using The Age

Hungry Minds

2011 Edition

THE AGE HUNGRY MINDS PROJECT
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Hungry Minds worksheets are designed to reflect the Victorian Essential Learning Standards (VELS) at levels 4 & 5. ICT can be incorporate as desired.

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<td></td>
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<td>4, 5, 6, 39</td>
</tr>
<tr>
<td></td>
<td>The Humanities &amp; Science</td>
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<td></td>
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<tr>
<td></td>
<td>Mathematics</td>
<td>Measurement, chance &amp; data</td>
<td>9</td>
</tr>
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</table>
About Hungry Minds

Students inhabit a multimedia world. With unprecedented access to music, radio, newspapers, magazines, computers, electronic games and TV, it has never been more important that young people have the skills to understand, analyse and evaluate the media that informs, entertains and sells to them.

The Hungry Minds Project focuses on the print media, giving students the opportunity to discover the unique qualities of newspapers, prompting discussion and critical thinking.

Combine the Hungry Minds worksheets with your delivery of *The Age* to an adaptable resource that you can use to:

- develop a print media study
- support literacy development
- encourage critical thinking
- stimulate an interest in current events
- provide varied perspectives on the world
- provide models for writing genres
- provide insight into societies, their people and culture
- explore media representations and influence
- provide models for problem solving
- support inquiry-based learning
- provide unique and engaging extension activities.

Worksheets follow a sequence for those implementing a media study, but can be used in any order. Teachers are advised to consider the existing skills, knowledge and ability of their students in selecting suitable worksheets and content from *The Age*.

Your feedback on this resource and its relevance to your classroom is welcome. Please email your comments to  
erc@theage.com.au

The Age Education Resource Centre 2011
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1800 633 766

Lee Burton, education writer, Australian Teachers of Media (ATOM)  
Ben Haywood and Vikki Leone, The Age ERC
Many students lack familiarity with newspapers. If this is the case with your students, take some time to introduce them to the format of *The Age*.

1. For students with little experience of newspapers, it may be useful to show them the creases that allow the paper to be folded and distinguish between the various sections of the newspaper. These are often inserted inside each other and are confusing to unfamiliar readers. Distinguish between the broadsheet-sized news section and the tabloid sections inside. Identify regular sections that feature each day of the week including Business Day and Sport (weekdays), Education, (Monday); Epicure (Tuesday); Money (Wednesday) Green Guide (Thursday); and EG (Friday).

2. Students can be eager to read articles unrelated to a planned activity. Consider allocating five to 10 minutes of each newspaper-related session to free reading to allow students to browse stories that interest them and be ready to focus when it comes to planned activities. Once you are done with the newspaper for the day, consider allowing interested students to take copies home for further reading.

3. Newspapers take up space. Allow students plenty of room for their newspaper.

4. Where possible, allow students to write their name on the paper and take responsibility to take care of it, reassemble and store it.

**Before you begin**

1. Ask students to identify how a newspaper differs from other texts (and perhaps how *The Age* differs from its online product at theage.com.au).

2. Discuss how people read newspapers.
   - Do all readers begin in the same place?
   - How do they know if a story is likely to interest them?
   - Are some sections of a newspaper likely to be kept for longer than others?

3. Consider newspapers in the community. What is their role? How can newspapers serve their communities? How are they adapting to changes in technology?

4. Discuss sources of news and information - e.g. radio, conversation, the internet, television, magazines and newspapers. Where do people get their news from? How do sources of news differ?
Newspapers contain lots of different types of information. Can you find each of the following in *The Age*?

