

**VICTORIAN STUDENT'S PARLIAMENTARY PROGRAM (VSPP) 2024  
SECONDARY SCHOOL CONVENTION**

**Topic**

*Should social media platforms be held responsible for the spread of misinformation and fake news?*

**STUDENT BOOKLET**



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## **Activity 1 - PRE-UNIT SURVEY**

### **Learning Intentions**

We will understand the role of social media in our society and how it is used by people.

### **Success Criteria**

I can show an understanding of social media use in society and explain how I use it personally.

### **Task Instructions:**

1. In your own words explain what a social media platform is:


2. Look at the list of social media platforms below. Circle the ones that you use and if there are others which are not listed add them to the list.

### **My Social Media Empire**

**What social media platforms do you access on a regular basis?**

**Circle all those that apply.**

Facebook (and/or Messenger)

Snapchat

“X” (Formerly Twitter)

Pinterest

YouTube Instagram

Reddit

Discord

Other: \_\_\_\_\_

TikTok

Other: \_\_\_\_\_

Other: \_\_\_\_\_

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3. From the choices on the previous page, which 3 do you use the most?

Social Media #1 = \_\_\_\_\_

How and why do you use it?


Social Media #2 = \_\_\_\_\_

How and why do you use it?


Social Media #3 = \_\_\_\_\_

How and why do you use it?


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4. How long do you use social media on average per day? Circle **one** option only.

**Less than an hour**

**1-2 hours**

**3-5 hours**

**5+ hours**

5. For what reasons do you use social media? Circle **all** that apply.

**Entertainment**

**Content Creation**

**Give Feedback**

**Relationships**

**Networking**

**Income Source**

**News/Research**

**Sense of Belonging**

**Other(s):** \_\_\_\_\_

6. Which in your opinion is the best social media platform today? Why?


7. Which of the top social media platforms currently out there do you think is most likely declining in popularity? Why?


8. Predict what the future may look like for social media platforms 5 years from now? 20 years from now? Give reasons to support your predictions.


## Activity 2 - UNPACKING SOCIAL MEDIA PLATFORMS

### Learning Intentions

- We will understand the role of social media in our society and how it is used by people.
- We will critically analyse the role of social media platforms in the spread of information and fake news.

### Success Criteria

- I can show an understanding of social media use in society and explain how I use it personally.
- I can explain what misinformation and fake news is by either discussing it with peers or writing explanations for the teacher to read.

### Task Instructions:

Complete each task and share your answers with the rest of the class.

#### 1. What are social media platforms – cloze activity

Read the passage and refer to the table of words provided to fill in the blanks:

shares	comments	individuals	images	videos
direct	businesses	networking	profiles	communication
tools	online	posting	join	follow

Social media platforms are \_\_\_\_\_ services that allow \_\_\_\_\_, organisations and \_\_\_\_\_ to create and share content, connect with others, and engage in social \_\_\_\_\_.

These platforms provide a variety of features such as \_\_\_\_\_ text, \_\_\_\_\_, \_\_\_\_\_ and links as well as \_\_\_\_\_ for \_\_\_\_\_, interaction and community building.

A user can create a \_\_\_\_\_, \_\_\_\_\_ other users, \_\_\_\_\_ groups or communities and interact through \_\_\_\_\_, likes, \_\_\_\_\_ and \_\_\_\_\_ messaging.

#### 2. List three aspects of society that social media platforms have impacted or influenced:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

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**3. Think, Pair and Share Activity - Social Media and You**

Think about what effects social media has had on your life? What are some of the positive and negatives you have seen with social media on your family, friendship circles and school. Include examples. Share your answer with your partner and list any similarities or differences that you discovered.

Share your answer with your partner and list any similarities or differences that you discovered.


### Activity 3: WHAT IS FAKE NEWS?

#### PowerPoint with Activities

#### Learning Intentions

- We will critically analyse the role of social media platforms in the spread of information and fake news.
- We will analyse how a person's political thoughts and choices are shaped by social media.

