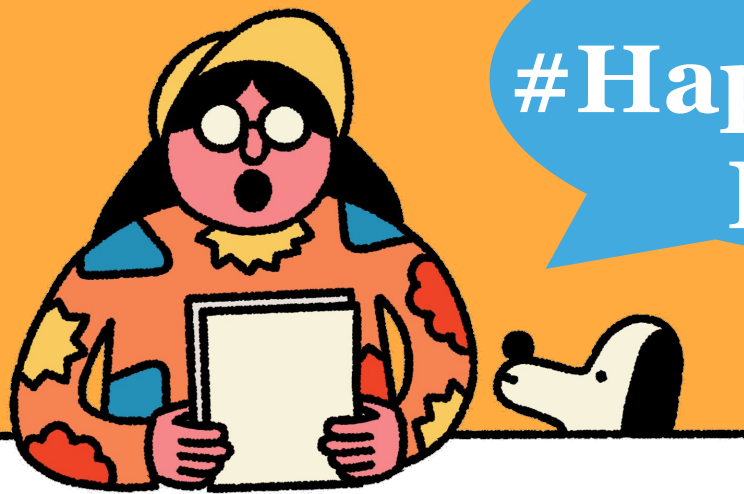


Task: In editorial news teams, research and report a happy news story to share with others: either as a written, audio or video report.



Suggested learning sequence and activities:

1. **News and wellbeing:** Begin the project with a focus on wellbeing - see our [PSHE lesson on managing feelings](#) to explore how news can affect emotions and different strategies for managing wellbeing - of course, focusing on happy news is one of them.
2. **Roles in a newsroom:** Try out the different roles in a newsroom in our lesson on [how news is produced](#). Pupils can have a go at different roles from reporter to subeditor, and practise the skills needed ahead of producing their own reports.
3. **Newsworthy or not:** Explore how journalists choose which news stories to report in our [newsworthy news lesson](#), preparing pupils for selecting their own news stories.
4. **Find a story:** Allow time for pupils to research possible happy news stories to report, remembering what make a newsworthy story. Once teams have decided on one, hold a news conference where they share their chosen story with the rest of the newsroom, justifying how it will help to spread joy and why it is newsworthy for their audience.
5. **Fact or opinion:** Help pupils learn the skills to spot rumour, opinion and speculation in our fact and opinion [lesson](#). Try the 'Rumour Has it' activity which also provides the opportunity for pupil to practise their summarising skills - an essential skill for reporting news.



Suggested learning sequence and activities:

6. **Let the research commence:** Each team must now research the details of their chosen happy news story. See our [planning a news story](#) lesson for tips, as well as planning templates to help with research.
7. **Time to interview:** Where possible, help pupils to conduct real interviews: if they are reporting a local story, who could they interview to find out more? Remember interviews can be held over the phone or via a video call. They could also interview each other, their parents or school staff to gather different views about the story. Watch this [video](#) for interviewing tips from Guardian reporter, Rachel Hall. Before conducting interviews, you might also like to practise interviewing techniques with our [reporting resource](#).
8. **Explore language and structure:** Have a look at our lessons on the [language](#) and [structure](#) of news reports to help your pupils develop a formal and concise tone and an effective structure for putting their reports together. Your pupils might like to play our [Headline Generator Game](#) to learn about effective headline writing. Watch this [video](#) from Guardian subeditor Suzanne Warr for tips on how to write brilliant headlines!
9. **Get reporting:** Each team is now ready to write and/or rehearse and record their report. You might like to use our [front page template](#) for written reports or our [script template](#) for audio or video reports. Remember that subeditors have a crucial role here in editing and proofreading the finished product, and picture editors must choose images carefully. See our lesson on [subediting](#) and [publishing a finished report](#) for further tips and activity ideas.
10. Finally, spread the joy and share the happy news stories with your audience!