

The Media

Why is this a Global Justice Issue (GJI)?

The [World Health Organization](#), among others, have pointed out that we are living through a global ‘infodemic’ fuelling the ‘devaluing of truths, deepening polarisation, nationalism in politics and the mainstreaming of hate speech’ ([Facts Matter, 2021](#), p.6). Critical media literacy is therefore essential, especially for young people who increasingly access information and news media online. It is important for learners to understand how the media operate, the issues of power and control behind what is presented and our roles as consumers of the media. False information, citizen journalism, the right to record and freedom of expression are key topics to help learners understand the interaction of the media and human rights.

The [WWGS Guiding Principles for GCE](#) can support the development of critical media literacy skills . For instance, Principle 1 Unlearning & Reconstructing reminds us to challenge mainstream views, identify bias and stereotypes, seek wider perspectives and explore multiple truths. By Acting in Solidarity with Others (Principle 5), we are more likely to be tolerant and less likely to jump to extremist positions.

Topic	Teaching and Learning Activity	Resource for Activity
Critical Media Literacy	This WWGS lesson explores what critical media literacy is, why is it important, and how it relates to global citizenship education. Activities include an online Conspiracy Kitchen tool , a Think-Pair-Share method , and a Photo Collage .	Unit 3: The Media, A. What is Critical Media Literacy., pgs. 1-3 PowerPoint: What is Critical Media Literacy 

Topic	Teaching and Learning Activity	Resource for Activity
False Information	This WWGS lesson delves into false information. A K-W-L technique is used to guide learners through what they know, what they want to know and what they have learned. Videos, quizzes, and games are used to build understanding of the false information space, and tips/strategies for detecting false information are offered.	Unit 3: The Media, lesson C False Information, pgs. 7-10 PowerPoint: False Information 
Media Literacy and GCE	Explore the 5 WWGS Guiding Principles for GCE . Ask the question: how can these Principles guide us to be media literate global citizens? Learners respond using a placemat pentagon (5 boxes for responses instead of 4), by placing post-its on flipcharts with each Principle displayed, or using a Gallery Walk method with the Guiding Principles acting as displays.	WWGS Guiding Principles for GCE 
		PowerPoint: What is GCE: Placemat Pentagon 
		Gallery Walk activity 
Can you believe it?	This ready -to-go student video lesson from Global Action Plan (GAP) is interactive and engaging. Using examples from the media, students are guided through developing a definition of mis-and-dis information and discuss who might spread false information and why.	GAP Video lesson: Can You Believe It? - Misinformation and Disinformation , by Alex Whyte (2025) 26mins. 
	GAP Lesson plan: Misinformation Six Thinking Hats . This activity is designed to follow on from the student video lesson but can also be done separately. The activity uses Edward de Bono's Thinking Hats approach to practise slowing down and considering misinformation from 6 different perspectives.	The activity is available to view or download on the GAP website . 

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Facts Matter	The Guide contains 10 lessons, learner handouts and PowerPoints . It includes lessons on definitions, how values matter, how news is made, checking bias, techniques to stay safe online and activities to de-escalate hate.	Facts Matter : A Guide to Building Critical Media Literacy in Today's World (2021) from 80:20. All resources are available on the 80:20 website . 
Filter Bubbles	This WWGS lesson explores online filter bubbles: how they isolate users and what this means for global citizenship and democracy. Activities include a search engine task which demonstrates filter bubbles, a Think-Pair-Share activity based on a short video and a reflection on quotes from Eli Pariser, the internet activist who coined the term 'filter bubble'.	Unit 3: The Media, lesson D Filter Bubbles, pgs. 11-13 PowerPoint: Filter Bubbles 
Echo Chambers	This WWGS lesson considers what echo chambers look and feel like, how to recognise, avoid and escape echo chambers and what they mean for democracy and civil liberties. Activities include a video with questions, a visualisation, a conscience alley technique, a photo collage, a consequence wheel and a walking debate .	WWGS Unit 3: The Media, lesson D Part 2 Echo Chambers, pgs. 13-15 PowerPoint: Echo Chambers 
Echo Chambers	Case Study: Far Right Agitators and social media. Explore suggested newspaper articles and resources from the Hope and Courage Collective and compare and contrast conflicting narratives in the media (eg. <i>Ireland is Full and Ireland for All</i>).	WWGS Unit 3: The Media, lesson D Part 2 Echo Chambers, pgs. 15-16 

