# Sample Unit – English Life Skills – Years 9–12

*This sample unit illustrates the delivery of the English Life Skills Years 7–10 course and the English Life Skills Stage 6 course in a multi-stage class. The English Life Skills Stage 6 Syllabus mapped to this sample unit is for implementation from 2018*.

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| Unit title | Media Studies  | Duration | 10 weeks (25 hours) |
| Unit description | This unit of work develops students’ understanding of representations of media within our society. Students explore a range of media texts, recognising facts and opinions and considering the different perspectives presented. Through close study of social media and advertising, students develop an understanding of how media can influence our lives. The unit addresses outcomes from both the English Years 7–10 Life Skills course and the English Life Skills Stage 6 Syllabus for delivery in a multi-stage class. |
| Outcomes**Years 7–10**ENLS-5A recognises and uses visual texts, media and multimedia for a variety of purposes, audiences and contextsENLS-7A uses strategies to obtain meaning from and interpret a range of texts ENLS-9A composes texts for a variety of purposes and audiencesENLS10-B explores the ways in which language forms, features and structures of texts vary according to purpose, audience and contextENLS-11B composes, publishes and presents texts appropriate to purpose and audience in a range of contextsENLS-13C engages critically with texts using personal experiencesENLS-15D responds to and composes texts that explore personal, social and world issues**Stage 6**ENLS6-4 uses strategies to comprehend a range of texts composed for different purposes and contextsENLS6-5 accesses information to communicate for different purposes and in different contextsENLS6-7 identifies how language forms and features of texts vary according to purpose, audience and contextENLS6-10 compares ideas, purposes and audiences of textsENLS6-11 explores texts that express a range of ideas, values, points of view and attitudes  |
| Text selections | The selection of texts should be appropriate for the needs, interests and abilities of students. This unit provides opportunities for students to experience texts drawn from: * print media texts – newspapers, magazines
* multimodal and digital texts – TV and radio programs, digital newspapers and magazines
* a range of popular and youth cultures, including social media such as Facebook and popular shows such as The Project, Behind the News and The Simpsons
* advertising texts in all forms of media.
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| Assessment overviewEvidence of student learning could be gathered through:* teacher observations, both formal and informal, of student performance, participation in class activities and discussions, and communication of their understanding of concepts and techniques
* student responses to media texts
* quizzes and activities that assess student understanding of concepts such as fact and opinion, purpose and audience of texts, advertising
* online activities and assessments, such as the Search for the gorilla: Assessment <http://www.scootle.edu.au/ec/viewing/L8470/index.html>
* written tasks such as answers to questions about news stories, persuasive texts, scripts for advertisements
* presentations or displays about media stories or the different perspectives on a story
* advertisements or media stories created by students.

Note: There is no expectation for formal assessment experiences for Life Skills courses. |

| Content | Teaching, learning and assessment | Resources |
| --- | --- | --- |
| **Years 7–10**ENLS5-AStudents:* respond to a range of visual texts, media and multimedia for a variety of purposes in a range of contexts https://lh6.googleusercontent.com/WSefKq_SVlkCAk8JjIg-pKyEHoJ9mbq8vmhjNlaSXq0PM2NXsYXw6HhprbvvU0SC_O7S7pZxOTygyLn98r1oPNm-O5E79mQsI6M1JEU8xlv8c6iKp1oIe6_2wgLfuojrK4cfjYe5

