



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:

Online Research

1. How do you find information online?
2. The AI Overview in a Google search is always reliable. True or false?
3. What is the difference between a primary, secondary and tertiary source? Give examples.
4. How can you tell if an online image is fake?
5. What is the purpose of a reverse image search?

Algorithms Explained

1. What is an algorithm? Find a simple definition.
2. What are 3 examples of algorithms in real life?
3. Which of these use algorithms?
 - a. Search engines
 - b. Streaming services
 - c. Social media platforms
 - d. All of the above
4. What is an echo chamber?
5. What are the negative effects of online algorithms?

Slopaganda

1. Summarise the BTN Slopaganda story.
2. What is slopaganda? Find a definition.
3. What is an example of slopaganda?
4. How is slopaganda made?
5. How is slopaganda similar and different to propaganda?

Independent Media

1. Independent media is not influenced by government or commercial companies. True or false?

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KEY LEARNING

Students will explore issues surrounding digital media. Students will use research skills and digital literacy to hunt for accurate and trustworthy information online.

CURRICULUM

English – Year 6 (v9)

Examine texts including media texts that represent ideas and events and identify how they reflect the context in which they were created.

English – Year 7 (v9)

Explain the effect of current technology on reading, creating and responding to texts including media texts.

Media Arts – Years 5-6 (v9)

Explore ways that media languages and media technologies are used in media arts works and practices across cultures, times, places and/or other contexts.

Develop media production skills to communicate ideas, perspectives and/or meaning through manipulation of media languages, including images, sounds, texts and/or interactive elements, and media technologies.

2. Which 4 companies make up 87% of Australia's broadcast TV market?
3. Where do 1 in 4 Australians get their news from?
4. Why is independent media important?
5. If you were to write an online news article about what's happening in your school community what would it be about?

Her Way

1. What platforms does Abbie use to share Her Way news?
2. What inspired Abbie to report on women's sport?
3. Which sportswoman was Abbie's favourite to interview?
4. What challenges has Abbie faced being a young journalist?
5. What advice does Abbie give to young people wanting to get involved in the media?



We've started an Australia-wide survey to find out what kids think about the social media ban. Do the survey [here](#).

Activity: Digital Scavenger Hunt

Students will take part in a digital scavenger hunt using research skills and digital literacy to hunt for accurate and trustworthy information. The hunt will require students to gather information from websites to find answers to a set of unusual, curious and challenging questions.

By the end of this activity students will be able to:

- Use keywords to locate information online
- Evaluate the reliability and accuracy of online content
- Cite where they found their information
- Explain how they verified their answer

Before starting this activity, hold a class discussion about good online search habits. Use the following to guide your discussion.

- What are some good online research techniques?
 - Place quotation marks around a specific phrase to narrow your search results
 - Use filters to help locate specific information
 - Check 'About pages' for reliability
- What makes a website trustworthy?

Scavenger Hunt Activity

Below is a list of questions for students to find answers to during their digital scavenger hunt. Students will record their answers, the website link (URL) and a short answer on how they verified each answer.

Questions to answer on your Scavenger Hunt	URL	Short Answer	How did you verify your answer?
1. Is it illegal to fly a kite in Australia?			
2. What is the population of Australia?			
3. Does melting sea ice cause sea levels to rise?			
4. When did Australia first establish a research base in Antarctica?			
5. How many countries use the Union Jack on their flag?			
6. Why do cockatoos dance?			
7. What day is bin day if I live on Daltons Road in Warrnambool?			
8. When did the Industrial Revolution start?			
9. What's the cool thing about elephants, according to the founder of YouTube?			

Compare answers as a class

- Find out which questions were easy, and which were the hardest to find answers. Did any of the questions require fact checking?
- Highlight examples of credible versus unreliable sources.

Reflection questions

- What made some websites more trustworthy than others?
- What helped you find reliable answers the fastest?
- Did you find any misleading or fake information?

Activity: Source Checker Game

Do your students know what news sources are? Can they spot a reliable one in a news story? Test your student's re-source-fulness in ABC Education's source checker quiz. [INTERACTIVE: Source Checker](#)

The Sources activity invites students to apply the skills and knowledge that they have acquired from the resources. They can test their ability to discern between reliable and unreliable sources of information and come to conclusions about the currency and accuracy of information presented and the purpose of the written piece.



Activity: Class Discussion - Slopaganda

After watching the Slopaganda story hold a class discussion, using the following questions to start the discussion:

- What is 'slopaganda'?
- Which two words does it combine?
- What examples of slopaganda were shown in the BTN story?
- What is the purpose of slopaganda? What is it designed to do?
- What sort of photos or videos are used in slopaganda to grab attention?
- What questions do you have about slopaganda?



Activity: Key Words

Students will brainstorm a list of key words that relate to the BTN Slopaganda story. Here are some words to get them started.

