

Media Arts: VCE Unit 4 **LEARNING SEQUENCE AND KEY RESOURCES FOR TEACHERS**

Unit 4:
Aos 1 Media Production
Aos 2 Agency and Control

Date	Week	Lesson	Area of study Learning Outcomes	Teaching Plan	Lesson Activities	Adjustments for the needs of learners	Key Skills/Knowledge from Study Guide	Key Resources - Annotated	Student Home-work	School & VCE Assessment
TERM 3	15 th July – 20 th Sept									
	UNIT 4		Media Production and issues in the media							
5 th Aug	Week 4	Lesson 1 (Double 75 mins)	Wrap up Study Area 1: media production							
		Lesson 2 (Double 75 mins)	<p>Study Area 2: Outcome 2: Agency and Control</p> <p>On completion of this study area, the student should be able to discuss issues of agency and control in the relationship between the media and its audience,</p>	<p>Big idea/ILO topic: introduction to area of study:</p> <ol style="list-style-type: none"> (5 mins) Introduction to the Study Area and key skills/knowledge. (5 Mins) Outline assessment requirements and dates. (10 mins) Overview: Mass media & how we watch media products in 21st c (20 mins) Class activity (10 mins) Overview: platforms we watch media – impact technology has on viewing habits. Web 2.0 (10 mins) Overview relationship between media, government and audience: <ul style="list-style-type: none"> Audience agency concepts. Vulnerable audiences, community standards. (5 mins) Next lesson and homework 	<p>Student class Activity: (20 mins allocated) Complete activity 11.2; question about free-to air -tv. (Student as audience and as analyst).</p>	<ul style="list-style-type: none"> Scaffolded approach to convey terms and concepts. Explicit teaching. 	<ul style="list-style-type: none"> Discuss the dynamic and changing relationship between the media and its audience Discuss the extent of the influence of media and media audience. Analyse the regulation of relationship between media and its audience in Australia Analyse the issues and challenges relating to regulation and control of the media 	<p>Textbook: <i>Media Reframed: VCE units 1-4</i>, (2018) chapter 11</p> <p>Assessment task: SAC DEBATE</p> <p>Assessment task; written response</p> <p>Rubrics.</p> <p>Study design booklet.</p> <p>Resources: https://www.communications.gov.au/what-we-do/television/media/updates-australias-media-laws https://www.pmc.gov.au/sites/default/files/publications/Australian-Government-Guide-to-Regulation.pdf https://www.screenaustralia.gov.au/fact-finders/infographics/what-s-the-deal-with-video-on-demand https://www.freetv.com.au/wp-content/uploads/2019/07/Free-TV-Commercial-Television-Industry-Code-of-Practice-2018.pdf https://www.acma.gov.au</p>	<p>Complete 11.5 nature of content and services.</p>	
		Lesson 3 (Single 45 mins)	Practical /independent work	Big idea/ILO topic : media and change: how and what ways the media influencers engage	Activity Do a timeline. Media and change; p.196	<ul style="list-style-type: none"> Recap on ideology and representation to engage deep 	<ul style="list-style-type: none"> Discuss the extent of the influence of media and media audience 	<p>Textbook: <i>Media Reframed: VCE units 1-4</i>, (2018) chapter 11</p>	Complete timeline if not	