ENLS7-AStudents:* use prior knowledge to gain meaning from and interpret texts

ENLS15-D* recognise that texts represent people, places and events https://lh6.googleusercontent.com/EdvWh_GyIWeWkoGzdGdG9BqJEgLeSCWG-ycm_Ma_NHT-SdquLmMhWNsXEBePNJdnyi80i2boeVBa6HKHOXPlb8dY9U3FQdu17gGxh2NIB93Ce9_NblFf7MPQ2sow38VEV8vn-tit https://lh6.googleusercontent.com/QmUUDpCHHd1O4cQuQwN_pYPiDcEwxUSf44vPN_dSsKUGevkiA_2LvcxrXplfujFbYuHzdIlZXZzszXxVxh37AvYAyfS58tvhyFivmWYElm8WsKq8xMozxqC3KhlHxYycI0nu7-99 https://lh5.googleusercontent.com/IgYyZGyDyB28iBMNCjiZ1KbmAIve8AlHfOPQPXqn8NC_aPegbvHTbzMR3EKm6ilUjLX7l9oqXwX5dPNLVfSBG_OnZIDS1MZMsv6OpLwzTocJuABBhfk-yj1BlbpoioCXdFXoMiSd
* recognise the ways in which ideas and [points of view](https://syllabus.bostes.nsw.edu.au/glossary/eng/point-of-view/?ajax) can be expressed in a range of spoken, written, visual and [multimedia](https://syllabus.bostes.nsw.edu.au/glossary/eng/multimedia/?ajax) texts https://lh6.googleusercontent.com/WSefKq_SVlkCAk8JjIg-pKyEHoJ9mbq8vmhjNlaSXq0PM2NXsYXw6HhprbvvU0SC_O7S7pZxOTygyLn98r1oPNm-O5E79mQsI6M1JEU8xlv8c6iKp1oIe6_2wgLfuojrK4cfjYe5 https://lh5.googleusercontent.com/IgYyZGyDyB28iBMNCjiZ1KbmAIve8AlHfOPQPXqn8NC_aPegbvHTbzMR3EKm6ilUjLX7l9oqXwX5dPNLVfSBG_OnZIDS1MZMsv6OpLwzTocJuABBhfk-yj1BlbpoioCXdFXoMiSd
* explore the representation of people, place and events in film and the media https://lh6.googleusercontent.com/EdvWh_GyIWeWkoGzdGdG9BqJEgLeSCWG-ycm_Ma_NHT-SdquLmMhWNsXEBePNJdnyi80i2boeVBa6HKHOXPlb8dY9U3FQdu17gGxh2NIB93Ce9_NblFf7MPQ2sow38VEV8vn-tit https://lh6.googleusercontent.com/QmUUDpCHHd1O4cQuQwN_pYPiDcEwxUSf44vPN_dSsKUGevkiA_2LvcxrXplfujFbYuHzdIlZXZzszXxVxh37AvYAyfS58tvhyFivmWYElm8WsKq8xMozxqC3KhlHxYycI0nu7-99 https://lh6.googleusercontent.com/WSefKq_SVlkCAk8JjIg-pKyEHoJ9mbq8vmhjNlaSXq0PM2NXsYXw6HhprbvvU0SC_O7S7pZxOTygyLn98r1oPNm-O5E79mQsI6M1JEU8xlv8c6iKp1oIe6_2wgLfuojrK4cfjYe5 https://lh5.googleusercontent.com/IgYyZGyDyB28iBMNCjiZ1KbmAIve8AlHfOPQPXqn8NC_aPegbvHTbzMR3EKm6ilUjLX7l9oqXwX5dPNLVfSBG_OnZIDS1MZMsv6OpLwzTocJuABBhfk-yj1BlbpoioCXdFXoMiSd
* explore personal, social and/or world issues in texts https://lh4.googleusercontent.com/2nvUjiK0_fws-L827yojCGCeqdViCO_H61mT2zAU4Y4RNYJKksXMf2uhwTHOEfIe51RhBhDQh0b2wvzBYEY52MXt24e-smDPhuArf8MM_zXO2NjlNJ_qmxwoLem5YcTXfOA0Ygld https://lh3.googleusercontent.com/N1FkfjeJOeF7EXaxWJKG0DVa6X3hiOydnmVhvygb_6JSHtQhKsYY7dOzmGTWhJPJRm7sQoQMFuErDNCXGsPcyGNERnOw8KxWphpBm3kAZ-3oIHBFNpeyAeagpDBcWW7e05fdiNgx https://lh6.googleusercontent.com/QmUUDpCHHd1O4cQuQwN_pYPiDcEwxUSf44vPN_dSsKUGevkiA_2LvcxrXplfujFbYuHzdIlZXZzszXxVxh37AvYAyfS58tvhyFivmWYElm8WsKq8xMozxqC3KhlHxYycI0nu7-99 https://lh4.googleusercontent.com/1USu359LjcFWOcrFTTaaPyar5ziAbgBK4YgcvVNZjq9tNN_yY6N2dCKeDZ8TPElxnPrBaXtJRbmqUzMD5RBEY5vDcbB5AA5OIPpbjtXM7uwPL7K0r2r7nOvihVdzsVpZfI2I-BTl https://lh5.googleusercontent.com/IgYyZGyDyB28iBMNCjiZ1KbmAIve8AlHfOPQPXqn8NC_aPegbvHTbzMR3EKm6ilUjLX7l9oqXwX5dPNLVfSBG_OnZIDS1MZMsv6OpLwzTocJuABBhfk-yj1BlbpoioCXdFXoMiSd

**Stage 6**Students:ENLS6-4Students:* comprehend and respond to a variety of texts in a range of formats to obtain information https://lh6.googleusercontent.com/EdvWh_GyIWeWkoGzdGdG9BqJEgLeSCWG-ycm_Ma_NHT-SdquLmMhWNsXEBePNJdnyi80i2boeVBa6HKHOXPlb8dY9U3FQdu17gGxh2NIB93Ce9_NblFf7MPQ2sow38VEV8vn-tit

ENLS6-5Students:* recognise that information can be gathered from a number of sources

ENLS6-7Students:* engage with texts according to their purpose https://lh5.googleusercontent.com/Rxtd35_bD9NYVAYTpCQ-l7NjzMfiyFajA_6a4YcahraxXOTfH4tnHYhUexf1uMPSXbOwgmNnpyg5qdPeM0mzCxt4kZSRo3k71lpcoUKMsqqj_fEDdSEoLDDRM41ErrQUfCaz07YL
* use language features or textual form to identify purpose of text Critical and creative thinking icon

ENLS6-11Students:* recognise that texts can explore issues relating to our world https://lh3.googleusercontent.com/E1zMyu_wVrGGPtHw-Y6vOBNArgDRHuQRF9WxfiBXXdADWIIrCOtfPHTaPX0Xxt_2vcH9KtM__I-hMdtBkp0UsxwRz0t87vXv5dwg6O-ZZKJ2n7D_WwHb8i3fI2xfbW0vDEym_ydg Ethical understanding icon Civics and citizenship icon
* engage with different texts on personal, social and world issues Ethical understanding icon Intercultural understanding icon Civics and citizenship icon Difference and diversity icon
* identify and explore issues presented in texts that are relevant and important in their own lives https://lh3.googleusercontent.com/E1zMyu_wVrGGPtHw-Y6vOBNArgDRHuQRF9WxfiBXXdADWIIrCOtfPHTaPX0Xxt_2vcH9KtM__I-hMdtBkp0UsxwRz0t87vXv5dwg6O-ZZKJ2n7D_WwHb8i3fI2xfbW0vDEym_ydgEthical understanding icon Personal and social capability icon Civics and citizenship icon
 | Introduction to the mediaStudents brainstorm types of media, including: * TV
* newspapers (print and digital)
* radio
* magazines
* social media.

Discuss which of these they use. Students could carry out some simple surveys of the class to investigate media use, such as favourite TV show, radio station, or number of hours spent each day using social media. Students could develop a classroom display showing different types of media.Students experience using and exploring some examples of each, such as: * reading and/or responding to a range of print and digital newspapers
* viewing and/or responding to a range of TV shows, either live or through ‘on demand’ websites or apps
* listening and/or responding to the radio, either live or through podcasts, websites or apps
* viewing and/or reading a range of print and digital magazines
* viewing and/or responding to (and perhaps using if appropriate) some forms of social media such as Facebook, Twitter, Instagram, YouTube, blogs.

