



MEDIA AND ME

FOLLOW-UP ACTIVITIES FOR PRIMARY SCHOOL STUDENTS

Thanks for attending the NFSA Media and Me program. Here are a few activities for your ongoing work in media literacy.

Learning outcomes - specific curriculum links:

- **Year 6 English:** Interpreting, analysing, evaluating: Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)
- **Year 6 Technologies:** Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols (ACTDIP022)
- **Year 5 Humanities and Social Sciences:** Using social media to share and discuss ideas about how people can work together as local, regional and global citizens (ACHASSK118)
- **Year 7 Civics and Citizenship:** Identify, gather and sort information and ideas from a range of sources (ACHCS055)

For more information visit: <https://www.nfsa.gov.au/learning>

MEDIA AND ME

FOLLOW-UP ACTIVITIES FOR PRIMARY SCHOOL STUDENTS

Reflection task

After you have thought about your time at the NFSA, answer these two questions:

- a. How do I know if I can trust information I find on the internet?
- b. What should I be aware of when engaging with media?

Vocabulary task

At the NFSA presentation, we used some particular words and phrases. Here is a list of vocabulary (words) that may be new to you:

- Media literacy
- Misinformation
- Disinformation
- Fake news
- Propaganda
- Product placement
- Intentionally misleading
- Unregulated
- Publicly funded
- Echo chamber
- Harvesting data

What do you think these words mean?

Check your responses with the definitions on the next page.



MEDIA AND ME

FOLLOW-UP ACTIVITIES FOR PRIMARY SCHOOL STUDENTS

DEFINITIONS

Media literacy - 'Media literacy is the ability to critically engage with media in all aspects of life. It is a form of lifelong literacy that is essential for full participation in society' - Australian Media Literacy Alliance (AMLA)

Misinformation - false or inaccurate information, not always deliberately intended to deceive

Disinformation - false information deliberately and often covertly spread (as by the planting of rumours) in order to influence public opinion or obscure the truth

Fake news - false information that is broadcast or published as news for fraudulent or politically motivated purposes

Propaganda - information, especially of a biased or misleading nature, used to promote or publicise a particular political cause or point of view.

Product placement - a form of advertising in which branded goods and services feature in a production that targets a large audience.

Intentionally misleading – deception, or a deliberate attempt to be dishonest

Unregulated - a type of business or activity that is not controlled or directed by rules or laws (such as the content on YouTube)

Publicly funded - financially supported in part or in full by revenue generated by local, state or federal government

Echo chamber - an environment in which a person encounters only beliefs or opinions that coincide with their own, so that their existing views are reinforced, and alternative ideas are not considered (such as chat rooms in games or on social media)

Harvesting data - collecting of data from online sources

MEDIA AND ME

FOLLOW-UP ACTIVITIES FOR PRIMARY SCHOOL STUDENTS

ACTIVITIES

a. Kid journalist

- Using the skills you have developed through Media and Me, write a one-page article on an event that has occurred anywhere in the world that interests you.
- Find a primary source from a reliable location. This might mean going to a library or doing some research online to find an original account of the event.
- Make sure not to use any misinformation. Find a source for every fact you use and list your sources at the end of your document.
- Try to make your story interesting without using sensational language or exaggeration.

b. Kid movie blogger

- Write a blog or review a film clip from the NFSA website. Explain your own opinion and what you like or dislike about the media.
- Use the skills you have learned about interpreting and analysing media in your blog. For example, how did watching the clip affect the way you felt or thought?
- What techniques were used? You could consider music, language, acting, script, sound, camera angles or voice-over. How did these techniques affect you?
- For example, look at one of the clips here <https://www.nfsa.gov.au/collection/curated/australian-film-music-and-soundtracks> and write a blog analysing:
 - » How did the use of music affect you as a viewer?
 - » What were the most effective aspects of the clip?
 - » What was the storyline of the clip?
 - » What was happening for the central character/s?
 - » What tools did the filmmaker use to influence the viewer and affect their emotions?

MEDIA AND ME

FOLLOW-UP ACTIVITIES FOR PRIMARY SCHOOL STUDENTS

ACTIVITIES

c. Kid Advertiser

Create your own advertising campaign for a brand or product of your choice. Imagine you have to make a 30-second advertisement:

- Who is the target audience?
- What type of advertisement will best communicate your message to this audience?
- What is the key message?
- How will you communicate it – using writing, spoken word or images?
- What type of language will you use? Will you use emotional language?