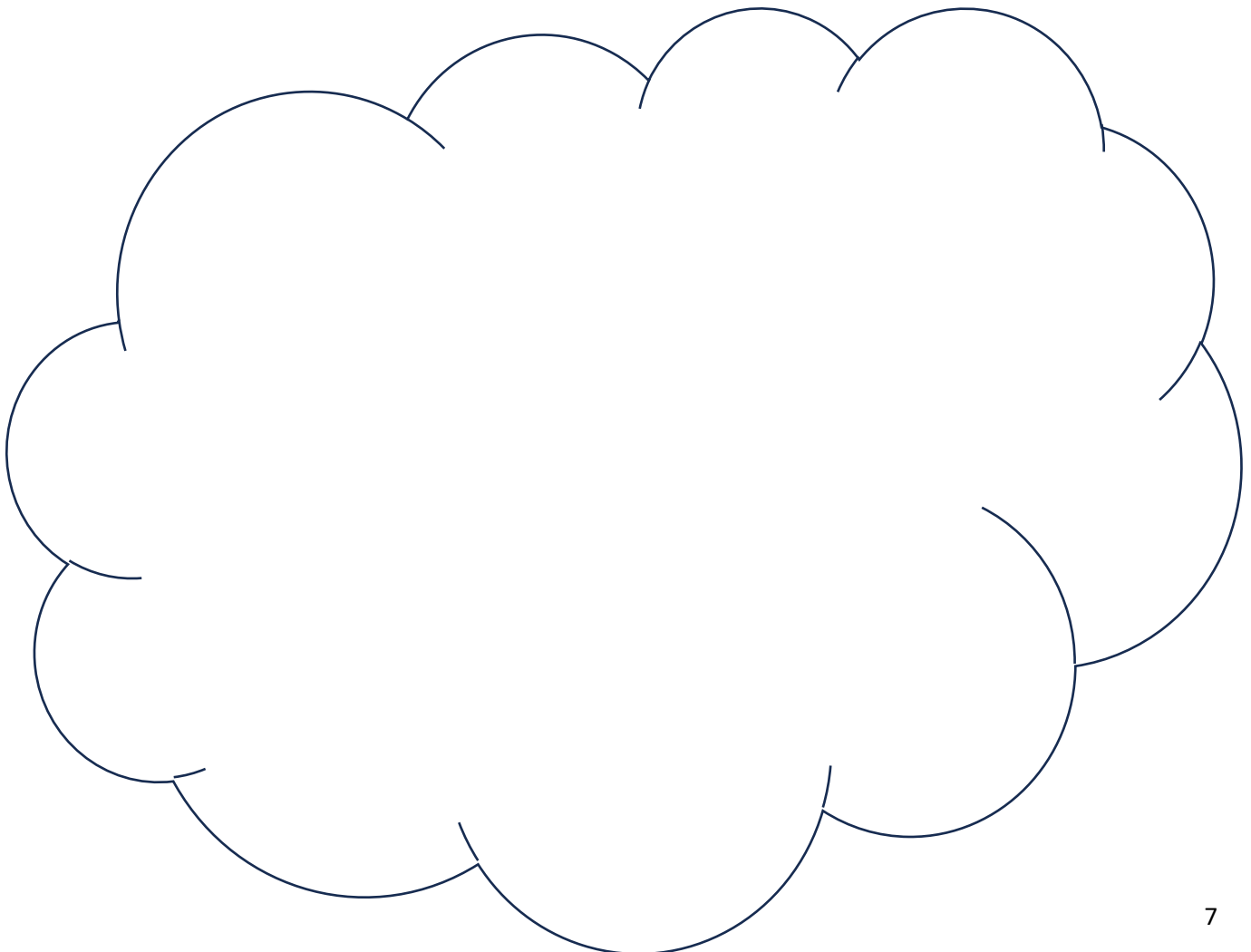
#### Success Criteria

- I can explain what misinformation and fake news is by either discussing it with peers or writing explanations for the teacher to read.
- I can differentiate and distinguish between credible news sources and misinformation on social media platforms by analysing the content and clearly stating whether it is fact, opinion, or fiction.

#### Task Instructions:

Your teacher will go over the PowerPoint titled 'Fake News and Misinformation on Social Media Platforms'. There are a series of activities that you will complete either individually or in groups to consolidate your knowledge and understanding of the news as it is presented today.

