

# Media Literacy **IN** Democracy

Women's  
Suffrage in  
Australia



**TEACHER UNIT PLAN**



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# Media Literacy in Democracy: Women's suffrage in Australia

Citizens of today, more than any other point in history, need to be well informed and skilled in being critically literate across all information sources.

Understanding the power of persuasion, the impact of bias and understanding the influence of modern news and social media, is vital in strengthening and supporting our democracy.

This unit aims to explore critical media literacy and the importance of investigating where information comes from online. It does this through exploring a particular historical issue: women's suffrage in Australia.



## Learning Outcomes

By the end of this unit students will be able to:

- Critically analyse information from various media sources
- Recognise persuasive techniques used in the media
- Recognise the importance of verifying information about political issues and issues of democracy
- Understand and demonstrate skills for verifying online information



## Australian Curriculum Links

This unit has been designed to link to areas of the Australian Curriculum and address general capabilities for Media Literacy, in particular this unit addresses the Year 6 – Year 10 areas of:

- HASS (Civics and Citizenship)
- English
- Media Arts

A full list of Australian Curriculum links for this resource is available on page 27.

# Introduction

Citizens of today, more than at any other point in history, need to be well informed and skilled in being critically literate across all information sources.

Understanding the power of persuasion, the impact of bias and understanding the influence of modern news and social media, is vital in strengthening and supporting our democracy.



## Activity

Introduce this unit of work by asking your students to define 'media literacy'. Ask students to first think about what we mean by 'media' and as a class come up with a list of places where students can access news information. Next think about what 'literacy' means. Come up with a definition of 'media literacy'.

Class definitions throughout this unit can be stored together on a class **vocab collector** (see page 17 for a template).

Compare your class definition to the United Nations Educational, Scientific and Cultural Organization's (UNESCO) definition:

**“Understanding and using mass media in either an assertive or non-assertive way, including an informed and critical understanding of media, the techniques they employ and their effects. Also the ability to read, analyse, evaluate and produce communication in a variety of media forms (e.g. television, print, radio, computers etc.)”**



United Nations  
Educational, Scientific and  
Cultural Organization



This unit plan has been designed to be used as a digital resource and includes hyperlinks to relevant sources and documents. If you are printing this resource, a list of hyperlinks is provided in the **resources section on page 26**.



## Teacher note

This unit explores the importance of critical media literacy in relation to an important topic in Australia's history: *the women's suffrage movement*.

Depending on how much your students already know about the women's suffrage movement in Australia, it may also be useful to discuss the term suffrage (meaning the right to vote in an election) and to cover some of the basics of the women's suffrage movement in Australia.



## Discuss



Use the following questions to gauge your students' prior knowledge:

- What does 'suffrage' mean?
- When did the women's suffrage movement take place in Australia?
- What kinds of actions did suffragettes and their supporters take to influence public opinion on the issue?
- What was the outcome?
- In what year were women granted the right to vote in Australia?
- Was every Australian woman granted the right to vote at the same time?
- When were Indigenous Australians granted the right to vote?



## Go further

This National Library of Australia resource provides an overview of the women's suffrage movement in Australia.

This National Museum of Australia resource also covers the basics of the women's suffrage movement in Australia.

# Bias and persuasion

## What is bias and persuasion?

Students need to understand **bias** and **persuasion**. Understanding features of bias and persuasion can impact our understanding of news and whether we can trust the information that is presented.

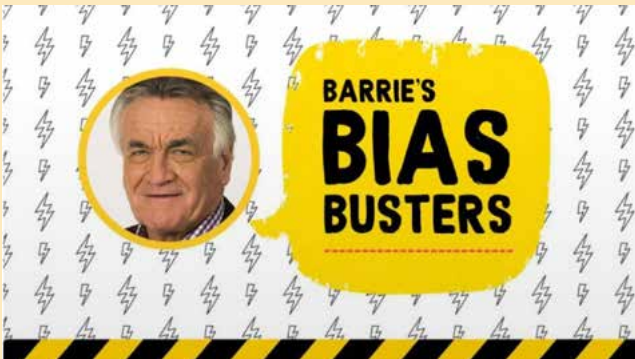


### Activity

As a whole class or in smaller groups, gather your student's understanding of bias using a mind map.

**Ask:** Can you think of any examples of bias? What are some of the features of bias?

ABC Education has created resources to help introduce the concept of **bias** to students:



Students complete a set of interactive challenges to develop skills in identifying bias.



This *Behind the News* episode looks at bias in the media and why it can be damaging.

**Persuasion** is used in the news and social media to direct the reader to accept a particular point of view.



**Come up with a class definition of bias and add it to your class vocab collector.**



## Discuss



### Ask your students to discuss persuasion:

- What does persuasion mean?
- Can you think of any techniques that are used in the news or in social media to persuade you or influence your opinion?

If students need some assistance here, you can find educational videos on platforms like YouTube that can help quickly introduce persuasive techniques.

### Ensure students are familiar with persuasive techniques like:

- **Telling stories and using anecdotes:** e.g. “When I was a child, my neighbourhood was a lot safer than it is today. We never had to lock our front doors. But now days...”
- **Presenting evidence:** using facts, figures, quotes or graphs to support an argument, e.g. “When we asked a group of scientists, 95% of them agreed that the species was in danger of extinction.”
- **Flattery:** falsely complimenting the audience, e.g. “You know a good deal when you see it.”
- **Inclusive language:** using “we” or “us” to get the audience onside, e.g. “We are all affected by the recent stock market crash.”
- **Exaggeration:** overstating to emphasise a point, e.g. “There are millions of reasons to quit your job.”
- **Including expert opinions:** e.g. “Leading scientists agree that our health is at risk.”
- **Asking rhetorical questions:** asking a question where the answer is obvious, e.g. “Don’t we all just want the fighting to stop?”

