# BTN - Media Literacy - Media Ethics

**ABC ME screening details: Thursday May 14**, 2020 at 2:20pm

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

**Key learning areas: English**

**Level:** secondary

**About: The news media can be a powerful force for good, but it doesn't always use its power in the right way. That's why news organisations often have codes of ethics of which journalists are expected to abide.**

## Before the episode

1. Why is the superhero genre so popular for telling stories?
2. List the qualities of Superman. What do you think this might have to do with the media?
3. In your own words explain your understanding of the term popular culture.
4. In your own words define the following: ethics, code of conduct, journalist, rules, standards and alliance.
5. Consult 3 dictionaries and expand on your initial definitions.
6. The Media, Entertainment and Arts Alliance (MEAA) initiated the creation of the [MEAA Journalist Code of Ethics](https://www.meaa.org/meaa-media/code-of-ethics/) . These guidelines outline accepted rules of behaviour and outline behaviour standards for journalists. It helps journalists understand behaviour considered right and wrong. Why do you think journalists have a code of ethics? Why do you think it is important this is followed by all journalists?
7. List the qualities of an ethical journalist.
8. Complete the Venn diagram on page two outlining the similarities and differences between the qualities of a superhero and a journalist.

## During the episode

1. Based on the list in the episode, in your own words write down what you think the meaning of: honesty, accuracy, fairness, independence and respect means?
2. List other qualities you think journalists should have.

## After the episode

1. Compose your own media ethics informative education poster, this should include the values from the episode and one or two of your own. When designing your visual text utilise conventions such as vectors, framing and composition to engage your audience.
2. Write a short persuasive or informative news article about an event that has occurred recently in the media. This article can be creative and purposefully omit or embellish the facts. Share your article with a family member, discuss the event and how it has been represented and ask for their feedback.
3. Write the same short article but this time follow the structures explored in this episode. As a reminder, journalists must be honest, accurate, fair, and independent of bias and respect the rights of others.
4. Identify the differences in these two articles. How does it shift an audience's perspective of the information? Consider the compositional choices you made within the creative article?

**Follow up activity:** Describe what you have learnt about media ethics? Do you think we have ethical media organisations in this country? Give two examples that justify your perspective.

# 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

* Students will develop understanding of media ethics.
* Students will explore how media ethics impact our understanding of text and its meaning.
* Students will experiment creatively with their composition of persuasive or informative representations.

## NSW English K-10 Syllabus outcomes

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| --- | --- | --- |
| Objectives | Stage 4 | Stage 5 |
| think in ways that are imaginative, creative, interpretive and critical | EN4-5C A student thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts | EN5-5C A student thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts |
| express themselves and their relationships with others and their world | EN4-7D A student demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it | EN5 –7D A student understands and evaluates the diverse ways texts can represent personal and public worlds |

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