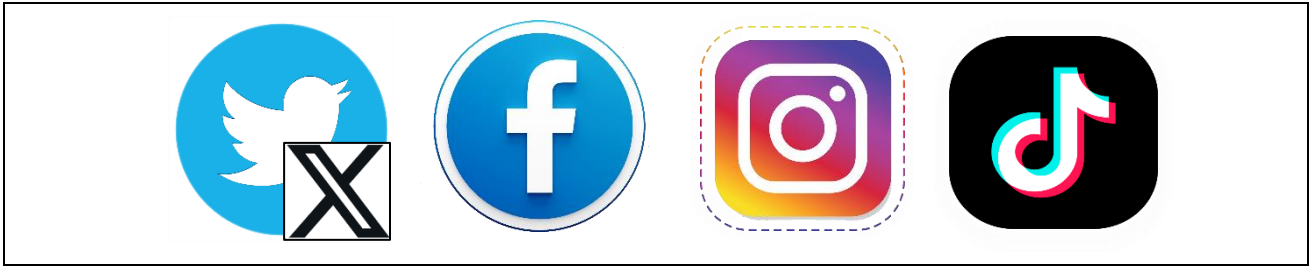
1. Slide 10 Activity



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2. Slide 11 Activity

Match the logos or symbols with the statements in the table below (cut and paste them into table).



Statements	Symbol	Symbol	Symbol	Symbol
Social media platform that allows users to post videos.				
Posts must be no more than 280 characters; uses many hashtags.				
Platform that allows users to use hashtags for trends and searches.				
One of these platforms is the oldest and one is the newest.				

What conclusions can you draw from your symbol placement in the above table?




3. Slide 13 Activity (mindmap)

# Reflect: 3-2-1

<b>3</b>	Things I learned
<b>2</b>	Things I found interesting
<b>1</b>	Question I have

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4. Slide 13 Activity (fake news game)

Describe your thoughts after investigating the story from the link provided.

<b>Headline</b>	<b>Image</b>
<b>Article</b>	<b>Source</b>

## Activity 4 – BEHIND THE NEWS ACTIVITY

### Learning Intentions

- We will discuss the maintenance of a cohesive society when fake news and disinformation is spread.
- We will critically analyse the role of social media platforms in the spread of information and fake news.

### Success Criteria

- I can demonstrate a clear understanding of the role of social media platforms in spreading misinformation and fake news and show this through completion of the activities provided in this unit of work, class discussions and active participation in group work.
- I can differentiate and distinguish between credible news sources and misinformation on social media platforms by analysing the content and clearly stating whether it is fact, opinion, or fiction.

### Task Instructions:

Your teacher will assign you to a group and you are required to watch the Behind the News Clip at least twice before you answer the questions that follow. One person from the group will share the answers with the rest of the class.

Link 1: <https://www.abc.net.au/btn/high/fake-news/103017236>

Questions:

1. List two reasons why misinformation seems to be on the increase through social media platforms.


2. Identify the 4 things suggested in the clip to check for before sharing information online.


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3. Is all misinformation false? Justify your answer.


**Link 2:** <https://www.abc.net.au/btn/classroom/fake-news-fight/13188752>

Questions:

1. Provide two examples of fake news that are referred to in the clip.


2. Describe how social media companies have tried to stop the spread of fake news.


3. Explain how you can stop the spread of fake news?


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Link 3: <https://www.abc.net.au/btn/classroom/fake-news/10523704>

Questions:

1. List the two main reasons why fake news is spread through social media platforms.


2. Outline how the spread of fake news can influence election outcomes in countries like America or Australia?


3. Explain how Mark Zuckerberg, the CEO of Facebook, is trying to tackle the spread of fake news on his social media platform.


**Class discussion point**

*Identify the common theme from all three 'Behind the News' clips regarding fake news and misinformation?*

## Activity 5 – DEEP DIVE INTO ARGUMENTS FOR AND AGAINST MISINFORMATION AND FAKE NEWS

### Learning Intentions

- We will form opinions on whether social media platforms should be held responsible for the spread of misinformation and fake news.
- We will analyse how a person's political thoughts and choices are shaped by social media.
- We will discuss the maintenance of a cohesive society when fake news and disinformation is spread.

