![btn logo]

Teacher Resource

# Media Literacy

## Focus Questions

Discuss the BTN Media Literacy special as a class and record the main points of the discussion. Students will then respond to the following:

### What is Media Literacy?

1. What are some different types of media? Make a list.
2. How do advertisers try to persuade people?
3. According to media psychology, what does the colour green represent in ads?
   a. Trust
   b. Optimism
   c. Wealth
4. What does it mean to be bias? Give a definition.
5. Why is media literacy important?

### History of Media Literacy

1. What is one of the earliest examples of people communicating disinformation?
2. The printing press made it much easier to spread information. True or false?
3. Are tabloids considered trustworthy or untrustworthy?
4. Why is media literacy important in social media?
5. What questions should you ask when analysing media messages?

### AI and the News

1. What is artificial intelligence? Give a definition using your own words.
2. Give an example of AI being used during the US Presidential Election.
3. What are the dangers of AI being used during elections?
4. What is a deepfake?
5. How can you spot a deepfake? Give 2-3 tips.

# Podcast Kids

1. What is a podcast?
2. What research do the students do before getting a guest on their podcast?
3. Who have they interviewed on their podcast?
4. What have the students learnt about being media literate since starting their podcast?
5. What skills have the students learnt doing the podcast?

# Activity: Media Literacy Glossary

Students will brainstorm a list of keywords that relate to media literacy. Here are some words to get them started. Students will create their own class glossary of keywords and terms. Students can use illustrations and diagrams to help explain each keyword.

| FAKE NEWS | BIAS | SOURCE | DEEPFAKE |
| --- | --- | --- | --- |
| MISINFORMATION | DISINFORMATION | MEDIA LITERACY | AI |

Ask students to write what they think is the meaning of each word (including unfamiliar words). They will swap definitions with a partner and ask them to add to or change the definition. Check these against the dictionary definition.

### Further activities for students:

Students will add to their glossary by downloading the transcript for the BTN 2024 Media Literacy Special and highlighting all the words that relate to the topic, for example, media, persuade, podcast and fact-check.

# Activity: Class Discussion

Discuss the BTN story as a class. Create a class mind map with MEDIA LITERACY in the middle. Ask students to record what they know about media and media literacy. What questions do they have? In small groups, ask students to discuss and respond to the following questions:

- What is media? Come up with a class definition.
- Name as many different types of media as you can.
- What media do you use or interact with?
- Using the class definition of media, discuss with students what media literacy is.
- Why is learning about media literacy important?
- What questions do you have about media or media literacy?
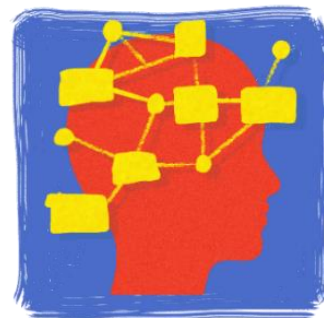
# Activity: The Power of Persuasion

Students will explore techniques used in the media to persuade us. Working in small groups, students choose an advertisement to analyse, focussing on the techniques being used in the ad to sell or promote the product.

According to media psychology, certain colours are used in ads to persuade/elicit an emotion.

- *Yellow | Optimistic and youthful, often used to grab attention*
- *Red | Energy, creates urgency, often seen in clearance sales*
- *Blue | Trust and security, often seen with banks and businesses*
- *Green | Wealthy, easy to process, used to relax in stores*
- *Orange | Aggressive, creates a call to action*
- *Pink | Romantic and feminine, used to market products to women*
- *Black | Powerful and sleek, used to market luxury products*
- *Purple | Soothing and calming, often seen in beauty or anti-aging products*

Students can use the following questions to analyse the techniques used in their chosen ad.