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Citizen Journalism	This WWGS lesson considers citizen journalism through videos and online articles exploring how it relates to human rights and in particular Witness the Human Rights Channel. A Concentric Circles discussion method considers how citizen journalism relates to GCE.	WWGS Unit 3: The Media, lesson D Part 2 Echo Chambers, pgs. 18-20 PowerPoint: Citizen Journalism 
Citizen Journalism	Case Study: The Right to Record Movement. Explore the cases of Rodney King and Dounya Zayer, both victims of police brutality whose deaths were recorded by citizens. Questions are provided to explore the cases.	PowerPoint: Citizen Journalism, slides 5-8. 
		Witness: Dounya Zayer's Story 
Citizen Journalism	The Right to Record: learners explore the UN report, Witness video and blog to build understanding of the Right to Record. Write 5-point summaries to document the Right to Record and how it is supported by other human rights (eg UDHR, Art 19); include at least 1 point on how these rights support the promotion of justice and equality.	UN summary report is available here. 
		Witness video: Right to Record: Protest, Resist, Exist (8.43mins)- watch up to 3.50mins. 
		Witness blog: Right to Record Recognised at the United Nations (2018) 
Citizen Journalism	Carry out a Fishbowl discussion to consider the question: <i>should all forms of the media be free to publish what they deem to be relevant or important?</i>	Fishbowl Discussion activity 

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Freedom of Expression	Quiz: based on ‘10 Myths about Free Speech’, create a quiz to debunk myths. Use a free quiz creator tool or make your own.	10 Myths about Free Speech : Sorting Facts from Fiction (2022) This resource from developmenteducation.ie explores 10 myths about the limits of freedom of expression, social media and the free press in an increasingly digital and connected world. 
	Walking Debate: use the ‘10 Myths about Free Speech’ as ‘statements’ to debate.	Walking Debate activity 
	Jigsaw Activity: divide the 10 myths across 5 student groups. Learners become experts and teach other learners their myths.	See the Teacher Toolkit for a Jigsaw activity. 
	For a more active approach, try Each-One-Teach-One (each student is given one ‘myth’, they read it then move around the room explaining it or ‘teaching’ it to as many others as possible).	See here for Each-One-Teach-One. 
	Explore 3 case studies on dilemmas concerning the freedom of expression; these are based on real incidents but set in a fictional country. Article 19 of the Universal Declaration on Human Rights is explored as part of the lesson. Questions, challenges and tasks are put to learners including creating their own fictional case study concerning press freedom.	Freedom of Expression Toolkit (2013) from UNESCO, see pages 65-71 for case study lesson and materials. 



TAKE ACTION

- Video Action Plan: learners create a video on a global justice issue. Include background information on the issue, incorporate the voices of students or those affected by the issue and identify actions needed for meaningful change. Consult the [Witness website](#) for more ideas and a template to support learners to create a video action plan.
- Learners create an Ethical Communications Guide for the school community. The Guide could support, learners, educators, leaders, parents, board members, and all staff to ensure that all school communications are based on factual and accurate information and are carried out with respect for others and a commitment to human rights. Consult the [WWGS Ethical Communications Guide](#) for inspiration.
- Consult the [WWGS Teacher Handbook](#) p.16-18 for ideas on student action.
- For workshop facilitators on linked global justice issues, see the [WWGS Directory of GCE facilitators](#).