### Success Criteria

- I can explain what misinformation and fake news is by either discussing it with peers or writing explanations for the teacher to read.
- I can differentiate and distinguish between credible news sources and misinformation on social media platforms by analysing the content and clearly stating whether it is fact, opinion, or fiction.
- I can demonstrate a clear understanding of the role of social media platforms in spreading misinformation and fake news and show this through completion of the activities provided in this unit of work, class discussions and active participation in group work.

### Task Instructions:

Read the following statements and categorise each statement into an argument for or against social media platforms being held responsible. If they do not relate to an argument do not allocate the statement but be prepared to explain why it does not fit.

There is a table on the next page to help you allocate each statement.

### Statements:

- *Fake news and misinformation try to deceive or trick readers and influence public opinion by presenting made up or exaggerated content as factual news.*
- *Placing some form of accountability on social media platforms that spread misinformation and fake news can potentially breach the rights of individuals to express their opinions even if those opinions are false or misleading.*
- *Fake news can include altered images, misleading headings and untrue stories intended to look like genuine journalism.*
- *Holding social media platforms accountable may lead to censorship and restrictions of free speech.*
- *In Australia there is immunity set out in Schedule 5 of the-Broadcasting Services Act 1992 (Cth), which excuses Internet Service Providers and Internet Content Hosts from liability under any rule of the common law, equity or statute in any state or territory, where they were 'not aware of the nature of the internet content' or the effect of the law.*
- *The main feature of fake news is the deliberate intent to deceive or mislead the audience.*

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- *Fake information or misinformation aims to influence public opinion, promote a particular agenda or cause harm.*
- *Fake news lacks careful fact checking and verification or confirmation processes to ensure that it is true and genuine.*
- *It will be very challenging for social media platforms like Facebook to moderate content with billions of users and vast amounts of content uploaded online every day.*
- *The huge amount of content on social media platforms makes it difficult to distinguish between genuine misinformation and legitimate debate and discussions leading to concerns about over censorship.*
- *It is the role of the individual used to work out the credibility or integrity of information that they read online.*
- *Users of social media online platforms should be able to critically evaluate the information they access, fact-check claims and be selective about the sources they trust.*
- *Fake news often uses emotional language and sensationalism to stir strong reactions from the audience relying on emotions rather than real facts to influence people's beliefs and behaviours.*
- *Fake news can have a significant impact on society by shaping public perceptions or beliefs, influencing elections, and influencing people's trust in reliable sources of information.*
- *Fake news and misinformation represent a major challenge in today's spread of news and information posing threats to public discussions and democratic processes.*
- *Imposing liability on social media platforms for misinformation and fake news could set a dangerous precedent that could extend beyond combating false information increasing regulation and government intervention on online freedom of speech.*

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<b>Arguments for social media platforms being held responsible for the spread of misinformation and fake news.</b>	<b>Arguments against social media platforms being held responsible for the spread of misinformation and fake news.</b>



## Activity 6 – FACT SHEET CREATION

### Learning Intentions

- We will form opinions on whether social media platforms should be held responsible for the spread of misinformation and fake news.
- We will critically analyse the role of social media platforms in the spread of information and fake news.
- We will discuss the maintenance of a cohesive society when fake news and disinformation is spread.

### Success Criteria

- I can explain what misinformation and fake news is by either discussing it with peers or writing explanations for the teacher to read.
- I can differentiate and distinguish between credible news sources and misinformation on social media platforms by analysing the content and clearly stating whether it is fact, opinion, or fiction.
- I can identify methods of how a person's political views are shaped through social media.

A fact sheet is a short, typed, or handwritten document that contains a summary of relevant information about a particular topic in the least amount of space. The aim is to provide facts and key points about the topic in a clear, concise, and easy to understand way.

### Task Instructions:

Read the information in the links below. Summarise what you read to create a *fact sheet* of the key points made in the articles. You can use the template provided on the next page to record the facts or create your own template.

**Link 1:** <https://www.esafety.gov.au/young-people/fake-news>

**Link 2:**

[https://www.aph.gov.au/About\\_Parliament/Parliamentary\\_Departments/Parliamentary\\_Library/pubs/BriefingBook46p/FakeNews](https://www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library/pubs/BriefingBook46p/FakeNews)

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[Fact Sheet Template](#)

Topic:	

## Activity 7 – MEDIA ANALYSIS

### Learning Intentions

- We will form opinions on whether social media platforms should be held responsible for the spread of misinformation and fake news.
- We will critically analyse the role of social media platforms in the spread of information and fake news.
- We will discuss the maintenance of a cohesive society when fake news and disinformation is spread.

