



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.

EPISODE 29

22nd October 2024

KEY LEARNING

Students will learn how media can be used to manipulate opinions and spread fake news. Students will learn how to become more media literate.

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.

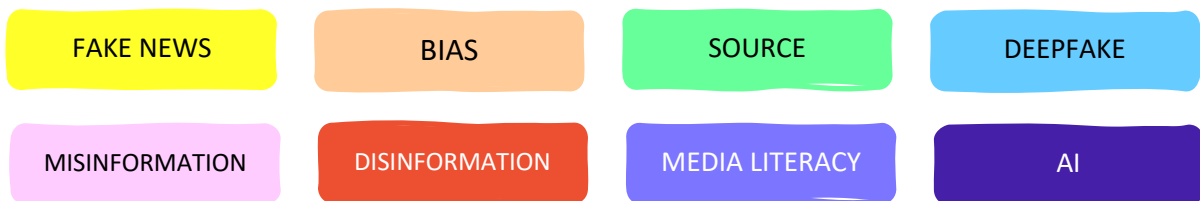
Present media artworks for different community and institutional contexts with consideration of ethical and regulatory issues.

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.



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?



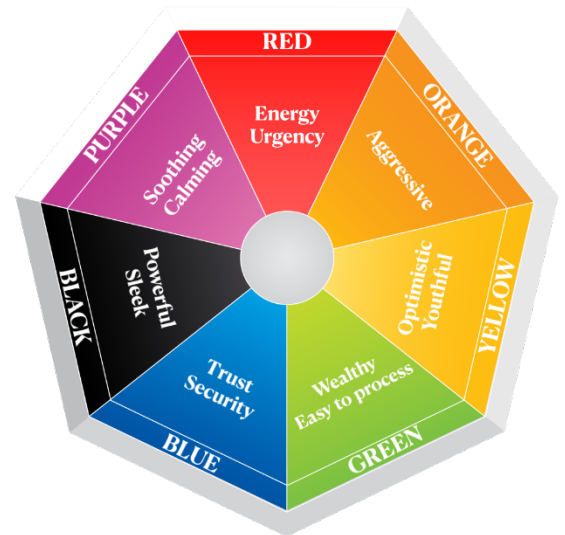
Activity: The Power of Persuasion

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.

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](#).
- 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.

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

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

[Fake News Fight](#)

[Fake News](#)

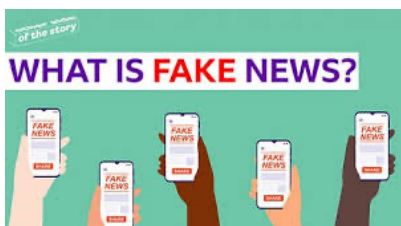
[Media Literacy Week](#)

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.

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



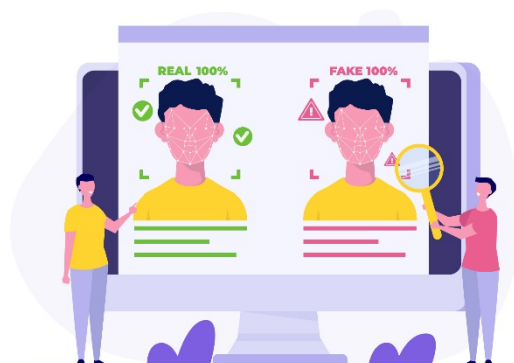
Spotting Fake Images: Interactive Resource
(Source: [ABC Education](#))

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 there 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

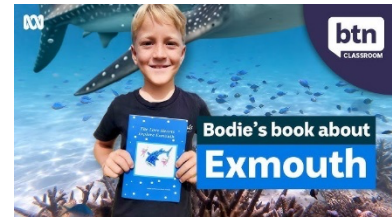
BTN encourages kids to tell their own stories about issues they are interested in or passionate about. Check out BTN's website for the [latest BTN Rookie Reports](#).



BTN [Rainbow Laces](#)



BTN [Cystic Fibrosis](#)



BTN [Young Author](#)



BTN [Helping the Homeless](#)



BTN [Ramadan](#)



BTN [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](#) to learn more about how to make a rookie reporter video. The [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](#)



BTN [Podcast Kid](#)



BTN [Fictional Podcasts](#)

Additional teacher resources

Refer to this [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



Teacher Resource

BTN Transcript: Episode 29- 22/10/2024

Hey! I'm Amelia Moseley, and you're watching BTN. And today we've got a special episode for Media Literacy Week. Let's see what's coming up. We're going to find out how the media and our understanding of it has changed over the years. We'll also meet some kids making media of their own, and we'll test your knowledge with some super quizzes.

