



Teacher Resource

Media Literacy

Activity: How do you consume the news?

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:

- 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 is your news 'diet' different to your classmates?
- Keep a news diary for one or two days.

NEWS DIET CHALLENGE

Do the [News Diet Challenge!](#)

The News Diet Challenge asks students to monitor their news consumption and then see what happens when they change their habits. It can be used as an independent or group activity and is best suited to students in Years 7–10, although teachers can also adapt it for younger students.

ABC Education News Diet Diary		Name: _____	Date: _____															
Where were you? What were you doing?	News Stories <small>Story title/subject What you learned How long did you spend on each story?</small>	Story Sources <small>Which news services? Which platform?</small>																
<p>HANDY HINT FOR STORY SOURCES: Here are some examples of the kinds of story sources you may have used today.</p> <table border="0"> <tr> <td>Social Media (e.g. Instagram, Snapchat, Twitter, Facebook)</td> <td>Reddit or Tumblr</td> <td>Mobile Apps</td> <td>Radio</td> <td>Word of mouth (conversations with family and friends)</td> </tr> <tr> <td>YouTube</td> <td>Stops</td> <td>TV News Programs</td> <td>Negatives</td> <td></td> </tr> <tr> <td>Messenger Apps (e.g. WhatsApp)</td> <td>News websites</td> <td>Podcasts</td> <td>Newspapers (local, national, international)</td> <td></td> </tr> </table>				Social Media (e.g. Instagram, Snapchat, Twitter, Facebook)	Reddit or Tumblr	Mobile Apps	Radio	Word of mouth (conversations with family and friends)	YouTube	Stops	TV News Programs	Negatives		Messenger Apps (e.g. WhatsApp)	News websites	Podcasts	Newspapers (local, national, international)	
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EPISODE 3

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KEY LEARNING

Students will learn more about what makes a good news story and create their own news report.

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: 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 videos, graphics, and/or diagrams to help explain each keyword.

JOURNALIST	NEWS VALUES	FAKE NEWS
SOURCE	RELIABLE	BIAS

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:

- Visit [ABC Education](#) for a glossary on news and media terms. Choose some words to add to and enhance your classroom glossary.
- Choose one word/term from your glossary. Find a definition for the word and explore its meaning in more detail. Explain the meaning of the word or term to your classmates. Use examples to help explain the words meaning.

Activity: What makes something 'news'?

Have you ever wondered what makes news, news? Students will investigate what makes an event newsworthy. Before starting this activity, brainstorm some ideas as a class.

Watch BTN's [What makes the news, news?](#) video as a class. 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.



Students will choose a range of current news stories (up to 5 news stories) and evaluate why the story is in the news and what makes it newsworthy? Students can use a t-chart to organise their information. Students will need access to current newspapers or online news sites to complete this activity.

News Story	Why is it news? What makes it newsworthy?

Activity: Make your own news program

Students will put together their own news program using a range of existing BTN stories. 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). Students can visit the [BTN website](#) for a range of news stories sorted into useful topics.

Students will choose 5 stories to make up their own BTN program and then respond to the following questions for each news story they choose.

- 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?

Activity: Rookie Reports

Students will visit the BTN website to explore the latest [Rookie Reports](#). Students will choose one story that interests them the most and then respond to the questions below.

Examples of BTN's latest Rookie Reports:



[Golden Guitar Winner](#)



[Bird Calling Competition](#)



[Charlotte from Warakurna](#)



[Young Goat Farmer](#)



[Downball League](#)



[Logan's Fire Knife Dancing](#)

- 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?

Activity: Write a feature story

Students will research and write a profile about someone that is doing something interesting in their community. It could be a prominent person in the community or someone from their school community. Students will then:

- Research as much as you can about the person.
- Write some interview questions you would like to ask the person.
- Interview the person – check out these [interviewing tips](#)
- Write a feature story – find out what makes a good feature story [here](#). Celebrate the persons’ strengths in your writing. Share your story with the class.

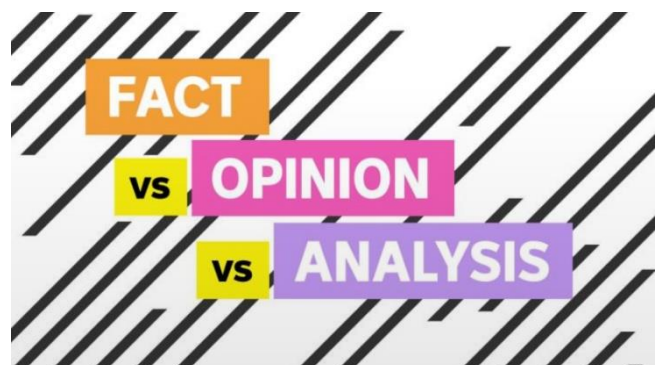
Visit BTN’s [Rookie Reporter Training](#) to learn more about how to make a news story. The [How to Make News video](#) also gives some useful tips for making your own news story. Watch this [BTN Explainer](#) as a class to learn more about filming tips, like how to frame your shots and what the rule of thirds is.

Activity: Fact vs Opinion vs Analysis

This ABC Education all in one [interactive](#) “Fact vs Opinion vs Analysis” 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: 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 Video Series](#) – BTN
- [Media Literacy](#) – ABC Education
- [Fake News Fight](#) – BTN
- [Kids' News Service](#) – BTN
- [Behind the Scenes at BTN](#) – BTN
- [Becoming a journalist](#) – BTN
- [Use the News](#) – ABC Education