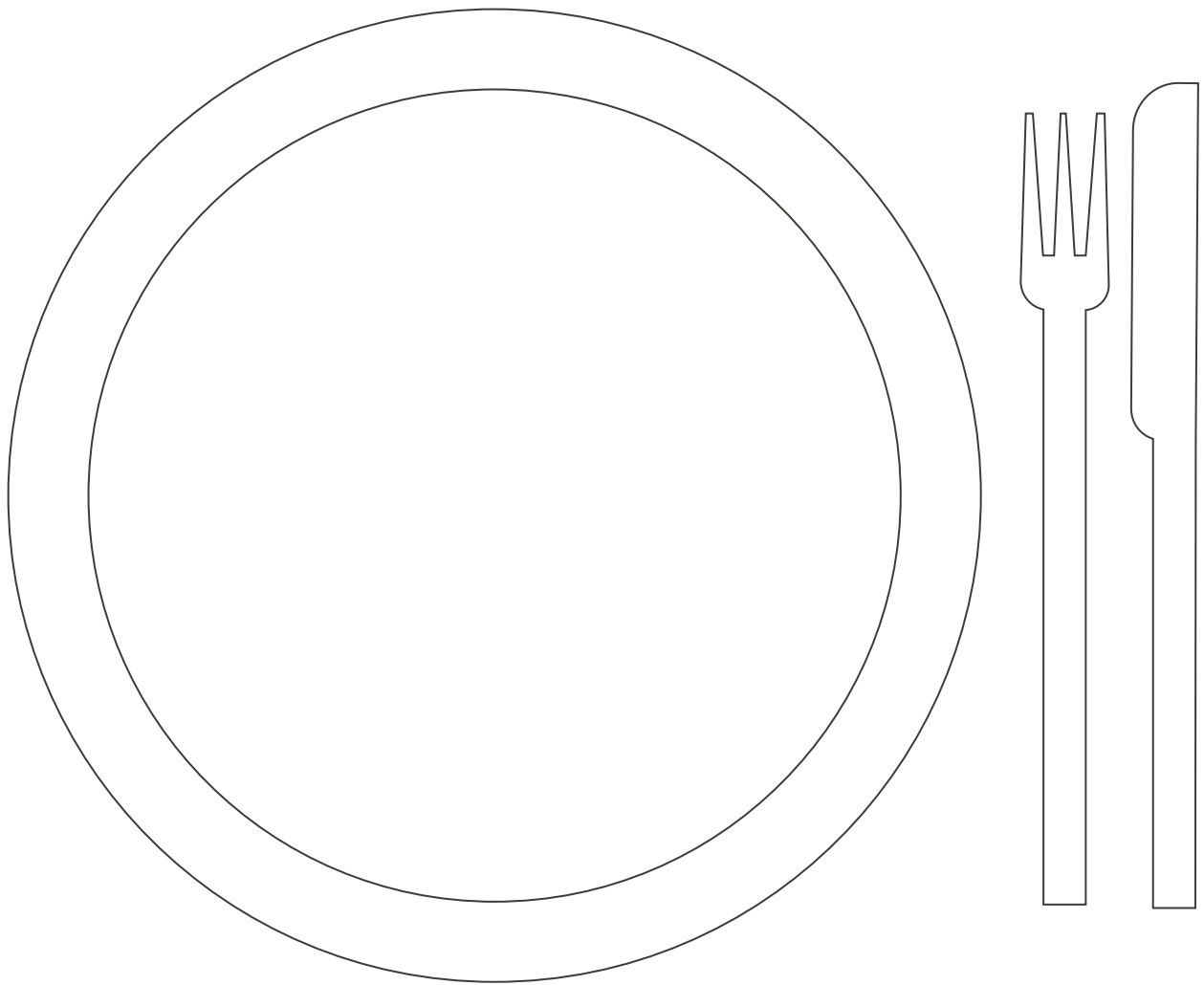


WORKSHEET 4.1

A BALANCED INFORMATION DIET? (PART 1/2)

STEP 1: On the circle below, divide the 'plate' up into sections, which reflect how you get information or hear narratives and stories. Think about when you are at home, at school, online, and offline. How do you learn about events going on in the world, about people of other cultures, faiths and beliefs, about political and economic affairs?

Note: You can use your *Narrative Tree* from lesson 1 to help you with this activity, if you made one.