<table>
<thead>
<tr>
<th>Find</th>
<th>Page Details</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>An index</td>
<td></td>
<td>First item</td>
</tr>
<tr>
<td>A weather map</td>
<td></td>
<td>Today’s top temperature</td>
</tr>
<tr>
<td>The Letters page</td>
<td></td>
<td>A letter topic</td>
</tr>
<tr>
<td>A cartoon strip</td>
<td></td>
<td>Title</td>
</tr>
<tr>
<td>A sport picture</td>
<td></td>
<td>Type of sport</td>
</tr>
<tr>
<td>An advertisement</td>
<td></td>
<td>Product or service</td>
</tr>
<tr>
<td>A headline</td>
<td></td>
<td>Topic</td>
</tr>
<tr>
<td>A byline</td>
<td></td>
<td>Journalist’s name</td>
</tr>
<tr>
<td>A film review or advertisement</td>
<td></td>
<td>Movie title</td>
</tr>
<tr>
<td>Something for children</td>
<td></td>
<td>What is it?</td>
</tr>
<tr>
<td>News from another country</td>
<td></td>
<td>Where?</td>
</tr>
<tr>
<td>An interesting thing in <em>The Age</em></td>
<td></td>
<td>What is it?</td>
</tr>
</tbody>
</table>
What’s in *The Age*? With a partner, search through *The Age* to locate the following sections or items.

<table>
<thead>
<tr>
<th>The front page</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Headline</td>
<td>Headline</td>
</tr>
<tr>
<td>Featured photograph</td>
<td>What is the photograph of?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cartoons, graphics and illustrations</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A cartoon, graphic or illustration</td>
<td>What is it about?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The sport section</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What is today's leading sport story?</td>
<td>Topic</td>
</tr>
<tr>
<td>Which sport receives the most coverage in this section today?</td>
<td>Sport</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Types of news</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A local news story</td>
<td>Topic</td>
</tr>
<tr>
<td>A national news story</td>
<td>Topic</td>
</tr>
<tr>
<td>An international news story</td>
<td>Topic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Arts and entertainment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>An article about a person</td>
<td>Topic</td>
</tr>
<tr>
<td>An article about a performance, film or exhibition</td>
<td>Topic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letters</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>An interesting letter from a reader</td>
<td>Topic</td>
</tr>
</tbody>
</table>

**Sections**

Make a list of other sections in today’s Age. Which section do you find most interesting? Explain why.
This list includes terms that are common to newspapers and also shared by other forms of media. E.g. every typed text, such as magazines, books and brochures has fonts.

Take a copy of *The Age* and read through each of the definitions below. For definitions with a tick box:

- circle the item in your copy of *The Age*
- write the relevant number next to it
- tick the box on the list.

1. Advertisement (ad)
   A message printed in the newspaper in space paid for by an advertiser. In what other forms of media do you find advertisements?

2. Font
   The style and size of typeface. Find two different examples.

3. Breakout box
   A text extract featured in a story layout.

4. Broadsheet
   A large newspaper, such as *The Age* and *The Australian*.

5. Byline
   The name of the writer of an article.

6. Caption
   The description that accompanies an article, graphic or photograph.

7. Column
   a) The vertical divisions of a page.
   b) An opinion or comment piece that appears in the newspaper on a regular basis, written by a regular writer.
8. Columnist
A writer who has a regular column appearing in a newspaper.

9. Dateline
A dateline indicates the place of the reported event (e.g., London) and is usually located at the beginning of the story. This is the location the journalist is reporting from.

10. Deadline
The assigned time for stories to be submitted in order to ensure they appear in the next day’s paper.

11. Dinkus
A graphic or a logo that often identifies an ongoing series of articles on the same topic or a special investigation. Some articles include a dinkus directing readers to additional coverage online.

12. Edition
The print run of a newspaper. There may be several editions of a paper. The Age has a metro edition and a national edition. Sometimes there are also special editions to cover late-breaking news.

13. Editor
The person who edits and makes decisions about a section of the newspaper.

14. Editorial cartoon
A cartoon that expresses an opinion or view.
15. Feature
A lengthier story, usually longer than a news story and covered in more detail. Features can cover many topics such as travel, personal finance, fashion, education and technology.