(Note that the advantage of using ‘on demand’ websites or apps, or podcasts for TV and radio is that the teacher can preview content.) Discuss ‘what constitutes news?’ For example, why was it news when Princess Charlotte was born but not when my sister was born? Consider things such as significance, number of people affected, timing, fame of people involved, proximity, level of human interest, whether it is unusual. Students play a game – news or not? Students are provided with a number of ‘news’ headlines and decide whether the story is news or not by indicating in an appropriate way. This could be through physical movement (eg stepping into a square to indicate if the story is news), an online quiz (eg Kahoot), or verbally. As an extension, include whether the news is international, national or local. Students should also explore the term ‘current affairs’ and discuss how (or if) it differs from the term ‘news’. Watching examples of news and current affairs stories from different TV shows will prompt students’ discussion.  | Access to TV and radio shows, ideally through podcasts, or ‘on demand’ websites or appsAccess to print or digital newspapers and magazinesAccess to social media sitesKahoot <https://getkahoot.com/>  |
| **Years 7–10**ENLS5-AStudents:* express a point of view in relation to the content or presentation of visual texts, media or multimedia https://lh6.googleusercontent.com/EdvWh_GyIWeWkoGzdGdG9BqJEgLeSCWG-ycm_Ma_NHT-SdquLmMhWNsXEBePNJdnyi80i2boeVBa6HKHOXPlb8dY9U3FQdu17gGxh2NIB93Ce9_NblFf7MPQ2sow38VEV8vn-tit https://lh6.googleusercontent.com/WSefKq_SVlkCAk8JjIg-pKyEHoJ9mbq8vmhjNlaSXq0PM2NXsYXw6HhprbvvU0SC_O7S7pZxOTygyLn98r1oPNm-O5E79mQsI6M1JEU8xlv8c6iKp1oIe6_2wgLfuojrK4cfjYe5

ENLS7-AStudents:* develop a [point of view](https://syllabus.bostes.nsw.edu.au/glossary/eng/point-of-view/?ajax) in relation to an [argument](https://syllabus.bostes.nsw.edu.au/glossary/eng/argument/?ajax) or issue presented in a text https://lh6.googleusercontent.com/EdvWh_GyIWeWkoGzdGdG9BqJEgLeSCWG-ycm_Ma_NHT-SdquLmMhWNsXEBePNJdnyi80i2boeVBa6HKHOXPlb8dY9U3FQdu17gGxh2NIB93Ce9_NblFf7MPQ2sow38VEV8vn-tit

ENLS-10BStudents:* explore the effects of different language forms, features and structures for a variety of purposes, audiences and contexts https://lh6.googleusercontent.com/EdvWh_GyIWeWkoGzdGdG9BqJEgLeSCWG-ycm_Ma_NHT-SdquLmMhWNsXEBePNJdnyi80i2boeVBa6HKHOXPlb8dY9U3FQdu17gGxh2NIB93Ce9_NblFf7MPQ2sow38VEV8vn-tit
* explore the ways in which language forms, features and structures can be used to position the reader https://lh6.googleusercontent.com/EdvWh_GyIWeWkoGzdGdG9BqJEgLeSCWG-ycm_Ma_NHT-SdquLmMhWNsXEBePNJdnyi80i2boeVBa6HKHOXPlb8dY9U3FQdu17gGxh2NIB93Ce9_NblFf7MPQ2sow38VEV8vn-tit

ENLS13-CStudents:* appreciate that their own experience shapes responses to texts
* identify persuasive language used in texts
* use persuasive language to present an opinion or [point of view](https://syllabus.bostes.nsw.edu.au/glossary/eng/point-of-view/?ajax) https://lh5.googleusercontent.com/Rxtd35_bD9NYVAYTpCQ-l7NjzMfiyFajA_6a4YcahraxXOTfH4tnHYhUexf1uMPSXbOwgmNnpyg5qdPeM0mzCxt4kZSRo3k71lpcoUKMsqqj_fEDdSEoLDDRM41ErrQUfCaz07YL
* identify how different texts treat the same [subject matter](https://syllabus.bostes.nsw.edu.au/glossary/eng/subject-matter/?ajax) https://lh6.googleusercontent.com/EdvWh_GyIWeWkoGzdGdG9BqJEgLeSCWG-ycm_Ma_NHT-SdquLmMhWNsXEBePNJdnyi80i2boeVBa6HKHOXPlb8dY9U3FQdu17gGxh2NIB93Ce9_NblFf7MPQ2sow38VEV8vn-tit
* compare, discuss and justify different interpretations of texts https://lh6.googleusercontent.com/EdvWh_GyIWeWkoGzdGdG9BqJEgLeSCWG-ycm_Ma_NHT-SdquLmMhWNsXEBePNJdnyi80i2boeVBa6HKHOXPlb8dY9U3FQdu17gGxh2NIB93Ce9_NblFf7MPQ2sow38VEV8vn-tit https://lh5.googleusercontent.com/Rxtd35_bD9NYVAYTpCQ-l7NjzMfiyFajA_6a4YcahraxXOTfH4tnHYhUexf1uMPSXbOwgmNnpyg5qdPeM0mzCxt4kZSRo3k71lpcoUKMsqqj_fEDdSEoLDDRM41ErrQUfCaz07YL

ENLS-15DStudents:* recognise that texts can represent individual or shared views https://lh6.googleusercontent.com/EdvWh_GyIWeWkoGzdGdG9BqJEgLeSCWG-ycm_Ma_NHT-SdquLmMhWNsXEBePNJdnyi80i2boeVBa6HKHOXPlb8dY9U3FQdu17gGxh2NIB93Ce9_NblFf7MPQ2sow38VEV8vn-tit https://lh5.googleusercontent.com/IgYyZGyDyB28iBMNCjiZ1KbmAIve8AlHfOPQPXqn8NC_aPegbvHTbzMR3EKm6ilUjLX7l9oqXwX5dPNLVfSBG_OnZIDS1MZMsv6OpLwzTocJuABBhfk-yj1BlbpoioCXdFXoMiSd
* identify and explain different points of view presented in a range of texts https://lh6.googleusercontent.com/EdvWh_GyIWeWkoGzdGdG9BqJEgLeSCWG-ycm_Ma_NHT-SdquLmMhWNsXEBePNJdnyi80i2boeVBa6HKHOXPlb8dY9U3FQdu17gGxh2NIB93Ce9_NblFf7MPQ2sow38VEV8vn-tit
* compose texts to reflect a personal belief or point of view https://lh6.googleusercontent.com/EdvWh_GyIWeWkoGzdGdG9BqJEgLeSCWG-ycm_Ma_NHT-SdquLmMhWNsXEBePNJdnyi80i2boeVBa6HKHOXPlb8dY9U3FQdu17gGxh2NIB93Ce9_NblFf7MPQ2sow38VEV8vn-tit https://lh6.googleusercontent.com/QmUUDpCHHd1O4cQuQwN_pYPiDcEwxUSf44vPN_dSsKUGevkiA_2LvcxrXplfujFbYuHzdIlZXZzszXxVxh37AvYAyfS58tvhyFivmWYElm8WsKq8xMozxqC3KhlHxYycI0nu7-99 https://lh5.googleusercontent.com/IgYyZGyDyB28iBMNCjiZ1KbmAIve8AlHfOPQPXqn8NC_aPegbvHTbzMR3EKm6ilUjLX7l9oqXwX5dPNLVfSBG_OnZIDS1MZMsv6OpLwzTocJuABBhfk-yj1BlbpoioCXdFXoMiSd