Students can access a **visual representation** of these persuasive techniques and examples via the student resources section of the Media Literacy homepage.



# Digital news sources



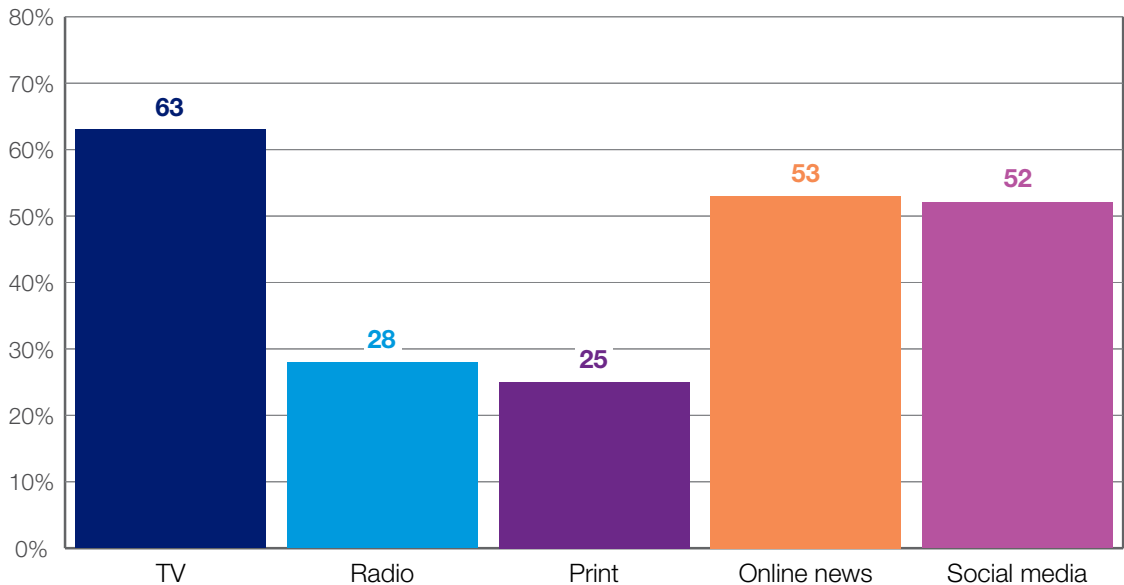
## Explain

Newspapers have been a traditional source of news for over two centuries in Australia. The first newspaper printed in Australia was the *Sydney Gazette*, first published 5 March 1803.

Out of those of us who consume news in Australia, 25% are still accessing print media like newspapers, but we are now much more likely to access news sites online (53%) and on TV (63%).

The graph below shows which sources are accessed by news consumers in Australia.

### Where do Australians get their news?



Based on data published in the 'Digital News Report: 2020' by the News and Media Research Centre at the University of Canberra

Newspapers, both hardcopy and digital, are one of the traditional sources of news. But readers still need to consider whether they can trust the source and identify 'warning signs' that might mean it is not reliable.





## Activity

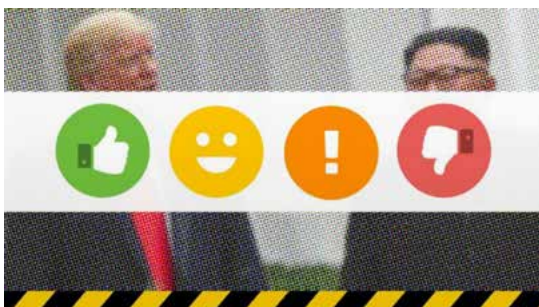
First, have a quick class brainstorm to list the features that students consider make a news item a reliable piece of information.

Then, ask your students to come up with a list of the newspapers or news websites they are familiar with and that they have read before. Students might need a prompt to think about all different types of news sources, such as traditional online sources, links they might see and click on social media, news their parents buy or read, etc.

Using this list, choose 5 news sources and rank them from 1–5 in order of reliability. Have students present their findings in a visual way and explain their ranking, referring to the features identified earlier.



## Go further



### ABC Education Interactive: Real, LOLZ, oops or fake?

This interactive resource teaches students how to spot a fake news story by examining features like publisher, author, images and captions.



### Stop and consider

Check the source this Federal Election

### Stop and consider

The AEC encourages voters to stop and consider the source of the electoral communication you see, hear or read during an election or referendum event to avoid being misled by disinformation.

# News website critical analysis



## Activity

Instruct students that they are going to consider two online news articles from two separate news sources on the topic of women's suffrage.

Students will need to access the homepage and headline story of AEC Education's two simulated online news sources, created for this unit. There are links for students on the student resources section of the Media Literacy homepage.

- 'Ozzy News'
- 'The Informed Citizen'.

Each of these digital news sources are primarily reporting on the women's suffrage movement and have a range of articles, headlines, pictures, 'clickbait' and advertisements.

Students use these newspapers as stimuli to complete the online news critical analysis worksheet on page 20.



## Teacher note

The worksheet directs students to think critically about a variety of persuasion techniques that are employed on news sites.

Students will examine each source for bias through scrutinising headlines, images and article text. They also analyse the news sites for clickbait and begin to consider the impact that the ability to 'share' news on social media may have on its construction.

Both sites show bias towards a particular view, one pro-women's suffrage and the other anti-women's suffrage. You may need to remind students that even if they agree with a particular point of view it can still be biased.