16. Graphic
An illustration, usually computer-generated, which shows details of a story in visual form.

17. Headline
A heading placed in large type above a story. Headlines are very important in signalling the content and style of the story.

18. Index
A table of contents indicating what is inside a newspaper or a section.

19. Journalists
The people who write and edit news reports, commentaries and features for newspapers, magazines and radio or television stations.

20. Layout
The position of stories, advertisements, photographs and graphics on a page. The layout is influenced by the importance of the articles, ads for that page and visual appeal.

21. Lead
The opening sentences or paragraph of a story. In hard news stories, this is where you find the most important information.

22. Masthead
The written name of the publication in a distinctive style, design and lettering that identifies the paper to its readers. The masthead of The Age includes a lion, a unicorn and a motto.
23. Newsprint
   Paper used for printing newspapers.

24. Precede
   The introductory line that follows a headline and precedes a news story. This is often in a different font, smaller than the headline but larger than the article text.

25. Puff box / blurb
   A box often found at the top of page one indicating an article or feature inside The Age or one of its sections or magazines.

26. Spill
   A line indicating the continuation of a story on another page. Some long stories "spill" over more than one page.

27. Tabloid
   A smaller format newspaper, half the size of a broadsheet page.

28. Hard news
   Factual stories that answer key questions – who, what, where, when, why and how – of recent events.

29. Soft news
   Lighter stories that provide information and entertainment.
Did you read anything in a newspaper in the last week? Conduct a reading-habits survey to discover more about the newspaper-reading habits in your class.

**Discuss**
- What was the most popular topic/item to read about?
- How many students didn't read a newspaper at all? Why?
- Were your newspaper-reading habits similar to other students in your class?

<table>
<thead>
<tr>
<th>In the newspaper I read...</th>
<th>Yes ✓ No x</th>
<th>What I read about</th>
<th>Class total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A comic strip</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A sport story</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A news item</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A letter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>An advertisement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>About a celebrity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>About TV or a movie</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>About animals or science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>An opinion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>Explain</td>
<td></td>
</tr>
<tr>
<td>I didn't read a newspaper</td>
<td></td>
<td>Explain</td>
<td></td>
</tr>
</tbody>
</table>
Why read a newspaper? There are many reasons for reading a newspaper. Do some research to discover what people read and why.

**Interview**

Find five people who read newspapers. Ask them:
- what newspaper/s they read
- whether they read the print or online editions
- how much time they spend reading
- why they read newspapers.

**Review**

- Make a list of all of the newspapers read or viewed. Circle the most popular newspaper.
- Does the list include any non-English language newspapers? If so, what languages are represented?
- List all of the reasons given for reading a newspaper and circle the three most common reasons.
- What was the most popular newspaper? How did print compare to online? How often do people read newspapers? What were the most common reasons given for reading a newspaper?
- Share your findings with the class.
Take a copy of *The Age* home to conduct your own research.

Share your copy of *The Age* with an adult. Give them time to read through the newspaper and ask them the following questions.

1. What three things do you like most about *The Age*? Why?
2. What are your favourite sections? (e.g. News, Sport, Domain).
3. What three things do you like least about *The Age*? Why?

<table>
<thead>
<tr>
<th>What I like most</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My favourite sections</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What I like least</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

**Review**

- Share your findings with the class. What did readers find most appealing about *The Age*?
- Which sections were most popular?
- What did readers like least about *The Age*?
All newspapers have mastheads. *The Age* is commonly identified by its masthead.

**Let’s take a closer look.**

- When was *The Age* first published?
- Describe the masthead of *The Age*. What do you think it indicates to readers about *The Age*?
- It includes the motto “Dieu et Mon Droit”. The motto is French, what does it mean?
- Cut out two examples of mastheads from other newspapers or magazines. How do these compare to *The Age* masthead? How do they reflect the newspapers that they belong to?
Design a masthead

Devise a name and masthead for a newspaper about you. Consider how the title and masthead will reflect your style and interests.
The front page of the newspaper is the first page seen by most readers. It is designed to appeal to readers and help them locate other information in *The Age*.

