# Who do I believe? – Stage 4

Duration: 4 lessons (50-60 minutes duration)

## Description

In this learning sequence, students explore the influence of media on the health, safety and wellbeing of themselves and others in the wider community.

## Educative purpose

Developing health literacy skills through the critique of health messages on COVID-19 will support students to become positive lifelong consumers and producers of information and responsible citizens. Students examine the influences on individual’s decision making and behaviours in the context of emerging world issues and reflect on their own values, attitudes and behaviours.

## Syllabus outcomes

* PD4-7 investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
* PD4-8 plans for and participates in activities that encourage health and a lifetime of physical activity
* PD4-10 applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts

All outcomes referred to in this unit come from [PDHPE K-10](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-7-10) Syllabus © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018

## Teaching notes

Schools are advised that resources embedded within this unit are not endorsed by the NSW Department of Education.

### Creating a safe and supportive learning environment

There are a number of strategies that can be used to create a supportive learning environment which enables students to feel safe to learn and ask questions. They include:

* making students aware at the beginning of PDHPE sessions that disclosing personal information that indicates they may be at risk of harm will be reported to the school principal in all instances. This includes personal disclosures related to instances of abuse, drug use, neglect or sexual activity under the legal age of consent.
* being aware that some parts of PDHPE can be confronting and sensitive for some students.
* enabling students to withdraw if they find issues personally confronting to protect them from making harmful disclosures. Equally, it is important to be prepared for issues that arise as a result of a student making a public disclosure in the classroom.

More information on creating a safe and supportive learning environment can be found on the [PDHPE website](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/pdhpe-syllabus-implementation/learning-environment).

### Evaluating resources before use

Preview and evaluate all strategies, resources and teaching and learning approaches in full before use with students to determine suitability for student learning needs, stage of development and local school context. Consider the age, maturity, cultural background, sexuality, gender, sex, health and other characteristics of students in your care. Apply professional judgements to all strategies, teaching and learning approaches and resources including audio visual materials (for example videos, media clips and YouTube), interactive web-based content (for example games, quizzes and websites) and texts.

Use the [resource review flowchart](https://schoolsequella.det.nsw.edu.au/file/083acd3a-daca-4307-9afe-bc6c888f694a/1/final-resource-flowchart-html5.zip/index.html) to decide about the suitability of teaching and learning resources.

Materials should be reviewed in full and endorsed by the school principal before use in NSW government schools.

### Communication with parents and caregivers

Some aspects of PDHPE may be viewed as sensitive or controversial, such as learning about abuse, child protection, drugs, respectful relationships, sexual health, sexuality and violence. Inform parents and carers, prior to the occasion, of the specific details of the PDHPE program, so that parents and caregivers have time to exercise their rights of withdrawing their child from a particular session. In this regard, a parents or caregiver’s wish must be respected.

Establishing how parents and caregivers will be informed about programs and involved in consultation is a school-based decision. Where parents and caregivers indicate they wish to withdraw their child from a program it is useful to negotiate which parts of the PDHPE program they are concerned about. A sample information letter is available on the [PDHPE website](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/pdhpe-syllabus-implementation/pdhpe-communication).

