



Teacher Resource

Media Literacy

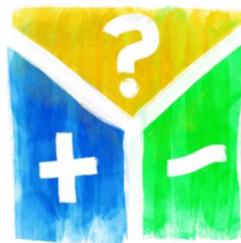
Focus Questions

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

1. What is the main point of the BTN story?
2. What is fake news? Discuss as a class.
3. How many young Aussies believe they can tell the difference between real news and fake news?
 - a. 1 in 5
 - b. 2 in 5
 - c. 4 in 5
4. AI technology is making it harder to tell the difference between real and fake news. True or false?
5. What questions do you have about the story?

Activity: Note taking

Students will practise their note-taking skills while watching the BTN Media Literacy Week story. After watching the story, ask students to reflect on and organise the information into three categories. What information in the story was positive, negative, or interesting?



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 fake news and misinformation. What questions do they have? In small groups, ask students to brainstorm responses to the following questions:

- What is media literacy and why is it important?
- Where do you get your news from?
- How do you consume the news?
- What is fake news?
- What are deepfake videos?
- Think of three questions you have about the story.



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KEY LEARNING

Students will learn more about fake news, misinformation and deepfake videos to help them be critical consumers of news.

CURRICULUM

English – Year 6

Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches.

English – Year 7

Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts.

Analyse and explain the effect of technological innovations on texts, particularly media texts.

Media Arts – Years 3-4, 5-6

Plan, produce and present media artworks for specific audiences and purposes using responsible media practice.

Media Arts – Year 7 and 8

Analyse how technical and symbolic elements are used in media artworks to create representations influenced by story, genre, values and points of view of particular audiences.

Present media artworks for different community and institutional contexts with consideration of ethical and regulatory issues.

Activity: Glossary

Students will brainstorm a list of keywords that relate to understanding the news. 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

DEEPPFAKE

CREDIBLE

MISINFORMATION

MEDIA LITERACY

AI

Activity: How do you consume the news?

Hold a class discussion to find out where your students get their news from and how they engage with the news. Use the following questions to guide the discussion:

- What does it mean to consume the news?
- Where do you hear, see, or listen to news?
- What news are you most interested in?
- What news are you least interested in?
- When are you most likely to learn about the news?
- How has social media changed the way we consume the news?
- Monitor your news consumption using the [News Diet Challenge toolkit](#).

Other resources

[News champions](#) – students share their opinions on media and the news.

[Use The News: An introduction](#) - looks at ways to use the news in the classroom.

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 does fake news exist?
- How can people spot fake news? Check out the [eSafety Commissioner's tips to spot fake news](#).
- Why is it important to question everything you see online?



[Fake News Fight](#)



[Fake News](#)



[How to spot fake news](#)

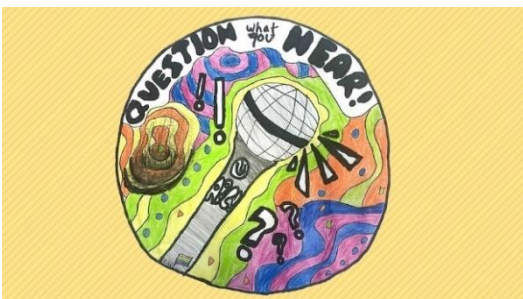


[Sources](#)

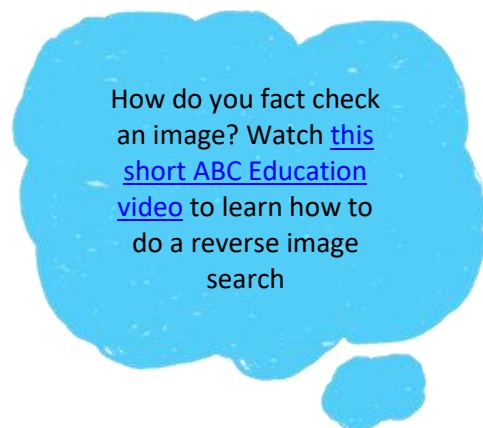
Please note – these videos are intended for secondary students.

To understand more about deepfakes, students can watch the BTN [Deepfake video](#) story and [Spotting Deepfake Videos](#) and respond to the questions below:

- What is a deepfake video?
- Complete the following sentence. Deepfake videos use _____ intelligence software to analyse and map people's faces.
- Give an example of a deepfake video.
- Why are experts worried about people not being able to spot deepfake videos?
- What are researchers doing to detect deepfake videos?
- What can kids do to be more aware of deepfake videos?



[Question What You Hear podcast](#) features interviews conducted and devised by students where each guest discusses their expertise when it comes to being a critical consumer of media.



Activity: BTN's 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

- [Media Literacy](#) – Museum of Australian Democracy at Old Parliament House
- [Media Literacy](#) – ABC Education
- [Media Literacy](#) – BTN
- [Deepfake Videos](#) – BTN
- [Fake News Fight](#) – BTN
- [Fake News](#) – eSafety Commissioner
- [Fake News](#) – BTN