

# 03 ENGLISH ACTIVITY BLOCK

## Self-expression and exploring 'truth'

### DESCRIPTION

In this Activity Block, learners will explore their ideas and experiences on the power of narrative in preparation for a dialogue on this topic.

### LEARNING OBJECTIVES

By the end of the activity block, learners will:

- Use 'I' statements to express their own personal experiences with news sources.
- Use key vocabulary words when thinking critically about the sources of information and narratives regarding the meaning of truth.
- Reflect on the dialogue experience, considering what they have learned from their conversations about fake news and social media.



### DIALOGUE SKILLS



#### Global communication - Sharing

Learners are able to use 'I' statements to share about their own personal experiences and perspectives and avoid speaking on behalf of other individuals and groups.



#### Critical thinking

Learners are able to analyse a topic or issue and identify diverse and multiple perspectives.



#### Reflection

Learners can reflect on the experience of dialogue and say what they have learned from others and about themselves, including any ways the dialogue has helped them to shape new perspectives.

**AGE GROUP** 13-17

**DURATION** 120 minutes

### RELATED SUSTAINABLE DEVELOPMENT GOALS



PEACE JUSTICE  
AND STRONG  
INSTITUTIONS  
(SDG 16)



PARTNERSHIPS  
FOR THE GOALS  
(SDG 17)

### FURTHER RESOURCES

- [Essentials of Dialogue](#)
- [The Power of Narrative.](#)

**PREPARATION** Sharing Our Ideas

**DURATION** 20 minutes

In this initial activity, learners will practise verbal self-expression using 'I' statements around information sources to learn how communicate their own ideas, beliefs, values, perspectives, and experiences.

1. Ask the learners to share their answers to this question: Why is staying informed about events in our community and the world important?
2. Allow some silent individual thinking time for everyone to reflect on the question.
3. Place learners into pairs and establish who is going to start speaking first. Tell learners they each have 1 minute to share their ideas in response to the question with their partner and should speak using "I" statements like "I think...", "I believe..." or "I feel...". Explain that speaking from the individual perspective is important so we do not speak on behalf of others who may or may not think or feel the same. This creates space for other participants to share about themselves as well.
4. Set a timer where visible/audible for the group.
5. Learners take turns sharing their ideas or responses quickly, aiming to express as many ideas as possible without hesitation within the allotted time.
6. When the time is up, encourage learners to:
  - **Reflect upon what they have exchanged.**
  - **Provide positive feedback to their partner.**



**MAIN ACTIVITY** Choosing News: Evaluating Sources and Valuing Truth

**DURATION** 60 minutes

After practising sharing their personal ideas, learners will use key vocabulary words to explain what is important to them when reviewing sources of information. They will continue to practise using 'I' statements by expressing their definition of truth.

1. Ask learners to identify events or issues taking place in their local communities, nationally, and globally.
2. Ask learners to document how they stay informed about developments related to their chosen events or issues. You can provide examples from some of the learners and write them on the board. For example:
  - *Issue: Pollution in my city*
    - *Sources: Local news on TV, TikTok, my family, discussions in class.*
  - *Issue: Global politics*
    - *Sources: Social media, my grandparents talking to me, or a tabloid newspaper.*
  - *Issue: War and conflict*
    - *Sources: X, TV news outlet, my friends.*



3. Use the keywords and phrases from the *What Do I Want from News Sources?* material (see Appendix). to help learners explore their expectations from these sources of information. List the keywords in front of the class and work with learners to define each of the terms.

4. After defining the keywords and phrases that learners can use to speak about reputable sources, help them to reflect on the importance of truth. Ask the class, 'What is truth?' and give them thinking time. Identify any new words that come up in what learners share write them down on the board.

**DIALOGUE ACTIVITY**

**DURATION** 20 minutes



Now that learners have shared their perspectives on news sources and the importance of truth, they can participate in a dialogue about fake news and social media. Be sure to remind participants to practise sharing about their own identities and experiences, ask each other questions, and build on the topic to go deeper in conversation. Use these agenda questions to help learners prepare and support the dialogue:

- **What is truth and does truth matter anymore?**
- **Have you ever witnessed fake news on social media? How did you know? What was the impact?**
- **What is the impact of fake news and social media on your community, the world?**

**REFLECTION ACTIVITY**

WWW/EBI: What went well? Even better if...

**DURATION** 20 minutes

After completing a dialogue with your learners, allocate 10-15 minutes to debrief the experience using this reflection activity.

1. Explain what WWW and EBI mean. You can use the following prompts:

- **WHAT WENT WELL (WWW):** Learners identify successful aspects of the activity, be it in terms of outcomes or the demonstrated skills.
- **EVEN BETTER IF (EBI):** Learners pinpoint areas for improvement, expressed positively.

2. Give learners a couple of minutes to reflect on these points.

3. Write the table on the board and encourage a few students to provide constructive bullet points for each category. The table could look like *fig 1*.

4. Wrap up the main ideas once the sharing round has ended.

WWW	EBI
WWW 1: We asked some good questions about what truth is and what it means.	EBI 1: Everyone in the class waited to speak and did not interrupt.
WWW 2: We had a thoughtful discussion and came up with some good ideas.	EBI 2: We were able to share some examples from our own lives.

*fig. 1.*

## WHAT DO I WANT FROM NEWS SOURCES?

REPUTABLE

POPULARITY

ENTERTAINMENT

VERY FACTUAL

RECOMMENDED

SATIRE

OPINION PIECE

I DISAGREE WITH IT

BREVITY

NOT TOO WORDY (MORE  
PICTURES / MOVIES)

CONTROVERSIAL

I AGREE WITH IT

LOYALTY TO SOURCE

TRUTH