



**BURNET
NEWS CLUB**

**ANNUAL
2018-19**



Welcome to the Burnet News Club Annual



“News literacy” is suddenly all the rage. In an age of fake news and media manipulations, the skills to navigate the information landscape become ever more important. Developing these skills, especially among young people, is increasingly seen as a priority.

Happily, The Economist Educational Foundation was on a mission to develop these skills before “news literacy” was cool. Seeing our mission become fashionable is gratifying. It is also a great opportunity.

We have ambitious plans to reach many more children. One reason for our determination to do so is the quality of the work that the students do in the Burnet News Club (BNC), which shines through this report. Over the past year they have debated mind-stretching topics from Donald Trump’s wall and the impact of migration to what Brexit says about democracy, and from the role of banks in society to the humanitarian crisis affecting Myanmar’s Rohingyas. The students get specially prepared background material, fun tasks, guidance from their teachers, feedback from our online moderators and stimulating views from experts. The result is truly impressive: students who listen carefully to the views of others and form their own with growing confidence. I was blown away seeing this on display by BNC students from Graveney School who debated live on stage at the BETT education show at Excel London in January.

A second reason for wanting to expand the BNC’s reach is that we know it works. We hear teachers describe its impact. “The key skill the children learn when first joining the BNC is open-mindedness,” says one. And we measure the outcome: 70% of students report that they say more in class because of the BNC, for example, and compared with a control group BNC students make 133% more progress in news literacy skills.

These results happen thanks to the time and effort devoted to the BNC by students, teachers, volunteers and the dedicated BNC staff. They are magnificent. Together, they are trailblazers for news literacy.

Daniel Franklin

Executive and Diplomatic Editor, The Economist

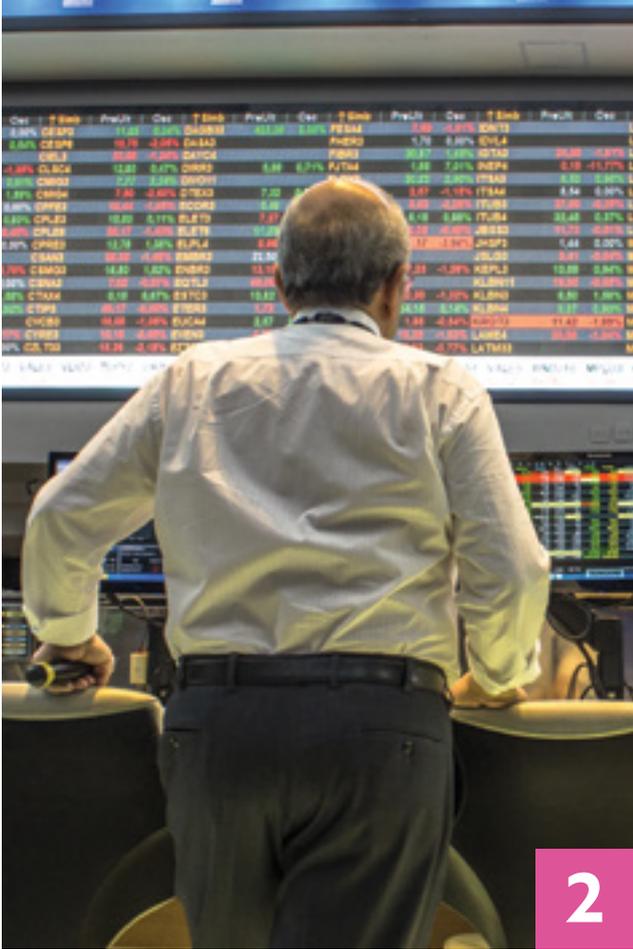


ABOUT THE BURNET NEWS CLUB

The Burnet News Club is a network of primary and secondary school news clubs, where students spend six weeks at a time having inspiring discussions about an issue in the news.

Each session is produced by The Economist Educational Foundation and delivered by teachers, with integrated news content and activities which develop students' news literacy skills: reasoning, open-mindedness, scepticism, curiosity and storytelling. This Annual highlights the best pieces of work from the students' online Hub; a website where students continue to discuss the issues outside of the classroom, develop their news literacy skills and share their views with a wide and varied audience.

Read more of their conversations at www.burnetnewsclub.com



The Issues

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MYANMAR

UNRAVELLING THE ROHINGYA REFUGEE CRISIS

Sessions explored the persecution of the Rohingya in Myanmar and students learned about the importance of seeking a variety of news sources.

Healthy scepticism was needed during sessions as students were encouraged to question what was being reported before discussing whether all perspectives on an issue are equally important.



WEEKLY COMPETITION



Kafeinkolik / Shutterstock.com

A

This competition required open-minded thinking and excellent reasoning. We asked students to look at pictures A, B and C and explain which one they thought was the odd one out.



PRIMARY SCHOOL WINNER

clever_starfish

Upton Cross Primary School

In my opinion, I think picture A is the odd one out. I say this because a person would usually use a megaphone for announcing something. This relates to the news because the news usually announces something, which leads to the next picture that has people taking pictures with a professional camera. Usually, the news has people who take photos for extra information and journalists sometimes vlog in places to show people what it's like there or for a special occasion. Picture A shows a picture of tanks. Yes, it's related to Myanmar but is it related to any of the other two pictures?



SECONDARY SCHOOL WINNER

benevolent_solution

Ormiston Bushfield Academy

I personally believe that picture C is the odd one out. This is because the other two photos are based around war, violence and opposition.

- Picture A clearly depicts military control or destructiveness. However it may be a defensive position preparing to support or protect the civilians who are shown in the background.
- Picture B shows a woman standing up against, or rebelling against, an idea or movement. At first, I would believe that she is doing something for the good of her nation or community, however she could be pushing for an incorrect or unjust law.
- Picture C shows a film crew recording what appears to be a nature documentary or programme. There appears to be not much happening in this picture and very little to take from it.

In conclusion, I believe that any picture could be the odd one out depending on your views, assumptions and ideas. In spite of this, I believe that C is still the odd one out due to the lack of activity and it also does not comply or relate to the other two images given.



Gansstock / Shutterstock.com

B



C



 GREAT POST

Reuters

incredible_otter

The struggles of the Rohingya people: an untold story



PRIMARY SCHOOL
Elaine Primary School

Médecins Sans Frontières claimed that the discrimination and human rights challenges the Rohingya people have faced at the hands of the country's government and military are "among the world's top ten most under-reported stories of 2007."