- Choose a current issue in the media and ask students to investigate different articles from multiple sources. Analyse the writer's point of view, intended audience and the persuasive techniques used.
- Have a discussion about why it is important to be able to identify bias and persuasion techniques in the news and on social media.

# What are algorithms and what do they do?



## Explain

An algorithm is a set of step-by-step instructions telling a computer how to perform a task. Algorithms often require input from the user, which can then alter how that task is performed.

Complex algorithms can require input and draw from examples of past behaviour. These are used online to determine some of the information and content that is shown to each individual user. These algorithms are often referred to as 'machine learning'.

Services like Netflix, YouTube and Spotify use machine learning algorithms. These platforms monitor what you are watching, listening to or interacting with, and then use algorithms to suggest and tailor more content based on your past interactions.

The algorithm used by Netflix takes information about the programs you have watched or interacted with to provide suggestions about other movies or TV shows you might enjoy. This includes information such as:

- Genre
- Release year
- Actors
- How you rated similar shows

**NETFLIX**

 YouTube

 Spotify



## Activity

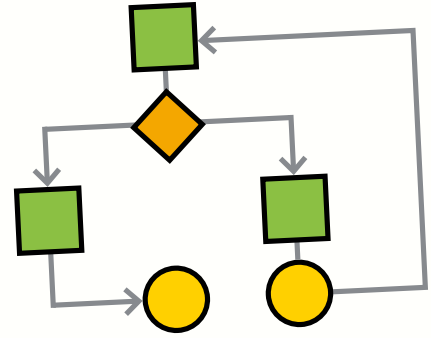
In pairs, direct students to tell their partner what their favourite movie is. Using the categories above, students need to provide three suggestions about other movies they might enjoy.





## Explain

Algorithms ‘learn’ from your interactions. Social media sites like Facebook and even some news sites use machine learning algorithms to regulate the content that appears for each individual user. This means that on Facebook, Instagram and Twitter, you do not see content in chronological order as it was posted. You see what is ‘most relevant’ to you, as determined by the algorithm.



## Activity

**As a class or in small groups:**

- Come up with a list of ‘actions’ that you think determine which posts are ‘relevant’ for you on social media.

(These will be things like likes, shares, followers, ads you clicked on recently, etc.)



## Discuss

- Why do you think social media platforms use algorithms to filter what you see on user feeds, instead of presenting content in chronological order?

(If students need a prompt here, ask them to consider how many users might be on each social media platform, how many interactions each user may be having and to consider the volume of information that is posted and shared.)

- Would you consider this a type of bias? Why/Why not?
- Finally, consider how only seeing ‘relevant’ content in a newsfeed might impact your exposure to and understanding of news and current events.



## Go further

- Do some more research on how social media is ‘curated’— how we see things that are chosen specifically due to our online activity, and consider the role this could play in democracies all over the world.

# Facebook critical analysis



## Explain

Originally designed as a social networking site aimed at connecting people, Facebook is increasingly used as a source of news and information.

Around 60% of Australians are active users of Facebook and 39% of news consumers say they get their news from Facebook. Users of social media are no longer just consumers of the news, but also creators and broadcasters. Interestingly, around two-thirds of Australians (64%) say they are concerned about what is real or fake on the internet and Australians are most concerned about false or misleading information on Facebook (36%).

(Data from the [Digital News Report: Australia 2020](#), by the University of Canberra).



## Activity

Do a quick class tally to count how many people in the class and their families use Facebook. How does the class result match up with the national figure of around 60%?

Next, students will need to access AEC Education's simulated Facebook pages created for this unit, available in the student resources section of the Media Literacy homepage.

- FAKEbook profile – Mary Lee
- FAKEbook profile – Amelia Smith

Explain to students that they are going to analyse these Facebook posts on the topic of women's suffrage in Australia.

Use these profiles to complete the **FAKEbook Analysis Questions** on page 22.

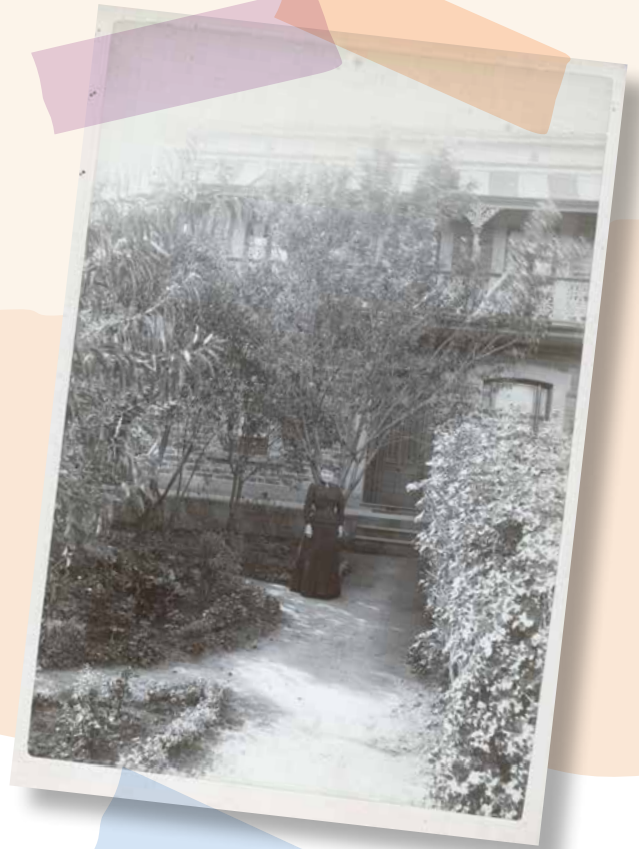




## Teacher note

This activity asks students to stop and consider the information presented to them. Students need to assess the meaning of the posts, who wrote them and why, and consider how others might interpret the same information.