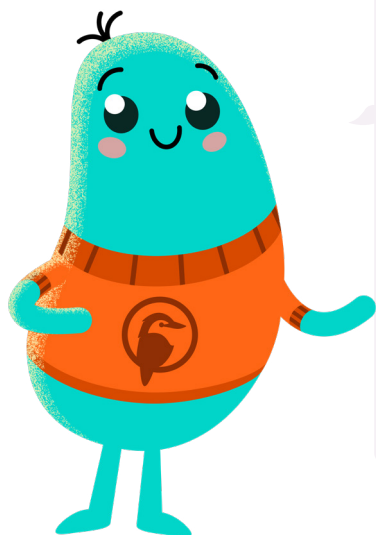


MEDIA AND ME

FOLLOW-UP ACTIVITIES FOR PRIMARY SCHOOL STUDENTS

KEY CONCEPTS OVERVIEW

Media Literacy is about empowering yourself when reading media so you know what to trust. Let's go over the main questions you should ask yourself when reading news media.



- a. Does the story seem suspicious?
- b. Is the headline accurate?
- c. What website does it come from?
- d. What sources are included?
- e. Who might benefit from this story?
- f. Is it actually news?

Step 1 Think carefully

- Think carefully about what information you want and what question you're trying to ask.
- Use this preparation to help you frame the right questions, keywords or search terms.
- **BE CAREFUL!** Knowing what question you want to answer is not the same as knowing what answer you want! If we start looking for only one kind of solution, we're not likely to find anything else (even if it's true, relevant and useful to us). **This is a type of bias.**

MEDIA AND ME

FOLLOW-UP ACTIVITIES FOR PRIMARY SCHOOL STUDENTS

Step 2 Narrow your search

- Narrow your online search as much as possible and make it specific. For example: If you only want content from Australia, you can limit your search results to only pages from Australia by adding **site.au** to your search.
- If searching a phrase or name, put it in quote marks (" ") so only sites with all those terms are returned (not every site with one of those words).
- Use sites or search engines where you can search collections of information specifically about your question or topic (rather than just searching the whole internet through Google).

Step 3 Look beyond online resources

- Try libraries and archives, where there are lots of different media accessible for free and people whose job it is to help you find what you're looking for
- Ask experts who may have first-hand knowledge.
- Listen and look for relevant resources on TV, radio, streaming services, magazines, newspapers and elsewhere.
- Identify reliable sources of quality information you can use regularly.
- Note good resources so you can easily find and use them again.
- Credit your information source if you share it with anyone else.

MEDIA AND ME

FOLLOW-UP ACTIVITIES FOR PRIMARY SCHOOL STUDENTS

Step 4 Assess your information

Even when we search carefully and use reliable sources, we can be left with a mixture of information, some of which is relevant or good quality, some not.

Ask these questions to analyse the information:

- Why was the information used?
- What was its purpose?
- What expectations can I reasonably have of information from this type of media?
- Who used this information and where does it come from and is it from a generally reliable source?
- How is the source funded and are they accountable to anyone?
- What is the tone of the information, is the language moderate or sensational?
- What music or imagery is used?



MEDIA AND ME

FOLLOW-UP ACTIVITIES FOR PRIMARY SCHOOL STUDENTS

Step 5 General overview of the information

- What is the general quality of the piece?
- Is it well or poorly produced?
- Is it comprehensive and clear or is there information missing?
Does it contain obvious errors (like spelling mistakes)?
- Are the claims supported by evidence or reference to other source that you could fact check?
- What might motivate the reader to believe the information?
- Is this a primary or secondary source of information for the question I want to answer and do I have access to at least one primary sources?
- Are you able to check the information anywhere else? Can you find another source making the same claim?
- Credit your information source if you share it with anyone else.

Further activities and resources:

<https://www.abc.net.au/education/media-literacy/>

<https://medialiteracylab.org.au/>

<https://www.moadoph.gov.au/learning/classroom-resources/media-literacy/>

For more information visit: <https://www.nfsa.gov.au/learning>