**Identify**

Number each of the following items on the front page of *The Age*.

1. Masthead
2. Publication date
3. Puff boxes / blurbs
4. Headlines
5. Index
6. Photographs
7. Captions
8. Cartoons
9. Graphics
10. Weather
11. Articles
12. Advertisements
13. Odd Spot

**Sizing up page one**

*The Age* is a broadsheet newspaper. Measure the size of the front page.

Now calculate:

- the area taken up by photographs
- the area covered by text in news stories
- the area taken up by advertising
- the area taken up by the masthead
- the area taken up by headlines.

Which element takes up the most space on the front page? Which covers the least? What could be the reasons for this?
The largest headline on the front page sits above the lead story on the front page of a newspaper.

Write down the headline from the lead story on the front page of today’s Age.

Consider
- What is the topic of the story?
- Why do you think this story is featured on the front page today?
Adapt a lead story

Take a key story from today's Age. Write an alternative headline below and present the story in a series of six drawings below.
A single event can trigger different responses to news. Compare the front page of *The Age* to the front page of another newspaper from the same day to find the similarities and differences of how news is covered and presented.
Monitor the front page of *The Age* for five days. Identify the different types of stories that are featured (e.g. local news, sport, politics, national news, celebrities, international news, human interest, education and arts).

<table>
<thead>
<tr>
<th>Day</th>
<th>Page one - news</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
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</tbody>
</table>

**Consider**

- What type of news has appeared on the front page most often?
- Why do you think this news has been most prominent / common?
- Can you predict front-page news? Are there any types of news that are likely to appear on the front page regularly or around the same time every year?
Design a front page

Design the front page for a school newspaper or a newspaper about yourself.

**Identify**
List three interesting activities or events in your school/ community OR interesting things about you that could be front-page items. Circle one story you would use as the lead story on your front page.

**Explain**
Explain why you chose this story to feature on the front page and write a headline for the story. Describe the photograph that you would like to accompany the story.
Photographs can have an immediate effect on a reader.

What is the largest photograph on the front page? Why do you think this image was chosen for the front page?

Most photographs are accompanied by captions that describe or explain the photograph and a credit line that indicates who took the photograph. Write down the caption and the name of the photographer.

An alternative

Search through The Age to find an alternative photograph that could have been featured on the front page.

Describe the alternative photograph and explain why you think this image would be suitable for the front page.
The Odd spot is a popular daily feature of the front page of *The Age*. Cut out an Odd spot and paste it below.

**Consider**
- Why do you think *The Age* publishes the Odd spot?
- Do you find it interesting to read? Why / why not?
- Write a headline for today’s Odd spot.

**Write your own Odd spot headline**
Find a news item from *The Age* to fit into each of the following categories – some items will fit in more than one category, so choose the best example.

<table>
<thead>
<tr>
<th>Headline</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>A current event</td>
<td>What's the event?</td>
</tr>
<tr>
<td>A famous person</td>
<td>What are they famous for?</td>
</tr>
<tr>
<td>Good news</td>
<td>Why is it good?</td>
</tr>
<tr>
<td>Bad news</td>
<td>Why is it bad?</td>
</tr>
<tr>
<td>A story that makes you happy</td>
<td>Why?</td>
</tr>
<tr>
<td>A story about a young person</td>
<td>Why are they in the news?</td>
</tr>
<tr>
<td>A story demonstrating courage</td>
<td>Topic</td>
</tr>
<tr>
<td>A funny story</td>
<td>Topic</td>
</tr>
<tr>
<td>The most interesting item in today's <em>Age</em></td>
<td>Topic</td>
</tr>
</tbody>
</table>
What determines whether a story is newsworthy or not?

News values or newsworthiness determines what is published as news.

This is mostly determined by editors by also affected by journalists, photographers and what the public is interested in. Different organisations, publications and cultures will have different news values.