What is Media Literacy?

Reporter: Joe Baronio

INTRO: But first - what is media literacy? Well, there's a lot to unpack here, so Joe took on the big task of telling us exactly what media is and why it's so important to dig a little deeper into the things we're seeing and hearing. Take a look.

ADVERTISEMENT: Hey Joe.

JOE BARONIO, REPORTER: Do you ever feel like the world is trying to send you a message?

ADVERTISEMENT: You hungry, Joe?

JOE: Or maybe hundreds of messages all at once?

ADVERTISEMENT: We are, Joe.

JOE: From buildings, banners, and buses to big screens, small screens, and even smaller screens, we're being fed all kinds of messages from news outlets, brands, and our friends all the time. These things are what we know as media.

ADVERTISEMENT: Looking good, Joe.

JOE: It's the plural of 'medium', which means anything that can convey a message, including things like newspapers, radio, television, the internet, to video games, magazines, books, paintings, songs, even a fortune teller!

FORTUNE TELLER: Your future will be influenced by media.

JOE: Yeah, probably, because, on average, Aussies spend anywhere from one to six hours each day interacting with one or multiple forms of media, and everything we see or hear in that media can influence our beliefs, change our attitudes and shape our behaviours.

FORTUNE TELLER: Your future involves paying me 20 dollars for this reading.

JOE: Fine.

That's why it's important to be media literate, which means to understand exactly what the media is telling you... but that's not as simple as it might seem. Take these ads for example. What are they telling you?

PERSON: Basically, Coke will make you happy. It looks fun, and everything.

PERSON: Because they're just like, both smiling. It looks like they're having a bit of fun.

PERSON: Brightening, like trying to get you to buy it, because it's really colourful.

PERSON: That you can go for as a family.

PERSON: It looks like they're having a really good time.

PERSON: And the green makes it healthy.

PERSON: Because of the lettuce, it's green to show the families that it's healthy.

See, media's power to persuade goes way beyond words; something advertisers have known for a long time. In fact, it was way back in the early 1900s when advertisers noticed that they could persuade us to want or think things by tapping into our emotions using things like attractive, credible, or famous people, catchy slogans or powerful language, audio cues or music and colours. But these techniques aren't just for ads.

CAMERON MCTERNAN, UNISA MEDIA LECTURER: Persuasion is an art form, and what works in the media also works in political speeches. It works in boardrooms. It even works in the classroom.

We can even see some of these techniques in the news. Many news outlets use very similar colours, set design, and presenters. What does it tell you?

CAMERON: Blue is the colour of professionals and trust, but also kind of the bright lighting with a few dark shadows as well. It gives that air of professionalism.

There are all sorts of ways that the news can convey hidden meaning, sometimes on purpose and sometimes accidentally, whether through their choice of pictures, words, the people they talk to, or the stories they chose to publish.

CAMERON: Every day, a journalist is going to have hundreds of different stories to choose from, and they're going to pick the ones that might suit, maybe the flavour or the taste of the media companies. So, we might have some that choose to emphasize sport and celebrities, while others look at things like crime and politics. And as you can imagine, the more you might consume of one of those particular flavours, it's going to start shaping your worldview.

And that's where we get to bias. Bias is our perception of the way things are or should be, even if it's not accurate. And it's something that can be hugely influenced by media, maybe because we're always seeing the same sort of messages, or because those messages are presenting people, places or ideas in a certain way because the people creating media also have biases.

CAMERON: When we think about media bias, it's from the top down. It's not just reporters at the base level, it's the owners as well, and they're going to have an agenda. They're going to have certain ambitions. They chose to buy a media company in the first place for a reason.

And we're not just talking about the news. All sorts of media can be biased for all sorts of reasons like funding from advertisers or individuals, politics, or even just an individual's personal preference. But that's what media literacy is all about. It's learning to understand exactly what all of this media is telling us, who is behind the message and why it's being communicated, and how it makes us feel and react.

ADVERTISEMENT: Still looking good Joe.

JOE: You have got to stop doing that.

Quiz

Which of these is an example of Media? A letter from your grandma, an email, an Instagram post or a TV news bulletin? It's all of them. Media is anything that communicates a message.

VOICE OVER: It tastes like apple, but what you're breathing in a vape is nicotine at levels so high it can cause seizures and vomiting.

This is an example of what? A political ad, a public service announcement or propaganda? It's a public service announcement, which are created by authorities to inform the public about important issues.

