
What is an ‘informed opinion’?

Distribute Worksheet A to students and ask students to read the definitions aloud. Then, have them improve on these definitions together as a class, and give a few examples for ‘fact’ and ‘opinion’ and ‘informed opinion’ based on suggested topics.

eg. Durian

Fact: A durian is a thorny fruit.  
Opinion: Durians smell like rotten fish.  
Informed Opinion: According to Wikipedia, durian is said to be the “King of Fruits” and is highly prized in Southeast Asia.

After discussing the examples, distribute Worksheet B and let students work on their own to complete the questions. Following that, have them pair up to check their answers with each other, and discuss their reason for choosing their respective answers.
B. Main Activity

The Role of Informed Opinions in Journalism

Objective:
- Help students distinguish between factual news reporting and opinion pieces in the news.

Activity 1 (15 min)

Objective:
- Help students see that retouching images can cause mistrust and deceit.

Ask:

When and where do we see opinion pieces in the news?
How do we know it is an opinion piece?

Go to the BBC One Minute News and select one short news story to play for the students. [Screen projection recommended, link in references]

Then, distribute the following handout of an opinion article by Channel News Asia: Terror threat: Why Singaporeans should care by Muhammad Faizal Abdul Rahman. [Printed handout recommended, link in references]

Ask:

Ask students which the opinion piece was, and how they could tell.

Distribute Worksheet C and read through the definition at the top with students. Have them fill in the blanks, then ask for them to share their answers with the class. Write discussion-worthy answers on the board and invite students to share their thoughts.
**Activity 2 (15 min)**

**Objective:**
- Help students identify the difference between news blogs and factual news

**Ask:**

*What is a blog? Do they have any favourites that they follow? Why do they like to follow blogs?*

Invite the class to create a working definition of a “blog” and write it on the board. Then, have students read the second part of Worksheet C. Building upon the definition they’d come up with, ask them what a news blog would look like, and which adjectives would describe such sites (in their opinion). Write their suggestions on the board.

Then pull up [Mothership.sg](http://www.mothership.sg) for the class on the board and see if their preconceptions about a news blog were right or wrong.

There are also news blogs that can be written by one person – show an example of a writer who blogs about socio-political issues on his personal platform. Pull up [Mr Brown by Lee Kim Mun](http://www.mothership.sg) for your students and have them read through his biography and blog. [Screen projection recommended, link in references]

Distribute Worksheet D.

Have students read through and complete Worksheet D in small groups.

Prepare the following:

- **Profile of Teo You Yenn**

- **Commentary:** We don’t see inequality in S’pore’s education race because we’re conditioned to focus on our own lanes.
  [Printed handouts or screen projection recommended, links in references]

Have students share their responses with their classmates.
C. Assignment

Explore and Analyze the News: Nifty Articles and Bodacious Blogs

Objective:
- Give students the opportunity to put their analysis skills into practice with what they read online.

Explain to students that they have an important task ahead of them: They must find the best news articles, opinion pieces and news blogs and evaluate them based on what they have learnt thus far about facts and opinions. Some places to check out are The Straits Times, Channel NewsAsia, BBC News etc. Here is a list of topics that might interest them or—even better—come up with a class list of interesting topics.

- The Singapore Bicentennial
- The Singapore Budget 2019
- The Smart Nation initiative

Pass out copies of Worksheets E and F to students, read through it with them, and then give them their tasks:

1. Find one example of a news article and one example of an opinion article on the same issue.
2. Examine popular online news blogs (e.g. Mothership.sg, Mr Brown, Rice Media, My Singapore News, The Independent) or another online opinion resource.
3. Select one opinion piece from one of these sources, and then conduct online research to locate another news article in another news source about that same topic.
4. Print all articles.
5. Work in pairs on Worksheets E and F.

Ensure that your students submit their worksheets with the accompanying articles printed out, so that you can read and mark them.
D. Conclusion  (15 min)

This can be done at the end of the lesson, or after you distribute their marked homework, as a follow-up.

If it is done at the end of the lesson, use the wrap-up to guide students on how to locate news and opinion pieces before they start on their homework. If it is done after the homework is returned, get students to review their answer sheets and use it as an opportunity to remind them of what they had learned in the last lesson.

Objective:
- Discuss and wrap-up learnings
- Reinforce learning outcomes

Discuss Study Findings:

Encourage students to discuss their findings of how fact coverage in news articles differs from the presentation of an informed opinion, and how presentation of a point of view in a news blog differs from a straightforward news article. Where do they see emotion being expressed? What kind of language or vocabulary differences do they see? How well are various perspectives covered in each type? How much coverage of sides is there in each type? List students’ observations on the board.