				<p>audiences? Who regulates them?</p> <ol style="list-style-type: none"> (10 mins) homework and previous lesson recap. Begin topic Media, audience and change. (10 mins) Ideology and political representation. Introduction to news case studies: gun violence and political reporting. (20 mins) class activity. timeline 		<p>learning for students with prior knowledge and skills.</p> <ul style="list-style-type: none"> Introduction to media news case studies for all students Online resource: key Definitions : including regulation/self-regulation. ICT integration content/student activity (digital pedagogical practice). 		<p>PowerPoint: <i>How ideology affects political representation,</i> SlideShare.</p> <p>www.media-education-portal.com key Definitions regulation/self-regulation agency, control. Passive/active audiences</p>	achieved in class.	
12 th Aug	Week 5	Lesson 1 (Double 75 mins)	Study Area 2: Outcome 2: Agency and Control	<p>Big idea/ILO topic : the effect media has on audiences. In news political reporting:</p> <ol style="list-style-type: none"> (15 mins) Mass media and New Media communication theories (go through theories and media influencers). (30 mins) Case study: President Trump vs John Howard: "man of steel" Politics in the media USA and Australia. Different time and use of media types/platforms. <ul style="list-style-type: none"> NEWS CYCLE 24 HOURS Examples: FOX NEWS/NEWS CORP/NINE (10 mins) political case study. Watch video (5 mins) Review and link to next lesson tasks. 	<p>Activity Worksheet Activity 11.24</p> <p>Watch video: https://www.youtube.com/watch?v=MKLScxwIDJY</p> <p>Case study; political reporting Student discussion in pairs: Analyse how audience receive news, and how news media constructs and distributes. Describe the relationship and effect on audience using theories (Activity mind map and discussion) See John Howard articles and trump.</p> <p>John Howard: Howard started his government just as the relentless scrutiny of the 24-hour media cycle became the political norm, and finished it almost a dozen years later as social media started to assert its malevolent power over public opinion. In that climate, his political longevity in itself was</p>	<p>Last lesson PowerPoint: <i>How ideology affects political representation,</i> SlideShare. Use a Segway into lesson.</p> <p>ICT integration content/student activity (digital pedagogical practice Available on media portal website for student to recap if required</p>	<ul style="list-style-type: none"> The way media is used by <u>globalised media institutions, government and individual</u> Discuss the dynamic and changing relationship between the <u>media and its audience</u> Evaluate <u>ethical and legal issues</u> in the media. Use media language 	<p>Brett Lamb table – Media Influencers table (communication theories). https://lessonbucket.com/vce-media/units-3-4/agency-and-control/communication-theories/</p> <p>Textbook: <i>Media Reframed: VCE units 1-4,</i> (2018) chapter Newspaper print online: p.225 Media theories pl 229</p> <p>Articles: “Politics and the media in Australia today” who are the audiences in Australia? https://www.aph.gov.au/About_Parliament/Senate/Powers_practice_n_procedures/~/~/~link.aspx?id=BBB1EE10832642B4A58C93B92FB39794&z=z</p> <p>President Trump vs John Howard Mr Murdoch's No.1 rating conservative pay television channel, Fox News, was an unabashed</p>		

				<p>a remarkable achievement. https://www.abc.net.au/news/2016-03-02/barnes-john-howard-the-greatest-pm-of-our-time/7212668</p> <p>Media Mogul Rupert Murdoch has likened Donald Trump's courting of working class American voters to the wooing of "Howard battlers" by Australia's second-longest serving prime minister, John Howard. https://www.afr.com/world/rupert-murdoch-likenes-donald-trump-to-howard-battlers-20161201-gt23qw</p>			<p>supporter of Mr Trump's campaign</p> <p>https://www.theguardian.com/australia-news/2018/oct/23/kevin-rudd-says-power-of-the-murdoch-media-to-blame-for-australias-coup-culture</p> <p>Watch video: https://www.youtube.com/watch?v=MKLScxwIDJY</p>			
		Lesson 2 (Double 75 mins)	Study Area 2: Outcome 2: Agency and Control	<p>Big idea/ILO topic; What is the rationale for media regulation? Why does regulation exist?</p> <ol style="list-style-type: none"> (10 mins) discuss as class role of regulation and concept of: <ul style="list-style-type: none"> a) vulnerable audiences, b) community standards, c) classification bodies. (15 mins) Watch videos x 2 from incident Case study – gun control and Christchurch shootings. (10 mins) pair and share response: impact on audience, role of regulation. (10 mins) create argument for/against question (20 mins) Preparing for next class. Learning about argumentation. Use LABEL, EXPLAIN, EXAMPLE, TIEBACK (LEET). 	<p>Class activity: Watch 2x YouTube videos (15 mins)</p> <p>Student activity:</p> <ul style="list-style-type: none"> pair and share response: impact on audience, role of regulation. Pairs Create argument for and against regulation of media platforms. <p>Brett Lamb table – Media Influencers table (communication theories).</p>	<ul style="list-style-type: none"> Sensitive content caution for students. Attain comfort level for students. Adapt to another case study if required. 	<ul style="list-style-type: none"> Analyse the issues and challenges relating to regulation and control of the media Evaluate ethical and legal issues in the media 	<p>Essential Videos</p> <p>https://edition.cnn.com/2019/05/14/tech/facebook-livestream-changes/index.html https://www.abc.net.au/mediawatch/episodes/guns/11405212</p> <p>Resource document: teacher's guide to debate in the classroom</p> <p>https://www.theguardian.com/media/2019/apr/04/australia-passes-social-media-law-penalising-platforms-for-violent-content https://www.screenaustralia.gov.au/factfinders/television/industry-trends/content-regulation</p> <p>Screen Australia, fact finders, 2018, retrieved 10th august 2019,</p>		