Millions of men, women and children have been forced to flee their homes and live without basic human rights. UNICEF claim to be helping over 750,000 Rohingya refugee children who have been removed from their homes and are now living without food, water and clean conditions. Refugee camps are overcrowded and diseases spread rapidly.

So why did nobody in Burnet News Club (including our teachers) know that this human crisis was even happening and that it is getting worse as the years go on? Humanitarian crises in other places, like Syria, are well-reported - we all know what is going on as it is in the news a lot and we talk about it at school. But most of us didn't even know where Myanmar is let alone what was going on with the Rohingya people. We had no idea about how bad the suffering is and how long it has been going on.

Why does the news not report on all countries equally? How can we make sure that we know what is going on? If we don't know what is happening we are powerless to make a difference. This shows that we, as a country, need to ensure that we are sending foreign aid to all countries in need and not just those we hear about the most. ■



OUTSTANDING FINAL PIECE

fearless_wolverine

Every perspective on a news story is equally important



PRIMARY SCHOOL
Noel Park Primary School

Over the last six weeks, we have been talking a lot about different perspectives and viewpoints and the effect that they can have on others. I thought about this in the context of journalism and, after much deliberation, came to the conclusion that I mostly agree with this statement.

One reason I believe every perspective is important is that, on some occasions as a journalist, some of the people you interview and listen to might not be telling the truth, or their version of the truth might be clouded by emotion or preconceived ideas. That's not to say these people's perspectives are not important - on the contrary, they might give us some very useful information - but it will be impossible to see the full picture without also listening to the viewpoints of other more reliable sources.

For example, in Myanmar Aung San Suu Kyi has shared her perspective on many occasions. It is important to hear from such an important

leader and, as we discussed during one of our sessions, often hearing from someone with power or someone who is well-renowned is enough to make a news story credible. However, she cannot necessarily be trusted. She is not 'on the ground', she hasn't experienced what is going on and she is very defensive about the things that have been happening in order to protect her reputation. We need to hear from a range of people to get the full story: people who have been involved in experiencing the violence as well as outsiders who may be able to see the overall picture more clearly.

A second reason I believe it is important to gather a range of perspectives is because it is important to stay open-minded when it comes to the news. It is so easy to look at a story with preconceptions or judgements. But just because somebody is saying something you might not want to hear, that doesn't mean it is any less valid. Sometimes it is these difficult facts or viewpoints that can open your eyes to what is really going on.

For example, in Myanmar many different people are sharing their perspectives, and some are more difficult to listen to than others. When we originally did the viewpoint activity, I disregarded some people straight away as I didn't think they would be reliable. However, when I did listen to what they had to say, I found myself having a completely different opinion of the events in Myanmar. If I had not opened my mind to listening to these, I would have gone away not having known the full story.



Reuters



ASK THE EXPERT

An expert contributor answered Burnet News Club members' questions.



Rupert Colville

Spokesperson, Office of the United Nations High Commissioner for Human Rights

QUESTION

Has the UN made an impact yet?

BY EXTRAORDINARY_THOUGHT
Michael Faraday School

ANSWER

Good question!

There is sometimes scepticism about whether the UN has an impact. But, in this case, it is definitely having some. In fact just one hour before I began writing this reply to you, an important group of 47 countries, called the UN Human Rights Council agreed on a Resolution (a written agreement) to take a number of actions.

Most important of these is setting up a special new organisation to take the evidence already available in UN reports (including ours) – and elsewhere – and start building detailed criminal cases against certain individuals in Myanmar (especially the top generals responsible for arranging the killing and harming of lots and lots of people, including children).

[...]

The other way the UN has had an impact – especially my organisation and something called the Fact-Finding Mission on Myanmar – was by very loudly and publicly saying what was happening while it was happening and investigating it in detail as soon as we could. ■

I believe that it is not always possible to know for sure who you can or can't trust and, as a journalist in particular, it is important to reserve judgement until you have heard the full story. Perspective is so unique to each individual that it is essential to gather as many different viewpoints as possible in order to put together the pieces of the jigsaw and, hopefully, form an accurate and detailed picture of what is happening. ■

Here is where I used the Burnet News Club skills in my work:



Curiosity: I asked lots of questions about perspective, and even ended up questioning myself as to why I thought certain things. This helped me to become more open-minded and allowed me to develop my ideas and understanding.



Scepticism: Many of the people in my group thought that there were some opinions that should be immediately ignored. However, I challenged their ideas and was able to make my own mind up.



Reasoning: I presented my reasons in a clear and structured way.



Storytelling: I was able to communicate my ideas for an appropriate audience and, hopefully, used ideas which grabbed the reader's attention.



Open-mindedness: I challenged myself and my own thoughts, looking for weaknesses in my reasoning and being open to changing my mind.

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6,67	0,54%	CESP6	16,76	-2,06%	DASA3			FHER3	1,70	0,00%	IDVL4			LEVE
		CIEL3	33,08	-1,24%	DAYC4			FIBR3	30,87	1,66%	IGTA3	24,60	-1,61%	LIG
6,10	-1,35%	CLSC4	12,80	0,47%	DIRR3	5,89	0,71%	FJTA4	1,68	7,01%	INEP4	0,16	-11,77%	LINK
2,77	0,61%	CMIG3	7,77	2,24%	DIVO11				20,22	2,90%	ITSA3	6,63	0,96%	LLIS
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7,45	0,00%	CPFE3	18,44	-1,85%	ECOR3	5,49			3,83	-3,28%	ITUB3	27,90	-0,29%	LPSE
3,26	0,83%	CPLE3	18,60	0,11%	ELET3	7,27			5,18	0,98%	ITUB4	32,45	0,37%	LREN
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1,66	0,00%	CPRE3	12,78	1,35%	ELPL4	8,66			1,17	-3,94%	JHSF3	1,44	0,00%	MAG
		CSAN3	28,33	-1,45%	EMBR3	22,60					JSLG3	8,41	-0,94%	MCD
11	-0,70%	CSMG3	16,80	1,82%	ENBR3	13,19			7,23	-1,26%	KEPL3	13,88	0,94%	MDIA
06	0,00%	CSNA3	7,02	-0,67%	EQTL3	40,05					KLBN11	19,96	-0,65%	MEAL
05	1,56%	CTAX4	0,16	6,67%	ESTC3	13,82			2,30	-1,32%	KLBN3	6,60	1,56%	MGL
77	4,92%	CTIP3	40,17	-0,80%	ETER3	1,72			54,16	3,14%	KLBN4	3,37	0,90%	MILS
		CVCB3	16,08	-1,06%	EUCA4	2,67			1,66	-0,64%	KROTB	11,42	-1,89%	MMX
1	-1,17%	CYRE3	10,18	-0,68%	EVEN3	4,78			16,28	-1,93%	LAME4	20,88	-1,84%	MPLU
6	0,00%	CZLT33	15,26	-2,18%	EZT				1,53	-0,77%	LATM33			MRFC