Is this BuzzFeed article an example of News, Opinion or Advertising? There's a clue here. This is actually a type of ad known as "native advertising" or "sponsored content", which is when companies pay news outlets to create content that's designed to help sell a product, without necessarily looking like an ad.

History of Media Literacy

Reporter: Jack Evans

INTRO: While we hear a lot today about the importance of media literacy, it's not new. Media has had a huge impact on society for a really long time, and as technology has changed, we've had to learn new skills to make sure we're not fooled by false information. Jack can tell you more.

JACK: Huh, according to this article scientists have discovered a real-life unicorn.

ANGEL: I don't know Jack, that just looks like a horse with a horn attached to its head.

DEVIL: Ah, no, no, no, no that looks pretty legit to me. Besides isn't that exactly what a unicorn is? A horse with a horn on its head?

ANGEL: It's no secret that sometimes the things we read, hear or see can be, well, not entirely true.

DEVIL: Yeah, I like to think of it as embellishing a story to make it more interesting.

ANGEL: No, it's just fake news.

DEVIL: Your fake news.

ANGEL: No, I'm not.

JACK: Ok you two, we got a lot to get through.

DEVIL: He started it.

For as long as us humans have been communicating information, we've also been communicating misinformation, disinformation, exaggeration and things that are well not exactly the whole truth. Whether it's to make ourselves look good, or to persuade people to think like us, or to just down right lie.

One of the earliest examples comes from Ancient Egypt, when the Pharaoh Ramses II rewrote the history books to make out that he'd won the great battle of Kadesh. Poems and carvings were created depicting him celebrating his great victory.

ANGEL: Although that victory didn't actually happen.

DEVIL: How do you know? You weren't there.

JACK: Oh well, that's true.

Fast forward to when printing press became a thing, and it was much easier to spread information. People started to read stuff for themselves rather than just believing what they were told. But printed words and pictures could also be used to manipulate people's opinions, spread stuff wasn't entirely true or sometimes outright lies. A pretty famous example was the moon hoax of 1835 when a newspaper, The New York Sun, posted a series of articles about creatures that had been found on the moon.

ANGEL: It, ah, wasn't true, obviously, but the stories helped sell a lot of papers.

DEVIL: And isn't that the most important part of media?

JACK: Oh ah, I don't think it is?

ANGEL: No it's not. But you do sort of have a point.

During the late 19th century fake news became a bit of a fad as two popular New York newspapers tried to outsell each other with increasingly sensationalised stories that were often exaggerated or sometimes untrue. It was known as yellow journalism. As time went on some newspapers made their name on being trustworthy, while others continued to embrace the wackier stuff.

Meanwhile new mediums brought new opportunities and new challenges for media literacy. Radio meant you could actually hear what people were really saying and doing, but that doesn't mean it was always true. In fact, in 1938 a fictional radio play based on Orson Welles War of the Worlds reportedly spread panic when people thought the planet was really being invaded by aliens.

ANGEL: Ooh, actually, the whole story about the panic is fake news too. Newspapers exaggerated it to try to discredit radio.

Then along came television which had a big impact on the way we saw and understood the world around us. For the first time we could actually see what was going on around the world in real time. But television also brought in a new wave of sensationalised journalism. Where important but boring stories were sometimes pushed aside for more exciting stories that could get an emotional response from the viewer.

DEVIL: So exciting, so captivating, I simply can't turn it off. Uh, he turned it off.

ANGEL: In the 50s and 60s people started to recognize the need for critical thinking skills in order to analyse the media.

Organisations were set up by Governments to promote standards in journalism, as well as to provide media literacy programs in schools. While some media organisations built their reputations on being trust worthy.

But then along came the internet and changed everything again. Suddenly, anyone could post whatever they wanted, including stuff that wasn't always true. This only got worse when social media was introduced. With just a click of a button, people can share stuff without really knowing where it came from

or if it's actually true. It's something that governments and social media companies have started to take action on because of its impact on people, governments and institutions.

JACK: Hmmmm, so, what can we do to be more media literate?

DEVIL: Well, I'm glad you asked.

ANGEL: Uh uh, I'll take it from here.

For starters you can ask yourself does the story seem a bit suspicious? Is it too good, too bad or too weird to be true? Then maybe it is. Don't just read the headline, they can sometimes be misleading and created to get your attention. So, dig a little deeper and find out where did the story come from? Who might benefit from the story? Is it actually news? Is it a satirical piece? Is it an opinion piece? Or is it an ad? And if you're still unsure, you could always do a quick search to see if anyone else is reporting on it and what those articles say.