**Stage 6**ENLS6-5Students:* recognise suitable sources of information in different contexts https://lh5.googleusercontent.com/WVSnRyGnrqlCrqSS5v-anrdJeyEAzrmzIiGCgHA5OJdUeM-cCS7sZ7L1q4KU1DJHGVnzOB3HSZxQawqPOH2MDWicptTdg2Aj316dtBVlxMBzJCmuKPz_ZlS8HaFKfik1Fzg9rcXa
* use strategies to assess usefulness of information https://lh6.googleusercontent.com/EdvWh_GyIWeWkoGzdGdG9BqJEgLeSCWG-ycm_Ma_NHT-SdquLmMhWNsXEBePNJdnyi80i2boeVBa6HKHOXPlb8dY9U3FQdu17gGxh2NIB93Ce9_NblFf7MPQ2sow38VEV8vn-tit
* distinguish between fact and opinion in texts

ENLS6-7Students:* explore the ways in which meaning can be shaped through language https://lh5.googleusercontent.com/Rxtd35_bD9NYVAYTpCQ-l7NjzMfiyFajA_6a4YcahraxXOTfH4tnHYhUexf1uMPSXbOwgmNnpyg5qdPeM0mzCxt4kZSRo3k71lpcoUKMsqqj_fEDdSEoLDDRM41ErrQUfCaz07YL

ENLS6-10Students:* consider responses from peers in relation to a text and how they are similar or different to their own responses https://lh5.googleusercontent.com/Rxtd35_bD9NYVAYTpCQ-l7NjzMfiyFajA_6a4YcahraxXOTfH4tnHYhUexf1uMPSXbOwgmNnpyg5qdPeM0mzCxt4kZSRo3k71lpcoUKMsqqj_fEDdSEoLDDRM41ErrQUfCaz07YL https://lh5.googleusercontent.com/IgYyZGyDyB28iBMNCjiZ1KbmAIve8AlHfOPQPXqn8NC_aPegbvHTbzMR3EKm6ilUjLX7l9oqXwX5dPNLVfSBG_OnZIDS1MZMsv6OpLwzTocJuABBhfk-yj1BlbpoioCXdFXoMiSd
* compare texts in different modes and media on the same topic or theme https://lh6.googleusercontent.com/EdvWh_GyIWeWkoGzdGdG9BqJEgLeSCWG-ycm_Ma_NHT-SdquLmMhWNsXEBePNJdnyi80i2boeVBa6HKHOXPlb8dY9U3FQdu17gGxh2NIB93Ce9_NblFf7MPQ2sow38VEV8vn-tit
* identify and describe different perspectives in a variety of texts on the same topic https://lh3.googleusercontent.com/u9Q-K3qkh-ETSYSEvQ96QaJzNrkBOnNMTeMUAb_2Jjx8niU5WdHJED7Z4Pzurxf-cPHr5F9KROrHd4sWrUvT8paxDaAkiC3hWhGdUgCOv_X0Vd9S66GWsZtUllCP8dAybkHSciHR https://lh5.googleusercontent.com/IgYyZGyDyB28iBMNCjiZ1KbmAIve8AlHfOPQPXqn8NC_aPegbvHTbzMR3EKm6ilUjLX7l9oqXwX5dPNLVfSBG_OnZIDS1MZMsv6OpLwzTocJuABBhfk-yj1BlbpoioCXdFXoMiSd

ENLS6-11Students:* recognise that there may be more than one point of view on a particular topic, theme or event https://lh3.googleusercontent.com/u9Q-K3qkh-ETSYSEvQ96QaJzNrkBOnNMTeMUAb_2Jjx8niU5WdHJED7Z4Pzurxf-cPHr5F9KROrHd4sWrUvT8paxDaAkiC3hWhGdUgCOv_X0Vd9S66GWsZtUllCP8dAybkHSciHR
* identify the language forms and features that indicate point of view, values and attitudes in texts https://lh6.googleusercontent.com/EdvWh_GyIWeWkoGzdGdG9BqJEgLeSCWG-ycm_Ma_NHT-SdquLmMhWNsXEBePNJdnyi80i2boeVBa6HKHOXPlb8dY9U3FQdu17gGxh2NIB93Ce9_NblFf7MPQ2sow38VEV8vn-tit
* recognise emotional language in texts and consider the influence of emotional language on the audience https://lh6.googleusercontent.com/EdvWh_GyIWeWkoGzdGdG9BqJEgLeSCWG-ycm_Ma_NHT-SdquLmMhWNsXEBePNJdnyi80i2boeVBa6HKHOXPlb8dY9U3FQdu17gGxh2NIB93Ce9_NblFf7MPQ2sow38VEV8vn-tit
* identify points of view, values and attitudes in a range of texts https://lh3.googleusercontent.com/E1zMyu_wVrGGPtHw-Y6vOBNArgDRHuQRF9WxfiBXXdADWIIrCOtfPHTaPX0Xxt_2vcH9KtM__I-hMdtBkp0UsxwRz0t87vXv5dwg6O-ZZKJ2n7D_WwHb8i3fI2xfbW0vDEym_ydg https://lh5.googleusercontent.com/IgYyZGyDyB28iBMNCjiZ1KbmAIve8AlHfOPQPXqn8NC_aPegbvHTbzMR3EKm6ilUjLX7l9oqXwX5dPNLVfSBG_OnZIDS1MZMsv6OpLwzTocJuABBhfk-yj1BlbpoioCXdFXoMiSd
* compose texts from different points of view Difference and diversity icon
* compare texts presenting different views on the same topic Ethical understanding icon Difference and diversity icon
 | Facts, opinions and perspectives in the mediaStudents learn the difference between fact and opinion. Show students a selection of statements and ask them to identify which are facts and which are opinions. Discuss how they are deciding between facts and opinions. Identify words in the statements that indicate opinion, such as the use of first person and emotive language. Identify words in the statements that indicate fact, such as the use of statistics. Consider the accuracy and reliability of various media sources. For example, discuss:* Which is more reliable – a story in a national newspaper or a comment written on Facebook?
* Would you be more likely to believe statements about a news story made by a radio DJ or by an ABC newsreader?
* Which gives the best information about heart attacks – a TV documentary, or The Simpsons episode Homer’s Triple Bypass?
* How can you tell who and what is reliable?