- What message is the ad sending?
- What colour/s, language, sounds, images are being used to persuade us?
- Are the advertisers trying to get an emotional response? How?
- Can you think of other advertisements that use specific colours to make us feel a particular way about a product? Give an example.
- How are celebrities used to sell a product? Think of an example. Why do you think people are more likely to trust a product when a celebrity endorses it?

**Further investigation**

The Museum of Australian Democracy at Old Parliament House have put together a resource where students can explore different types of media under one of four 'thinking hats': advertising, entertainment, news and social media. They will think about how each type of media works – consider why it was made, who the main audience is and what the key messages are. Check out the resource.

# Activity: Fake News

Hold a class discussion about fake news. How do you tell the difference between real and fake news? Come up with a class definition of fake news and some tips for recognising it. Below are some questions to guide discussion and videos to help clarify students' understanding.

- What is fake news? Give an example of a fake news story.
- Why do people create fake news?
- What impact can fake news have if people believe it?
- How can people spot fake news? Check out the eSafety Commissioner's tips to spot fake news.
- Investigate the difference between misinformation and disinformation. Can you find an example of each? To learn more, check out this ABC Education interactive lesson about spotting misinformation and disinformation.

How can misinformation and disinformation influence important global events, such as an election or a public health crisis?

- Why is it important to question everything you see online?
- Create a checklist to help people to spot fake news, misinformation and disinformation. Share your checklist with students in other classes.

Here are some BTN videos that explain fake news in more depth.

[Fake News Fight](#)

[Fake News](#)

[Media Literacy Week](#)

*Videos intended for secondary students.*

[How to spot fake news](#)

[Sources](#)

Students can test their knowledge with these quizzes!



[What is fake news?](#) (*Source: BBC Bitesize*)



[Take the Fake News quiz](#) (*Source: BBC Bitesize*)



[AI or Real?](#) (*Source: BBC Bitesize*)

## Activity: Fake Images

Fake images and videos can be so convincing, so how can you spot them?

This all-in-one ABC Education [interactive resource](#) for teachers is an engaging introduction to the topic that works on laptops, tablets and projectors. This HTML5 interactive is easy to use with either keyboard arrows or mouse, just click through each slide or navigate using the contents page.

As a teacher-led presentation, you can step the class through key concepts OR allow students to access some sections on their own device for follow-up tasks.



Spotting Fake Images: Interactive Resource (*Source: [ABC Education](#)*)

Watch this [ABC News video](#) to learn how to verify if an image is fake or not doing a reverse image search.

# Activity: Deepfakes Explained

Deepfake videos, which use artificial intelligence to fake a person's likeness, are becoming more common, and harder to detect. For Media Literacy Week, BTN finds out why recent developments in artificial intelligence have a lot of people worried about the future of media literacy and our ability to figure out what's real and what's not. Watch the BTN Deepfake story as a class. Students may want to take notes as they watch the story.

## Discussion

After watching the BTN Deepfake story, have a brief discussion to find out what your students know about deepfakes and what questions they have about deepfakes. Encourage them to share their ideas.

## Research inquiry

Students will then develop their own question/s to research or choose one or more of the questions below.

## Inquiry questions

- What are deepfakes?
- How are they made? What are some deepfake techniques? (face swapping, voice cloning, lip syncing). Why do people make deepfakes?
- Do you know how to spot a deepfake? Explain your answer.
- How can you identify deepfakes? Find a deepfake video to help with your explanation.
    - Check if the audio is properly synced to the lip movement. Do the words match the mouth? Is the sound badly synced?
    - Is there unnatural blinking or flickering around the eyes? Is there any other movement that seems irregular or unnatural?
    - Are there facial expressions that don't match the emotional tone of the speech? Are there any gaps in the person's speech?
    - Is there blurring, airbrushing effect or pixelation especially around the eyes, mouth or neck?
    - Is there odd lighting or shadows?
    - Are the any glitches or lower quality in the video?
    - Check for scale – for example one eye might be bigger than the other eye.
- What are the dangers of deepfakes? (identity theft, threats, cyberbullying, spreading fake news, election manipulation).
- Do you think deepfakes should be banned? Write a list of pros and cons.
- How can the use of deepfakes impact the integrity of elections?

