

Handout

Developing Media Literacy for Well-being, Relationships and Democracy

Lesson	Overview	Materials	Main Activities
<p>Lesson 1: Introducing Media Literacy (two 50-minute lessons)</p>	<p>In the first part of the lesson, students reflect on the right to expression and information, and critically assess media content they encounter before considering why it is important for young people to be media literate. In the second part of the lesson, students consider their own media consumption patterns, exploring different motivations for using and consuming media. They also begin to consider how the media people consume impacts them and society.</p>	<ul style="list-style-type: none"> • PowerPoint: Introducing Media Literacy • Handout: Media Literacy Questions – The 5A Rating • Handout: Media Content Examples • Handout: Media Consumption Anticipation Guide 	<p>Part I</p> <ol style="list-style-type: none"> 1. Reflect on the right to expression and information. 2. Discuss media literacy questions. 3. Practise media literacy skills. 4. Reflect on the importance of media literacy. <p>Part II</p> <ol style="list-style-type: none"> 1. Reflect on people’s relationship to the media they consume. 2. Discuss motivations for using and consuming media. 3. Explore Uses and Gratifications theory. 4. Reflect on Uses and Gratifications theory.

<p>Lesson 2: Examining Bias and Representation in the Media (two 50-minute lessons)</p>	<p>In the first part of the lesson, students consider the difference between fact and opinion, explore how to detect bias in language, and reflect on the power of language. Then, in Part II of the lesson, students consider media representation, exploring how stereotypes are used in the media and the potential impacts of this.</p>	<ul style="list-style-type: none"> ● PowerPoint: Examining Bias and Representation in the Media ● Handout: Facts, Opinions and Bias ● Handout: The Impact of Stereotypes in the Media ● Handout: Media Representation Examples 	<p>Part I</p> <ol style="list-style-type: none"> 1. Understand the difference between fact and opinion. 2. Analyse text for bias. 3. Express bias. 4. Reflect on the power of language. <p>Part II</p> <ol style="list-style-type: none"> 1. Reflect on media representations. 2. Discuss the impact of stereotypes in the media. 3. Explore representation in the media. 4. Reflect on challenging stereotypes.
<p>Lesson 3: Understanding the News (two 50-minute lessons)</p>	<p>In the first part of the lesson, students reflect on what the news is, the purpose it serves, and what makes a news story newsworthy. In the second part of the lesson, students explore the ownership and political bias of different news sources, reflecting on the impact that these can have on news content.</p>	<ul style="list-style-type: none"> ● PowerPoint: Understanding the News ● Handout: News Values 	<p>Part I</p> <ol style="list-style-type: none"> 1. Reflect on news consumption. 2. Consider the purpose, approach and impact of the news. 3. Discuss what makes a story newsworthy. 4. Reflect on consuming the news. <p>Part II</p> <ol style="list-style-type: none"> 1. Reflect on news sources. 2. Discuss the ownership of news sources. 3. Discuss the bias of news sources. 4. Analyse headlines for bias. 5. Compare news outlet articles. 6. Reflect on the lesson.

<p>Lesson 4: Exploring the Impact of Social Media (one 50-minute lesson)</p>	<p>Students reflect on the impact of inventions, and on the benefits and drawbacks of social media. They then explore how social media has altered the information landscape and the methods that social media companies use to keep people engaged on their platforms before reflecting on their own social media use.</p>	<ul style="list-style-type: none"> ● PowerPoint: Exploring the Impact of Social Media ● Handout: Social Media and the Information Landscape (Intermediate / Advanced) 	<ol style="list-style-type: none"> 1. Reflect on the impact of social media. 2. Explore how social media has changed the information landscape. 3. Reflect on your social media use.
<p>Lesson 5: Confronting Misinformation, Disinformation and Mal-information (one 50-minute lesson)</p>	<p>Students reflect on how false information spreads, are introduced to the terms ‘misinformation’, ‘disinformation’ and ‘mal-information’, and learn about the techniques used to spread these types of information disorder. Students then discuss and evaluate ways to respond to misinformation, disinformation and mal-information, and reflect on how they will use what they have learnt to shape their consumption/engagement habits going forward.</p>	<ul style="list-style-type: none"> ● PowerPoint: Confronting Misinformation, Disinformation and Mal-information ● Handout: Responding to Misinformation, Disinformation and Mal-information 	<ol style="list-style-type: none"> 1. Learn about types of information disorder. 2. Explore practices and techniques that spread misinformation, disinformation and mal-information. 3. Consider how to prevent the spread of misinformation, disinformation and mal-information. 4. Share how you will respond to misinformation, disinformation and mal-information.

