



MENU

DISTINGUISH FACTS FROM OPINIONS

Teacher's material

Choice Menu for Knowing How to Distinguish Facts from Opinions

Learning Menu is a method of **differentiating instruction** that provides flexible ways to engage students and that can be adapted to various classroom environments. Students become familiar with different types of study methods that they can use to self-regulate learning in the future. Tasks include simpler activities for students with an average level of knowledge and more complex activities to challenge advanced students.

The ideas in the menu can be used to allow students to choose a dish from each group or to determine a choice of two or three dishes.



APPETIZERS

Say the first thought that comes to your mind when you hear the prompt "Learn to distinguish facts from opinions".

Create an attention-grabbing slogan that encourages your peers to learn to distinguish facts from opinions, to realize the importance of this skill.

Choose three words or word combinations that describe a fact and three that describe an opinion.



SALADS

Find explanations or definitions of the concepts "fact" and "opinion". Try to understand how facts differ from opinions. Tell the others what you learned.

Share two examples from your life. One example that describes a situation where you or someone else was able to distinguish fact from opinion without making false assumptions. The second - when there were problems distinguishing fact from opinion. Describe the causes and consequences of both situations.

Mention at least three situations from your everyday life in which it is important to be able to distinguish between facts and opinions.



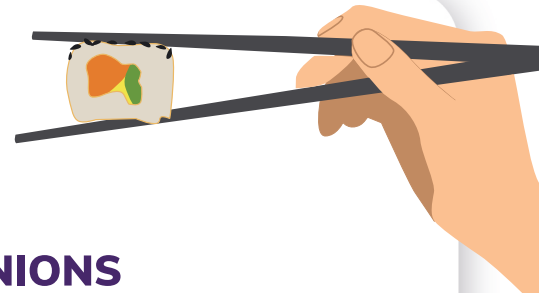
SOUPS

Work in pairs. Discuss the statement: "Everyone has their own truth these days". Mention the reasons why you think this saying came about. Develop at least three arguments that prove the truth or falsity of this statement.

Choose a person whose ability to distinguish facts from opinions and to verify and analyse information you admire. Contact the person and find out how that skill was developed. Define what you can learn from the person.

Work in pairs. Discuss what factors help and what factors hinder you and your peers from developing critical thinking and distinguishing facts from opinions.

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MAIN COURSE

Conduct an experiment involving at least 5 participants. Come up with an idea of how to promote young people's understanding of the difference between facts and opinions. Model the invented idea and record the responses or behaviour of the participants. Collect the results and interpret them.

Create a survey and receive at least 10 responses. In the survey, find out the participants' self-assessment of their ability to separate facts from opinions. Collect the results and interpret them.

Choose a recent situation in class, school, or society where the participant(s) in the situation was (were) unable to separate facts from opinions or someone deliberately called an opinion a fact. Analyse the situation, its causes, and its consequences. Choose one participant from the situation and write a letter constructively presenting your thoughts.



DESSERTS

Find or create a picture, and take a photo, which you think most accurately describes the difference between facts and opinions. Choose a name for the image, or photo.

Find and watch a movie that is closely related to the topic of facts and opinions. Tell others about this movie.

Find a fairy tale, story, poem, or song that describes the difference between facts and opinions.



BEVERAGES

Praise yourself for being active! Mention a specific fact that was new to you about facts and opinions.

Define a commitment that you personally find meaningful after this lesson.

Which phrase made you think the most in this lesson, spoke to you personally?