By looking at what is in the news, you can see news values at work. Below are some common factors that determine whether a person or event is considered newsworthy. Locate a news story and photograph in The Age for each category. Explain how your

Is it newsworthy?
- Timing / currency
- Personal relevance
- Proximity
- Cultural or geographic relevance
- Human interest
- Conflict
- Impact
- Prominence
- Unexpected.

Timing
Recent events have greater news value than old news – e.g. yesterday's footy results are likely to be more newsworthy than last week's results.

Personal relevance
Things are likely to have an affect or be of particular interest to Age readers may be considered newsworthy.

Proximity
Stories about events close to home and likely to impact on readers have greater news value (e.g. a strike in Melbourne will be more newsworthy than a strike in Tokyo).
Cultural or geographic relevance

People and events in other countries are newsworthy if the country is considered important to Australia or its people similar to Australians. E.g., events in the UK may be considered more newsworthy than events in Switzerland.

Human interest

Readers often relate to stories about ordinary people. Stories about individuals dealing with personal hardships and celebrating personal triumphs are common examples.

Impact

Events that affect a large number of people may be more newsworthy than something that affects a small number of people. E.g., an earthquake that affects 150,000 people may be more newsworthy than one that affects 50 people.

Conflict

Tragedy, drama and disaster are often newsworthy.

Prominent people and celebrities

People who are famous and powerful and whose decisions and actions may affect large numbers of people are often considered newsworthy.

Unexpected

Unusual events may be considered more newsworthy than common occurrences.

Create a collage

With a partner or in small groups, create a collage of photographs from The Age that illustrates news values. Share your work with the class and explain how you see news values reflected in your collage.
Useful questions for a journalist are: who, what, where, when, why and how?

These are known as the five Ws and an H. Together they cover the essential information about a story.

**Who:** the subject of the story

**What:** refers to the action taking place

**When:** indicates when the action took place

**Where:** identifies the location of the action

**Why:** provides possible explanations or reasons for the action

**How:** provides the details of how it occurred.

Select a news story from *The Age*. Identify the five Ws and the H and complete the table below.

<table>
<thead>
<tr>
<th>Find</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who?</td>
<td>Who was involved?</td>
</tr>
<tr>
<td>What?</td>
<td>What happened?</td>
</tr>
<tr>
<td>When?</td>
<td>When did it happen?</td>
</tr>
<tr>
<td>Where?</td>
<td>Where did it happen?</td>
</tr>
<tr>
<td>Why?</td>
<td>Why did it happen?</td>
</tr>
<tr>
<td>How?</td>
<td>How did it happen?</td>
</tr>
</tbody>
</table>
Take a pyramid and turn it upside down - this is the structure of most news stories.

This structure places most of the important information - the five Ws and How - at the beginning of the article. The least important information can be found towards the end of the story.

This format works for two reasons:

- It allows readers to get the most important information quickly. They can glance at the headline and opening sentences to get key information about the story
- Sub-editors wanting to shorten the story to make it fit on the page can cut it from the bottom up without losing critical information.

Explain

Find a news story in The Age. Describe how the story demonstrates the inverted pyramid structure.

Would you use the inverted pyramid structure for a novel? Explain why this structure works well for news articles but may be unsuitable for other texts.
Design a news story

Take a school event or something that happened on the weekend and turn it into a news story.

**Create**

Firstly, identify the key details.

<table>
<thead>
<tr>
<th>Who?</th>
<th>Who was involved?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What?</td>
<td>What happened?</td>
</tr>
<tr>
<td>When?</td>
<td>When did it happen?</td>
</tr>
<tr>
<td>Where?</td>
<td>Where did it happen?</td>
</tr>
<tr>
<td>Why?</td>
<td>Why did it happen?</td>
</tr>
<tr>
<td>How?</td>
<td>How did it happen?</td>
</tr>
</tbody>
</table>
Keeping my story on track

How is your story shaping up?