The activities ask students to find out about the person who posted the information. Mary Lee was a real person and students will be able to find out a lot of information about her. Amelia Smith's profile is made-up so students will only be able to use the information provided in her FAKEbook profile.



## Discuss

**After students have completed the analysis sheet:**

- Can Facebook be a reliable place to get news information?

(Facebook can have reliable information — but students should check who posted the information, think about why it was posted, consider if it is from an accredited media source, check when and where the content was originally created or published and consider why it is appearing in their newsfeed).

**During a federal election there is a large amount of information being distributed online which is seeking to influence your vote. Some of this may be disinformation, or false information. It's important that you carefully consider what you see, hear or read.**



## Go further

- Mary Lee's post is a section from a real letter published in one of Australia's first newspapers, the South Australian Register. Students can investigate Mary Lee's 'Letters to Women' in full on the **State Library of South Australia's website**.
- Create a Facebook profile for other suffragettes like Vida Goldstein or Catherine Helen Spence. Use any speeches or other publications you can find to create posts. Research their lives, where they were born and worked. Find photos to complete their 'about me' section.
- Have a class discussion about the ability to share news articles on social media:
  - What do you think motivates people to share content from news sites onto social media?
  - Online news sites can see how many times their articles are viewed and shared. What kind of impact might this have on the type of content they then choose to publish?
  - Evaluate your own reading and sharing habits when it comes to news articles on social media: Do you share articles? What motivates you to share? What factors, if any, do you consider before sharing? What factors do you consider before following a link someone else has shared? Do you read just the headlines? How much of the articles do you really read?



Vida Goldstein



Catherine Helen Spence



### These ABC articles outline some simple ways to fact-check information you find online:

- Free tools for spotting bogus stories
- Five ways you're being fooled by fake stories online



# Twitter introduction



## Explain



News and information is shared through Twitter millions of times a day from all sorts of different places. 'Getting world news' was listed in the top three reasons why Australian's have social media accounts. Australia has an estimated 4.7 million active users on Twitter – that's about 18% of the population.

Twitter is a micro-blogging and social networking service on which users can read, compose and share messages up to 280 characters in length. On Twitter, users are free to create and share almost any content, so you will encounter many different ideas and opinions. Twitter is frequently used for debating and discussing ideas during political movements or elections.



## Activity

First, tally up how many members of the class have a Twitter account. How many are active users? Even if you aren't active on Twitter yourself, it is likely that Twitter still plays a role in how you receive news and information.

As a class, come up with a list of places where students are exposed to tweets, apart from on Twitter. (This is likely to be via screenshots on other forms of social media, news stories about things people have tweeted, watching TV shows where you can live tweet and interact, etc.)

Next, students will need to access the [#WomensSuffrage](#) Twitter Feed created for this unit, available under student resources on the Media Literacy homepage.

Direct students to read through the entire feed to begin.

Students will then need to complete the set of activities on the **Twitter critical analysis worksheet**, available on page 24.



## Teacher note

The worksheet asks students to analyse the Twitter feed, interpreting the opinions expressed by each Twitter user. They examine persuasive techniques and consider the reliability of the information and think about ways they can fact check the information presented.

The worksheet specifically asks students to examine a tweet from Elmer Ego, which includes a photo he claims is from protests in Melbourne, but the picture was actually taken in the USA. You may wish to explain how to **reverse image search** with students, which is a handy way to test the origin of a photograph online. However, students can utilise clues in the photograph alone which raise questions over its legitimacy (e.g. the presence of an American flag).



## Go further

- Many of the tweets feature historic cartoons from the Suffrage movement. Students can analyse each of the historic cartoons featured in the tweets or use the State Library of Victoria's educational image study resource 'Suffragettes in the media.'
- Research the prevalence of 'bot accounts' on twitter and their influence in elections throughout Sweden, Canada, Israel, India and USA.
- Twitter and UNESCO have collaborated to publish their **Teaching and Learning Twitter with UNESCO** guidebook. This guidebook for educators includes information on personal account security, online safety and an overview of Twitter's functionalities.



**Tinto** @tinto1987357 retweeted

**Lady Fair** @OneFairLady  
Babies starving. Homes in turmoil. Chaos in our parliament. Is this what you want? You must say NO.

#WhoWillFeedTheChildren #UnlovedBabies  
#AbandonedFamilies #VoteNo #WomensSuffrage

27 5 32 7

**Vida Goldstein** ✓ @VidaGoldsteinOfficial  
#WomensSuffrage is not anti-men. Men AND women should work together for the interests of the people.

74 11 107 42

# Conclusion and reflection



## Explain

With the ease of sharing information with modern media and the ability for anyone to create 'news', it is more important than ever that we are intelligent consumers of information and critical in our choice of sources.



## Discuss

Conclude this unit of work by asking students to reflect

- What skills do you think are most important for media literacy?
- How do you plan on using these skills?



## Go further

- Imagine what kind of impact online news and social media might have had on the women's suffrage movement if they had they been available at the time.
- Discuss what kind of impact you think online news and social media has on political movements today or might have in the future.
- Using knowledge and skills developed through completing this unit, create your own advertisement poster, video or webpage to teach others about the importance of media literacy and strategies they can utilise in interpreting the news and social media.
- Using the methods of persuasion and bias discussed throughout this unit, create your own social media post to encourage young people to enrol to vote.
- Investigate the campaign for Indigenous voting rights in Australia. Consider the impact of media in bringing about changes for Indigenous rights. Start by examining the Australian Electoral Commission's **timeline on electoral milestones for Indigenous Australians**. Find out more by investigating the National Museum of Australia's **Indigenous Australians' right to vote resource**.