### Success Criteria

- I can explain what misinformation and fake news is by either discussing it with peers or writing explanations for the teacher to read.
- I can differentiate and distinguish between credible news sources and misinformation on social media platforms by analysing the content and clearly stating whether it is fact, opinion, or fiction.
- I can identify methods of how a person's political views are shaped through social media.

### Task Instructions:

You will be allocated an article to read in a group of 3-4 students.

Highlight the key points from the article and place each key point under the following headings which you can find in the mind map on the following page:

**Plus – positives points in relation to this topic**

**Minus – negatives points in relation to this topic**

**Interesting – interesting points on this topic**

### Article 1:

#### Most young Australians can't identify fake news online

Published: November 20, 2017

Source: <https://theconversation.com/most-young-australians-cant-identify-fake-news-online-87100>

September 2017, we conducted Australia's first nationally representative survey focused on young Australians' news engagement practices.

Our survey of 1,000 young Australians aged eight to 16 indicated that while roughly one third felt they could distinguish fake news from real news, one third felt they could not make this distinction. The other third were uncertain about their ability.

In part, we were motivated by the gravity of recent academic and public claims about the impact of the spread of "fake news" via social media – although we are well aware of arguments about the credibility and accuracy of the term "fake news". In our study, we classified fake news as news that is deliberately misleading.

### What we found

Age plays a role here. As children get older, they feel more confident about telling fake news from real news. 42% of Australian teens aged 13-16 reported being able to tell fake news from real news, compared with 27% of children aged 8-12.

We found young Australians are not inclined to verify the accuracy of news they encounter online. Only 10% said they often tried to work out whether a story presented on the internet is true. A significant number indicated they sometimes tried to verify the truthfulness of news (36%). More than half indicated they either hardly ever tried (30%) or never tried to do this (24%).

We also asked young Australians how much attention they pay to thinking about the origin of news stories, particularly those they access online. More than half indicated they paid at least some attention or a lot of attention to the source of news stories (54%). However, 32% said they paid very little attention and 14% said they paid no attention at all.

To us, the circulation of fake news on social media is troubling, given what we know about how social media platforms create news filter bubbles that reinforce existing worldviews and interests.

Even more concerning, though, is the way many social media platforms allow people with vested interests to push content into feeds after paying to target people based on their age, location or gender, as well as their status changes, search histories and the content they have liked or shared.

There is often no transparency about why people are seeing particular content on their social media feeds or who is financing this content. Furthermore, much online content is made by algorithms and "bots" (automated accounts, rather than real people) that respond to trends in posts and searches in order to deliver more personalised and targeted content and advertising.

### Where are young Australians getting their news?

Given these concerns, we used our survey to ask just how much news young Australians get through social media.

With all the hype around young people's mobile and internet use, it might come as a surprise that social media did not emerge as their top news source and nor is it their most preferred.

80% of young Australians said they had consumed news from at least one source in the day before the survey was conducted. Their most frequent source was family members (42%), followed by television (39%), teachers (23%), friends (22%), social media (22%), and radio (17%). Print newspapers trailed a distant last (7%).

However, this is not to diminish the significance of young people's use of social media to consume news. Two-thirds of teens said they often or sometimes accessed news on social media (66%) and more than one third of children stated they did so (33%).

For teens, Facebook was by far the most popular social media site for getting news with over half (51%) using it for this purpose. For children, YouTube was by far the social media platform used most for news. 37% got news from this site.

### What should we be doing?

There is no doubt that legal and regulatory changes are needed to address the issue of fake news online.

However, education must also play a critical role. Media education opportunities should be more frequently available in schools to ensure young Australians meaningfully engage with news media.

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Media Arts in the Australian Curriculum is one of the world's only official systematic media literacy policies for children in preschool to year 10, but it is being under-used. Our survey suggests only one in five young

Australians received lessons in the past year to help them critically analyse news, and only one third had made their own news stories at school.

The curriculum also needs to ensure young people understand the politics, biases and commercial imperatives embedded in technologies, platforms and digital media.