JACK: Wait, I've just found another article confirming that they really did find a unicorn.

DEVIL: See.

ANGEL: And ahhh, who wrote those articles?

JACK: Oh ah... Someone named De Vil, oh.

DEVIL: What?

JACK: Devil, De Vil.

DEVIL: That wasn't me, that was another De Vil.

Quiz

What did Johannes Gutenberg invent in the 1430s that changed communication in a huge way? Was it the first newspaper, the first telephone or the first printing press? It was the first printing press.

What colour was used to describe a style of journalism that took off in the 19th century which emphasized sensationalism over facts? Was it purple, yellow or orange? It was yellow. Fun fact, yellow was actually a reference to a character in a popular cartoon that rival newspapers the New York World and the New York Journal fought to publish.

Which war was considered the first to be televised? WW1, WW2 or Vietnam? It was the Vietnam War. It's though the images sent back from Vietnam, which were seen regularly by people in their living rooms, had a big effect on how people saw the war and led to widespread protests against it.

AI and the News

Reporter: Wren Gillett

INTRO: Now let's look into the future of media literacy and the impact of artificial intelligence. There's been a lot of talk about how AI could affect our ability to understand what's going on around us by making it hard to tell what's real and what's not. So, Wren looked into it.

JOSEPH BARONIO, REPORTER: Unfortunately, nobody can be told what the truth is, you have to see it for yourself. So, which will it be? You press the blue button and you wake up in your bed and you believe what you want to believe.

WREN GILLETT, REPORTER: Oh... that sounds pretty good to be honest.

JOE: OR, you press the red button, and I show you how deep the rabbit hole goes.

WREN: I reckon I'll go with option one.

JOE: Ah... Look, for the sake of the story, could you please just press the red button?

WREN: Why give me the option then, huh?

Recently, when it comes to media, it's become a lot more difficult to know what's real and what isn't.

JOE: Why? AI.

WREN: That rhymed.

AI stands for artificial intelligence, which is basically the science of making software than can think like us, humans. And right now, loads of people are working on different sorts of AI programs right across the world, that can process huge amounts of information at incredible speeds, that far surpass what our human brains are capable of.

JOE: You think you're a quick learner Wren?

WREN: Oh yeah, I...

JOE: MEET AI.

Everyday they're getting smarter and becoming much better at writing essays, imitating human voices and creating lifelike videos. This is what AI videos looked like a year ago. This is what they look like today. While fake videos like these might seem pretty harmless, things get dangerous when real people and politics come into play. Take for example the upcoming US Presidential election. This AI generated campaign video of presidential candidate Kamala Harris went viral recently.

FAKE VOICE OF KAMALA HARRIS: So if you criticise anything I say, you're both sexist and racist.

Sounds a lot like her right? But it's not. A bunch of AI videos and photographs recently made their way around social media following hurricanes Helene and Milton. Then you have these AI-generated images of women wearing "Swifties for Trump" t-shirts. Yeah, the people you're looking at don't exist. And it goes the other way too. Just recently, Donald Trump falsely accused Vice President Kamala Harris of using AI to fabricate images of the crowd sizes at her rallies, when there was no evidence of that. And it's not just the US, this kinda thing is also happening in other countries, including Australia.

KEVIN NGUYEN, ABC NEWS VERIFY: AI generation has something of quite an adverse impact on our democratic processes, particularly around how we come to know things, about how we read and understand and believe in things.

WREN: If I don't know what's real, how am I supposed to know who to vote for?

JOE: EXACTLY. You're starting to understand the power of AI, Wren.

But AI isn't just being used to influence elections, it's impacting ordinary people too, thanks to deep fake technology, which can put anyone's voice or face onto anyone's body and make them say or do anything or at least appear that way. And the scary thing is, it's getting easier and more realistic all the time.

KEVIN NGUYEN: I would just be really, really careful about what you put online.

JOE: What is real Wren, when any image, any video, any audio, anything you read online can be fake? There's no more reality.

WREN: Bummer.

The good thing is experts, tech companies and governments know this is a problem, and are working on technology and laws that will help us authenticate photos, videos and voice recordings. In the meantime, there are some tips and tricks you can learn to help sort fact from fiction.

JOE: Wanna know how to spot the truth?

WREN: Yeah why not.

JOE: Number one, look at the hands.

At least for now, AI isn't that great at replicating some parts of the human body.

