



Teacher Resource

# Media Literacy Week 2021

## 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. Why is it important to question the information you see online?
2. What is bias and what can influence it?
3. What is clickbait?
4. Why is it sometimes hard to know when something is an ad?
5. What did you learn watching this story?

## Activity: Class discussion

After watching the BTN Media Literacy Week 2021 story, use the following questions to find out what your students know about media literacy and how they consume the news.

- What is media literacy and why is it important?
- Where do you get your news from? How do you consume the news?
- What do you know about media bias?
- What is fake news?
- What surprising information did you learn in the BTN story?

## Activity: News vocabulary

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
NEWS VALUES	JOURNALIST
SOURCE	RELIABLE
CLICKBAIT	CREDIBLE

### EPISODE 30

26th October 2021

#### KEY LEARNING

Students will learn more about how to be critical consumers of news. Students will plan and produce their own BTN style news report.

#### CURRICULUM

##### Media Arts – Years 5 & 6

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

##### Media Arts – Years 7 & 8

Develop and refine media production skills to shape the technical and symbolic elements of images, sounds and text for a specific purpose and meaning.

Plan, structure and design media artworks that engage audiences.

##### English – Year 6

Analyse how text structures and language features work together to meet the purpose of a text.

Analyse strategies authors use to influence readers.

##### English – Year 7

Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose.

Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences.

## Activity: KWLH

After watching and discussing the BTN Media Literacy Week 2021 story, what questions do students have? The following KWLH organiser provides students with a framework to explore their knowledge on this topic and consider what they would like to know and learn.

<i>What do I know?</i>	<i>What do I want to know?</i>	<i>What have I learnt?</i>	<i>How will I find out?</i>

Students will develop their own question/s for inquiry, collecting and recording information from a wide variety of sources. Students may develop their own question for inquiry or select one or more of the questions below.

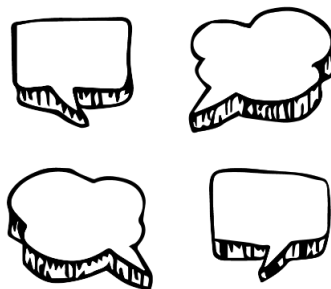
- What is fake news? How can you tell the difference between real and fake news? Write some tips for kids to help them become media savvy.
- What does it mean to consume the news? Make a list of the top 5 best ways kids should consume and think about the news. Think about the following concepts when responding to this question: news bias, fake news, reliable news sources.
- How has social media changed the way we consume the news? Conduct a survey to find out where people get their news from. What do your results tell you about where people get the majority of their news?
- Students will make comparisons between how the news is made now with how it was done in the 1960s, 1970s, 1980s, 1990s or 2000s. Students will find out what has changed and stayed the same.
- Make a prediction about how the way news is reported will change in the future. Illustrate your prediction/s and provide an explanation.

## Activity: How do you consume the news?

### Class Discussion

Facilitate 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 news are you most interested in?
- What news are you least interested in?
- Where do you hear, see or listen to news you are interested in?
- When are you most likely to learn about the news?
- How is your news diet different to your classmates?



### News Diet Challenge

Students can complete the ABC Education [News Diet Challenge](#), which asks students to:

- Keep a news diary for one or two days.

- Rank the stories in the diary for 'most nutritional' to 'least nutritional'.
- Take one of the 'most nutritional' stories and look at how it's covered by news services.
- Students can create a short video about the experience.

# MEDIA LITERACY WEEK

## [News Diet Challenge: Toolkit](#)

## NEWS DIET CHALLENGE

### Activity: Fact vs Opinion vs Analysis

This ABC Education all in one [interactive](#) resource for teachers is an engaging introduction to the topic that works seamlessly in the classroom on laptops, tablets and projectors.



Designed so you can mix and match to suit your unit of work, it integrates an explainer video, talking points for the class and quick tests, as well as example content - perfect for media literacy or text analysis.

Before you begin this interactive, explain to your students what the terms FACT, OPINION and ANALYSIS mean.

## [Interactive: Fact vs Opinion vs Analysis](#)

### Activity: Fake News

Students will watch one or both of the following BTN stories to learn more about fake news, and then respond to the questions below.



[Fake News Fight \(BTN\)](#)



[Fake News \(BTN\)](#)

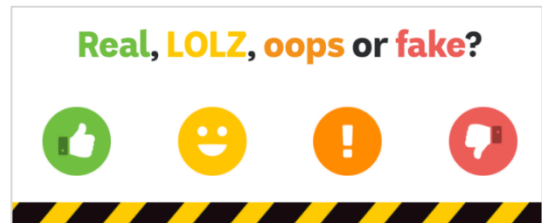
#### Focus questions

- What is an example of a fake news story?

- Why are a lot of fake news stories created?
- Why are some fake news stories meant to deliberately trick people?
- What does Facebook say about the problem of fake news?
- What can people do to be more aware of fake news?
- Why is it important to question everything you read online?

### Further learning

- Test your knowledge by [playing the Real, LOLZ, oops or fake? game](#)
- For older students, the BTN Media Literacy series explains [How to Spot Fake News.](#)
- The eSafety Commissioner has [Fake News resources](#) for teachers and students.



## Activity: What makes something 'news'?

Students will investigate what makes an event newsworthy. Before starting this activity, brainstorm some ideas as a class.

Watch BTN's [News Values](#) video, which explores what makes news, news. In this video we look at the news values that determine which stories we see and hear about and which ones we don't and how those news values can subtly shape the way we see the world.



### Make your own news story

Students will then put together their own news program. Students will need to include a good balance of stories across different topics (for example: science, politics, world news, environment, arts, sport and human interest).

Respond to the following questions for each news story.

- Why did you choose this story?
- Summarise the main issue/message.
- Is the news story about a current local issue or an issue from the past?
- Where and when did it happen?
- What new information have you found about it?
- Who is affected by the issue?
- How are they affected by the issue?
- Why is it important for people to know about the issue?
- Why will people be interested in watching the news story?

## Useful Websites

- [Media Literacy Video Series](#) – BTN
- [Media Literacy](#) – ABC Education
- [Fake News Fight](#) – BTN
- [Fake News](#) – eSafety Commissioner
- [Kids' News Service](#) – BTN
- [Behind the Scenes at BTN](#) – BTN
- [Becoming a journalist](#) – BTN
- [Use the News](#) – ABC Education