Our survey shows that young people are consuming lots of news online. However, many are not critiquing this news or they don't know how to. The implications of this are not necessarily self-evident or immediate, but they may be very wide reaching by influencing young people's capacity to participate in society as well-informed citizens.

## Article 2:

### Facebook, Google, Twitter release industry code to fight spread of disinformation

[ABC Science](#)

By technology reporter [James Purtill](#)

Posted Mon 22 Feb 2021

Source: <https://www.abc.net.au/news/science/2021-02-22/facebook-google-release-voluntary-industry-code-disinformation/13178488>



*Sunita Bose explains what's being done to limit spread of misinformation.*

Tech companies including Facebook and Google have released the final version of a long-awaited industry code to address the spread of misinformation on their services in Australia.

#### Key points:

- Signatories committed to develop and implement measures to deal with misinformation and disinformation on their services
- Australian media regulator calls the industry code "flexible and proportionate"
- Federal government says it will be "watching carefully" to see its effect.

The release comes only days after [Facebook blocked Australians](#) from viewing and sharing "news content" on its platform, leading experts to predict that misinformation would [spread more rapidly](#) in the news vacuum.

The code could change the experience of using social media in Australia, with more pop-up warnings about fake news, as well as better systems to report misinformation.

Misinformation is false or misleading information, and disinformation is the same, but spread with an intent to mislead.

In December 2019, the Australian Government asked the digital industry to develop a code to address disinformation. A pandemic later, these companies, represented by the industry association DIGI, have now released a final version.

Under the code, which is voluntary, all signatories commit to develop and implement measures to deal with mis- and disinformation on their services.

The current signatories are Twitter, Google, Facebook, Microsoft, TikTok and Redbubble (an online marketplace for user-submitted art).

The emphasis of the code is on outcomes rather than specific actions: signatories will choose how to best address misinformation on their service.

The code gives examples of what they may do, including labelling false content, demoting the ranking of content, prioritising credible sources, suspension or disabling of accounts and removal of content.

The signatories will each publish an annual report on their progress.

The Australian media regulator, the Australian Communications and Media Authority (ACMA), which is tasked with overseeing the development of the code, criticised this lack of specific measures or targets when DIGI released a draft version of the code in October 2020.

The ACMA has the power to recommend the government introduce mandatory regulation if the code isn't up to scratch.

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But commenting on Monday on the release of the final version, which experts say is much the same as the draft one, the ACMA was broadly positive.

ACMA chairwoman Nerida O'Loughlin said she welcomed the code as a flexible and proportionate approach to dealing with mis- and disinformation online.

"The code anticipates platforms' actions will be graduated and proportionate to the risk of harm," she said.

"This will assist them to strike an appropriate balance between dealing with troublesome content and the right to freedom of speech and expression.

"Signatories will also publish an annual report and additional information on actions that they will take so that users know what to expect when they access these services."

**Government will be 'watching carefully' for action**

The code also contains a range of non-mandatory objectives including having better systems for reporting incidents of misinformation and disallowing fake news accounts from collecting advertising money.

The final version of the code adds an extra objective that was not in the draft: to provide greater transparency about the source of political advertising on platforms.

Facebook and Google [already publish real-time data](#) on how much money parties and other groups are spending on political ads.

Andrea Carson, an associate professor in communication at La Trobe University, said the code was a good start and the companies should be given a chance to show how they will address disinformation.

"It's too premature to speak too much about it until we give the code a go and see how serious and sincere the companies are," she said.

"The platforms are still teenagers and it's taken a while for the laws to catch up and now we're getting into that space."

The ACMA will report to the government no later than 30 June 2021 on initial compliance with the code and its effectiveness.

Minister for Communications Paul Fletcher said the government "will be watching carefully to see whether this voluntary code is effective".

The European Union oversaw the introduction of a voluntary industry code for disinformation in 2018, but is now looking at mandatory regulation.

A May 2020 independent review of the EU code found the self-regulatory nature of the agreement [made it difficult](#) for the platforms to be held to account for breaches in the code.

Reset Australia, an organisation working to counter digital threats to democracy, described the DIGI code as "pointless and shameless" and proposed in its place a public regulator with the power to issue fines and other penalties.

Reset Australia Executive Director Chris Cooper said companies such as Facebook were continuing to use algorithms that actively promote misinformation, despite committing to addressing the problem.