# Vocab collector

Collect the meaning of unknown words here. We've started by adding some suggestions...

Vocab term	Meaning
Media literacy	
Bias	
Persuasion	
Clickbait	
Algorithms	
Suffrage	
Franchise	
Enfranchised	
Disenfranchised	
Subterfuge	
Shackles	
Denounced	

# Persuasive techniques

## Telling stories and using anecdotes

e.g. "When I was a child, my neighbourhood was a lot safer than it is today. We never had to lock our front doors. But nowadays..."

## Presenting evidence

**Using facts, figures, quotes or graphs to support an argument.**

e.g. "When we asked a group of scientists, 95% of them agreed that the species was in danger of extinction."

## Asking rhetorical questions

**Asking a question where the answer is obvious.**

e.g. "Don't we all just want the fighting to stop?"

## Inclusive language

**Using "we" or "us" to get the audience onside**

e.g. "We are all affected by the recent stock market crash."

## Flattery

**Falsely complimenting the audience**

e.g. "You know a good deal when you see it."

## Exaggeration

**Overstating to emphasise a point.**

e.g. "There are millions of reasons to quit your job."

## Including expert opinions

**Using the opinions of experts to give weight to an argument**

e.g. "Leading scientists agree that our health is at risk."

# Online news critical analysis



Now you have read both news sources consider the following questions:

**Q1**

**What point of view is presented in *Ozzy News*? What do you think the authors are trying to make you feel or believe?**

**Q2**

**Examine the quotes in the main *Ozzy News* article. Do you consider quotes to be a reliable source of information? Why/Why not?**

**Q3**

**Look at the article titles in *Ozzy News* – do they show any bias? What kind of persuasive techniques are used?**

**Q4**

**Look at the images with the *Ozzy News* articles. Do you think they match the stories? What emotions do you think they are meant to make you feel?**

**Q5**

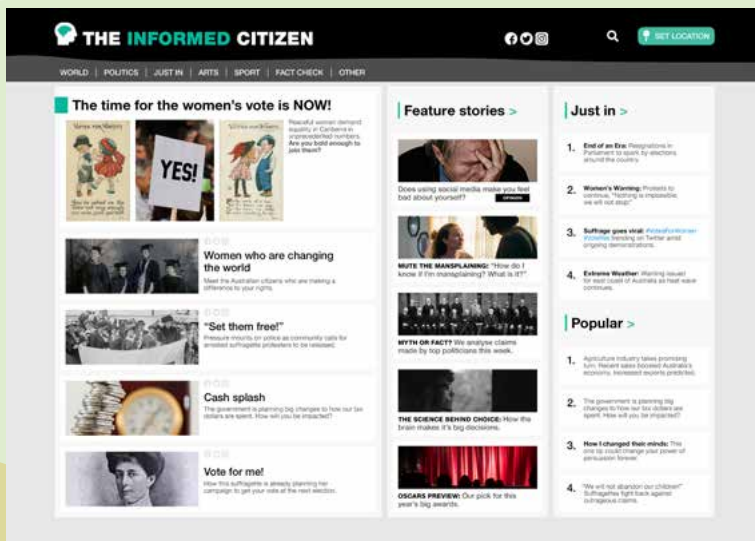
**Can you see who wrote these news stories? Do you think it is important to know who wrote the articles? Why/Why not?**

**Q6**

This is a digital news site and so amongst the news are things like advertising and ‘clickbait’. Clickbait is the term given to something (like a headline) designed to make people want to click on a hyperlink, particularly when the link does not accurately reflect the content it leads to.

**Do you suspect any of the headlines in *Ozzy News* of being clickbait? Which ones and why do you suspect them?**





# THE INFORMED CITIZEN

Q7

What point of view is presented in *The Informed Citizen*? What do you think the authors are trying to make you feel or believe?

Q8

Consider the article titles in *The Informed Citizen* – do they show any bias? What kind of persuasive techniques are used?

Q9

Examine the quotes in the main *The Informed Citizen* article. Would you consider this a biased article? **Why/Why not?**

Q10

Look at the images with *The Informed Citizen* news articles. Do they match the stories? What emotions do you think they are meant to make you feel?

Q11

Do you suspect any of the headlines in *The Informed Citizen* of being clickbait? Which ones and why do you suspect them?

Q12

Both news sites feature links to share their articles on social media. How do you think this might affect what is selected to be included in the articles? (Consider why someone would share one of these articles)



# FAKEbook critical analysis

**Q1**

**What is the main message of Mary Lee’s post? What point of view is she trying to communicate?**

*(You may need to look up some of the words in her post to fully understand.)*

**Q3**

**Why do you think Mary Lee wrote and shared this post? What kind of audience do you think she is trying to reach?**

**Q2**

**How much can you find out about Mary Lee? Do some research using her profile and any other information you can find.**

*Summarise your findings.*

**Q4**

**Is there any other way this post could be interpreted? Think about how someone outside of Mary Lee’s target audience might interpret her post.**



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**Q5**

**What is the main message of Amelia Smith’s post? What point of view do you think she is she trying to communicate? Are there any other ways you might interpret her post?**

**Q6**

**How much can you find out about Amelia Smith? Do some research using her profile and any other information you can find.**

Summarise your findings.

