BTN: Media Literacy - Bias

**ABC ME screening details: Thursday** 7 May, 2020 at 2:25pm

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

**Level:** secondary

**About:** Bias is hard to avoid, but it can be really damaging - leading us to make poor choices without fairly weighing up the facts. This episode looks at bias in the media and why it can be particularly damaging.

## Before the episode

1. What does the word bias mean to you?
2. List three examples of bias you have witnessed/experienced/observed in your life or the media.
3. In your own words, define point of view.
4. In your own words, define intertextuality.

## During the episode

1. Identify the genre conventions and styles of media represented in this episode.
2. There are different points of view presented during the episode. Identify a few of the key characters represented during the episode and explain their points of view.

**Point of view** is defined by the English Textual Concepts in Stage 5 as the position from which the subject matter of a text is designed to be perceived.

## After the episode

1. Why do you think the tropes of science fiction have been used as the vehicle for this episode? You may wish to research the history of the science fiction genre.
2. Representing your understanding of bias
   * Design a dual poster where you showcase how a recent event has been represented in the media. For example, ABC and Channel Seven, both are media/ news outlets but represent their point of view quite differently. The event could be recent or a past event you know well. For example, the bushfires, the drought or military conflict. Identify two alternate points of view and represent one on each side of the poster.
3. In this episode there were many intertextual references.
   * Explain why you think the composer has used two of these references.
4. The presenter states that our bias is influenced by our experiences and/or by the media because our brains our hard wired to take a short cut and to use a limited amount of information to make assumptions and draw conclusions.
   * Write a short persuasive piece presenting an assumption or drawing conclusions about a current media event.
   * Using your new learning to complete the sentences: I used to think … Now I think...

**Follow up activity:** Create a 5-10 minute podcast (or the transcript for the podcast) focusing on a particular perspective of a current media issue. NSW teacher notes

You need to include in this podcast:

* a persuasive hook sentence
* three pieces of fact that suit your point of view
* an introduction to your topic
* two or three paragraphs (utilise a familiar paragraph structure)
* a conclusion that consolidates and restates the validity of your bias.

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.

## NSW teacher notes

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### Learning intentions

* To be able to identify and explain the concept of point of view
* To be able to evaluate the impact of bias on our point of view
* To be able to apply understanding of bias and point of view

### NSW English K-10 Syllabus outcomes

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| --- | --- |
| Outcome | Stage 4 |
| Communicate through speaking, listening, reading, writing, viewing and representing | **En4-1A** Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure |
| Use language to shape and make meaning according to purpose, audience and context | **EN4-4B** makes effective language choices to creatively shape meaning with accuracy, clarity and coherence |
| Think in ways that are imaginative, creative, interpretive and critical | **EN4-5C** thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts |

[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.