"This is a regulatory regime that would be laughed out of town if suggested by any other major industry," he said.

"Industry should never be allowed to just write its own rules."

### Article 3:

## Social media giants to face multimillion-dollar fines for spreading fake news



By [Anthony Galloway](#)

June 24, 2023

Source: [www.smh.com.au/politics/federal/social-media-giants-to-face-multimillion-dollar-fines-for-spreading-fake-news-20230623-p5dj07.html](http://www.smh.com.au/politics/federal/social-media-giants-to-face-multimillion-dollar-fines-for-spreading-fake-news-20230623-p5dj07.html)

### KEY POINTS

- The Australian Communications and Media Authority is to be given new powers to hold digital platforms to account for harmful misinformation and disinformation online.
- The maximum penalty for breaching the new laws would be \$6.88 million, or 5 per cent of global turnover.
- The authority would also be able to obtain information and documents from digital platforms relating to misinformation and disinformation on their services.
- Western countries have been growing increasingly concerned about misinformation and disinformation sowing dissent and confusion in their societies.

Social media giants will be hit with millions of dollars in fines if they repeatedly fail to remove disinformation and misinformation from their platforms under a major crackdown by the Albanese government.

Communications Minister Michelle Rowland will on Sunday release draft legislation to give the Australian Communications and Media Authority (ACMA) powers to hold digital platforms to account for spreading harmful fake news.

Communications Minister Michelle Rowland will release a draft of the new laws on Sunday.

“Mis- and disinformation sows division within the community, undermines trust and can threaten public health and safety,” Rowland said.

“The Albanese government is committed to keeping Australians safe online, and that includes ensuring the ACMA has the powers it needs to hold digital platforms to account for mis- and disinformation on their services.”

Under the proposed laws, the authority would be able to impose a new “code” on specific companies that repeatedly fail to combat misinformation and disinformation or an industry-wide “standard” to force digital platforms to remove harmful content.



The maximum penalty for systemic breaches of a registered code would be \$2.75 million or 2 per cent of global turnover – whichever is higher.



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The maximum penalty for breaching an industry standard would be \$6.88 million, or 5 per cent of a company's global turnover. In the case of Facebook's owner, Meta, for example, the maximum penalty could amount to a fine of more than \$8 billion.

Codes or standards could include requiring platforms to have better tools to identify and report misinformation, a more robust complaint handling processes and greater use of fact-checkers. Under the proposed laws, the ACMA would also be able to obtain information and documents from digital platforms relating to misinformation and disinformation on their services. But the government says the ACMA would not have a role in determining what is true or false.

### [Australia takes on Elon Musk over spike in online hate on Twitter](#)

The proposed powers will not apply to individual pieces of content, authorised electoral material or professional news content.

The draft legislation will go out for public consultation from Sunday, which Rowland said would give companies and the public the chance to have their say.

Rowland said the laws aimed to "strike the right balance between protection from harmful mis- and disinformation online and freedom of speech".

"I encourage all stakeholders to make a submission and look forward to introducing the bill into parliament later this year, following the consultation process," she said.

Western governments have shown a growing concern over the threat of authoritarian countries [spreading disinformation to sow dissent within democracies](#).

The European Union enacted new laws in a similar crackdown on social media companies last year, which include fines of up to 6 per cent of global turnover.

In Australia, there has been growing concern about the [proliferation of misinformation and hate speech over the Voice to parliament referendum](#).

ASIO director-general Mike Burgess last month said his agency was "on the lookout" for attempts by other countries to interfere in the referendum.

Tech giants have been expecting Australia to introduce a voluntary code of practice for years.

Social media companies are increasingly self-regulating and last month several tech giants [released transparency reports under a voluntary code](#), where they detailed efforts to minimise harm from misinformation published on their platforms over the previous year.

Google removed more than 300,000 videos from YouTube for containing dangerous or misleading COVID-19 information, including 3000 uploaded from Australia.

Meta "took action" on more than 91,000 pieces of content across Facebook and Instagram for violating its misinformation policies.