**Q7**

**Make a list of features you should check before trusting the information you see on Facebook.**



**Q8**

**Even though Amelia Smith shared the Eyewitness News story, it is misleading. The headlines were made up and the photo was taken in London, not Australia. Could you tell? Why do you think someone would share a story like this one?**

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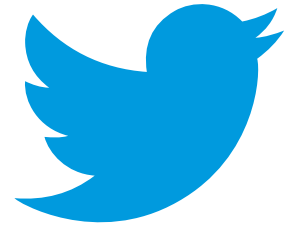
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# Twitter analysis questions



On Twitter, you can encounter all sorts of opinions, viewpoints and ideas, and you can often follow heated debates taking place. The feed you're going to analyse shows tweets with the hashtag [#WomensSuffrage](#).

Read through the feed examining the viewpoint expressed in each tweet.

Sort **each user** into the table below:

Q1	Supports women's suffrage	Against women's suffrage



Q2

**Find and read Elmer Ego's tweet and the replies that are visible.**

How did you interpret his tweet?

Q3

**Can you be sure that Elmer Ego has really tweeted a picture from protests in Melbourne?**

Examine the evidence and draw your own conclusions about the photograph – Is there a way you can work out who the people are, or when and where it was taken?

Q4

**Regardless of the truth of Elmer's tweet – he has still drawn a lot of reactions, as you can see in the comments.**

Describe how others have reacted to Elmer's tweet. Did anyone raise questions about the truth of the photo?

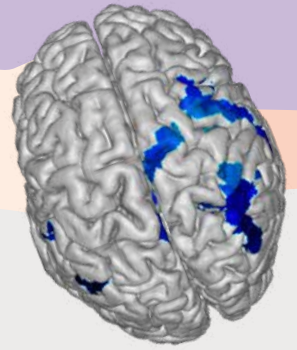
Q5

**Even though you might consider Elmer Ego's tweet 'fake news' – there are a lot of people who have reacted to his post on Twitter and shared it with others.**

Could raising questions or pointing out the truth of Elmer Ego's tweet have made a difference to people's opinion on women's suffrage? Explain why or why not.



**Examine the tweet from Restoring Order about the study of female brains.**



**Q6**

**This tweet features a variety of persuasive techniques to influence the audience. Describe them.**

Are there any features of *Restoring Order's* tweet that make you question the information? List them.

What steps could you take to see if the information in this tweet is really true?

**Q7**

**Choose any of the tweets that you haven't examined yet. Complete the following:**

What is the main opinion or point of the tweet?

What techniques are used in the tweet to try to persuade you or influence your opinion?

**Q8**

**Do you think that the Twitter feed presents all sides to the argument about women's suffrage?**

Are there any arguments that you can think of that are clearly missing from this feed? What kind of opinions are missing? You may need to do some additional research into the women's suffrage movement to find out more.

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# Resources



## Media literacy

UNESCO Media and information literacy: <https://en.unesco.org/themes/media-and-information-literacy>

ABC Education Media Literacy Page: <https://www.abc.net.au/education/media-literacy/>

Behind the News Media Literacy videos: <https://iview.abc.net.au/show/btn-media-literacy>

Barrie's Bias Busters: <https://www.abc.net.au/education/media-literacy/barries-bias-busters/10244146>

How to spot Bias in the Media: <https://iview.abc.net.au/show/btn-media-literacy/series/1/video/NE1874S005S00>

Interactive: Real, LOLZ oops or fake: <https://www.abc.net.au/education/media-literacy/interactive:-real,-oops,-fake-or-lolz/10083954>

Doing a reverse image search: <https://www.abc.net.au/education/media-literacy/del-irani-on-image-search/10052230>

## ABC News articles

Free tools for spotting bogus stories: <https://www.abc.net.au/news/science/2018-09-13/fake-news-free-tools-for-spotting-bogus-stories-images/10233846>

Five ways you're being fooled by fake stories online: <https://www.abc.net.au/news/science/2018-09-11/fake-news-online-five-ways-youre-being-fooled/10126574>

News and Young Australians in 2020: how young people access, perceive and are affected by news media, research undertaken by Western Sydney University and Queensland University of Technology: [https://www.westernsydney.edu.au/\\_data/assets/pdf\\_file/0009/1717875/2020\\_News\\_and\\_Young\\_Australians\\_v2.pdf](https://www.westernsydney.edu.au/_data/assets/pdf_file/0009/1717875/2020_News_and_Young_Australians_v2.pdf)

Digital News Report: Australia 2020, University of Canberra research: [https://apo.org.au/sites/default/files/resource-files/2020-06/apo-nid305057\\_0.pdf](https://apo.org.au/sites/default/files/resource-files/2020-06/apo-nid305057_0.pdf)

Australian Electoral Commission, Stop and consider campaign: [https://www.aec.gov.au/About\\_AEC/electoral-communication.htm](https://www.aec.gov.au/About_AEC/electoral-communication.htm)

Teaching and Learning Twitter with UNESCO guidebook: <https://en.unesco.org/news/unesco-and-twitter-team-media-and-information-literacy>

Australian Media Literacy Alliance: <https://medialiteracy.org.au/>

## Women's suffrage

National Library of Australia, Women's suffrage digital classroom resource: <https://www.nla.gov.au/digital-classroom/year-10-11-12/Feminism/womens-suffrage>

National Museum of Australia, Defining moments, women's suffrage: <https://www.nma.gov.au/defining-moments/resources/womens-suffrage>