The Scootle activities Riddle of the black panther: The search and assessment Search for the gorilla: Assessment are examples of interactive ways that students can practise distinguishing between facts and opinions/emotions, and assessing the reliability of statements and sources.Students investigate the type of language used in reporting news stories in different ways, identifying or highlighting examples of factual, non-emotive language and comparing this to persuasive, emotive or imaginative language in a text or texts. Students select a specific news story (individually, in groups or as a class group) and investigate it across different forms of media. For example, follow the same news story in different ways by reading about it in print or digital newspapers, watching it on TV news or current affairs shows or on talk shows such as *The Project*, listening to the story reported on radio or interacting (or observing others interacting) with it by commenting on social media such as Facebookor YouTube. (Note the need for teachers to carefully pre-screen popular culture and social media content.) Students make comparisons as to how the story is reported in different media through:* discussion
* responding to guided questions and prompts
* summarising the main points of the story in each form
* written tasks such as composing sentences or paragraphs describing the various opinions and perspectives
* creating a display of the story in its different forms.

Students explore different perspectives raised by various media. For example, a story on a cricket match where Australia beat England may be reported differently by Australian and English newspapers, or the commentators on The Projectmay express different perspectives on a political story compared to those presented by the nightly news. Students discuss why people may hold a particular view. They also discuss how viewing a media story from a different perspective can change their own opinion. Students develop and express their own opinions on a news story through activities such as:* forming an opinion independently or with the assistance of guided questioning by the teacher or a peer
* selecting or constructing sentences to express an opinion
* justifying their opinion, verbally or in writing
* identifying how a story relates to them personally and how this might influence their opinion
* participating in a class debate
* writing persuasive (exposition) texts to state their opinion given a scaffold or template.

As an extension activity, students could be asked to present an opposing view to the one presented in a news story, in writing or verbally.  | Scootle: Riddle of the black panther: The search <http://www.scootle.edu.au/ec/viewing/L2850/index.html> Search for the gorilla: Assessment <https://www.scootle.edu.au/ec/resolve/view/L8470> The Project(Network 10) Facebook or YouTubePersuasive text scaffolds |
| **Years 7–10**ENLS-5AStudents:* demonstrate understanding of ethical digital citizenship https://lh3.googleusercontent.com/u9Q-K3qkh-ETSYSEvQ96QaJzNrkBOnNMTeMUAb_2Jjx8niU5WdHJED7Z4Pzurxf-cPHr5F9KROrHd4sWrUvT8paxDaAkiC3hWhGdUgCOv_X0Vd9S66GWsZtUllCP8dAybkHSciHR https://lh6.googleusercontent.com/WSefKq_SVlkCAk8JjIg-pKyEHoJ9mbq8vmhjNlaSXq0PM2NXsYXw6HhprbvvU0SC_O7S7pZxOTygyLn98r1oPNm-O5E79mQsI6M1JEU8xlv8c6iKp1oIe6_2wgLfuojrK4cfjYe5 https://lh5.googleusercontent.com/WVSnRyGnrqlCrqSS5v-anrdJeyEAzrmzIiGCgHA5OJdUeM-cCS7sZ7L1q4KU1DJHGVnzOB3HSZxQawqPOH2MDWicptTdg2Aj316dtBVlxMBzJCmuKPz_ZlS8HaFKfik1Fzg9rcXa

ENLS-10BStudents:* identify the language forms and features affected by purpose, audience and context

ENLS-11BStudents:* make deliberate language choices when composing texts for a variety of purposes, audiences and contexts