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<b>Plus</b> Points and Ideas	<b>Minus</b> Points and Ideas	<b>Interesting</b> Points and Ideas

## POST CONVENTION ACTIVITIES

### Activity 1: Gallery Walk

A gallery walk is a strategy that allows students to reflect on the unit of work they have completed. Students are given time in class to reflect on what they have learned and to write or draw the knowledge and skills gained from the VSPP experience. You will need paper, textas, pencils, or other materials to create a reflection piece for the 'gallery'. The piece that you create could reflect upon the topic, the debate, the parliamentary process, social media platforms, or fake news topics. Completed gallery pieces for the display are then attached to poster paper or to the classroom wall to enable everyone in the classroom to walk around and view each other's reflections. Use post-it notes or something similar so that you can then add your own thoughts to the gallery pieces to either extend the idea presented by another student or to commend the original piece of work.

### Activity 2: In other news...

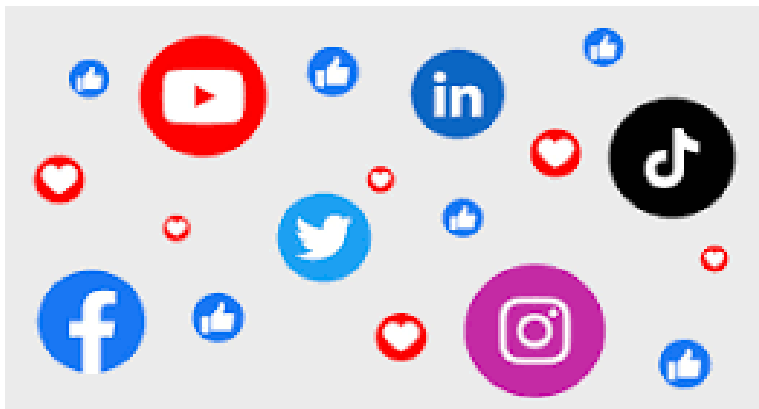
Each student is required to prepare a short newscast about this topic. Time is allocated to let them write their new bulletin and then they are given the opportunity to read it to the rest of the class simulating a news desk.

### Activity 3: Exit Tickets

Students are to complete each of the four tasks on the Exit Ticket provided. They can then share what they wrote with their partner or the rest of the class.

### Activity 4: Letter to the Editor or one of the Social Media Platforms (sample over the page)

Write a letter to the Herald Sun, the Age or a specific social media platform expressing your point of view of whether social media platforms should be held responsible for the spread of information and fake news.




# EXIT TICKETS

Complete an exit ticket at the end of this activity. Answer each of the tasks as creatively as you like!  
Share with the rest of the class.

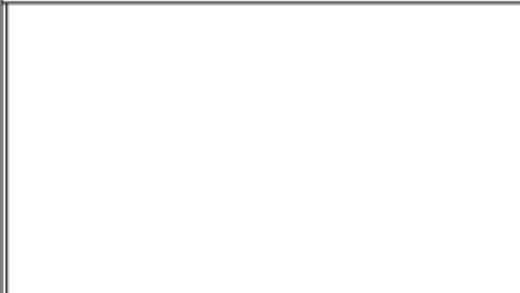
## POST IT ON FACEBOOK

Write a Facebook post explaining something you have learnt in relation to the topic. Make sure to include a photo/diagram to demonstrate what your post is all about.

	<hr/> <hr/> <hr/> <hr/> <hr/>
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## INSTAGRAM

Create a post about this topic. Make sure to include a caption and #hashtags about what you have learnt!



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## TWEET ABOUT IT

Write a tweet about the Convention in 140 characters or less.

	_____ (name)
<hr/> <hr/>	

Now it's time to share. Write a reply to one of your friends' tweets about reflection on the Convention. Remember a reply requires a "@ " followed by their name!

	_____ (name)
<hr/> <hr/>	

## BLOG ABOUT IT

Create a blog post telling the world about what you have done today. Aim to write 3 things you have learnt, 2 things you found interesting and 1 question you still have...

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## Sample Letter

<your name>  
<your address>

<date>

<address of person you are writing to>  
Newspaper Name  
Street Name  
City, Postcode

Dear <Title & Full Name of Person>

I am writing to express my feelings/thoughts about .....

<Insert Paragraph>

<Insert Paragraph>

I am looking forward to hearing from you on this matter. I can be contacted at <insert details>.

Kind regards,

<Sign here>

<your name in writing here>