State Library of South Australia, Mary Lee's "Letters to Women": <https://mary-lee.collections.slsa.sa.gov.au/21mar903.htm>

State Library of Victoria, Suffragettes in the media: <http://ergo.slv.vic.gov.au/teachers/image-study-suffragettes>

## Indigenous Australians right to vote

National Museum of Australia, Defining moments, Indigenous Australian's right to vote: <https://www.nma.gov.au/defining-moments/resources/indigenous-australians-right-to-vote>

Australian Electoral Commission, Electoral milestones for Indigenous Australians: <https://www.aec.gov.au/indigenous/milestones.htm>

# Australian Curriculum links

## Humanities and Social Sciences Learning Area – Civics and Citizenship

Year Level	Content
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- |               |  |
|---------------|--|
| <b>Year 6</b> | <ul style="list-style-type: none"> <li>• Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI127)</li> <li>• Evaluate evidence to draw conclusions (ACHASSI129)</li> <li>• Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children (ACHASSK135)</li> <li>• The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens (ACHASSK147)</li> </ul> |
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|---------------|---|
| <b>Year 7</b> | <ul style="list-style-type: none"> <li>• The process for constitutional change through a referendum (ACHCK049)</li> </ul> |
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- |               |   |
|---------------|---|
| <b>Year 8</b> | <ul style="list-style-type: none"> <li>• The freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement (ACHCK061)</li> <li>• How citizens can participate in Australia's democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups, and direct action (ACHCK062)</li> <li>• Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS070)</li> </ul> |
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- |               |   |
|---------------|---|
| <b>Year 9</b> | <ul style="list-style-type: none"> <li>• How citizens' political choices are shaped, including the influence of the media (ACHCK076)</li> <li>• The influence of a range of media, including social media, in shaping identities and attitudes to diversity (ACHCK080)</li> </ul> |
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- |                |   |
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| <b>Year 10</b> | <ul style="list-style-type: none"> <li>• The challenges to and ways of sustaining a resilient democracy and cohesive society – including – considering threats to Australian democracy and other democracies, such as the influence of vested interests, organised crime, corruption and lawlessness – and – identifying the safeguards that protect Australia's democratic system and society, including shared values and the right to dissent within the bounds of the law (ACHCK094)</li> </ul> |
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## Health and Physical Education – Personal, Social and Community Health

Year Level	Content
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|---------------|---|
| <b>Year 6</b> | <ul style="list-style-type: none"> <li>• Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053)</li> <li>• Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)</li> </ul> |
|---------------|---|

## English Learning Area

Year Level	Content
<b>Year 6</b>	<ul style="list-style-type: none"><li>• Understand the uses of objective and subjective language and bias (ACELA1517)</li><li>• Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)</li><li>• Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)</li><li>• Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)</li></ul>
<b>Year 7</b>	<ul style="list-style-type: none"><li>• Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating (ACELA1528)</li><li>• Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)</li><li>• Analyse and explain the effect of technological innovations on texts, particularly media texts (ACELY1765)</li><li>• Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)</li></ul>
<b>Year 8</b>	<ul style="list-style-type: none"><li>• Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (ACELA1543)</li><li>• Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives (ACELY1730)</li><li>• Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1732)</li><li>• Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (ACELY1734)</li></ul>
<b>Year 9</b>	<ul style="list-style-type: none"><li>• Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)</li><li>• Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, or situation or character in different texts (ACELY1744)</li><li>• Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)</li></ul>
<b>Year 10</b>	<ul style="list-style-type: none"><li>• Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1564)</li><li>• Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565)</li><li>• Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752)</li></ul>

## Media Arts Learning Area

Year Level	Content
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**In addition to the overarching aims for the Australian Curriculum: The Arts, media arts knowledge, understanding and skills ensure that, individually and collaboratively, students develop:**

- enjoyment and confidence to participate in, experiment with and interpret the media-rich culture and communications practices that surround them
- creative and critical thinking, and exploring perspectives in media as producers and consumers
- aesthetic knowledge and a sense of curiosity and discovery as they explore imagery, text and sound to express ideas, concepts and stories for different audiences
- knowledge and understanding of their active participation in existing and evolving local and global media cultures.

- Year 5 & 6**
- Explore representations, characterisations and points of view of people in their community, including themselves, using settings, ideas, story principles and genre conventions in images, sounds and text **(ACAMAM062)**
  - Explain how the elements of media arts and story principles communicate meaning by comparing media artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander media artworks **(ACAMAR065)**

- Year 7 & 8**
- Analyse how technical and symbolic elements are used in media artworks to create representations influenced by story, genre, values and points of view of particular audiences **(ACAMAR071)**
  - Identify specific features and purposes of media artworks from contemporary and past times to explore viewpoints and enrich their media arts making, starting with Australian media artworks including of Aboriginal and Torres Strait Islander media artworks **(ACAMAR072)**

- Year 9 & 10**
- Experiment with ideas and stories that manipulate media conventions and genres to construct new and alternative points of view through images, sounds and text **(ACAMAM073)**
  - Evaluate how technical and symbolic elements are manipulated in media artworks to create and challenge representations framed by media conventions, social beliefs and values for a range of audiences **(ACAMAR078)**
  - Analyse a range of media artworks from contemporary and past times to explore differing viewpoints and enrich their media arts making, starting with Australian media artworks, including media artworks of Aboriginal and Torres Strait Islander Peoples, and international media artworks **(ACAMAR079)**