1. **Accuracy**
   Make sure you have the facts right. Correctly spell the names of everyone included in your news article below.

2. **Audience**
   Keep in mind who will read the paper. Is your story likely to interest your audience? Who are your readers?

3. **Research**
   Use reference materials to get the facts you need, or check facts that you have collected. What research will you need to do for your story?

4. **Interviews**
   It may be useful to interview someone for your story. Prepare key questions. Take notes during the interview. Quotes will add interest to your story. Write two interview questions.

5. **Images**
   What photograph would you like to accompany the article?
Publishing your news article

Write your story and swap news stories with a partner. Your partner will be the sub-editor, checking your story and writing a headline for you. Add a photograph or graphic and publish your news.

Headline

Byline

Story

Photograph or Graphic
There can be many different opinions on news. Find an article from today’s Age that captures different points of view on an event, topic or issue.

Discuss
- What is your opinion?
- Are there other opinions not represented in this article?
Making headlines

Headlines help readers navigate their way through a newspaper.

Headlines:
• quickly capture the content and style of an article
• can have symbolic meaning. Their size and style play an important role in communication
• are often short, incomplete sentences. They have to fit into a limited amount of space
• can determine whether someone will read a story
• are written by sub-editors, not by the journalist who writes the story.

Find
- a serious headline
- a humorous headline
- a headline that uses slang
- a two-word headline
- a headline that makes you want to read more
- 10 adjectives and adverbs used in headlines.

Locate
Cut out five articles from The Age and remove their headlines
Rewrite each of the headlines on separate pieces of papers. Can your partner correctly match the headlines with the stories?

Imagine The Age in 50 years time. Write a headline that you think might feature on the front page.
Photographs are an important part of a newspaper. They add to the visual appeal of the page, as well as providing valuable information about the reported event.

**Select**

Choose an interesting photograph from The Age and answer the following questions:

- What is the headline and caption that accompany the photograph?
- What does the photograph show?
- When and where was the shot taken?
- What might have happened before the photograph was taken?
- Suggest what might have happened after the photograph was taken.

**Discuss**

- Share your selected photograph with the class.
- Explain why you chose it and how photographs can help readers understand news.
- Consider the responsibilities of a newspaper and a photographer. Do you think that there are some photographs that shouldn't appear in a newspaper?
Camera angles can change the impact of a photograph.

Search through The Age to locate photographs that display different types of camera angles.

Find
- a close up (a head shot of a person or just one object in the frame)
- a medium shot (a person or people pictured from waist to head, or a collection of objects)
- a wide shot (people or objects shown in their entirety)
- a high shot (looking down on the subject)
- a low shot (looking up at the subject)
- an aerial shot (from a high vantage point, such as a helicopter or crane).

Consider
Explain how the effect of a photograph might change with different camera angles. E.g., what could be the different impact of a close up compared to a wide shot?

Examine
Look through The Age. What type of camera angle seems most common? Why do you think this is the case?

Locate
Find a photograph from The Age of a person expressing a vivid emotion. What do you think they are thinking or feeling? What camera angle is used for this photograph?
Why do you think the photographer chose this angle?
A story in pictures

Find a photograph in The Age that features people or a person. Write a speech bubble or thought bubble that indicates what people might be saying or thinking in the photograph.
Readers respond

Editors take responsibility for overseeing and co-ordinating news coverage. Their decisions affect the coverage and presentation of news. The Letters editor has responsibility for co-ordinating the coverage of letters sent to the editor.

Letters allow Age readers to express their opinions and views on topics that interest them. On average, The Age receives more than 400 emails and about 30 to 40 letters by mail each day. Each day approximately 10 letters are printed. In addition, brief responses are published in the column “...And another thing”.

Find
- Share one of Read the letters on the “Comment and Debate” pages of The Age.
- Select one letter that you agree with. Cut it out and describe it. What news topic or issue is it about? State some of the reasons you agree with the letter.
- Select a letter you do not agree with. Cut it out and describe it.
- What news topic or issue is it about? Why do you disagree with letter writer?