KEVIN NGUYEN: So, the hands have a lot of different configurations, you might see that they have sprouted extra fingers, or they kind of overlap on each other, or the fingernails in the wrong place.

JOE: Number two, look closer.

KEVIN NGUYEN: If, for example, the fabrics don't make sense. Also, things in the foreground tend to be much better rendered than things in the background. Sometimes they will be missing certain features.

JOE: Number three, question, does what I'm looking at actually make sense?

WREN: No.

KEVIN NGUYEN: Before you react to something, ask yourself, is anyone else talking about this that isn't just talking about this one image. If you see an image and it's showing, you like a major weather event or a particular news event. simply do a bit more searching, see if anyone else is talking about these things.

JOE: Alright Wren, you've been given the tools to see the truth for yourself. Use them wisely.

WREN: *Crying at AI cat video*

JOE: I give up. I give up. I give up.

Quiz

Let's see how good you are at spotting a fake image: Is this real or fake? It's fake. A puffy jacket is a pretty unusual choice of clothing for the Pope and while that doesn't necessarily mean it's fake it should make you suspicious.

What about this one? That is a real picture of a sinkhole that appeared in Guatemala in 2010. If you do a bit of a google, you'll find some reputable news sources that confirm it.

How about this? Ooo, that one's a fake. Besides the fact that, this never happened. If you look closely, you'll see that some of the faces of the policemen aren't quite right. Creepy.

Podcast Kids

Reporter: Saskia Mortarotti

Intro: One of the best ways you can become more media literate, is to make your own media. Sas went to meet some kids who are doing just that by producing a podcast at school. Check it out.

MADDIE, PNC PODCAST: ABC check one two

BUDDHIMA, PNC PODCAST: Check one two.

MADDIE: Okay we're ready.

SASKIA MORTAROTTI, REPORTER: Hey guys

BUDDHIMA: Welcome to the PNTV studio, come on in

SASKIA: Thank you. What an amazing space you guys have here. So, what is the PNC podcast?

AVA, PNC PODCAST: So the PNC podcast stands for Prospect North Community, which is a podcast we do here at school. And we try to get in local people around to come in and do a podcast with us to find out about their career and their story.

BUDDHIMA: Please welcome V8 supercar superstar driver Scott Pye.

Our process is we first find people who we can do a podcast on...

JESSICA BRAITHWAITE: Hello! Oh, thanks for having me guys.

... then we find out a bit of background information about them so we know what questions we can ask to get into further detail.

SCOTT PYE: At Bathurst, actually, we do 300km an hour.

SASKIA: And how do you guys choose what you're going to talk about on the podcast?

BUDDHIMA: We like to start by asking our guests what their career is and, like, why they chose to go down that career path. After that, we might get into some more personal stuff, but not always. And then we always like to ask them some fun questions at the end.

BUDDHIMA: Are you a Swiftie?

JESSICA BRAITHWAITE: Of course!

SASKIA: Who are some of the people you've had on the podcast?

AVA: I really liked getting to just to talk to Amelia Moseley.

AMELIA MOSELEY: I spent a lot of my childhood, um, making movies.

BUDDHIMA: So, me and Ava actually did the Premier when he came in, and he was really cool.

PETER MALINAUSKAS: I did a deal with the AFL to lock it in for three years.

SASKIA: Was interviewing the premier a little bit scary?

AVA: Ummm, Kind of, because, like, we've seen him on like, screens and stuff, but seeing him in person, it's like, just a bit different.

SASKIA: Do you think that doing this podcast has made you guys more media literate?

BUDDHIMA: So, now that we make media, when we do watch it online, we can pick up more things like what happens behind the scenes. We can also pick up, like, bias so how people, um, like, show their opinions towards one thing and show their opinions toward something else.

AVA: When we see, like, say for example, the news or, like, a TV show or something like that, it looks, like, really smooth how it goes through, so we're thinking, "Oh, it's perfect. It's one take, it's done." But when we actually ask these people, it's like, "Oh, yeah, we do a couple of takes and then we keep going until we get it perfect." So it's like, oh, so they do the same thing as us. I think that it's important for us, like, students, to do things like this, because it not only benefits us for being on the screen, it's really had a boost in my confidence.

AVA: And that's a wrap.

Closer

Great taste in guests, guys. Well, that's all for this BTN Media Literacy special. We'll be back next week with a regular episode. And in the meantime, you can check out Newsbreak every weeknight or jump online to see more BTN stories, specials, and there are quizzes up there too. Have the best week and I'll see you soon. Bye!