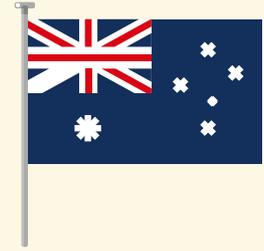




Influences on government policy and the media



This sequence is intended as a framework to be modified and adapted by teachers to suit the needs of a class group.

Resources needed

- Influences on government policy – Quotes visualiser
- Influences on government policy – Group investigation
- Why does the media matter in our democracy? – Visualiser
- The power of the media – Investigation
- Navigating the media – Visualiser
- Misinformation, disinformation or fake news? – Group task

Part A: Exploring how and why outside bodies influence government policy

- 1 Pose the question: Why is power important in Australian politics?

Explain that, while Australian citizens elect representatives to govern on their behalf, other non-elected individuals and organisations seek to influence government policy for their own advantage.

- 2 Elicit students' prior knowledge about organisations that seek to influence government policy.
- 3 Display the *Quotes visualiser* and as a class, discuss its meaning.
- 4 Use a *grouping strategy* to organise the class into teams of 3 or 4 students and allocate each group one of the following to investigate:
 - business association or industry
 - union
 - non-profit organisation.
- 5 Give groups adequate time to complete the *group investigation*.
- 6 Explain to students that they will evaluate each group's presentation. Talk about the process of peer evaluation and develop agreed criteria for evaluation. Possible questions include:

Did the presentation:

- identify the organisation seeking to influence government policy
- identify the government policy the organisation seeks to influence
- adequately explain the strategies used by the organisation to seek influence
- cite the sources of information used in the presentation
- state why the sourced information is valid and relevant?



Part B: Exploring media ownership and influence

- 1 Display and explain the information on *Why does the media matter in our democracy – Visualiser*.
- 2 *Think-pair-share* the following proposition: Owning or controlling a media outlet or corporation can be immensely powerful.
- 3 As a class read through the investigation.
- 4 Students complete the investigation.

Part C: Misinformation, disinformation and fake news

- 1 Use slide 2 of *Navigating the media – Visualiser* to explain the difference between bias, misinformation, disinformation and fake news.
- 2 As a class discuss if students have retweeted a tweet or re-posted an article and if so, why.
- 3 Display and explain slides 2 and 3 of the visualiser.
- 4 Use a *grouping strategy* to organise students into groups of 4.
- 5 Groups complete the *group task*.
- 6 Invite groups to share their responses. Note: you might find the *placemat strategy* useful for promoting group discussion and consensus.
- 7 Students write an evidence-based paragraph or 2 explaining how the media shapes identity and influences attitudes to diversity.

Refer students to *Writing paragraphs in Civics and Citizenship – Model*