Secondary Media and Information Literacy Framework

FirstNews TeachKit MIL

Media and Information Literacy Alliance

Being Informed

"Working out what to trust"

I know...

- that information comes in different formats, which can affect how I understand or feel about it
- that not all information is trustworthy, and some is designed to mislead or harm
- that data and statistics can be presented in ways that hide the full picture, or mislead
- that people see things differently depending on their background, values or identity
- that news from journalists is different from information shared by the public
- that experts and credible sources rely on evidence and research
- that mis- dis- and malinformaton can spread quickly, especially online
- that AI can be helpful, but can also be used to create fake images, videos or news

I can...

- check who created information, what its purpose is, and whether it is based on fact or opinion
- spot signs of misinformation, disinformation, malinformation, clickbait, missing sources or emotional manipulation
- use fact-checking tools and compare sources to find out what's reliable
- explain why some information is accurate and reliable, and some might be biased or misleading
- choose to access news from journalists working in the public interest
- describe how AI can shape or distort what I see, and use it to access good information

Being Empowered

"Making good choices"

I know...

- that I'm responsible for what I share and say online, and it can affect how people see me
- that advertisers and influencers use data and AI to target me with content and recommendations
- that I have a right to know how my personal data is collected and used
- that reliable information can help me make smart choices about school, work, and life
- that too much information can be harmful for my mental health
- that I can help others by showing them how to check and use information responsibly

I can...

- manage my privacy and personal data online, choose what to share and with whom, and spot scams or unsafe websites
- explain how personalised ads or content might influence my choices
- develop informed views about what is happening in the world, so I can play an active role as a citizen
- find and responsibly share credible information, and challenge information that is unsafe or unreliable
- use creative and technical skills to produce and share media content for different audiences and purposes
- make good judgements abouts when, and how, to use AI
- use critical thinking skills to evaluate what I see, hear and read
- recognise when I need a break from information

Being Healthy

"Using and sharing information for better health"

I know...

- that health advice online isn't always accurate or safe
- that reliable health and medical information is based on solid research and experts
- that medical information can seem complicated, and I may need help to understand it
- that emotions like anxiety, fear or worries about body image can affect how I judge health information
- that influencers might promote health, fitness or beauty tips to sell products, not for medical reasons
- that AI provides rich opportunities for health and wellbeing
- that media and information can help me care for my mental health and connect with others

I can...

- look for health information on trusted sites like the NHS or medical charities, and spot credible sources like medical journals
- break down medical terms or ask for help if I don't understand something
- explain the difference between general health advice, personal opinion, and a medical diagnosis
- think critically about advice shared by influencers, especially if it's linked to products or sponsorship
- report or challenge health misinformation I come across online
- create and share media in ways that support my mental health, build connections, and help others
- use AI to support my health and wellbeing and help those around me

Being Socially Conscious

"Using information kindly and fairly to help others"

I know...

- that I'm responsible for what I create and share, and it can have good or bad real-world effects
- that respectful behaviour online should match how I treat people in real life
- that everyone, including me, has biases
- that people have legal and ethical rights over the things they create
- that bullying, hate speech and harmful content should be reported, not ignored
- that I can use information to participate in society and make a positive difference

I can...

- think carefully before sharing something and explain why I'm doing it
- consider how my words, posts or comments might affect others
- spot and question my own biases, and explore different points of view
- check who owns the content I use, and give proper credit or use copyright-free material
- report harmful or misleading content according to platform rules, and support people affected
- use information to engage actively and positively with the world around me
- use digital media and the internet to make positive connections and help improve society

Being Connected

"Using online spaces safely and smartly"

I know...

- that everything I do online leaves a digital footprint that can be seen and saved
- that my personal data is valuable and often used to personalise what I see
- that I need strong security to protect my accounts and devices
- that online communities can be helpful, but not all groups or content are safe or genuine
- that it's important to hear views different from my own or my friends'
- that algorithms and AI can shape my online experience by deciding what I see first

I can...

- manage privacy and security settings across platforms
- use strong passwords and multi-factor authentication
- decide what personal information I share, and with whom
- explain what 'echo chamber' and 'filter bubble' mean
- look for credible information that offers views different from mine
- spot when I'm seeing the same types of content repeatedly and know how to change my settings
- create and share things online to help make the internet a better place
- use media and information to drive positive change, not just avoid harm or passively or critically consume content