



Activity: Exploring the Difference Between News and Editorials

Objective: To help participants understand and differentiate between news articles and editorials and recognize the distinct characteristics of each form of content. By engaging in this activity, participants will gain a better understanding of the distinctions between news articles and editorials and develop critical thinking skills to assess and interpret different forms of media content.

Materials:

- Whiteboard or projector for visual aids
- Printed examples of news articles and editorials from *The Spokesman-Review*
- Marker pens or chalk
- Handouts with guiding questions
- Duration: 45-60 minutes

Introduction (5 minutes):

Begin the session by briefly explaining the purpose of the activity: to distinguish between news articles and editorials. Provide a basic overview of both news and editorials.

Definition and Characteristics (10 minutes):

On the whiteboard or using a projector, create two columns labeled "News" and "Editorials." Discuss and list the key characteristics of each form of content:

News:

- Objective reporting of facts
- Presents who, what, when, where, why, and how.

- Typically written by journalists.
- Aims to inform and provide a balanced view.
- Limited author opinions.

Editorials:

- Opinion-based content
- Reflects the author's perspective.
- Often includes analysis, commentary, and recommendations.
- Expresses a point of view on a specific issue.
- Can be written by editorial board members, columnists, or experts.

Guided Analysis (15 minutes)

Distribute printed examples of both news articles and editorials to participants. Ensure that each participant has access to at least one example of each type of content. Alternatively, project examples on a screen.

Divide participants into pairs or small groups and provide them with a handout containing guiding questions, such as:

- What is the main topic of the piece?
- Does the author present facts objectively or express personal opinions?
- What evidence or sources are provided to support the content?
- Is there a clear distinction between reporting facts and sharing opinions?
- Does the piece offer recommendations or solutions?
- Who is the intended audience for this content?

Instruct participants to analyze the examples based on these questions and discuss their findings within their groups.

Group Discussion (10 minutes):

Bring the participants back together for a whole-group discussion. Ask each group to share their observations and insights about the differences between news articles and editorials. Encourage them to refer to specific examples in their discussions.

Real-World Application (5 minutes):

Wrap up the activity by discussing real-world scenarios where it might be challenging to differentiate between news and editorials. For example, online platforms or social media where information can be

shared without clear labels. Emphasize the importance of critical thinking and media literacy in today's information-rich environment.

Reflection (5 minutes):

Conclude the activity by asking participants to reflect individually or in groups on what they've learned. Prompt them to consider how understanding the differences between news and editorials can help them become more informed and discerning consumers of media.