INSTRUCTOR GUIDE

Same wires, different headlines

55 minutes, including a 30-minute live round. Pairs make two editorial decisions from the same feed and explain why their priorities change.

Learning outcomes

- Use evidence from wire reports to explain a story’s impact, relevance or timeliness for a specific audience.
- Show how two audiences can produce different story orders from the same material.
- Explain a trade-off between serving an audience and covering an internationally significant event.

Set up the newsroom

Choose a 30-minute exercise with Newswire only. In **Private rehearsal**, check that students will see stories of different kinds in the first half of the round and at least one significant update in the second. Use **No online publication**. Pairs can hand in a single page.

Give both audiences to every pair. Audience A reads a general international morning bulletin and wants to know what happened overnight and why it matters. Audience B is a student news audience that follows world affairs and wants to understand the consequences for students, families or local communities.

Run the lesson

1. **0-10 minutes.** Introduce impact, proximity and timeliness. Ask who is affected, what is new and what each audience needs to know.
2. **10-25 minutes.** Start the live round. Pairs shortlist at least five stories and draft a three-story order for Audience A.
3. **25-40 minutes.** Pairs use the same feed to rank stories for Audience B. At the deadline they review both lists against any new wire reports and record one decision about an update.
4. **40-55 minutes.** Compare two pairs’ decisions. Ask what was left out, whose experience disappeared as a result and whether a major event should lead both editions.

STUDENT BRIEF

Choose what leads for two audiences

Your pair is planning two three-story bulletins from the same newswire. The lead is the first story your audience sees.

1. **Read the feed.** Shortlist at least five different stories. A follow-up wire updates the same story.
2. **Rank the stories for Audience A.** This general international audience wants to know what happened overnight and why it matters. Choose the lead and the next two stories.
3. **Rank the stories for Audience B.** This student audience follows world affairs and wants to understand the consequences for students, families or local communities. Use the same feed and deadline. You can keep the same stories or change the selection.
4. **Check for updates.** Choose a later wire report and explain whether it changed either list. Cite its headline and time.

Hand in

Submit both lists in order. Give one reason for each lead using details from a wire report. Explain one story you moved or dropped, or why you kept both lists the same. Identify one internationally important story that your choices gave less space to and explain the trade-off.