WORKSHEET 4.1

A BALANCED INFORMATION DIET? (PART 2/2)

STEP 2: When you have completed your 'plate', colour code your sections, creating your own key:

☐

Very trustworthy and reliable

☐

Mostly trustworthy and reliable

☐

There is obvious opinion and bias

☐

I know I cannot trust this source

STEP 3: Now code your sections again according to this key:

☐

I almost always agree with what this tells me

☐

I almost always disagree with what this tells me

☐

I mostly agree with what this tells me

☐

I know I cannot trust this source

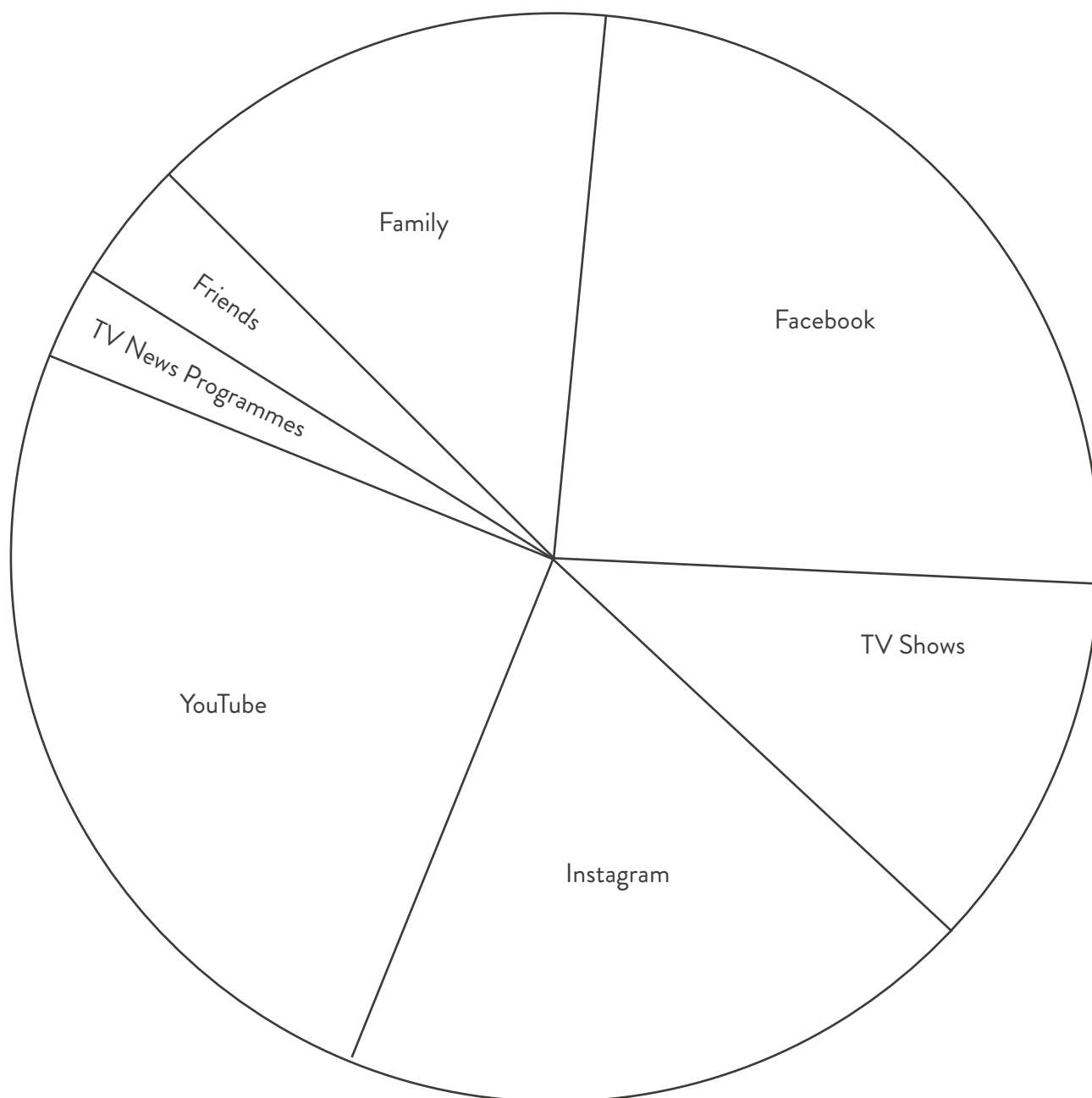
STEP 4: Now look at your plate again. What does your coding tell you about how you receive most of your information? Would you say you have a healthy and balanced information diet? What are your conclusions?

MY RESPONSE:

WORKSHEET 4.1a

A BALANCED INFORMATION DIET? (EXAMPLE)

On the circle below, divide the 'plate' up into sections, which reflect how you get information or hear narratives and stories. Think about when you are at home, at school, online, and offline. How do you learn about events going on in the world, about people of other cultures, faiths and beliefs, about political and economic affairs?



WORKSHEET 4.2

BUBBLE PLACEMAT