								https://www.screenaustralia.gov.au/fact-finders/television/industry-trends/content-regulation		
		Lesson 3 (Single 45 mins)	Practical /independent work	<p>Big idea/ILO topic: Analyse and evaluate the issues in regulating the media politics:</p> <ol style="list-style-type: none"> (5 mins set up class) (30 mins) debate to formulate response to question using case studies and media communication theories. (5 mins) Review and recap <p>(preparing for SAC)</p>	<p>Student activities:</p> <ul style="list-style-type: none"> Class Debate (in 2 groups): (record it for evaluation) <p>Identify media communication models: e.g. propaganda, political economy.</p>	<ul style="list-style-type: none"> Dialogic pedagogy/ learning: Debate is to prepare students for their oral presentation and model how to apply case-studies and integrate media communication theories to their answers. 	<ul style="list-style-type: none"> Analyse and evaluate the issues and <u>challenges relating to regulation and control</u> of the media. Include <u>ethical</u> and legal issues 	<p>Textbook: <i>Media Reframed: VCE units 1-4</i>, (2018) chapter 11</p> <p>Essential resource: Karp, P 2019, 27th July 2019,</p> <p>Brett Lamb table – Media Influencers table (communication theories). https://lessonbucket.com/vce-media/units-3-4/agency-and-control/communication-theories/</p>		Formative feedback. Peer and teacher assessment. (in preparation for SAC) See <i>appendix A</i>
19 th Aug	Week 6	Lesson 1 (Double 75 mins)	Study Area 2: Outcome 2: Agency and Control	<p>Big idea/ILO topic : the relationship and regulation of violence over platforms: game violence, guns, reality TV, films.</p> <ol style="list-style-type: none"> (10 mins) recap from assessment and feedback (15 mins) Classification and regulation in Australia vs global trends (20 mins): deeper learning: Issues facing regulation (30 Mins) Case study: <i>Deadly Women</i>. Representation of violence and crime documentary enactment. Relationship platform to audience. (10 mins) privacy, ethic, legal issues. E.g true crime families, impact on audience. 	<p>Student activities:</p> <ul style="list-style-type: none"> Complete table 11.35 classification bodies in Australia And 11.5 read chapter <p>Class activity: Watch <i>Deadly women</i> ep</p>	<ul style="list-style-type: none"> Debate previous lesson enables deeper learning with this lesson. Student survey conducted at end of class. ‘exit card’ to explain what is needed. Survey to gain evidence and feedback of learning and future content planning. 	<ul style="list-style-type: none"> Analyse the regulation of relationship between media and its <u>audience in Australia</u> Analyse the <u>issues and challenges</u> relating to regulation and control of the media The way media is used by <u>globalised media institutions, government and individual.</u> 	<p>PowerPoint: classification/ regulation.</p> <p>Textbook: <i>Media Reframed: VCE units 1-4</i>, (2018) chapter 11</p> <p>Video: <i>Deadly women</i> clip</p> <p>Gun control and video games https://www.abc.net.au/mediawatch/episodes/guns/11405212</p> <p>https://www.attorneygeneral.gov.au/Media/Pages/Tough-New-Laws-to-protect-Australians-from-Live-Streaming-of-Violent-Crimes.aspx</p> <p>https://www.pmc.gov.au/sites/default/files/publications/Australian_</p>		Exit card – Student answer question 27: Name 3 things you learnt today, 2 things you like to understand better, 1 question you skills have. (appendix B)