Discuss
Share one of the letters with the class. Explain why you selected it, the view expressed by the letter writer and why you agreed or disagreed with their opinion.

Locate
Find an issue in the news that interests you. Write a letter to The Age expressing your opinion on the topic.
- Begin by checking the guidelines on how to submit a letter to The Age.
- Jot down the key points that you would like to include.
- Consider submitting it to The Age for publication.
Cartoons can amuse, interest and challenge readers. They are not necessarily funny. Unlike a news article or column, a cartoon can present a view on an issue instantly. It can also make us think differently about an issue or person. The cartoonist can often say what a reporter cannot, because the subject is being treated humorously.

Cartoonists may use the following techniques to get their message across. Can you find an example for each?

**Captions**
Most cartoons have a caption. The caption is usually brief and helps to make the point of the cartoon. Sometimes key words are also used within a cartoon to ensure the message is clear.

**Symbolism**
Cartoonists use simple objects, or symbols, to stand for larger concepts or ideas.

*This cartoon was created by Michael Leunig following the Black Saturday bushfires. What could the gumleaf be a symbol of?*

**Caricature**
A caricature exaggerates a person's traits to make a comic representation of them.
Analogy
An analogy is a comparison between two unlike things that share some characteristics. By comparing a complex issue or situation with a more familiar one, cartoonists can help their readers see situations in a different way.

What analogy is cartoonist Tandberg making?

Satire
The aim of satire is to expose something as wrong or foolish through the use of ridicule, sarcasm or irony. Satire aims to provoke serious thought as well as humour.

What is this cartoon suggesting about Melbourne’s public transport.

Stereotypes
The humour in a cartoon must be immediately recognisable. In a single frame, there is little time for careful analysis. Cartoonists may use stereotypes to help readers grasp a point quickly. A stereotype is a simplified impression of a person or situation.

What stereotypes can you see represented in this cartoon?
Analyse a cartoon

Cartoons can provide a unique perspective on news.

Analyse

- Using the Cartoons worksheet to help you, select a cartoon from today’s Age for consideration.

- What issue or person is featured in the cartoon?

- What view is being expressed by the cartoonist?

- What techniques are they using to make their point?

- Who is the cartoonist? Do you agree with their view?
Cartoons are a visual way to express a view on an issue. Try creating your own cartoon based on a topic from today’s Age or something of interest in your community.

**Illustrate**

- Begin by making a list of topics. Identify key issues in the news or things that affect you, e.g. queues in the canteen or skating facilities in the local park.

- Select one issue and write a single sentence that reflects your point of view.

- Now jot down ideas on how you could express your opinion using an illustration. What words – captions, signs or speech bubbles – might you need to make the message clear?

- Use this idea as the basis for your cartoon – a simple line drawing is fine.
In a newspaper you will find crosswords, comic strips, puzzles and quizzes, movie, TV and music reviews and more.

**Locate**

Look through The Age and find five items with an entertainment focus.

1.
2.
3.
4.
5.

Which is your favourite?

**Comic strips**

*The Age* publishes daily comics. Name the comics published in *The Age* each day. What qualities do comics have? Use the examples in *The Age* to help you create your own comic strip.
The Sport section is often a popular section of a newspaper.

**Find**

- Locate the Sport section in today’s Age.

- What is the main sport story? Write the headline and the type of sport featured.

- Why do you think this is the lead story?

- Make a list of the other sports included in The Age today.

- Which sport has the most coverage? What could be the reason/s for this?

- Is the language of the sport pages different from other sections of The Age? Compare a sport article with a news story. Make a list of the words that appear in a sport story but are unlikely to be found in a news article.
Interesting sport photography is often about being well placed to capture a great action shot.

**Locate**

Find an appealing photograph from the sport pages of The Age.

Describe the photograph and explain why you selected it.