<p>Lesson 6: Countering Conspiracy Theories and Extremism (two 50-minute lessons)</p>	<p>In the first part of the lesson, students explore what conspiracy theories are, why people believe in them, how they spread and their impacts. They then consider how they can respond to conspiracy theories. In the second part of the lesson, students consider the relationship between conspiracy theories and extremism, learn what makes people susceptible to extremist ideas and becoming radicalised, and reflect on what can be done to help people step back from extremism.</p>	<ul style="list-style-type: none"> ● PowerPoint: Countering Conspiracy Theories and Extremism ● Handout: Understanding Conspiracy Theories (Developing / Intermediate / Advanced) ● Handout: The Risk Factors of Extremism 	<p>Part I</p> <ol style="list-style-type: none"> 1. Reflect on behaviours and worldviews. 2. Create a concept map for conspiracy theories. 3. Explore why people believe in conspiracy theories. 4. Reflect on conspiratorial thinking. <p>Part II</p> <ol style="list-style-type: none"> 1. Reflect on extremism and conspiracy theories. 2. Explore extremism further. 3. Understand the risk factors of extremism. 4. Consider how people can leave extremist groups. 5. Reflect on the lesson.
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<p>Lesson 7: Learning to Navigate Generative AI (two 50-minute lessons)</p>	<p>In this two-part lesson, students explore what generative AI is and the impact that it can have on both education and society. In the first part of this lesson, students reflect on inventions, learn about generative AI and consider how it can be used in schools. In the second part, students reflect on how they verify information, consider the potential for generative AI to spread misinformation, and learn about steps to verify information they see online. They finish the lesson by exploring how generative AI can impact the world of visual media.</p>	<ul style="list-style-type: none"> ● PowerPoint: Learning to Navigate Generative AI ● Handout: School Approaches to Generative AI ● Handout: The Impact of ChatGPT in the Classroom ● Handout: Evaluating Texts 	<p>Part I</p> <ol style="list-style-type: none"> 1. Reflect on the impact of inventions. 2. Learn about generative AI. 3. Discuss the use of generative AI in the classroom. 4. Explore how generative AI can stimulate learning. 5. Reflect on how generative AI can be used in the classroom. <p>Part II</p> <ol style="list-style-type: none"> 1. Reflect on how you verify information. 2. Discuss the impact of generative AI on the information landscape. 3. Consider how to evaluate AI-generated texts. 4. Delve further: how generative AI can impact visual media.
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<p>Lesson 8: Assessing How the Media and Information Landscape Impacts Democracy (one 50-minute lesson)</p>	<p>Students begin the lesson by reflecting on what democracy is and what a democracy needs to function effectively. They then go on to explore the relationship between the media and information landscape and democracy. They consider some of the features of this landscape that have been studied in the unit so far and the impact these can have on the functioning of a democracy.</p>	<ul style="list-style-type: none"> ● PowerPoint: Assessing How the Media and Information Landscape Impacts Democracy ● Handout: Hexagonal Thinking: Democracy and the Information Landscape ● Handout: Hexagonal Thinking Written Response 	<ol style="list-style-type: none"> 1. Reflect on democracy. 2. Explore the relationship between democracy and the media and information landscape. 3. Reflect independently on the Hexagonal Thinking exercise. 4. Discuss the way the media and information landscape can impact democracy.
<p>Lesson 9: Staying Safe Online (one 50-minute lesson)</p>	<p>Students begin the lesson by reflecting on Internet anonymity, and considering the risks and benefits of the Internet. They then consider their own online behaviour before reviewing tips for staying safe online. To finish the lesson, they reflect on how the content covered will shape their behaviour online.</p>	<ul style="list-style-type: none"> ● PowerPoint: Staying Safe Online 	<ol style="list-style-type: none"> 1. Reflect on Internet anonymity. 2. Consider the risks and benefits of the Internet. 3. Explore how to stay safe online. 4. Reflect on the lesson.

<p>Lesson 10: Reflecting on Media Literacy Skills and Their Importance (two 50-minute lessons)</p>	<p>In Part I of the lesson, students reflect on the unit and it has shaped their understanding of media literacy, before deciding on their top ten media literacy tips in groups and planning a creative communication project to share them. They then consider any changes or updates that they would make to Article 19 of the Universal Declaration of Human Rights now that they have completed the unit. In the second part of the lesson, students participate in a people’s assembly to discuss the unit’s essential question: How can developing our media literacy support our well-being, our relationships and our democracy?</p>	<ul style="list-style-type: none"> ● PowerPoint: Reflecting on Media Literacy Skills and Their Importance 	<p>Part I</p> <ol style="list-style-type: none"> 1. Reflect on the unit. 2. Identify and plan a means to communicate media literacy tips. 3. Reflect on Article 19 of UDHR. <p>Part II</p> <ol style="list-style-type: none"> 1. Consider the essential question. 2. Discuss the question in a people’s assembly. 3. Debrief the people’s assembly. 4. Re-reflect on the unit.
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