You can review some of the ways to distinguish fact from opinion in written, video, or interactive sources:

► News items that present the facts will carefully avoid appealing to emotion. On the other hand, opinion pieces attempt to appeal to the emotions of the reader or viewer, and evoke a certain reaction.

► An opinion piece often uses language that is much more demonstrative, flamboyant, and sometimes inflammatory; that is how it often hooks the reader and retains the reader's attention. News items that cover only the facts do not use this kind of language.

► Opinion pieces will often present only one side of an issue, with a slight acknowledgement within the piece of an alternative side of the issue. A news item that covers the facts will strive to present them in an objective manner.
References

B. Main Activity

Activity 1:

News example

BBC One Minute News

Activity 1:

Opinion piece example

Terror threat: Why Singaporeans should care


Activity 2:

News Blog example: Mothership.sg
https://mothership.sg/

Activity 2:

News Blog example: Mr Brown
https://www.mrbrown.com/
https://www.mrbrown.com/about.html

Academic Profile of Teo You Yenn


Commentary

Teo, Y. (n.d.). We don't see inequality in S'pore's education race because we're conditioned to focus on our own lanes. Retrieved from https://mothership.sg/2019/02/teo-you-yenn-education-inequality-meritocracy/
A. Warm-up Activity (10 min)

We asked Media Literacy Council members Dr Carol Soon and Ms Susan Ng what their definitions of the words “fact,” “opinion,” and “informed opinion” were. As a class, pick and choose from the responses below to come up with your own class definition, which you will use during this lesson.

**Definition 1**

**Source:**
Dr Carol Soon  
Senior Research Fellow, Institute of Policy Studies  
Vice-Chairperson, Media Literacy Council

**Fact:** A statement which could be proved or disproved based on evidence, i.e., either verifiably true or verifiably false

**Opinion:** A statement based on one’s values and beliefs, and could not be proved or disproved definitively.

**Informed Opinion:** A way of thinking about something, based on knowledge of facts or a set of principles.

**Definition 2**

**Source:**
Ms Susan Ng  
Producer-Presenter at 938NOW radio station, Mediacorp  
Member, Media Literacy Council

**Fact:** Something that can be proven, evidence based.

**Opinion:** Personal thoughts, expressions, on an issue.

**Informed Opinion:** Thoughts, expressions, on an issue, backed by evidence, research.

**Definition 3**

**Source:**
Merriam-Webster Dictionary

**Fact:** A piece of information presented as having objective reality.

**Opinion:** A belief, judgment, or way of thinking about something.

**Informed Opinion:** Based on possession of information and a belief, judgment, or way of thinking about something.
Directions:
In the scenarios below decide which are “facts,” “opinions,” or “informed opinions” and then write down your answer in the space next to the sentence giving it an “F” for facts, “O” for opinions, or “IO” for informed opinions.

1 Swimming
Tao Li is the greatest swimmer of all time. (            )

Joseph Schooling is the greatest local swimmer of all time because he won Singapore’s first ever Olympic gold medal in swimming. (            )

There is no way to really tell if Joseph Schooling is the greatest swimmer in the history of Singapore, but he is definitely very good at swimming and the argument could be made that he was the greatest competitive swimmer in Singapore at one time. (            )

2 Food in Singapore
I say that Chilli Crab is the best food we have in Singapore because TimeOut Singapore’s poll said so. (            )

Chicken rice is the best food ever. (            )

There isn’t a way to really find out for certain what the best food in Singapore is. (            )
Animals

Mudpuppies spend their entire lives underwater and are distinguished as the only salamanders that make sound—a doglike barking.

The hammerhead shark is the most dangerous shark ... just look at it.

The bird of paradise is one of the best-known dancers in the animal kingdom. See the article below:
https://blog.nationalgeographic.org/2013/10/06/dancing-animals-with-some-serious-moves/
Movies

*Ilo Ilo* is the best Singaporean movie of all time. (   )

*Ah Boys To Men* is the highest-grossing Singapore film of all time. (  )
Facts vs Opinions – Worksheet B

Teacher’s Version: Answers

1 Swimming

Tao Li is the greatest swimmer of all time. (O)

Joseph Schooling is the greatest local swimmer of all time because he won Singapore’s first ever Olympic gold medal in swimming. (IO)

