

# Strengthening critical literacy in international schools

Teachers in international schools are increasingly looking for ways to strengthen students' critical literacy in the digital age. Schools are now turning to non-fiction as a whole-school literacy tool, to engage reluctant readers and boost critical thinking.

## What works for the British School of Brussels?

The Day's age-appropriate news supports:

- Reading comprehension
- Student voice and confidence
- Oracy and discussion skills
- Source evaluation and analysis

A key part of KS3 English Lead Richard Long's strategy is empowering students to become news producers themselves through The Day's Student Voices programme.

## Articles written by BSB students for Student Voices

Chinese soccer culture is an own goal



Act now on climate to save Iceland!



Keep fighting for women's rights



Covid-19 still affects us every day



misinformation, mental health  
understanding, well-being  
Literacy  
Critical thinking, research, debate, influences

One of the most important things for me is the way The Day supports the development of young people's voices with such a range of opportunities to express their thoughts and opinions.

If news reading is an imperative to support our young people making sense of the world and their place in it, then access to a news resource like The Day should be a basic human right in every student's education.

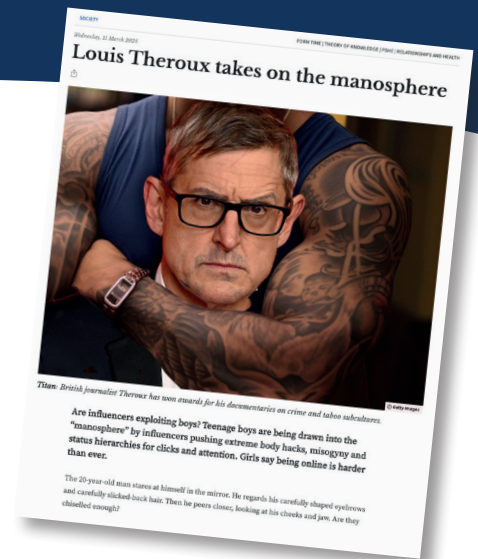
Not only does The Day deliver the news that matters to young people, but it does it in engaging, manageable, and thought-provoking ways.

**Richard Long**  
KS3 English Lead,  
British School of Brussels

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The British School of Brussels recently tackled tricky themes like misogyny when reading one of The Day's articles, 'Louis Theroux takes on the manosphere'.

Using this article as a point of discussion, Richard Long assessed students' comprehension of the issues raised, and how their ability to articulate informed opinions evolved.



## After reading our article...

|         |         |                                                                                               |
|---------|---------|-----------------------------------------------------------------------------------------------|
| Year 8  | 93%...  | Of students feel like they understand what the manosphere is.                                 |
| Year 9  | 81%...  | Of students feel confident with questioning information they see online about gender.         |
| Year 10 | 76%...  | Of students report that they have the right vocabulary to talk about misogyny respectfully.   |
| Year 12 | 100%... | Of students say that they feel comfortable sharing their ideas and opinions with their class. |
| Year 13 | 87%...  | Of students say that they feel like their ideas and opinions are respected in the classroom.  |

"Some students, who were not so sure at first, definitely warmed up to the topic."

"It was the normally quieter boys in the group who came more to life in the session."

## Student feedback

**A 17% boost in students**  
who now feel confident discussing difficult topics

I learned what the different words meant, for example misogyny and manosphere.

The article showed me why it is such a big deal to talk about it in the news.

It's interesting to hear other people's views and it definitely opened up a discussion.

It made me question the pressures that the male population experience.

I didn't know what misogyny was before this lesson and now I do.

I already knew the topic but did not know it had a name.