

The *First News* assembly pack includes a presentation with embedded videos, and the below script. You do not need to follow it exactly, but this will give you a good idea of how to deliver the session. In each video, Hannah and Chris will give learners a prompt for discussion. You could ask the full assembly in a 'hands up' response or ask learners to talk with someone they are sat next to.

Children enter to *Brave* by Sara Bareilles or *This Is Me* from *The Greatest Showman*.

### Slide 1 – Introduction

#### Teacher script:

- "Good morning everyone. Today's assembly is all about news — how we read it, how we understand it, and how we can think smartly about the information we see every day.
- We're going to be joined virtually by two real journalists from *First News*: Hannah and Chris. They help write the news that you, and children all over the UK, read each week.
- Throughout the assembly, they'll be helping us understand how to spot facts, opinions and spin in the news stories we come across. We're learning more widely about media literacy at [your school here], and this assembly will be teaching us specifically about knowing the difference between opinion and facts."

### Slide 2 – Video and Prompt

- (Play the video.)

#### Teacher script:

- "Let's watch this short video from Hannah and Chris. While you're watching, think about their key message. What do you think they're trying to get us to understand, and what are they asking us at the end?"

### Slides 3, 4 and 5 – What is a Fact, an Opinion and Spin?

#### Teacher script (Slide 3):

- "First, what do you think a fact is? Hands up."
- (Allow answers.)
- "As we look at the slide, you'll see some examples of what a fact is."
- (Click through animated points.)

#### Teacher script (Slide 4):

- "Now, who can tell me what an opinion is?"
- (Allow answers, then reveal key points.)

#### Teacher script (Slide 5):

- "And finally, what do you think spin means?"
- (Allow answers, then reveal animated points.)
- "'Spin' is when someone presents information in a way that makes you think or feel a certain way — even if the facts are technically true."

## Slide 6 – Video and Discussion

### Teacher script:

- “Hannah and Chris are going to talk a bit more about the differences between facts, opinions and spin, and why they matter.
- As journalists, they check facts very carefully. They look at multiple reports, compare information, and work with a sub-editor who checks everything again. You can always trust *First News*!
- But it’s not just journalists who need to be careful. You do, too. Whenever you read or hear something, it’s your job as a smart reader to notice whether something is fact, opinion or spin.”
- (Play the section.)

### Afterwards:

- “Hannah and Chris asked us to think of some questions we can ask ourselves, if we’re trying to work out if what we’re reading is fact, opinion or spin. Can anyone share a question they can think of?”

## Slide 7 – Key Questions

### Teacher script:

- “Here are some helpful questions we can all use when we’re trying to understand information.
- Let’s read them together.”
- (Read or summarise the questions on the slide.)

## Slide 8 – Final Challenge

### Teacher script:

- “To finish, Hannah and Chris have a challenge for you.”
- Hannah and Chris will share the following challenge. You might like to try this during the assembly, or offer this to teachers as an extension in the classroom:
- Think of a piece of news or a story you’ve heard recently (online, in a video, from a friend or on the news).
- Note down your thoughts...
  1. Was it fact, opinion or spin – or a mix?
  2. Who might have created it, and why?
  3. How could it be understood differently by someone else?
  4. What questions would a smart thinker ask before sharing it further?

### Closing:

- “Well done, everyone. Being able to tell the difference between fact, opinion and spin makes you powerful readers – you’re less likely to be tricked, and more likely to make good decisions. Thank you to Hannah and Chris from *First News* for helping us think more carefully about the news we see every day.”