



# Headliners

**EQUIPMENT**

(Optional) recent local or national newspaper(s)

**BEFORE**

When using nursery rhymes or "fairy stories", do not assume that all students are aware of the details of such pieces. It may be necessary to remind them. You could use stories drawn from a diversity of cultures.

**AFTER**

As a stimulus for written work, provide the students with a headline (real or fictitious) for which they have to write the story, making up any details.

**DESCRIPTION**

The teacher draws the students' attention to a recent topical news story that is of interest to them - and to the headlines that were used to draw attention to that story.

By briefly examining a number of such stories and their headlines, the teacher points out the features of such newspaper headlines:

- they are short
- they use a form of abbreviated language (especially to identify famous people)
- they focus on the items of the story that will be of most interest to the readers.
- they are often dramatic

The teacher explains that the students are going to write a headline to go with the story they will now hear. (Students can work individually or in small groups.)

The "story" the teacher suggests for "headline treatment" can be any of the following:

- a nursery rhyme (e.g.: "Little Miss Muffet")
- a fairy story (e.g.: "Three Little Pigs")
- a recent local event (e.g.: The fire at the chip-shop)
- a school event (e.g.: Class 5's success at the gymnastic competition)
- something that has happened in the classroom (e.g.: A visiting speaker)
- a picture or cartoon stimulus

LOGICAL

MUSICAL

INTRA-PERS.

PHYSICAL



LINGUISTIC



INTER-PERS.

NATURALIST

VISUAL