Discuss with the class the importance of photographs in the Sport section. What do they add to the sport coverage? Are the photographs in the Sport section different to other sections of The Age?

Can you find sport stories in other sections of The Age besides the Sport section?

**Create**

Make your own sport news pages. With a partner or in small groups cut out two or three photographs from any section of The Age other than the sport pages.

Crop or trim the photographs any way you like to create three sport articles for a new page in the Sport section.

For each of the images, create a new sport featuring new sport stars with fictitious names.

Paste your articles together to create an additional tabloid page for the Sport section.

Share your pages with the class.
Display advertising

The Age is a business. It needs to cover the cost of producing the paper and make a profit. Advertising is a key source of revenue for The Age. Advertisers pay for space to promote their goods or service. The cost depends on factors such as the size and location of the ad, whether it is colour or black and white and on what day it is published.

Display advertising contains photographs or graphics. Other types of advertising include:

- **Classified** advertisements or “line ads” are grouped according to the type of product or service provided. These are often brief and advertisers are charged by the line.
- **Inserts** such as booklets or flyers are sometimes inserted into The Age. The advertiser is paying for the distribution of their information to Age readers.

Display and classified advertising also appears online.

**Effective advertising**

Find a display ad from The Age that attracts your attention. Displays ads often have similar qualities. Can you identify the following elements in your ad?

- Type of product or service:
- Headline:
- Picture or graphic: what features in the ad?
- Logo: for which company?
- Location: where was the ad located in The Age? (Section, page, position)
- Audience: who is the advertiser trying to appeal to?

What techniques are being used by the advertiser to appeal to the reader and encourage them to use their goods or service? Circle any that apply:

- celebrity endorsement
- prestige
- other: (explain)
- humour
- popularity
- sale or special
- latest or new
- love
- value for money

How do you rate this ad for effectiveness?

Browse through The Age. Make a list of the different products / services advertised in each section. What kind of products and services are advertised the most? Are there different types of products or services appearing in different sections? Discuss your findings with the class.
Design

Create a fictitious product (serious or silly) and design your own Age advertisement.

- My product / service:
- My target audience:
- Techniques I will use to appeal to the audience:
- Where I want my ad to be positioned in The Age and why:

Cut out photographs, headlines, graphics and any other material from The Age for inspiration for your ad. Include a logo for your company or product.

Create a class display of your advertising. What items appeal most to you?
Which ads are most effective? Why?
Classified advertisements or “line ads” are grouped by class and arranged in alphabetical order. It is common for readers to consult classified ads if they want to sell a car, buy a house or seek a job.

Saturday’s Age contains the most comprehensive classified section, however many sections of the paper throughout the week will contain classified ads. Search The Age for examples of classified ads for each of the categories below.

- Birth notice
- Death notice
- Real estate
- Job

Advertisers are charged per line for classified ads, so being brief and concise keeps the cost of the ad down.

**Design**

Create a classified ad selling a type of pet (silly or serious) that you would like to purchase.
Newspapers are a reflection of their community. Consider how you could be revealed in the pages of *The Age*.

Browse through *The Age* to collect words, headlines, photographs or articles that reflect your interests, views, appearance, goals and personality.

**Design**

Use your collection to make an Age collage about yourself. With a partner, explain what you have compiled and how it represents you.

1. I like
2. I believe
3. I live
4. I enjoy
5. I dislike
6. I want
7. I admire
8. I will
Create a newspaper page based on you.

Select a few appealing pages from *The Age* to give you ideas about layout, then design either a tabloid or broadsheet newspaper page about yourself.

**Design**

Maintain the key design elements of a newspaper page such as the page top strap or masthead, photographs, columns, captions, graphics, ads and illustrations.

All of the page content should be based on you. Consider including photographs and stories about:

- friends and family
- recent events
- reviews
- goals
- pets
- achievements
- opinions
- other ideas

Compile each student’s page to create a class newspaper about the class.