ENLS-15DStudents:* recognise that texts can represent individual or shared views https://lh6.googleusercontent.com/EdvWh_GyIWeWkoGzdGdG9BqJEgLeSCWG-ycm_Ma_NHT-SdquLmMhWNsXEBePNJdnyi80i2boeVBa6HKHOXPlb8dY9U3FQdu17gGxh2NIB93Ce9_NblFf7MPQ2sow38VEV8vn-tit https://lh5.googleusercontent.com/IgYyZGyDyB28iBMNCjiZ1KbmAIve8AlHfOPQPXqn8NC_aPegbvHTbzMR3EKm6ilUjLX7l9oqXwX5dPNLVfSBG_OnZIDS1MZMsv6OpLwzTocJuABBhfk-yj1BlbpoioCXdFXoMiSd
* recognise the ways in which ideas and [points of view](https://syllabus.bostes.nsw.edu.au/glossary/eng/point-of-view/?ajax) can be expressed in a range of spoken, written, visual and [multimedia](https://syllabus.bostes.nsw.edu.au/glossary/eng/multimedia/?ajax) texts https://lh6.googleusercontent.com/WSefKq_SVlkCAk8JjIg-pKyEHoJ9mbq8vmhjNlaSXq0PM2NXsYXw6HhprbvvU0SC_O7S7pZxOTygyLn98r1oPNm-O5E79mQsI6M1JEU8xlv8c6iKp1oIe6_2wgLfuojrK4cfjYe5 https://lh5.googleusercontent.com/IgYyZGyDyB28iBMNCjiZ1KbmAIve8AlHfOPQPXqn8NC_aPegbvHTbzMR3EKm6ilUjLX7l9oqXwX5dPNLVfSBG_OnZIDS1MZMsv6OpLwzTocJuABBhfk-yj1BlbpoioCXdFXoMiSd
* compose texts to reflect a personal belief or point of view https://lh6.googleusercontent.com/QmUUDpCHHd1O4cQuQwN_pYPiDcEwxUSf44vPN_dSsKUGevkiA_2LvcxrXplfujFbYuHzdIlZXZzszXxVxh37AvYAyfS58tvhyFivmWYElm8WsKq8xMozxqC3KhlHxYycI0nu7-99 https://lh5.googleusercontent.com/IgYyZGyDyB28iBMNCjiZ1KbmAIve8AlHfOPQPXqn8NC_aPegbvHTbzMR3EKm6ilUjLX7l9oqXwX5dPNLVfSBG_OnZIDS1MZMsv6OpLwzTocJuABBhfk-yj1BlbpoioCXdFXoMiSd https://lh6.googleusercontent.com/EdvWh_GyIWeWkoGzdGdG9BqJEgLeSCWG-ycm_Ma_NHT-SdquLmMhWNsXEBePNJdnyi80i2boeVBa6HKHOXPlb8dY9U3FQdu17gGxh2NIB93Ce9_NblFf7MPQ2sow38VEV8vn-tit

**Stage 6**ENLS6-7Students:* engage with texts according to their purpose https://lh5.googleusercontent.com/Rxtd35_bD9NYVAYTpCQ-l7NjzMfiyFajA_6a4YcahraxXOTfH4tnHYhUexf1uMPSXbOwgmNnpyg5qdPeM0mzCxt4kZSRo3k71lpcoUKMsqqj_fEDdSEoLDDRM41ErrQUfCaz07YL
* recognise how language features and textual form change according to purpose
* explore the ways in which meaning can be shaped through language https://lh5.googleusercontent.com/Rxtd35_bD9NYVAYTpCQ-l7NjzMfiyFajA_6a4YcahraxXOTfH4tnHYhUexf1uMPSXbOwgmNnpyg5qdPeM0mzCxt4kZSRo3k71lpcoUKMsqqj_fEDdSEoLDDRM41ErrQUfCaz07YL

ENLS6-11Students:* identify and explore issues presented in texts that are relevant and important in their own lives https://lh3.googleusercontent.com/E1zMyu_wVrGGPtHw-Y6vOBNArgDRHuQRF9WxfiBXXdADWIIrCOtfPHTaPX0Xxt_2vcH9KtM__I-hMdtBkp0UsxwRz0t87vXv5dwg6O-ZZKJ2n7D_WwHb8i3fI2xfbW0vDEym_ydgEthical understanding icon Personal and social capability icon Civics and citizenship icon
* identify and explore issues presented in texts that are relevant and important in their own lives https://lh3.googleusercontent.com/E1zMyu_wVrGGPtHw-Y6vOBNArgDRHuQRF9WxfiBXXdADWIIrCOtfPHTaPX0Xxt_2vcH9KtM__I-hMdtBkp0UsxwRz0t87vXv5dwg6O-ZZKJ2n7D_WwHb8i3fI2xfbW0vDEym_ydgEthical understanding icon Personal and social capability icon Civics and citizenship icon
* understand the concept of privacy and recognise ways to protect their information online Ethical understanding icon  Information and communication technology capability icon Personal and social capability icon
 | Focus on social mediaNotes for teachers: * Consider the suitability of these activities for younger or less socially connected students.
* Teachers can use these activities to respond to issues that may have arisen with their students’ use of social media or to work towards students’ individual goals relating to social skills.
* Teachers must carefully screen social media content for appropriateness in the classroom.

Students brainstorm types of social media and develop a definition of social media. Why do we use social media? Students identify issues that can arise when viewing and interacting with social media, such as:* privacy
* knowing what is appropriate to post
* appropriate language and tone to use
* online harassment and bullying
* scams and hoaxes.