								Government_Guide_to_Regulation.pdf		
		Lesson 2 (Double 75 mins)	Study Area 2: Outcome 2: Agency and Control	<p>Big idea/ILO topic: government intervention and the media.</p> <ol style="list-style-type: none"> (5 mins) Address exit card responses in this class (5 mins) Media influences and effect on audiences (15 mins) Ethical and legal issues (15mins) Case study: AFP and government intervention. (10 mins) Pair and share: discuss impact on AFP raids. (5 mins) Recap key ideas/vocab: <ul style="list-style-type: none"> Vulnerable audiences and gun control after Christchurch. Community standards Classification: ACARA, ASB, classification board. (20 mins wrap and students prepare for debate). <p>Hand in to teacher at end.</p>	<p>Student Activity Complete 11.8 activity sheet</p> <p>Pair and share Read article on AFP and discuss in pairs the impact/implications Of AFP</p>	<ul style="list-style-type: none"> Students use online ICT RESOURCE and discussion dialogic strategies in order to communicate. Catering for diverse learning styles 	<ul style="list-style-type: none"> Evaluate <u>ethical and legal issues in the media</u>. Use media language Discuss the extent of the <u>influence</u> of media and media audience The way media is used by <u>globalised media institutions, government and individual</u> 	<p>Textbook: <i>Media Reframed: VCE units 1-4, (2018)</i> chapter 11</p> <p>Web article: AFP Raid on ABC https://metro.co.uk/2018/06/14/mothers-anger-author-revealed-daughters-last-words-promote-book-7630083/</p> <p>Screen Australia, fact finders, 2018, retrieved 10th august 2019, <https://www.screenaustralia.gov.au/fact-finders/television/industry-trends/content-regulation</p>		
		Lesson 3 (Single 45 mins)	Practical /independent work	<ol style="list-style-type: none"> (5 mins prep/recap) (30 mins debate) SAC Class Presentation/Debate: rationale for regulating the relationships between media and its audience. 	<ul style="list-style-type: none"> Students prepare and debate based on their previous learning. Report demonstrates their knowledge and skills. 	<ul style="list-style-type: none"> Students EAL or learning difficulties can have more time in preparation. 	<ul style="list-style-type: none"> Evaluate <u>ethical and legal issues in the media</u>. Use media language Discuss the extent of the <u>influence</u> of media and media audience 			<p>23rd August SAC CLASS DEBATE: 5%</p> <p>Oral presentation of argument, theory issues over AFP issue. Or Christchurch (see appendix)</p>
26 th Aug	Week 7	Lesson 1 (Double 75 mins)	Study Area 2: Outcome 2: Agency and Control	<p>Big idea/ILO topic: social media role of institutions (industry) influencers:</p> <ul style="list-style-type: none"> SOCIAL MEDIA platform Facebook Role of media stakeholders – media ownership. Role of institutions and media influencers. 	<p>Student Activity</p> <ul style="list-style-type: none"> Review clips Using theory from text book chapter 13 p. 349. Choose conversation and do a multi flow chart. Personal regulation and self-regulation 	<ul style="list-style-type: none"> Explicit, inquiry and dialogic teaching Students EAL or special needs learning provide additional support. 	<ul style="list-style-type: none"> Discuss the dynamic and changing <u>relationship between the media and its audience</u> Discuss the <u>extent of the influence of media</u> and media audience 	<p>Textbook: <i>Media Reframed: VCE units 1-4, (2018)</i> chapter 11.</p> <p>Screen Australia, fact finders, 2018, retrieved 10th august 2019, <https://www.screenaustralia.gov.au/fact-finders/television/industry-trends/content-regulation</p>	<p>Student Activity 11.14 and 11.38 questions to answer</p>	