RUMAS VALES VLIDS TIPOUS USIM M VALES FINDIUS MPLUD KLIF



With help from the Bank of England, students delved deep into 2008's financial crisis. They explored the role of banks in society and gave recommendations on how to prevent another global banking collapse. Good reasoning was needed to defend different positions and students needed to be open-minded to see news stories from different points of view.

10 YEARS ON

LEARNING FROM THE FINANCIAL CRISIS



WEEKLY COMPETITION

A

FREE £1,000 FOR ALL UNDER 18s

B

NO MORE NOTES OR COINS FROM 2019

C

PROVEN: MONEY MAKES YOU MORE HAPPY

D

MAGIC MONEY TREE MAKES MILLIONS

We asked students to explain which of the headlines above they were most sceptical about.



PRIMARY SCHOOL WINNER

energetic_conversation

St Joseph's Catholic Primary, Northfleet



SECONDARY SCHOOL WINNER

powerful_robin

Ormiston Park Academy

I am sceptical about headline A because, to me, the idea is crazy.

The fact that there are OVER A BILLION under 18s in the world right now means billions and billions of pounds would be wasted on children. There would almost definitely be another financial crisis and it would be only a matter of decades before the whole world would become bankrupt. They'd never be able to stop giving out money as a child is born almost every second!

Secondly, tons of money would be wasted. If the world was to give away billions of pounds in total, you'd only really expect it to be given for a good cause! Under 18s literally means zero to eighteen. If you're a toddler or younger you'd most definitely lose the money or even destroy the money. That's money wasted! If you're year 3 & 4, you'd probably just spend your money on food or toys; nothing whatsoever that would help the world in any way.

I am most sceptical about headline D.

If, depending on the price, everyone had a money tree, money would lose its value; there would be no point in having money if everyone had millions and millions. In addition, relating to what we have learned recently, the banks would not be needed as people would not need to borrow money and it wouldn't really benefit people either.

I do not think it would be remotely true as unless you were very intelligent and knew how to make a money tree then it would not be possible. It also sounds like something everyone dreams about, but it will never be true. I also believe that if you saw this in the news, you would be suspicious.



 GREAT POST

fantastic_duck

We need to have better education about finances in school



SECONDARY SCHOOL
Faringdon Community College

I feel that we need to learn more about how to handle our money in school.

We have citizenship lessons on bullying, alcohol, drugs, mindfulness and all sorts, to 'make us better citizens'. These lessons are good, they teach us important things and show us how to be good human beings. However, I think that when I get out of school I will be lacking a certain set of skills, and those skills are financial skills. I feel that it is a large gap in my knowledge, and something that I, and others, really need to learn about. If I hadn't had occasional conversations with my parents, I would not really know anything at all about taxes, mortgages, budgets - anything like that. And still, I feel that when I become an adult, when I start fending for myself, earning money and spending money, I might be a bit clueless. It's not just me as well, according to youth.gov: "A report on the results of a financial literacy exam found that high

school seniors scored on average 48 percent correct, showing a strong need for more comprehensive financial education for youth in high school" and that "according to the 2008 wave of the National Longitudinal Survey of Youth, only 27 percent of youth knew what inflation was and could do simple interest rate calculations". That is a lot of people who aren't knowledgeable about financial situations, something that we all inevitably will need to face.

As we all will need to know about finances, why not start learning about it in schools? Lessons on subjects like how to budget, how to do tax returns, taxes, mortgages etc. seem sensible. I know, as we are only in secondary school, it will still be a while yet till we need these skills but just learning a bit every so often would mean that when we do start being financially responsible we don't have to take in a crazy amount of information all at once and it means we can get into good habits early. If we can start to learn and become educated on subjects like these, when it does become time for us to deal with stuff like finances, we can make good decisions and be wise with our money and how we spend it. It means when we are old enough we can make educated, sensible, thought-out decisions, decreasing our chance of getting into some kind of insurmountable debt. I'm not saying we need huge detailed hourly lessons a few times a week on this, I'm just suggesting that maybe an hour or so every month or two would make us more financially wise and arm us with the knowledge we will inevitably need in the future.

So what's your opinion, do you think we should have lessons on finances in school or do you think it isn't necessary at all?

Sources: youth.gov/youth-topics/financial-capability-literacy/facts



 **OUTSTANDING FINAL PIECE**

outstanding_orca and methodical_engine

#safenotstupid



PRIMARY SCHOOL
Weston Favell Academy



Watch the full video
bit.ly/safenotstupid

We decided to put our idea in the form of a video because we knew that a video would appeal more than a banner or a poster as a video has more detail and sound effects.

The younger generation could watch this and become interested in the world of banking.

We worked together to create a video based on banking and how they pay bonuses as a reward for risky behaviour if it goes well. We don't think this should happen and we have explained this in our video.

Our idea is a good idea because when you take risks sometimes it doesn't go well and you can lose money. If this happens with very important people's money, or lots of normal people's money, then we could head into another financial crisis. Really, bankers' lives would not be too different if they still got bonuses, but for different behaviour. They should be rewarded for being safe with people's money.

Some people might disagree because some people might think that the money gained by taking risks is worth it. They could use this money to further the economy, give to charity or help other countries.

However, we think the bankers' bosses should listen to us because if they reward their employees for being safe with money this might encourage them to work harder without risking any damage to our country!

We think our video is great quality and we took a load of thinking time to create it. Please comment what you think and we will take the feedback into consideration. ■



ASK THE EXPERT

An expert contributor answered
Burnet News Club members' questions.