Activities related to social media could include:* reviewing privacy settings on social media accounts
* identifying what information is appropriate to be publicly shared, shared with friends or always kept private
* classifying fictional Facebook posts or Twitter tweets as appropriate or not in terms of content, language and tone
* considering comments, responses or interactions that others have made about current affairs stories or posts on social media sites and identifying if they are appropriate in terms of contact, language or tone, or whether they could be seen as bullying or harassment
* selecting appropriate comments from a set of potential comments to make about a story or post
* formulating their own comment or post on a social media site, using appropriate language and tone
* recognising advertising on social media sites and distinguishing it from stories or posts
* exploring some recent posts on social media to consider if they are genuine
* responding to a presentation from the administrator of the school Facebook page who could tell them about how the page is used by the community, the privacy rules and policies related to the page (eg photographing students) and how they decide if a story, post or comment is appropriate
* creating a set of social media use guidelines for teenagers.
 | Access to social media sites and mobile devices, as appropriate Online resources on the safe and appropriate use of social media, such as:Digital Education Revolution NSW – Digital Citizenship<http://www.digitalcitizenship.nsw.edu.au/> Australian Government: Office of the Children’s eSafety Commissioner – Education Resources<https://www.esafety.gov.au/education-resources> Splash ABC – Private Eyes are Watching You!<http://splash.abc.net.au/home#!/media/102516/internet-privacy>  |
| **Years 7–10**ENLS-5AStudents:* express a [point of view](https://syllabus.bostes.nsw.edu.au/glossary/eng/point-of-view/?ajax) in relation to the content or presentation of [visual texts](https://syllabus.bostes.nsw.edu.au/glossary/eng/visual-texts/?ajax), [media](https://syllabus.bostes.nsw.edu.au/glossary/eng/media/?ajax) or [multimedia](https://syllabus.bostes.nsw.edu.au/glossary/eng/multimedia/?ajax) https://lh6.googleusercontent.com/EdvWh_GyIWeWkoGzdGdG9BqJEgLeSCWG-ycm_Ma_NHT-SdquLmMhWNsXEBePNJdnyi80i2boeVBa6HKHOXPlb8dY9U3FQdu17gGxh2NIB93Ce9_NblFf7MPQ2sow38VEV8vn-tithttps://lh6.googleusercontent.com/WSefKq_SVlkCAk8JjIg-pKyEHoJ9mbq8vmhjNlaSXq0PM2NXsYXw6HhprbvvU0SC_O7S7pZxOTygyLn98r1oPNm-O5E79mQsI6M1JEU8xlv8c6iKp1oIe6_2wgLfuojrK4cfjYe5
* identify the forms and features used in visual texts, media and multimedia to create meaning for a range of [purposes](https://syllabus.bostes.nsw.edu.au/glossary/eng/purpose/?ajax) and [audiences](https://syllabus.bostes.nsw.edu.au/glossary/eng/audience/?ajax) https://lh6.googleusercontent.com/WSefKq_SVlkCAk8JjIg-pKyEHoJ9mbq8vmhjNlaSXq0PM2NXsYXw6HhprbvvU0SC_O7S7pZxOTygyLn98r1oPNm-O5E79mQsI6M1JEU8xlv8c6iKp1oIe6_2wgLfuojrK4cfjYe5
* recognise the effects of elements of multimedia https://lh6.googleusercontent.com/WSefKq_SVlkCAk8JjIg-pKyEHoJ9mbq8vmhjNlaSXq0PM2NXsYXw6HhprbvvU0SC_O7S7pZxOTygyLn98r1oPNm-O5E79mQsI6M1JEU8xlv8c6iKp1oIe6_2wgLfuojrK4cfjYe5
* explore the ways features of visual texts, media and multimedia are used to create meaning for a range of purposes and audiences https://lh6.googleusercontent.com/WSefKq_SVlkCAk8JjIg-pKyEHoJ9mbq8vmhjNlaSXq0PM2NXsYXw6HhprbvvU0SC_O7S7pZxOTygyLn98r1oPNm-O5E79mQsI6M1JEU8xlv8c6iKp1oIe6_2wgLfuojrK4cfjYe5

ENLS-7AStudents:* identify intended audiences for imaginative, informative and persuasive texts
* identify visual, aural, written and digital elements of multimodal and multimedia texts https://lh6.googleusercontent.com/WSefKq_SVlkCAk8JjIg-pKyEHoJ9mbq8vmhjNlaSXq0PM2NXsYXw6HhprbvvU0SC_O7S7pZxOTygyLn98r1oPNm-O5E79mQsI6M1JEU8xlv8c6iKp1oIe6_2wgLfuojrK4cfjYe5

**Stage 6**ENLS6-4Students:* recognise persuasive techniques used in texts https://lh6.googleusercontent.com/EdvWh_GyIWeWkoGzdGdG9BqJEgLeSCWG-ycm_Ma_NHT-SdquLmMhWNsXEBePNJdnyi80i2boeVBa6HKHOXPlb8dY9U3FQdu17gGxh2NIB93Ce9_NblFf7MPQ2sow38VEV8vn-tit
* use elements of visual texts to interpret meaning

ENLS6-7Students:* recognise that texts are composed for different audiences
* use language features or textual form to identify purpose of text Critical and creative thinking icon
* identify the effects on meaning of visual features of texts which indicate purpose and audience Critical and creative thinking icon
* recognise how language features and textual form change according to purpose
* recognise how language features and textual form change according to audience
* explore the ways in which meaning can be shaped through language https://lh5.googleusercontent.com/Rxtd35_bD9NYVAYTpCQ-l7NjzMfiyFajA_6a4YcahraxXOTfH4tnHYhUexf1uMPSXbOwgmNnpyg5qdPeM0mzCxt4kZSRo3k71lpcoUKMsqqj_fEDdSEoLDDRM41ErrQUfCaz07YL

ENLS6-11Students:* identify the language forms and features that indicate point of view, values and attitudes in texts https://lh6.googleusercontent.com/EdvWh_GyIWeWkoGzdGdG9BqJEgLeSCWG-ycm_Ma_NHT-SdquLmMhWNsXEBePNJdnyi80i2boeVBa6HKHOXPlb8dY9U3FQdu17gGxh2NIB93Ce9_NblFf7MPQ2sow38VEV8vn-tit
* recognise emotional language in texts and consider the influence of emotional language on the audience https://lh6.googleusercontent.com/EdvWh_GyIWeWkoGzdGdG9BqJEgLeSCWG-ycm_Ma_NHT-SdquLmMhWNsXEBePNJdnyi80i2boeVBa6HKHOXPlb8dY9U3FQdu17gGxh2NIB93Ce9_NblFf7MPQ2sow38VEV8vn-tit
 | Advertising in the media What is the purpose of advertising?Answers could include: * to sell products
* to educate or inform people
* to improve the image of a product or company
* to develop interest in a product or company.

Students identify the difference between an advertisement and a media story and recognise that advertisements have an agenda.Advertisements should be clearly identified as examples of persuasive texts.Where do we find advertising?Students respond to a range of advertisements in different media sources, such as advertisements found:* in print and/or digital newspapers or magazines
* on TV or radio
* on the Internet
* on their phone in the form of SMS messages
* on social media such as Facebook and YouTube
* in movies and TV shows in the form of product placement
* on billboards, public transport, sporting venues

An interesting challenge could be to see who can find an advertisement in the most unusual place! Students explore advertising on social media such as YouTube and recognise why some YouTube clips include advertisements and others do not. Students explore how we identify advertised content online, such as through the ‘Ad’ label on Google and the ‘Sponsored’ label on social media sites such as Twitter and Facebook.How are advertisements created?Students consider a range of advertisements to develop an understanding that advertisements are targeted at specific individuals (a good example of this is that after they search for a product online it will often come up as an advertisement on their Facebook feed). Students consider the elements of an advertisement and create a list of features, such as:* music or sound, including ‘jingles’
* colour, images or design
* text, facts, comparisons or statistics.