				<ul style="list-style-type: none"> Explore relationship between media, government and audience. <p>1. 10 MINS:</p> <ul style="list-style-type: none"> Overview of lesson PAIR AND SHARE explore together - key common points on board and apply media theories. <p>10 MINUTES WRITING ON BOARD (see mind map teaching resource appendix).</p> <ul style="list-style-type: none"> 15 MINUTES: the way media (social media) is used by institutions and individuals. Activity: TAKE YOUR PHONE OUT - LOOK UP how long we use on social media; <ul style="list-style-type: none"> Mine is.... 4 student's data on board Pose question: can anyone tell me why this data is important? Answer: Social media uses data to match your behaviour online to potential advertisers. Why is this important? Can someone tell me how many active Facebook users there are in Australia? (15 million active users in 2018, represents 60% of Australia population). (2018 USA 160.5 million, 51.5% of the population). This leads us into the concepts of globalised institution which Facebook clearly is. Can anyone else give examples of other 	<p>in an online environment- Facebook, you tube distributes videos in 87 language, twitter and apple. 2.1 billion viewers. Powerplay. Mobile media dependency - private consumption in public space p. 357 rich lang 2012</p>	<ul style="list-style-type: none"> students not familiar with social media to tipping course. Add videos on www.media-education-portal.com 		<p>finders/television/industry-trends/content-regulation</p> <p>Mind map - teaching resource for board work</p> <p>Brett Lamb table - Media Influencers table (communication theories). https://lessonbucket.com/vce-media/units-3-4/agency-and-control/communication-theories/</p>		
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				<p>global media institutions?</p> <ul style="list-style-type: none"> • 10 MINS: YOUTUBE, APPLE, GOOGLE, but today we are just focusing on Facebook. • Talk about the FB algorithms • Comment: why regulation (lack of) has become so important and why governments are responding – particularly after the Christchurch shooting. • 15 MINUTES: The implication of these on privacy and government slow to regulate media ethics/legal. <ul style="list-style-type: none"> • FACEBOOK ADMITS TO SECRETLY RECORDING AND TRANSCRIBING USERS CONVERSATION • Cambridge Analytica • Sum up discussion: 						
		Lesson 2 (Double 75 mins)	Study Area 2: Outcome 2: Agency and Control	<p>Big idea/ILO topic : media platforms for distribution and consumption of reality doco-drama Television: <i>streaming tv vs free to air content</i></p> <ol style="list-style-type: none"> 1. (10 mins recap lesson) 2. (15 mins) Recap Deadly women extend examples with different view platforms. Do they make a difference? 3. (30 mins) View clips: student activity 4. (15 mins) Introduce reality aspect: BONDI RESUCE, 5. (5 mins) Recap lesson learning outcome 	<ul style="list-style-type: none"> • Students in pairs view video and write: <ol style="list-style-type: none"> a) the issues (legal and ethical issues). b) the distribution and consumption of these shows c) research audience response, reception. E.g data and statistics. 	<p>Differentiated homework task. To cater for student needs:</p> <ol style="list-style-type: none"> a) Students have homework to write a written response 500 words. b) Students can do a video diary value to 500 words equivalent. 	<ul style="list-style-type: none"> • Analyse the issues and challenges relating to regulation and control of the media • Evaluate <u>ethical and legal</u> issues in the media production, distribution, consumption and reception. 	<p>On media education portal: Clip: Deadly Women (Foxtel/cable) Clip; Good Cop (Foxtel cable) Clip: Crime, Lies (Free to air)(explore relationship product and audience, ethics, privacy issues Reading: Booner F, "Recording reality on film and television", in in Hall S</p>	<p>Homework Describe the legal and ethical dilemmas in production, distribution of reality Tv. And how audience respond. (conduct Research, Show data and statistics).</p>	

		Lesson 3 (Single 45 mins)	Practical /independent work	<p>Big idea/ILO topic : relationship with media institution and public. E.g network television channel 10:</p> <ol style="list-style-type: none"> (10 mins) Recap BONDI RESUCE, (25 mins) <ul style="list-style-type: none"> Explore relationship between media, government and audience. Relationship with globalised institutions – privacy and audience ethical responsibilities (15 mins) Link case studies and examples. (20 mins) Activity Student do concept map. (5 mins) recap main concepts from class discussion. 	<p>Activity students: do concept map. Pair and Share. Student create concept map regarding media theories and the issues presented in Bondi Rescue;</p> <p>a)Privacy b)Content-entertainment vs education e.g water safety. c)Narrative representation: through commentary, interviews, editing structure, music).</p>	<ul style="list-style-type: none"> dialogic learning with pair and share activity visual literacy – concept mapping and communication. ICT technology; using video clip of <i>Bondi Rescue</i>. 	<ul style="list-style-type: none"> Discuss the <u>extent</u> of the <u>influence of media</u> and media <u>audience</u> Evaluate <u>ethical and legal</u> issues in the media production distribution, consumption and reception. The way media is used by <u>globalised media institutions, government and individual</u> 	<p>On media education portal: Clip: Bondi Rescue (Free to air) Reading: Booner F, “Recording reality on film and television”, in in Hall S</p> <p>Brett Lamb table – Media Influencers table (communication theories). https://lessonbucket.com/vce-media/units-3-4/agency-and-control/communication-theories/</p>	<p>Concept map on case-study. Short answer responses.</p> <p>Using media theories and evidence.</p>
2 nd Sept	Week 8	Lesson 1 (Double 75 mins)	Study Area 2: Outcome 2: Agency and Control	<p>Big idea/ILO topic : media influencers – the power of the individual: the Influence and impact of Kim Kardashian West and her brand.</p> <ol style="list-style-type: none"> (10 mins) Student name 5 social media influencers (e.g Steven Colbert, Kardashian) (30 mins) Student Activity: Discuss in pairs impact of Kim Kardashian west. <ul style="list-style-type: none"> Kim Kardashian West. She has over 111 million followers on Instagram, 29 million on Facebook, 60 million on Twitter, 1.1 million on YouTube. Influence and impact of her: brand. (15 mins) Watch video (15 mins) 	<p>Student Activity: Pair and share. Discuss individual influencers in the media – Kardashian Phenomenon</p> <p>Brett Lamb table – Media Influencers table (communication theories). https://lessonbucket.com/vce-media/units-3-4/agency-and-control/communication-theories/</p>	<ul style="list-style-type: none"> dialogic learning with pair and share activity 	<ul style="list-style-type: none"> Evaluate <u>ethical and legal</u> issues in the media production distribution, consumption The way media is used by <u>globalised media institutions, government and individual</u> 	<p>Web resource: article as case study. Explore relationship between media, government and audience,</p> <p>Video clip: https://www.youtube.com/watch?v=O_3hez8K0gs Why we love to watch the Kardashians.</p> <p>Refer to Textbook: <i>Media Reframed: VCE units 1-4</i>, (2018) chapter 11.</p> <p>Resources: Staistics for students to learn influence: https://cfda.com/news/kim-kardashian-west-on-influence-in-the-digital-age</p>	<p>Study. Video diary or 500 written response IS DUE.</p>