Ratidzo Starkey

Head of Outreach and Education
at the Bank of England.

QUESTION

Did smaller countries get affected by the financial crisis? If not, why?

BY COMMUNICATIVE_BIRD
Ravenscroft Primary School

ANSWER

If you mean less developed – i.e. poorer – countries, they were affected, just not to the same extent as the more developed countries. We have seen how the financial crisis spread because banks couldn't borrow from each other. Well, banks didn't just rely on lending from banks in their own countries – they also borrowed from banks in other countries, which is how the financial crisis spread.

[...]

As advanced countries began to suffer, it did begin to impact developing countries. Without easy access to finance, advanced countries did not have money to buy goods from the developing countries. World trade fell and developing countries could not get the same price for the goods they were selling to advanced countries. Companies in advanced countries stopped expanding their operations into developed countries. In addition, as people in advanced countries were losing their jobs, they could not send as much money to their families in developing countries. ■



THE RISE OF VIOLENT CRIME

The recent rise of violent crime, and the media's coverage of events, gave the Burnet News Club plenty to discuss. Students were challenged to look behind the headlines at statistics and uncover the reasons behind growing numbers of knife attacks. Club members were supported to express their views on the issue, and what should be done about it, in the form of spoken word poetry.



WEEKLY COMPETITION

Amid the negative knife crime stories, we asked students to share a positive news story. They had to show their curiosity and do their research!



PRIMARY SCHOOL WINNER

placid_meerkat

Evelyn Street Primary School

“South Africa newborn baby rescued from storm drain.”

I think this is so nice because people have saved a child’s life and took their own time to save that child. I got this headline from the BBC.



SECONDARY SCHOOL WINNER

genuine_literature

The Morley Academy

“Colour-blind boy is stunned into silence and then breaks down in tears when he sees bright balloons for the first time EVER after his family surprise him with a pair of correction glasses.”

This headline got my attention; it’s one of those headlines that makes you smile even if you’re having the worst day.

The article also shows a video of the boy’s reaction and I’d be lying if I said it didn’t bring a tear to my eye. He was basically shown balloons with different colours and when he realised they were the real colours his reaction was priceless.



 OUTSTANDING FINAL PIECE

extraordinary_thought

Violence, Shame on!



PRIMARY SCHOOL
Michael Faraday School



Watch the full video
bit.ly/EP-crimevideo

How do you watch your people perish?
When it's meant to be the knives that
we should banish.
This message is for the youth and all,
Stop messing around, it's time to evolve.
Let me tell you something:
violence is not a toy,
It's not a game, it's not a joke, it's not for joy.
Let's stop the grooming,
the deceit and the lie,
Because in the end people just die.
How I wish I could show what the
future holds,
So then it would be easier for your
life to mould.
Another one gone in the evening,
Parents, guardians, they're all stressing.
A sister gone, a brother gone, a mother,
a father, a cousin gone,
Gang members and murderers we aren't
meant to be,
If you want to be happy then listen to me,
How would you feel if you mother was gone?
And your sister and your brother,
whose lights, shone. ■

THINKING QUESTION:
Is there such thing
as a victimless
crime?

authentic_moon
Noel Park Primary School



Me and agreeable_blackberry think that there is no such thing as a "victimless" crime because every crime needs a victim or it is more or less not a crime.

blissful_apricot
Morley Newlands Academy



There is such thing as a victimless crime; someone could walk through a stranger's property and they could not know about it.

smart_parrot
Birchwood C of E Primary School



I agree that there is no such thing as a victimless crime. Even though they're not physically hurting them, they are hurting their feelings.

analytical_cherry
Crampton Primary School

There's no such thing. It can be as big a crime as murder or it could as small as being rude but it still has a consequence. At least one person will get the downside of any crime. If you steal something, the victim is the person that you stole from. If you murder someone, the victim is the person who died and also their family and friends. They are the people who get the consequence.

incredible_seagull
Ormiston Bushfield Academy

All crimes affect lives emotionally or physically. Plus, the police are involved which creates a larger need for police and therefore makes taxes higher. Furthermore, the whole country is affected along with the family or friends of the offender or victim. Even jaywalking laws were put into place to stop others being affected by inconsiderate people causing traffic!



ASK THE EXPERT

An expert contributor answered
Burnet News Club members' questions.



Geordie Greig

Editor of the Daily Mail, and also
Editor of Mail Newspapers

QUESTION

Do you believe everything
you see on the news?

BY JOLLY_DUCK
Birchwood C of E Primary School

ANSWER

On the whole, the news on TV is edited
by professionals and so is believable.
The difficulty with some news seen on
social media is that it is not put out by
professionals and so runs the risk of not being
checked and therefore being inaccurate. ■

QUESTION

Should the media talk about
gangs and people in them?

BY AFFABLE_WEAVER
Ruth Gorse Academy

ANSWER

Gang crime and the people who are in gangs
have always been a source of news stories.
This goes back to the Kray Twins, who ran
part of London in the 1950s and 1960s and
also the Richardson Torture Gang, who ran
their criminal empire from South London.
Myths and legends about these gangs
abound, but today stories about gangs are
often about young people in their local towns,
involved in crime including drugs. The more
they are talked about and written about, it is
hoped this will lead to people being dissuaded
from joining gangs as it destroys lives and
neighbourhoods. ■



considerate_grasshopper
New Horizons Children's Academy

An example I have thought of is robbing a
shop. The perpetrator steals the items, while
nobody is a victim. However, I have had second
thoughts about it. This is because I think the
shop owner could be classified as a victim, as
his/her items, groceries, clothes etc. would
be stolen. Their possessions would be taken,
therefore they would be a victim of theft.



good_hedgehog
Streatham Wells Primary School

I agree. If I was robbing a store (which I would
not do), the victim would be the store because
I'm taking something from them, therefore
they are being robbed.



beloved_chocolate
Graveney School

I think that there is such a thing as victimless
crime in places where women do not have
equal rights as men. In these countries, it may
be illegal for women to do many things, such
as riding bicycles, yet many women still do. If
they are not caught, this is a victimless crime,
as doing this does not harm anyone in any
way (nobody is harmed by somebody riding a
bicycle, unless they crash), and does not harm
the person who has committed it if they do not
get penalised. Actually, I think that this crime
may even have positive effects, as it promotes
women's rights and helps to campaign for
equal rights for everyone.