There is no way to really tell if Joseph Schooling is the greatest swimmer in the history of Singapore, but he is definitely very good at swimming and the argument could be made that he was the greatest competitive swimmer in Singapore at one time. (F)

2 Food in Singapore

I say that Chilli Crab is the best food we have in Singapore because TimeOut Singapore’s poll said so. (IO)

Chicken rice is the best food ever. (O)

There isn’t a way to really find out for certain what the best food in Singapore is. (F)

3 Animals

Mudpuppies spend their entire lives underwater and are distinguished as the only salamanders that make sound—a doglike barking. (F)

The hammerhead shark is the most dangerous shark ... just look at it. (O)

The bird of paradise is one of the best-known dancers in the animal kingdom. (IO)

4 Movies

Ilo Ilo is the best Singaporean movie of all time. (O)

Ah Boys To Men is the highest-grossing Singapore film of all time. (F)
Opinion Pieces
True news segments, whether written, televised, or interactive, will rely on facts and sourcing in order to provide information to the reader or viewer. An opinion piece, particularly about a newsworthy issue, will be informed by facts, but will allow one particular stance or viewpoint to shine through in order to persuade the reader to agree with the opinion.

Directions: Fill in the blanks

I see informed-opinion pieces in the news when I ...

I know it is an informed-opinion piece because ...

News Blogs
A news blog is a type of website that features individual commentary about newsworthy issues and that sometimes allows readers to participate in the commentary. Bloggers can be professional writers affiliated with the blog’s parent organization or individuals across the country who create a website to espouse their opinions. The important thing to realize is that blogs often contain compelling opinions about newsworthy items, but they are often user-generated opinions.

Directions: Fill in the blanks

I know it’s a blog because ...

Some good blogs are ...

I know it’s a news blog because ...
Directions:
Read through the profile of Teo You Yenn and her commentary titled “We don't see inequality in S'pore's education race because we're conditioned to focus on our own lanes”. [Links in references]

Discuss the following questions

1. What are some defining traits of this piece that identify it as a commentary?

2. What do you like about this piece?

3. How does it make you feel?

4. What advantages and shortcomings do news blogs and opinion pieces have as compared to a regular news article?
References

Academic Profile of Teo You Yenn


Commentary

Teo, Y. (n.d.). We don't see inequality in S'pore's education race because we're conditioned to focus on our own lanes. Retrieved from https://mothership.sg/2019/02/teo-you-yenn-education-inequality-meritocracy/
Complete this worksheet using the news and opinion pieces that you printed after conducting research. Staple them to the back of this worksheet.

<table>
<thead>
<tr>
<th>News:</th>
<th>Opinion:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headline of News Item #1 (from newspaper)</td>
<td>Headline of Opinion Item #2 (about same topic as #1)</td>
</tr>
</tbody>
</table>

<p>| | |</p>
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<tbody>
<tr>
<td>Summarize the content of News Item #1</td>
<td>Summarize the content of Opinion Item #2</td>
</tr>
</tbody>
</table>

<p>| | |</p>
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<tbody>
<tr>
<td>How does the language of these two articles differ? What kinds of words do you see in each? How would you describe the words?</td>
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<tbody>
<tr>
<td>List the instances of opinion that are present in both articles. Are there any special words or sentence structures that make the opinion obvious? Describe.</td>
<td></td>
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<tbody>
<tr>
<td>Does News Item #1 cover the facts thoroughly? Explain.</td>
<td>Does Opinion Item #2 address both sides of the opinion? Explain.</td>
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<tbody>
<tr>
<td>Which article did you remember the most? Why?</td>
<td>Which one told you more information about the issue? Why?</td>
</tr>
</tbody>
</table>
Use the opinion piece you printed from a recent News Blog (or similar source) and compare it to the News article about the same topic.

<table>
<thead>
<tr>
<th><strong>News Blogs:</strong></th>
<th><strong>News:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Headline of News Blog Item</td>
<td>Headline of News item about the same topic</td>
</tr>
<tr>
<td>Summarize the content of News Blog Item</td>
<td>Summarize the content of News Item #2</td>
</tr>
</tbody>
</table>

How does the language of these two articles differ? What kinds of words do you see in each? How would you describe the words?

List the instances of opinion that are present in both articles. Are there any special words or sentence structures that make the opinion obvious? Describe.


Does News article cover as many facts as possible? Explain.

Which article did you remember the most? Why?

Which one told you more information about the issue? Why?
A collaborative effort between:

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MEDIA LITERACY COUNCIL
www.betterinternet.sg

Adapted from Common Sense Education