Students identify examples of the types of language and techniques that are used in advertisements to persuade us. They match examples of advertising statements to certain audiences, or choose the most ‘catchy’ statement from a set of statements. Students look at advertisements and highlight the words or techniques that are the most persuasive and discuss why. They consider if the advertisement uses:* emotive, descriptive, inclusive or colloquial language
* expert opinions or evidence
* logic or reasoning
* quotes, anecdotes or testimonials
* hyperbole (exaggeration), sensationalism or extreme language eg amazing, best ever, incredible
* imperatives such as, ‘You MUST try this’
* repetition and alliteration of words, sounds, images
* emotional triggers
* humour or exaggeration
* promises or offers
* particular graphics, colours, designs and layouts.

Students do not need to know or use the formal terms for the persuasive language or techniques but should be able to identify them and their effect on the viewer/listener. The Scootle activities listed are a good way for students to explore the language and forms that are appropriate to advertise to specific audiences as they ask students to select the best language, graphics and features for an advertisement. Students identify the purpose and audience for a range of advertisements using the content, features or forms of the advertisement to help them decide. For example, an advertisement aimed at selling toys to children may feature bright colours, images of kids having fun, simple text and child-friendly graphics and music. Advertisements aimed at women are often very different to those aimed at men. Matching activities would be suitable here as students can match an advertisement to an audience. Students list the features of an advertisement that they feel makes it suitable for a particular audience.Students consider a range of advertisements for similar products and make a judgement about the one they believe would be the most effective, justifying their answer verbally or in writing.The ethics of advertisingAs an extension, discuss with students that advertisements may exaggerate or be selective with the facts, and how to determine if an advertisement is true and realistic. Other ethical issues related to advertising can be explored, such as advertising in schools and product placement (*Behind The News* has some excellent stories on these and other aspects of advertising). | <https://creatoracademy.youtube.com/page/lesson/ad-types> will give teachers some insight into advertising on YouTube. There are similar information pages for the other social media sites too. Fix the mix-up: Advertisement[www.scootle.edu.au/ec/viewing/L8750/index.html](http://www.scootle.edu.au/ec/viewing/L8750/index.html) Online news: Perfect pets[www.scootle.edu.au/ec/viewing/L3456/index.html](http://www.scootle.edu.au/ec/viewing/L3456/index.html) Fashion design: Advertising[www.scootle.edu.au/ec/viewing/L297/li\_001\_gv\_033/index.html](http://www.scootle.edu.au/ec/viewing/L297/li_001_gv_033/index.html) MoneySmart: Advertising detectives[www.moneysmart.gov.au/media/559069/mst\_primary\_integrated4.pdf](http://www.moneysmart.gov.au/media/559069/mst_primary_integrated4.pdf) Behind The News[www.abc.net.au/btn/](http://www.abc.net.au/btn/)  |
| **Years 7–10**ENLS-9AStudents:* identify how audience and purpose affect language forms and features in imaginative, informative and persuasive texts Critical and creative thinking icon

ENLS-11BStudents:* select and use a range of technology and strategies to create visual and multimedia texts for particular purposes, contexts and audiences  Information and communication technology capability icon
* explore ways to present information using appropriate technology and strategies  Information and communication technology capability icon Critical and creative thinking icon

**Stage 6**ENLS6-4Students:* recognise persuasive techniques used in texts https://lh6.googleusercontent.com/EdvWh_GyIWeWkoGzdGdG9BqJEgLeSCWG-ycm_Ma_NHT-SdquLmMhWNsXEBePNJdnyi80i2boeVBa6HKHOXPlb8dY9U3FQdu17gGxh2NIB93Ce9_NblFf7MPQ2sow38VEV8vn-tit

ENLS6-7Students:* explore the ways meaning can be shaped through language https://lh5.googleusercontent.com/Rxtd35_bD9NYVAYTpCQ-l7NjzMfiyFajA_6a4YcahraxXOTfH4tnHYhUexf1uMPSXbOwgmNnpyg5qdPeM0mzCxt4kZSRo3k71lpcoUKMsqqj_fEDdSEoLDDRM41ErrQUfCaz07YL

ENLS6-10Students:* compose texts in different modes or media on a particular topic or thematic study

ENLS6-11Students:* identify points of view, values and attitudes presented in a range of texts https://lh3.googleusercontent.com/E1zMyu_wVrGGPtHw-Y6vOBNArgDRHuQRF9WxfiBXXdADWIIrCOtfPHTaPX0Xxt_2vcH9KtM__I-hMdtBkp0UsxwRz0t87vXv5dwg6O-ZZKJ2n7D_WwHb8i3fI2xfbW0vDEym_ydg https://lh5.googleusercontent.com/IgYyZGyDyB28iBMNCjiZ1KbmAIve8AlHfOPQPXqn8NC_aPegbvHTbzMR3EKm6ilUjLX7l9oqXwX5dPNLVfSBG_OnZIDS1MZMsv6OpLwzTocJuABBhfk-yj1BlbpoioCXdFXoMiSd
 | ComposingIndividually or collaboratively, students compose their own media text:* print or online news story
* multimedia news story
* social media profile (with accompanying posts)
* advertisement.

Students create their own media text, using the language and techniques they have explored. They do this individually or as a group task, using a variety of tools and techniques as appropriate. Examples include:* a print news story (online tools such as Storybird provide useful templates)
* a visual advertisement using pictures and graphics they create themselves or printed images and graphics from elsewhere
* a radio advertisement (students write the script and use appropriate technology to record the advertisement)
* a news story or advertisement for TV (either through role play, or using digital tools such as MovieMaker, Animoto or Puppet Pals)
* a digital or multimedia story or advertisement using software such as Publisher or online tools such as Canva*, Slidestory* or Prezi.

Media texts could be about real or fictitious events or products. If related to the school, the media texts may be published in the school community as appropriate. | Scootle – Design a layout: Advertisement [www.scootle.edu.au/ec/viewing/L8744/index.html](http://www.scootle.edu.au/ec/viewing/L8744/index.html) Storybird<storybird.com> Animoto<animoto.com> Puppet Pals (iTunes app)Canva<canva.com>Slidestory<slidestory.com> Prezi<prezi.com>  |

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| Reflection and evaluation |