

NEWS TODAY



Developing critical thinking skills in children is essential for helping them make informed decisions, solve problems effectively, and assess situations with a thoughtful perspective. These skills become especially important in the context of natural disasters, where quick, rational thinking can enhance personal safety and community preparedness. By learning to question information, evaluate risks, and consider multiple solutions, children are better equipped to respond calmly and wisely during emergencies. Encouraging critical thinking not only strengthens their academic growth but also empowers them to face real-life challenges with confidence and resilience.

Lesson

Language

Grade

5

Learning Objectives

Students will analyze media and literature for bias and credibility, using evidence to support arguments, and applying critical thinking skills to evaluate complex issues.

Duration

40 Minutes

Required Materials

A short story
News sample
Mini evaluation form
A4 papers, pencils and crayons

Preparation and Implementation

As the activity requires some short stories to read, print them before the lesson.

PROCESS

1

INTRODUCTION (10 Minutes)

- The teacher shows students a news image (see in Annex).
- Then, teacher asks students the following questions:
 - What do you see in this photo?
 - How do you think this news might make you feel?
 - Can we completely trust this news? Why?
- Point out certain things to focus on.

2

DISCUSSION (10 Minutes)

- The teacher reads a short story: “**After the Earth Shook**”, a fictional story (a short text describing the children’s experiences after the earthquake). (*See annex*)
- Students explore the following questions in groups:
 - How does the character in the story feel?
 - Do you think there is any bias in the story?
 - What would be the difference if we compared this story to a real news story?

3

IMPLEMENTATION (15 Minutes)

- Students are divided into two groups:
 - **Group 1:** Prepares a short news headline and visual that focuses on the emotions surrounding the aftermath of a disaster.
 - **Group 2:** Prepares a "more neutral and informative" news headline and visual for the same event.
 - Each group presents their own news story to the class.

EVALUATION

- The teacher distributes a mini-evaluation form to the students:
 - What did you learn today?
 - Is the media always accurate?
 - How do emotions change a news story?

RECOMMENDATIONS

1

You can use one of the reading texts given in the annex part.

ANNEX

Short Story

After the Earth Shook

Yesterday, a strong earthquake shook the city. Many buildings were damaged, and people had to leave their homes. Ten-year-old Ayla was at school when the shaking started.

“I was scared. My heart was beating fast. I just wanted to find my family,” she said.

Emergency teams came quickly to help. Some people cried, some were silent.

“I will never forget this day,” Ayla added. “But I am happy that we are safe.”

News Template

HEADLINE

(Write a title for your news story)

IMAGE / DRAWING

(Draw or paste an image related to your story—
emotional or neutral version)

SHORT NEWS TEXT

3–4 sentence summary of what happened.
Who, where, when, what, how people felt?)

Reporter's Name: _____

Mini Evaluation Form

MINI EVALUATION FORM

1. What is your main argument?

2. Is this news source credible?

3. Where might there be bias?

Images

