# BTN-Media Literacy- Fake News

**ABC ME screening details:** Thursday 21 **May**, 2020 at 2:25pm

This episode can be viewed on [ABC iView - Education](https://iview.abc.net.au/category/education) after the scheduled screening time.

**Key learning areas:** English

**Level:** secondary

**About:** This episode examines the history, reasons for and impact of fake news.

## Before the episode

“Media literacy skills" are the skills you need to work out who is trying to purposely mislead you and who is not to distinguish between "fake news" and real news. It’s a valuable exercise at a time when misinformation and disinformation abound.

Research shows that on average teenagers spend at least six hours a day using media ([The Common Sense Census, Media Use by Tweens and Teens, 2015](https://www.commonsensemedia.org/research/the-common-sense-census-media-use-by-tweens-and-teens-2015)). According to the Reuters Institute for the Study of Journalism, social media outstrips television as the main news source for young people ([Social media now ‘outstrips TV’ as news source for young people](https://www.bbc.co.uk/news/uk-36528256) BBC).

1. Where have you heard the term ‘fake news?
2. In your own words explain your understanding of the term ‘fake news’.
3. Consult three dictionaries and construct a definition of this term.
4. Explain the differences between your own and the dictionary definitions.
5. Discuss with a parent/carer or friend, any fake news stories you are aware of.
6. Predicting: why do you think ‘fake news’ exists?
7. Construct a mind map showing the qualities or features of a fake news story.

## During the episode

1. How long has the idea of fake news been around?
2. What impact did the printing press have in spreading misinformation and/or for entertainment? List three examples from the episode.
3. List 5 reasons people create fake news.
4. Identify the best tips for how to determine if something is fake news.

## After the episode

Asking the right questions will help you determine the credibility of a media source. The following two questions are a good place to start:

1. **Who created it? Was** it a doctor, scientist, journalist, business owner or brand?
2. **Why was it created?**Does it entertain or inform us? Are there advertisements?
3. Write down your updated definition of fake news now that you have watched the episode and conducted your own research.
4. Create 3 fake news headlines and explain your intended audience, your goal and the possible impact of the headline.
5. Compose a ‘fake news’ article based on a real event. Ensure the article has a sustained journalistic ‘voice’.  Include one piece of fact to legitimise the story.
6. Compose your own artwork that accompanies this narrative. Attempt to make it as realistic as possible to legitimise the fake news story even further.
7. Reflection question: why do you think fake news can be so hard to spot?

## Follow-up activity

Complete one of the following activities:

1. Create a presentation for your class about fake news. You need to:
   * Begin with a salutation (Good morning, class) and opening paragraph
   * Explain your understanding of fake news
   * Discuss the different types of fake news
   * Explore the impact of fake news
   * Provide evidence to support your ideas
   * Give tips on how to identify if something is fake news
   * A conclusion.
2. Create your presentation using the dot points above as headings.
3. Create your own ‘Fake News’ news article (minimum 500 words). Include:
   * A headline
   * Persuasive techniques (expert quotes, endorsements, research etcetera.)
   * Introduction, paragraphs, conclusion.
4. Watch the ABC news and another channel over 2 nights. In a table list these stories and indicate any differences. Do any of them seem like fake news? Why or why not?

# NSW teacher notes

This is an optional standalone resource that could supplement student learning. The activities align with syllabus outcomes across stages and can be modified to meet the needs of your students. Students can complete the activities while learning at home and in the classroom. All activities can be completed without access to the internet or a device. Teachers could collect student work to offer feedback and as evidence of learning.

## Learning intentions

* To understand and unpack what is fake news
* To explore the media in our current climate

Table 1: NSW English K-10 Syllabus Stage 4 and 5 outcomes

|  |  |  |
| --- | --- | --- |
| Objectives | Stage 4 | Stage 5 |
| Communicate through speaking, listening, reading, writing, viewing & representing | EN4-2A Effectively uses a widening range of processes, skills, strategies & knowledge to read, view & comprehend a wide range of texts in different media & technologies | EN5-2A Effectively uses and critically assess a widening range of processes, skills, strategies & knowledge for responding to & composing a wide range of texts in different media & technologies |
| Use language to shape & make meaning according to purpose, audience & context | EN4-4B Makes effective language choices to creatively shape meaning with accuracy, clarity & coherence | EN5-4B Effectively transfers knowledge, skills & understanding of language concepts into new and different contexts. |

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