# Activity: Deepfakes Explained (cont.)

## Project

Individually or in small groups, students will choose one of the following projects to work on and then present their findings to the class.

**Tips and Tricks**
Create a guide for kids your age which includes tips and tricks to help identify fake images and videos.

**Word Cloud**
Brainstorm a list of key words that relate to the BTN Deepfake story and create a word cloud. Clarify the meanings of the words and create a glossary.

**Venn Diagram**
Investigate the differences between misinformation and disinformation. Use a Venn diagram to record your findings.

**Design a Poster**
Design and create a poster which tells kids about deepfakes: what they are, how you can spot them, and why we should be worried about them.

## BTN stories

Below are more BTN stories which explain what deepfakes are and what you need to know to be able to spot them.


BTN Spotting Deepfakes


BTN Deepfakes Explained
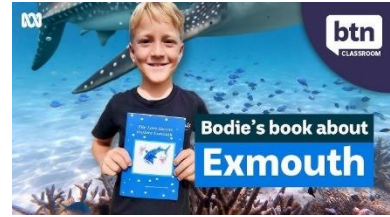
# Activity: Kids Making Media

BTN encourages kids to tell their own stories about issues they are interested in or passionate about. Check out BTN's website for the [latest BTN Rookie Reports](latest BTN Rookie Reports).

BTN [Rainbow Laces](Rainbow Laces)

BTN [Cystic Fibrosis](Cystic Fibrosis)

BTN [Young Author](Young Author)

BTN [Helping the Homeless](Helping the Homeless)

BTN [Ramadan](Ramadan)

BTN [Junior Parliament](Junior Parliament)

Students will then create a news report about an issue they feel strongly about or someone doing something interesting in their community.

Ask students to think about the following:

- What is the story about?
- Why did you choose this story?
- What words would you use to describe this story?
- Describe the main issue/message in the story.
- What makes this story interesting?

Visit BTN's [Rookie Reporter Training](Rookie Reporter Training) to learn more about how to make a rookie reporter video. The [How to Make News video](How to Make News video) also gives some useful tips for making your own news story.

## Make a podcast

Think about making a class podcast to tell stories about what's happening in your community. Watch these BTN stories to hear from school kids who make their own podcast.

BTN [Kids' News Service](Kids' News Service)

BTN [Podcast Kid](Podcast Kid)

BTN [Fictional Podcasts](Fictional Podcasts)

## Additional teacher resources

Refer to this [Media Kit from the Museum of Australia Democracy](Media Kit from the Museum of Australia Democracy) which support students to create their own podcast episode, news report or radio segment.

# Activity: Media Literacy Series

BTN has created a series of media literacy videos to help students understand and question news. Topics include How to Spot Fake News, News Sources, What is News? How to Spot Bias, and Media Ethics. The videos will help students to critically analyse the news they see, hear or read. Please note – these videos are intended for secondary students.



# Useful Websites

What is Media?

- Media Literacy resources – Museum of Australian Democracy Old Parliament House
- Media Literacy Week – BTN
- Media Literacy Series – BTN
- Fact Check Essentials – ABC Education

History of Media Literacy?

- Fake News – eSafety Commissioner
- Interactive lesson: Spotting fake images and videos - ABC Education
- Interactive lesson: Spotting misinformation and disinformation – ABC Education
- News Champions 2021: Question What You Hear podcast – ABC Education

AI and the News

- Spotting Deepfake Videos – BTN
- Deepfakes Explained – BTN Explainer
- AI Videos – BTN

Podcast Kids

- Media Kit – Museum of Australian Democracy Old Parliament House
- TV and Podcasting – Prospect North Primary School
- Kids' News Service – BTN