				<p>Discuss video and Topic levels of influence along with media theories: refer to article resource "The rise of social media influencers". Characteristics of influencers:</p> <ul style="list-style-type: none"> • Confidence: When influencers trust their own-self and assures not only themselves but also their viewers of their abilities. • Authenticity: The influencer is genuine and relatable with their followers. • Interactivity: The influencer works together with the viewer to solicit feedback. <p>5. (10 mins) Recap, questions. End lesson.</p>				<p>Business report great source of social media impact on audience: https://www.businessinsider.com/the-2019-influencer-marketing-report-2019-7/?r=AU&IR=T</p> <p>Kylie Jenner is second highest paid influencers. Contrast data with Kim. https://i-d.vice.com/en_uk/article/gy4zgm/how-much-kylie-jenner-makes-from-instagram-from-sponsored-posts</p> <p>Resource; The Rise of social media influencers , 2017 article https://www.elon.edu/u/academics/communications/journal/wp-content/uploads/sites/153/2017/12/08_Lifestyle_Branding_Glucksmann.pdf</p>		
		Lesson 2 (Double)	Study Area 2: Outcome 2: Agency and Control	<p>Teacher feedback for revision and work to prep for SAC. Student prep for practice. Trial run. (5mins)questions and answer from students</p>				<p>Refer to Textbook: <i>Media Reframed: VCE units 1-4</i>, (2018) chapter 11</p>		Teacher feedback
		Lesson 3 (Single 45 mins)	Practical /independent work	<p>Teacher covers topics: Revision and sac – practice test</p>	PRACTICE SAC EXAM CONDITIONS		PRACTICE SAC EXAM CONDITIONS		Study and practice SAC	Revision teacher feedback.
9 th Sept	Week 9	Lesson 1 (Double 75 mins)	Study Area 2: Outcome 2: Agency and Control	<p>Teacher covers topics: EXAM SAC: Mon., 12 Sept: Agency and control (10%)M SAC</p>						SAC: Mon., 12 Sept: Agency and control (10%)
		Lesson 2 (Double 75 mins)		<p>Review and complete production portfolio.</p>	Student survey 'exit card'					Exit card – Student
		Lesson 3 (Single 45 mins)	Practical /independent work	<p>Review and complete production portfolio, viewing of student work and feedback given.</p>						

16 th Sept	Week 10	Lesson 1 (Double 75 mins)	Review and complete production portfolio, exam preparation techniques	Revision lesson: Government propaganda Control Summaries and preparing study notes			Discuss the extent of the influence of media and media audience			SAT: Fri., 16 Sept: Production document (10%) MEDIA PRODUCT DUE
		Lesson 2 (Double 75 mins)		Revision lesson: <ul style="list-style-type: none"> Sum up discussion: do media audiences have any right to privacy? its big issues? What agency/power do users have to protect themselves? What do governments do to protect their citizens? And democracies? 		Using ICT platform www.media-education-portal , content from class, students create summary of summaries preparing for VCE final exam.	Discuss the extent of the influence of media and media audience			
		Lesson 3 (Single 45 mins)	Practical /independent work	<ul style="list-style-type: none"> exam preparation techniques exam practice text response questions. See appendix. 		preparing for VCE final exam.	Discuss the extent of the influence of media and media audience			

