



THINK! Extension Activities: Facilitator's notes

Believe it or not!

Explain that this activity is called Believe it or not! and we're going to see if we can spot false information and the ways in which people try to persuade us.

Activity: Adverts (Workbook p.7)

Get the young people to turn to page 7 of their workbooks.

Tell them that you are going to play them a Subway advert and whilst they're watching it, you want them to be thinking about the answers to the questions in their workbooks.

Play the advert (**see below**). Go through the questions together and then get them to **write the answers in their books**.

Adverts are all around us: On TV, on the internet, on posters and in magazines. The average teenager sees about 3000 adverts a day!

An advert for Subway is available to view here:

[Subway 'Where Winners Eat' TV Ad featuring Louis Smith and Anthony Ogogo](#)

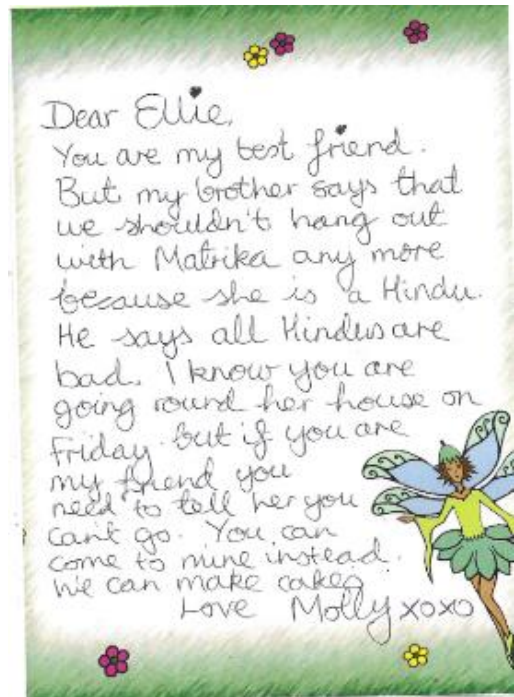


Activity: Notes (Workbook page 8)

Now move on to the next activity which looks at a letter that Molly writes to Ellie.

Ask one of the students to read it out loud, then ask everyone who this letter is bias against (you may need to recap the definition of 'bias' here).

Once they have all understood see if students can answer Q 2 & 3 on their own (page 8) and then go through the answers together. Focus on how students would respond in this situation, and how they can effectively challenge Molly's stereotype.



Activity: Decisions, Decisions... (Workbook page 9 - 11)

Explain that playing with our friends can be one of the most fun things about school, but sometimes even our friends say things that are not true and try to persuade us to do bad things. We're going to look at a story of where that happened and think about what we should do if this ever happens to us.

Get the young people to turn to page 9 of their workbooks. Ask for volunteers to read out each block of the story.

Stop when you get to the first two questions. Ask young people to break into groups to come up with the answers to these and **write them in their books.**

Ask for volunteers to read the next two blocks of the story.

Stop and tell the young people that they are now going to imagine that they are different people in the story. Give each table a character. Ask each groups to discuss what their character should do next and to come up with the best possible things that their character should do.

Get the groups to feedback in a whole class discussion. Write their ideas up on the board and come up with an ending to the story as a class.

Get the young people to write this ending in their workbooks.

If you have any questions, or would like further support please get in touch: enquiries@equaliteach.co.uk