# Australian Curriculum General Capabilities

	Level 4 (end of year 6)	Level 5 (end of year 8)	Level 6 (end of year 10)
<b>Literacy</b>			
<b>Interpret and analyse learning area texts</b>	interpret and analyse information and ideas, comparing texts on similar topics or themes using comprehension strategies	interpret and evaluate information, identify main ideas and supporting evidence, and analyse different perspectives using comprehension strategies	interpret and evaluate information within and between texts, comparing and contrasting information using comprehension strategies
<b>Express opinion and point of view</b>	use subjective, objective and evaluative language, and identify bias	use language to evaluate an object, action or text, and language that is designed to persuade the reader/viewer	use language that indirectly expresses opinions and constructs representations of people and events, and consider expressed and implied judgments
<b>Understand learning area vocabulary</b>	use vocabulary, including subject-specific vocabulary from a range of learning areas and vocabulary that expresses shades of meaning	use a wide range of new specialist and topic vocabulary to contribute to the specificity, authority and abstraction of texts	use subject-specific vocabulary to express abstract concepts, and refine vocabulary choices to discriminate between shades of meaning
<b>Understand how visual elements create meaning</b>	explain how analytical images such as figures, diagrams, tables, maps and graphs contribute to understanding of factual information in texts	analyse the effects of different visual elements upon the reader/viewer, and how visual texts such as advertisements and informative texts draw on and allude to other texts to enhance meaning	evaluate the impact of different visual choices in the composition of images, including symbolic images and movement of camera or light, to achieve different nuances
<b>Information and Communication Technology</b>			
<b>Apply digital information security practices</b>	independently apply strategies for determining and protecting the security of digital information and assess the risks associated with online environments	Independently apply strategies for determining the appropriate type of digital information suited to the location of storage and adequate security for online environments	use a range of strategies for securing and protecting information, assess the risks associated with online environments and establish appropriate security strategies and codes of conduct



	Level 4 (end of year 6)	Level 5 (end of year 8)	Level 6 (end of year 10)
<b>Apply personal security protocols</b>	identify the risks to identity, privacy and emotional safety for themselves when using ICT and apply generally accepted social protocols when sharing information in online environments, taking into account different social and cultural contexts	identify and value the rights to identity, privacy and emotional safety for themselves and others when using ICT and apply generally accepted social protocols when using ICT to collaborate with local and global communities	independently apply appropriate strategies to protect rights, identity, privacy and emotional safety of others when using ICT, and discriminate between protocols suitable for different communication tools when collaborating with local and global communities
<b>Identify the impacts of ICT in society</b>	explain the main uses of ICT at school, home and in the local community, and recognise its potential positive and negative impacts on their lives	explain the benefits and risks of the use of ICT for particular people in work and home environments	assess the impact of ICT in the workplace and in society, and speculate on its role in the future and how they can influence its use
<b>Select and evaluate data and information</b>	assess the suitability of data or information using a range of appropriate given criteria	assess the suitability of data or information using appropriate own criteria	develop and use criteria systematically to evaluate the quality, suitability and credibility of located data or information and sources
<b>Understand computer mediated communications</b>	understand that particular forms of computer mediated communications and tools are suited to synchronous or asynchronous and one-to-one or group communications	understand that there are various methods of collaboration through computer mediated communications that vary in form and control	critically analyse independently sourced information to determine bias and reliability

## Critical and Creative Thinking

<b>Organise and process information</b>	analyse, condense and combine relevant information from multiple sources	critically analyse information and evidence according to criteria such as validity and relevance	critically analyse independently sourced information to determine bias and reliability
<b>Consider alternatives</b>	identify situations where current approaches do not work, challenge existing ideas and generate alternative solutions	generate alternatives and innovative solutions, and adapt ideas, including when information is limited or conflicting	speculate on creative options to modify ideas when circumstances change
<b>Think about thinking (metacognition)</b>	reflect on assumptions made, consider reasonable criticism and adjust their thinking if necessary	assess assumptions in their thinking and invite alternative opinions	give reasons to support their thinking, and address opposing viewpoints and possible weaknesses in their own positions
<b>Transfer knowledge into new contexts</b>	apply knowledge gained from one context to another unrelated context and identify new meaning	justify reasons for decisions when transferring information to similar and different contexts	articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views

	Level 4 (end of year 6)	Level 5 (end of year 8)	Level 6 (end of year 10)
<b>Personal and Social</b>			
<b>Appreciate diverse perspectives</b>	explain how means of communication differ within and between communities and identify the role these play in helping or hindering understanding of others	acknowledge the values, opinions and attitudes of different groups within society and compare to their own points of view	articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views
<b>Contribute to civil society</b>	identify a community need or problem and consider ways to take action to address it	analyse personal and social roles and responsibilities in planning and implementing ways of contributing to their communities	plan, implement and evaluate ways of contributing to civil society at local, national regional and global levels
<b>Negotiate and resolve conflict</b>	identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations	assess the appropriateness of various conflict resolution strategies in a range of social and work-related situations	generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems and conflicts
<b>Ethical Understanding</b>			
<b>Examine values</b>	examine values accepted and enacted within various communities	assess the relevance of beliefs and the role and application of values in social practices	analyse and explain the interplay of values in national and international forums and policy making
<b>Explore rights and responsibilities</b>	monitor consistency between rights and responsibilities when interacting face-to-face or through social media	analyse rights and responsibilities in relation to the duties of a responsible citizen	evaluate the merits of conflicting rights and responsibilities in global contexts
<b>Consider points of view</b>	explain a range of possible interpretations and points of view when thinking about ethical dilemmas	draw conclusions from a range of points of view associated with challenging ethical dilemmas	use reasoning skills to prioritise the relative merits of points of view about complex ethical dilemmas