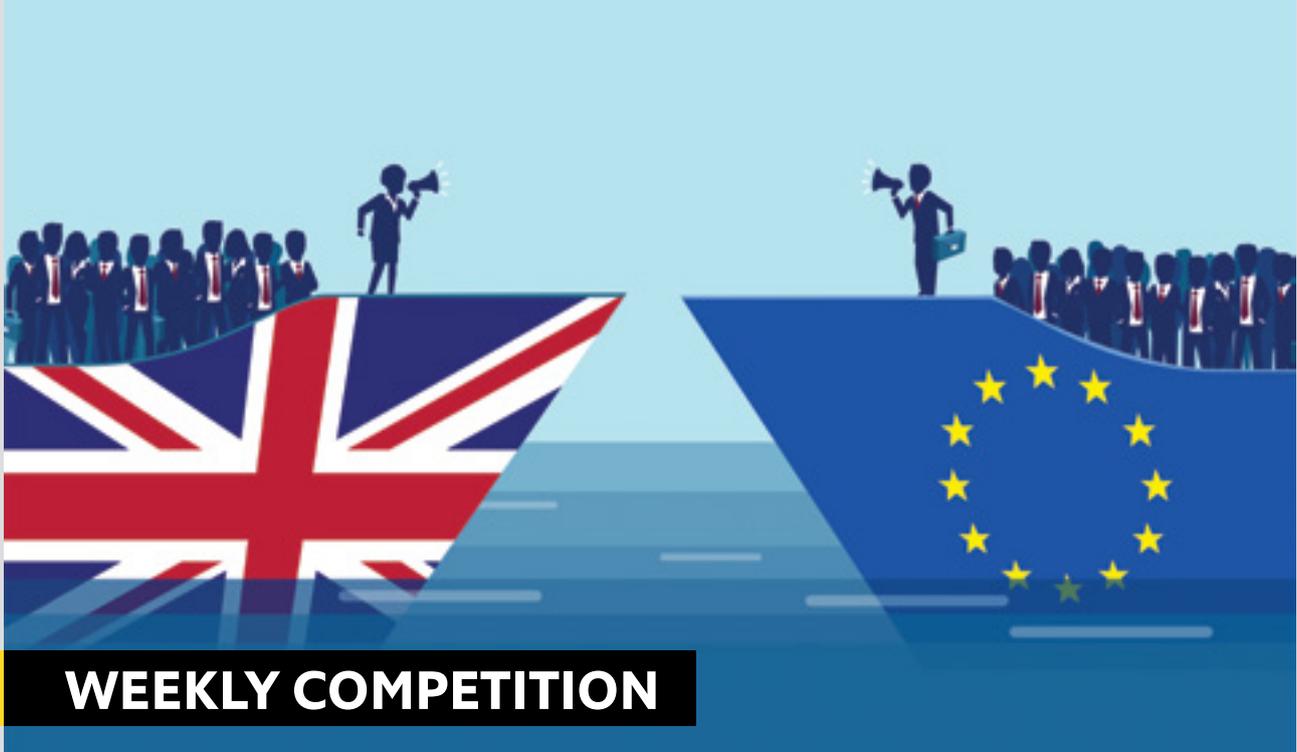
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DEMOCRACY

IN A DIVIDED NATION

As the scheduled date approached for the UK to leave the EU, students debated whether direct democracy was a good way to make decisions for the country.

Everyone was challenged to come up with reasons to support arguments that they didn't necessarily agree with, demonstrating the importance of open-mindedness and curiosity.



This competition tested students' curiosity and reasoning skills. We asked them to fill in the blanks.

BREXIT IS LIKE A

BECAUSE....



PRIMARY SCHOOL WINNER
loved_cranberry
Bruntcliffe Academy

Brexit is like a **game of Monopoly**.

This is because Monopoly causes arguments between families and so does Brexit.

A lot of families have become divided over Brexit, and that happens all of the time when my family play Monopoly.

Also if you count parliament as a family, they have also become divided over Brexit, making our country vulnerable.



SECONDARY SCHOOL WINNER
calm_hedgehog
Faringdon Community College

Brexit is like a **pantomime** because in pantomimes the dames fall, slip, mess things up, and always are covered in custard and slime.

This links to Brexit because when we think it's actually going somewhere they have a vote and it's rejected and we start again. Like a dame balancing plates, one little thing such as a noise makes them all fall to the ground. With Brexit, this happens repetitively and, just like a pantomime, when the PM fails the Houses of Parliament laugh and mock like the children in the audience of a pantomime.

My point is Theresa May is like a dame being mocked. The PM has run out of ideas and to opposing politicians she is nothing but a joke.



 GREAT POST

Alexandros Michailidis / Shutterstock.com

balanced_singer

Brexit by alphabet



SECONDARY SCHOOL
The Ruth Gorse Academy

I have chosen some key words to do with Brexit from A-Z and there is a short explanation for every word. This version shows a few of them!

B is for Britain...

Britain consists of Scotland, Wales and England. It is an archipelago (which is a chain of islands) called the British Isles. The UK's decision to leave the EU is commonly referred to as 'Brexit', short for 'British exit'.

R is for Referendum...

The vote for Brexit to happen was a referendum. This is similar to a general election but in a referendum you all vote on one decision. Some people are starting to want a referendum for the deal and a second referendum for Brexit altogether.

E is for Economy...

This is when people make things, sell things and trade things. If we leave the EU then we may be restricted to good deals and trade partners. Therefore we may not be able to get some of the things we don't have here, such as bananas.

X is for Xenophobia

Xenophobia is when you're afraid of people from different countries. For example, someone might have a Spanish cousin and never invite them to their house in the UK because they're too afraid of them. This is xenophobia. I thought that this could link with Brexit because the UK will be able to get more control over borders and Theresa May said: "that's what the UK voted for." So, the UK will be able to say who they don't want in the country. If this does happen I think it's downright silly. This is because the UK is known as a very 'polite country' but if we do something like this we aren't being very polite and we wouldn't be treating others equally. Furthermore, in 2007 many people from Europe, especially Poland, migrated to the UK. We had expected the rest of Europe to 'open up their borders' but they did not. This means that in the future we will be able to control how many people go in and out of the UK.

I is for Immigration...