Artificial Intelligence

Propaganda

Biased

AI Slop

Misleading

Algorithm

Confirmation Bias

Influencer

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 investigation

- Why do some people create slopaganda?
- What role does social media play in spreading slopaganda?
- What influence can AI have on elections? How can it impact democracy?
- Do you think slopaganda can be dangerous? Why or why not?
- How can we spot slopaganda? Write a checklist.

Watch these BTN stories to learn more about how AI was used during the US Presidential election.



[BTN Newsbreak](#)



[BTN AI and the News](#)

Activity: Real or AI?

Can your students tell the difference between a real and AI image? The answers are on the following page.



Answers to questions – Real or AI?

Pope Francis – AI [source](#)

Taylor Swift – real [source](#)

Girl with puppy – AI [source](#)

Katy Perry – AI [source](#)

Easter Bunny – real [source](#)

Plane – real [source](#)

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

Activity: Spotting Fake Images

How can you spot fake images? This all-in-one ABC Education [interactive resource](#) for teachers is a great introduction to the topic.

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.



Activity: Independent Media

Hold a class discussion about the BTN Independent Media story. Clarify students' understanding of what independent media is and come up with a class definition.

Below are some questions to guide discussion about the topic.

- Where do you get your news from?
- How has social media changed the way we get news?
- What is independent media?
- What impact has social media had on independent journalism?
- Is independent media important? Why or why not?
- How can we tell if a news story is trustworthy or biased?

Choose a news report to analyse

Who created the news report?

Who is the intended audience?

Is the report fair and balanced?

Why or why not?

Find two other news reports on the same topic and compare them.

What is the role of media in our democracy? [Watch this ABC Education video](#) to learn more about why an independent and free media is essential to democracy.

Activity: Make a Magazine

Students will create a magazine about a topic of their choice or alternatively your class can collaborate to produce a magazine about a topic you are already studying. Use the following to guide students when making their magazine.

1. Explore

Make a list of topics that you are interested in, it could be something you know a lot about already or a topic you're interested in but would like to learn more. Visit the BTN website to search for topics that you're interested in, click on the search button to find a range of stories.

2. Plan

Write a plan for your magazine:

- What is your magazine about? Write a summary.
- What is your magazine called?
- Who is your target audience?
- What will your magazine include? For example, feature report, interviews, surveys, columns, games, letter from the editor, persuasive text, articles.

If you are collaborating and making a class magazine, assign different roles and responsibilities to each student.

3. Research

Spend time researching your topic or area of interest. Collect and record information from a wide variety of primary and secondary sources. Will you interview people to include in your magazine? What questions will you ask? How will you record your interview?

- Determine who you will interview, for example, family, friends, a teacher or expert.
- Prepare for your interview by writing some questions that you will ask your interviewee. Write open-ended questions. Open-ended questions have no right or wrong answer and can't be answered with a 'yes' or 'no'.

4. Create

Start to write content for your magazine. If you are writing an article about an issue, consider whether you need to present one view or both sides of the issue. Ask another classmate to read what you have written, checking for mistakes and incorrect grammar.

- Decide whether your magazine will be in print format or digital.
- Create a design sketch before making your magazine. Think about background colours, font type and size and headings. Develop graphics to use throughout your magazine to support your text.
- If you are publishing your magazine you will need to take into consideration copyright on images you use. Consider using [Canva](https://www.canva.com) to make your magazine which includes many templates.

If you could make your own online magazine, what would it be about?

- What features do magazines have? Brainstorm as a class, cover, table of contents, feature articles, columns, advertisements, headlines, images,
- What's the difference between printed and online magazines?

Activity: Make your own news report

Students will have a go at making a news report. They'll produce a short video about an issue they feel strongly about or someone doing something interesting in their community. Alternatively, they could research an issue that affects their local community. Use [this checklist](#) to decide on a story to cover.

1. Choose someone in your community that you want to feature in your news report. Watch some of BTN's [Rookie Reports](#) for inspiration.
2. Write your story – Find out what makes a good feature story [here](#). Celebrate the persons' strengths in your writing. Share your story with the class.
3. Plan your report – Story board your news report on paper.
4. Make your news report – Check out the videos below for a range of tips on how to make a news report.



[Recording great audio](#)



[Shooting the story](#)



[Conducting interviews](#)

Activity: News in My Neighbourhood

ABC Education is running the **News in My Neighbourhood** competition which invites students to create and produce creative responses to a series of news and information challenges? Find out how to enter [here](#). *Please note, submissions close 23 November 2025.*



Useful Websites

- [Conducting research online](#) – NSW Government
- [Interactive: Source Checker](#) – ABC Education
- [Social Media Algorithms Explained](#) – TEDEd
- [AI and the News](#) – BTN
- [Interactive lesson: Spotting fake images and videos](#) – ABC Education
- [Fake news and misinformation](#) – eSafety Commissioner
- [Fake News](#) – eSafety Commissioner
- [Latest Rookie Reports](#) – BTN
- [History of Newspapers](#) – BTN
- [What is the role of media in our democracy?](#) – ABC Education
- [Media Literacy 2024](#) – BTN