



Teacher Resource

Content Verification

Focus Questions

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

1. What does UGC stand for? Where do you come across it in your daily life?
2. How confident are you that you can tell whether a video or image online is real?
3. What are some reasons that a video, photograph or other piece of UGC may not be reliable?
4. What are some different reasons people may have for posting unreliable content?
5. The students checked several features of the dashcam video when trying to verify it. List as many steps as you can. Which one did you find the most convincing, and why?
6. Why might checking the account that posted the video, and the replies to it, be useful evidence?
7. Why do journalists use multiple methods instead of relying on just one?
8. Reverse image searching can reveal when a video has been taken “out of its original context.” Explain what this means and why it matters in the spread of misinformation.
9. What are some hints that could point to content being AI-generated?

Activities

- **Verification Test:** Provide students with a short worksheet with the headings *Date, Location, Time, Audio, Source, Context (reverse search), Quality*. Have them test a safe, teacher-selected piece of content and record what evidence supports or undermines its authenticity, then reach a verdict and justify it.
- **Test Yourself:** Choose a piece of content you’ve seen online recently. Apply at least three of the verification steps from the video. What did you find?
- **Verification Checklist:** Devise your own verification checklist that you can use when researching information or watching videos. Create a digital poster that you can refer to when verifying content.

EPISODE 59

28th October 2026

KEY LEARNING

Students will explore how journalists investigate and verify content to work out if it's real or AI-generated.

CURRICULUM

[Media consumers and creators – Year 7](#)

[Media consumers and creators – Year 8](#)

[Media consumers and creators – Year 9](#)

[Media consumers and creators – Year 10](#)

Examples:

[Digital Technologies - Years 7 and 8 \(v9.0\)](#)

[Digital Technologies - Years 9 and 10 \(v9.0\)](#)

[Media Arts - Years 9 and 10 \(v9.0\)](#)