# BTN: Media Literacy - Sources

**ABC ME screening details:** Thursday 28 May, 2020 – 2:25 pm

This episode can also be viewed on [ABC iView](https://iview.abc.net.au/show/btn-media-literacy) after the scheduled screening time.

**Key learning areas:** English

**About: This episode describes different types of sources and explores how to determine the reliability of sources.**

## Before the episode

1. Define the terms source, authority, and credibility, affiliation, bias, genre, intertextuality and anonymous. Consult a range of dictionaries and construct in your own words a definition.
2. Explain the significance of sources for people like journalists, historians, poets and playwrights. Do you think each occupation uses sources in the same way, why/why not?
3. What other professions rely on sources to make important decisions?
4. What is the difference between a primary and a secondary source?
5. Australia has recently experienced a range of significant environmental, medical and social events. You are a journalist reporting on one of these events. Which primary and secondary sources would you seek out? Why? How would these sources have added authority and credibility to your reporting?

## During the episode

1. The episode also utilises intertextual references to popular culture and international political history. Identify examples and explain why you think they have been used (hint zombie film and television, Australian and U.S. politics).
2. Why do you think the source is the main ingredient in any news story? Who or what can be a source? Why might there be multiple credible sources that don’t agree?
3. Why should you be cautious of an anonymous source? Should anonymous sources ever be considered? Why or why not?
4. On an A4 piece of paper, outline what each of the letters in the acronym CRAP represent.
5. Extend your thinking: the episode utilises the codes and conventions of various genres to create humour and engagement for a young audience. Identify and list some of the conventions used within the episode from the horror genre, crime fiction, satire and/or current affairs.

## After the episode

1. Identify an issue that is important to you. Describe why it is important. Conduct research exploring the finer details of this issue. You might explore why/how it has happened, its causes, who is impacted and how/why it can be or should be resolved/addressed. Ensure you engage with primary and secondary sources.
2. Construct a short comic, discursive speech, vlog or podcast representing or discussing the event. After you have constructed the piece explain which source was the most significant for your composition and why.
3. Within journalism, which source do you think is the most credible (primary or secondary)? Is this always the same? Explain your answer with reference to current media events. Then explain why it is better to use multiple sources.
4. It is your job to mentor the newest journalist recruit to the local newspaper. You have decided today you will talk to them about the importance of sources:
	1. the difference between primary and secondary sources
	2. the importance of using multiple sources
	3. how to know if a source is valid (including anonymous sources)
5. Construct your notes by creating short paragraphs for each of the points above.

**Follow-up activity:** Complete one or all of the following activities

1. Get creative with a news report. Select a current media event and write a 1-2 paragraph news report in two very different ways.
	* In Report 1 make sure your writing is unbiased, fair and credible.
	* In Report 2, pretend you have an affiliation (check the meaning of this word) that will make you highly biased. Have fun. Be as sensational, biased, opinionated and fact-free as you can.
2. You are writing a short story set in rural NSW during WW2. What sources would you try to examine so you can create an authentic piece of historical fiction? Explain how these would influence your characters, plot, setting, events, theme and conflict.
3. Stretching your thinking: ‘False equivalence, that’s when the news presents arguments from different sources in a way that makes them seem equally valid even when they’re not’. Research this term and construct your own definition and explain why this is an issue for us as media consumers.

# 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 construct personal responses utilising source material for inspiration and to add authority to the text.
* To demonstrate personal understanding of the role of sources for various occupations.

## Resources

* Pen
* A4 paper
* Dictionaries
* If possible, research materials

## NSW English K-10 Syllabus outcomes

|  |  |
| --- | --- |
| Objective | Stage 5 |
| Communicate through speaking, listening, reading, writing, viewing & representing | 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  | EN5-4B Effectively transfers knowledge, skills & understanding of language concepts into new and different contexts. |

[NSW English K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales 2012. See the [NESA website](https://educationstandards.nsw.edu.au/wps/portal/nesa/mini-footer/copyright) for additional copyright information.