Immigration is when somebody comes from one country to another to live permanently there. After Brexit, immigrants would find it harder to come and live in the UK.

T is for Theresa May...

Theresa May is a key part of Brexit. There are many things that she has done to play her part in this on-going negotiation. Mrs May was elected to be our PM. Also, she has created commotion by saying that she will resign if MPs don't back her deal. Furthermore, she has flown all over the world (mainly Brussels though) finding a deal. She has had a sore throat during a meeting with MPs. And she sent the letter off to Tusk asking to extend Brexit. ■



 **OUTSTANDING FINAL PIECE**

quiet_horse

Democracy speech



PRIMARY SCHOOL
Arnheim Wharf Primary School

The public have a right to make decisions and we should have direct democracy from now on!

The motion is 'All decisions that affect society should be decided by direct democracy'. I support this motion because I believe that direct democracy will bring the community closer together and will let the public decide what's best for their country and indirect democracy will divide the country and take longer for actions to be implemented.

As you are aware, voting determines election outcomes and decides which elected officials will be making the important decisions in our society. Elected officials establish the policies that directly and indirectly affect many areas of our lives such as taxes, healthcare, military operations, legal codes, education and food standards.

Voting gives each person the opportunity to express an opinion on a given matter and directly impact who is elected. Not voting allows the choices and opinions of others to hold sway over our lives.

An example of direct democracy was in 2012, when Switzerland held a public vote whether to give a 4-6 week holiday to workers. 67% of people

voted against it as they thought that this would affect their businesses. After reading this speech, I am sure you will understand the reasons behind my thoughts.

My first point to why I think direct democracy is the best option is that it has greater efficiency, rather than having parliament debating for weeks on end and not coming to any conclusions. As we currently see with the 'Brexit-deal', MPs argue back and forth for ages and cannot make their mind up. Parliament votes leads to more questions, more polls and more parliamentary debates and votes. This can be very costly for the public.

Public voting is straight forward and simple. If the public get to vote, it will certainly be an efficient way to let the people of the British nation help make important decisions in a fair and equal way.

Some may argue that the public just vote on something without knowing what's going on but direct democracy encourages the community to get involved with society, to learn how things operate on a national and political level. It gives the public a chance to review the policies and how it may impact their lives.

My next reason for agreeing with this motion is that it promotes a cooperative community. People have the power to speak their opinion, and their voice needs to be heard by the government. It also ensures our elected politicians are accountable to the public, the public needs to be heard in ALL circumstances. Civic involvement and a meaningful society are created when informed decisions are not only made by the government but also by the public as well. Shouldn't the country stay united? The opposition may say that public voting causes fights in the community but it may solve them as



Ink Drop / Shutterstock.com

well as nobody can argue with a decisions made by a majority public vote. However, there might have been a couple of incidents where the two parties fight for what they think but these arguments can be easily solved. Direct democracy can bring the community together. What I mean by this is when the UK has a big election, this gets everyone talking and it gets people reaching out to each other, talking about it. That is one of our main goals and that is what we want. Keeping this in mind, I am confident you will agree to this.

My last point to supporting direct democracy in the UK is that it is the people's country so the people should have a part in decisions. We have seen this happen before with Brexit. There are 66.04 million people in the UK and a total of 46.9 million people will be able to vote but there are only around 650 MPs and roughly 700-800 lords. Since 2016, thousands of people have turned 18 and are now legally allowed to vote on Brexit. The majority of them and other people want to be part of this topic but there hasn't been another referendum for them to contribute to. Article 3 of the Human Rights clearly states that they can vote but this right is being restricted. The government is not giving the residents a chance to have their say and their freedom of speech. Surely this is not right.

Now that you have read my speech, I am positive that you will take this knowledge into account and know that direct democracy is best for the country. ■



ASK THE EXPERT

An expert contributor answered Burnet News Club members' questions.



Steve Barclay

Member of Parliament for North East Cambridgeshire. He is currently Secretary of State for Exiting the EU.

QUESTION

Do you think all us children will not be able to study in other countries?

BY FAITHFUL_MEERKAT
Churchill Gardens Primary Academy

ANSWER

Leaving the EU does not mean we are cutting ties with Europe. Educational and cultural links with Europe existed long before the EU was created and will continue after Brexit. So there is no reason things like school exchange programmes or trips to other European countries won't continue. And older students who want to go to study in Europe through Erasmus+ will still be able to under the deal agreed with the EU. ■

QUESTION

How will it affect business people and retailers in the UK?

BY BUSY_SONG
Michael Faraday School

ANSWER

One of the best things about Brexit is that the UK will be able to sign trade deals with fast-growing and exciting markets around the world like China and Australia. This means business people and retailers can go after new opportunities in these countries. At the same time, the deal we have negotiated with the EU means that businesses in the UK will still be able to trade and do business with those in Europe they already have a relationship with. ■



TRUMP'S WALL

BORDERS AND MIGRATION

For the fifth topic, we invited schools all over the world to join the conversation. Club members talked about President Donald Trump's proposed border wall between the USA and Mexico. They debated whether freedom of movement should be universal. Students benefited from international perspectives on the question and enjoyed talking to peers in different countries.



WEEKLY COMPETITION



We asked students to caption this cartoon from Kal, *The Economist's* cartoonist. Clear and concise answers were needed to sum up the picture, which also appeared in session one of this Issue.



PRIMARY SCHOOL WINNER

eloquent_recipe

Crampton Primary School



SECONDARY SCHOOL WINNER

fiery_wolf

Weston Favell Academy

Donald Trump building his wall while Uncle Sam, an important figure of freedom for America, is being weighed down by his money, age and by men stopping him. Simultaneously, the image of freedom and fairness in the USA is fading.

Donald J Trump declares national emergency after refusing new money causing the US government to shut down.



 GREAT POST

Sergei Bachlakov / Shutterstock.com

impartial_panda_bear

Will Trump's plan REALLY go on?



PRIMARY SCHOOL
Boutcher C of E Primary School

Trump's plan to build a wall is one of the many long-term plans that are being discussed at the moment. Will he manage to build it? Or is it, like Brexit, going to be the only thing people talk about, but never make a decision on?

Yes, he will get round to building his wall!

By calling the situation an emergency, Trump now has more power over what he can do with America's money. America is a thriving country and it can afford the \$5.7 billion that the 1,900 mile long wall will cost. Once Trump gets the money he needs, there won't be anything to stop him.