## Lesson sequence overview

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| Syllabus content | Teaching, learning and assessment experiences |
| **What positive actions contribute to the health, safety, wellbeing and participation in physical activity levels of the wider community?**   * develop health literacy skills and promote health information that is aimed at assisting young people to address health issues   + evaluate the credibility of media messages conveyed by different sources in terms of bias, reliability and validity S | Lessons 1 and 2: Critiquing media messages  Learning intentions  Students:   * can identify a range of media sources that can provide valid and reliable health information * learn how to determine the credibility of media messages they are exposed to * value the importance of their role as responsible consumers and producers of information.   **Brainstorm**   * Students collectively brainstorm the different forms of media which provide them with information about COVID-19. For example, television, radio, internet, news updates on social media, social media applications such as Facebook, Twitter or Instagram, newspapers, magazines, journal articles. Ask students to include different types of newspapers, radio stations to help build understanding of the difference between sources of the same type. * Students nominate their top 3 forms of media for accessing health information and justify why.   **Discussion**   * Provide definitions for the terms – credibility, bias, reliability and validity * Ask students to consider the credibility, bias, and reliability of the forms of media (from previous activity) chosen * Students provide examples of what creditable, non-biased, reliable and valid information looks like, for example, is the information current? Is it directly related to the topic discussed? Are sources provided to support ideas? Are the sources reliable? What is the purpose of the information? Is it to entertain, inform, persuade or sell? If written, does a date of publication appear? Who is responsible for the information? Is an author or publisher listed?   Teacher note: this is an opportunity to check for understanding by listening or reading student responses interpretively. Do students understand the terms enough to be able to apply them?  **Media message mania**   * Students consider a range of media messages and statements relating to the communicable coronavirus. Ensure the language used in the media messages is suitable for the literacy levels of your students. Examples include:   + young people are living in a world flooded with information from access to digital technology   + everyone plays a role in being a responsible consumer and producer of information and this requires us to think critically about what we are hearing and seeing and considering what and how we share that with others   + digital media can be very influential and is positive in the way it can provide timely information, however, ensuring the reliability and validity of that information can be challenging   + not all sources of information are reliable, not matter how sound the arguments may appear   + the media has been saturated over the past few weeks with information globally, nationally and locally about the corona virus, also known as COVID-19. Not all the information provided has been factual or helpful in keeping people calm   + the virus that causes COVID-19 was declared a pandemic by the World Health Organisation (WHO) on March 11th, 2020   + the virus is mainly spread via respiratory droplets (thanks to a cough or a sneeze)   + the last communicable disease pandemic was the flu pandemic in 2009. * Research - students view each of the messages and record where they think the message came from (media), who made the statement and their interpretation of it, using evidence to explain whether it is fact or fiction. * Encourage students to discuss their recordings on each message with a shoulder buddy through the platform students are using. Students discuss how they knew whether the statement was creditable and what sources of media were found to be creditable and unbiased.   **Media diary***(Assessment opportunity PD4-7)*   * Students record media messages from at least 5 different sources over a 24-hour period. The information recorded must include the type of media, source, message (quote if possible), day and time, any reactions to the message. * For each message recorded, students state whether they consider the message to be creditable, valid and reliable and explain why. * *Extension*: Students with high potential could be asked to justify, rather than explain.Justify means to ‘support an argument or conclusion.’ Here students provide evidence to show that the message is a fact, or a myth based on a reliable source, e.g. WHO, NSW Health. * Students consider what impact the language and graphics of the media messages had on their feeling towards it as being creditable and bias, or not. |
| **What positive actions contribute to the health, safety, wellbeing and participation in physical activity levels of the wider community?**   * develop health literacy skills and promote health information that is aimed at assisting young people to address health issues   + promote and apply credible health messages and information to positively influence the decisions of their peers and the wider community S I | Lessons 3 and 4: Being a responsible consumer and producer of information  **Learning intentions**  Students:   * understand the importance of being a responsible consumer and producer of information * advocate for and share creditable health messages with others.   **Debate**(Assessment opportunity PD4-10)  YouTube video - Introducing Gmail motion (duration 1:51)  [www.youtube.com/watch?v=Bu927\_ul\_X0&list=RDCMUCK8sQmJBp8GCxrOtXWBpyEA&start\_radio=1#t=85](https://www.youtube.com/watch?v=Bu927_ul_X0&list=RDCMUCK8sQmJBp8GCxrOtXWBpyEA&start_radio=1#t=85)   * Give students the topic: ‘Gmail motion will improve the email experience for users’ and ask students to be on the affirmative or negative side. * Students watch the YouTube video titled ‘Introducing Gmail motion’ and take notes in relation to the argument they are creating. * Students participate in a debate. Students take turns making a statement for the affirmative, followed by the negative. The online debate continues until each team’s arguments are exhausted. You as the teacher may choose to be the adjudicator and provide feedback to the teams, or alternatively, assign a student or pair of students to this role.   **Discussion**   * Let students know that the video they watched is in fact a hoax. Every year Google plays to the gullible masses by planting a spoof on its website. * Question students as to why it’s important to be a socially responsible citizen and what that means in relation the information we consume and share in the community. For example,   + we have the power to influence other’s thoughts, attitudes and behaviours in what we communicate verbally and in writing   + sharing incorrect information can lead to myths, fear or anxiety that is not otherwise necessary.Discuss what implications this has had in relation to COVID-19. For example, stockpiling of groceries and medicines.   **Reflection**   * Students reflect on information they have both consumed and produced that was a myth. This may be in relation to COVID-19 or another issue. Students consider the impact this information had on themselves and others? Were there any implications? * This could be added to student’s learning portfolio or simply recorded in their notes.   **Creating and sharing positive messages - Radio/ Internet/ TV advertisement**  (Assessment opportunity PD4-7, PD4-8)   * Students are to create a 30 second advertisement that will be promoted on a variety of social media platforms and used by the Australian government to promote health, safety, wellbeing and physical activity in a time of COVID 19. * Students will need to consider and create a script which addresses:   + their advertisements’ purpose   + facts   + strategies people use to keep themselves and others healthy, safe and physically active during COVID and periods of isolation   + their target audience. |

## Assessment summary

Assessment opportunities are listed throughout the sequence.

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| Type | Examples |
| Assessment for learning | Reflection: At the end of each lesson, students can write a reflection on what key messages they can take from the lesson. This will guide further teaching next session.  3,2,1 – Entry from previous lesson, exit slips, 3, 2, 1 or I see, I think, I wonder. |
| Assessment as learning | Peer assessment via questions shared and answered using online platforms. Are the questions students are asking and the answers students are providing demonstrating knowledge and understanding of the content and demonstrating the relevant skills to be assessed?  Self-assessment through:   * + reflection at the end of each lesson   + checking for understanding when answering questions and adjusting their responses accordingly prior to moving on to the next activity   [60 second strategy: TAG Feedback](https://www.edutopia.org/video/60-second-strategy-tag-feedback?clearCache=f620d34b-3ed8-439a-2cee-9d70bf71d558) (duration 1:00) |
| Assessment of learning | Media diary – assess outcome PD4-7 (Lesson 2)  Assess students on their investigation of media messages that represent health practices, behaviours and resources to promote health and safety. (Lesson 2)  Debate – assess outcome PD4-10 (Lesson 3)  Assess students on their ability to apply and refine their interpersonal skills in group planning and the debate to interact respectfully and promote inclusion. (Lesson 3)  Creating & sharing positive messages – assess outcomes PD4-7 and PD4-8 (Lesson 4)  Assess students on their investigation of media messages that represent health practices, behaviours and resources to promote health, safety and wellbeing and their planning to encourage health and physical activity. (Lesson 4) |