Lots of people may disagree, but what power do they have compared to the man in charge? What power do we in the UK have to stop Trump's wall, when we aren't even living in the same country or time zone? We could protest, stop trading with America, or make our voices heard through MPs and the Prime Minister. However, these may slow down the process of building a wall, but what he can do is much more powerful!

No, it is a too big and an unrealistic plan that will never get round to actually happening.

Like Brexit, things don't seem to be happening any time soon. We may have been given a date we have to make a decision by, but we worked round it and Trump's wall will probably be like that.

Protests will make it hard for things to happen. Furthermore, Trump is not entirely in charge, (he has people to help him and to argue against his ideas) so we KNOW that it is unlikely this crazy plan will ever happen! Trump was elected by the people, to represent their voices, and if he's not, then the people have the power to kick him out. All over the world, even in the toughest of places, people unhappy with their leaders decide to do something.

My opinion.

I believe that Trump will not succeed in his plans to build the wall. Yes, he is powerful, and yes, all his plan needs is persuasion and money. However, the fact that people in America can say that they don't agree, and can speak out against his plans, means it will be hard for him to actually get round to building his wall. ■



 **OUTSTANDING DISCUSSION**

One Italian student shared their view and we heard a contrasting opinion from a student in London, England.

involved_duck

Don't build walls, build bridges to get everyone in contact with each other!



ITALIAN GUEST SCHOOL
Napoleone Colajanni

I do not believe that separating states using a wall is a good idea regardless of profound economic, geographical and financial reasons, because I strongly believe that bridges must prevail. That is, all those means and tools should be used to put people and nations in contact with each other, rather than adopting somewhat discriminating measures.

I also do not believe that a wall - the “beautiful wall”, as he once called it - can solve the problems of immigration and drugs because a system is always found to obviate an architectural barrier.

I consider that the real revolutions are not revolutions of “things”, i.e. linked to the construction or destruction of a trivial reinforced concrete wall with barbed wire, but that it is a revolution of ideas that works. Therefore, to solve the drug problem, we must proceed to an education of the new generations against the use of drugs.

That is to say, act on the cultural level, after which one should act on the judicial level and on the security front, or adopt particularly strong and significant measures for those who are guilty of the crime of drug dealing. And, at the same time, we should adopt measures to lower unemployment levels and therefore remove many young people from criminality, because a poor, hungry man is prey to the Mafia, illegal associations.

With a job and a law that protects the honest and punishes the dishonest, the problem would be resized.

This is my opinion. What do you think? ■



ASK THE EXPERT

An expert contributor answered
Burnet News Club members' questions.



Tim Marshall

Author and previously
Diplomatic Editor and Foreign
Correspondent for Sky News

QUESTION

Do you think physical
borders or mental borders
are worse, which one?

BY EASYGOING_RABBIT
Highdown School

ANSWER

Hi easygoing_rabbit. I can't choose because one is as bad as the other, and because one leads to the other. If in your mind you are divided from other people in what's called a 'them and us' mentality, then you may end up trying to physically divide yourself from them.

On the other hand, if you are physically divided from someone, it can lead you to thinking you are mentally divided from them.

As a starting point it helps to think of humanity as one because even though there will inevitably be difficulties, and sometimes conflict between us, if we start from thinking we are united perhaps we can reduce how divided we sometimes become. ■

Comment in reply



ENGLISH PRIMARY SCHOOL

good hedgehog

Streatham Wells Primary School

I disagree with you on this one because we do need walls sometimes. Around our houses, because you sometimes want personal space; in hospitals, as you don't want people seeing inside the surgical room.

For example, we need a wall between North and South Korea because North Korea is led by a dictator. If we didn't have a wall, he might think that the land is open and he can go and rule South Korea as well. Kim Jong Un's rule is to not let anyone out of North Korea and if we don't have that fence there then those people would be breaking North Korea's rule.

Sometimes, we need walls to protect from invaders. The Great Wall of China was used to stop Mongolians from invading China and the wall was used to stop them from getting over or through.

For those reasons, I don't think it's possible to build a bridge between these places or even have no walls at all. ■

This Issue sparked the Burnet News Club's curiosity. Students asked lots of questions about the climate emergency, and they considered why it is happening, whether enough is being done to prevent it and who should be responsible.

THE CLIMATE EMERGENCY



WEEKLY COMPETITION

Some students were given unauthorised absences for missing school to join climate emergency protests. We asked Burnet News Club members whether they thought students should have been allowed to join the marches. The responses that included the best reasons were crowned the competition winners.

THE POLL RESULT



PRIMARY SCHOOL WINNER
respectful_guitar
Bruntcliffe Academy

In my opinion, I strongly believe that climate change is a threat to the Earth's existence and we need to take action and protest in order for us to pollute less and reduce greenhouse gases. As far as school's concerned, the head teacher's final decision must be followed during school time, therefore, if the head teacher does not allow the children to join a climate protest, the parents must obey the decision.

Even though they are protesting for climate change (which is completely necessary for the Earth and its atmosphere), they are missing their vital education and it is affecting their chances of getting new jobs. Missing education is extremely important. Therefore, I believe that they should do it somewhere out of school time so that they can protest against global warming and get the education they deserve.



SECONDARY SCHOOL WINNER
resilient_accordion
Ormiston Bushfield Academy

I believe that it is a good thing that they are protesting as people usually look past the younger generation because they believe that they don't know as much because they are young. So, if they have a chance to prove that they care as much as everyone else, then they should.

In addition, a large number of students already take days off school because they simply can't be bothered but if these children are doing it to make a difference then who should stop them?

Other people could argue that it is jeopardising their future and their education by taking days off, and I understand that by taking days of then they aren't taking in the information that they could be learning, but to that I ask: will there really be a sustainable future to worry about if we don't make a change now, and fast?



GREAT DISCUSSION

THINKING QUESTION: Can an individual make a difference to climate change?

quickwitted_pie

Noel Park Primary School



Personally, I don't believe that one individual citizen could make an impact on climate change. Seeing the population of the world is 7,714,576,923. You would need a large group, such as a community or society.

passionate_planet

Pimlico Primary Academy



It's important to convince important people because they can convince other people to help stop climate change.

benevolent_planet

St Gregory's Catholic Primary School



From my point of view, it depends who that person is. If that person is a president or trusted and well-known, people will start to listen to that person. It makes a difference when you are just a normal person walking on the streets. In that situation, you would need support.



quiet_horse

Arnhem Wharf Primary School



You need a group for people to notice you. I'm not saying that one person is not enough. I'm saying that the more people there are joining a campaign or a protest, the more people will notice and the more effective it will be.



selfassured_starfish

Notley Green Primary School



I personally believe that one person can make a difference to climate change. I believe this because if one person either cuts down the amount of plastic or energy they use then they can influence other people and their ways.



adventurous_piano

Streatham Wells Primary School



I think yes because Greta Thunberg stopped attending school to protest outside the Swedish government and that influenced everyone else to join her. She has now sent a ripple of hope across the planet and is inspiring students worldwide to make a difference. She speaks in public a lot but dedicates loads of her time protesting. So, with this evidence, I can state that one 16 year old school girl could help bring everyone together. However, I now question the politicians. They say they will do anything and everything that this country needs but, do they actually?



OUTSTANDING FINAL PIECE

easygoing_rabbit

Is Veganism The Climate Revolution?



SECONDARY SCHOOL
Highdown School

Veganism.
The all new trend that people
are unbelievably committed to.
Is this the trend that will potentially
save our planet? Is it the climate
change revolution?

One has to admit that veganism is definitely gaining fame and popularity. Many vegans wear t-shirts that say things such as 'SAVE OUR PLANET', they feel very strongly that veganism is helping climate change and that it will put a stop to the mega issue.

18% of greenhouse gas emissions come from livestock for food. Livestock such as cows make a rather big impact to the issue of global warming but if we were to have an all new vegan world it would produce 49% less greenhouse gas emissions. This really is a rather big impact, however, in some senses it could be seen as rather impractical. Would the whole world be really willing to go vegan and sacrifice so much when food is a rather key aspect to life in a person's day to day lifestyle? As the readers, we also need to bear in mind that perhaps the source where my statistics came may have been biased. So are they really trustful and authentic?

As well as people believing that everyone going vegan and sacrificing so much is silly, one can also argue that perhaps looking at the bigger picture and changing your shopping list is not so much of a big deal if it really makes such a dramatic difference.

One can say that the idea of veganism is rather absurd and stupid and everyone should not feel pressured to become vegan and that there is no way on earth that everyone will take the commitment of cutting all animal products out



of their life; one can argue that everyone is too selfish. The idea of the world becoming vegan, from some people's perspective could be identified as impractical and unrealistic.

One can argue, that perhaps other ideas to put a stop to climate change are more valid and will make more of a difference and therefore will be viewed as the climate change revolution rather than veganism. Ideas such as stopping the usage of plastic. This could be recognised as more of an effective difference especially seeing as the government and higher authorities are taking the problem of over-using plastic into their own hands and are trying to reduce this. We know this because apparently at some point during 2020 the use of plastic straws will have had to have stopped in the UK. Some big worldwide companies are also stopping plastic straws such as McDonalds. Does all of this mean that the reduction of plastic is the climate revolution?

The reduction of plastic or veganism; which one is the climate revolution? Is the reduction of plastic more effective than veganism because big worldwide companies are getting involved? Or is veganism more effective seeing as it is now becoming a trend and spreading round? What is your take on things, what do you think can officially be called the 'climate change revolution'? Could it be something else? ■



ASK THE EXPERT

An expert contributor answered Burnet News Club members' questions.



Chris Stark

Chief Executive of the Committee on Climate Change

QUESTION

What could we do as normal people in a situation like climate change and how can we help?

BY BENEVOLENT_PLANET

St Gregory's Catholic Primary School

ANSWER

Great question. There is a lot we can all do to help tackle climate change! You could: choose to walk and cycle or take public transport instead of taking the car; eat a healthy diet, for example with less beef, lamb and dairy; make sure to reduce, re-use and recycle waste; look for changes that you can make in your school to reduce emissions; talk about your experiences and help to raise awareness of the need to act. ■

QUESTION

How expensive is building a low-carbon economy?

BY FANTASTIC_DUCK

Faringdon Community College

ANSWER

There are costs from transitioning to a low-carbon economy, but there are many benefits too. For example, it costs money to build wind turbines which produce energy and batteries which are needed in electric cars. The benefits are really important and include better air quality, healthier lifestyles, improved health and new business opportunities from clean growth. The evidence shows that action is necessary and worthwhile. ■

THOUGHT LEADERS

At the end of each Issue, we recognise the school that made the most valuable contributions to the online discussions by naming them the 'Thought leader'. Thought leaders show in-depth knowledge of the issue, good use of the Burnet News Club skills and lots of interaction with other schools.



ISSUE 1: MYANMAR

Noel Park Primary School

Noel Park students were awarded the most stars per comment/post which showed their contributions were high quality. They demonstrated brilliant curiosity, open-mindedness, scepticism, reasoning and storytelling.



ISSUE 2: THE FINANCIAL CRISIS

Ormiston Bushfield Academy

Ormiston Bushfield Academy's posts throughout the Issue were informative and challenging, showing a wide range of Burnet News Club skills.



ISSUE 3: VIOLENT CRIME

The Ruth Gorse Academy

We were impressed by the number of skills stars that Ruth Gorse students achieved considering the number of members in the club. They were also brilliant at engaging in discussions and, rather than just writing a post, got stuck in to ask questions and develop the conversation (and thinking) further.



ISSUE 4: BREXIT

Michael Faraday School

Michael Faraday students contributed excellent posts and comments and took their school to the top of the Burnet News Club school leaderboard. Their Final pieces showed a wide range of opinions, and we were impressed by their confident speeches and depth of knowledge.



ISSUE 5: TRUMP'S WALL

Morley Newlands Academy

We enjoyed seeing Morley Newlands students grow in confidence, and we liked that lots of them got involved with conversations on the Hub. As some of the youngest club members taking part, it was impressive to see them join discussions with much older students.



ISSUE 6: THE CLIMATE EMERGENCY

Faringdon Community College

Faringdon students used BNC skills to great effect on the Hub and applied them outside of the club sessions too. They performed a speech to members of Faringdon's Peace Group, an environmental body within the school, and raised awareness of the climate emergency at the Peace Group fete.



SCHOOL COHORT FOR 2018-19





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