

# Speak up about Compulsion Risks: Create a podcast or fact sheet



This lesson focuses on the Compulsion online safety risk area, which explores how to build balanced and mindful digital behaviours.



This lesson can take up to 60 minutes.

Ages 10-12

The lesson has been designed for learners aged 10-12. The “checkpoints” offer differentiation strategies to scale learning as required.

This lesson is the result of a co-design project undertaken with Year 5-6 learners at St Mary’s School, Whittlesea, in collaboration with their teacher, Mrs. Kayla Borg, STEM specialist and eSmart coordinator. [Listen to their learner-led podcast here.](#)

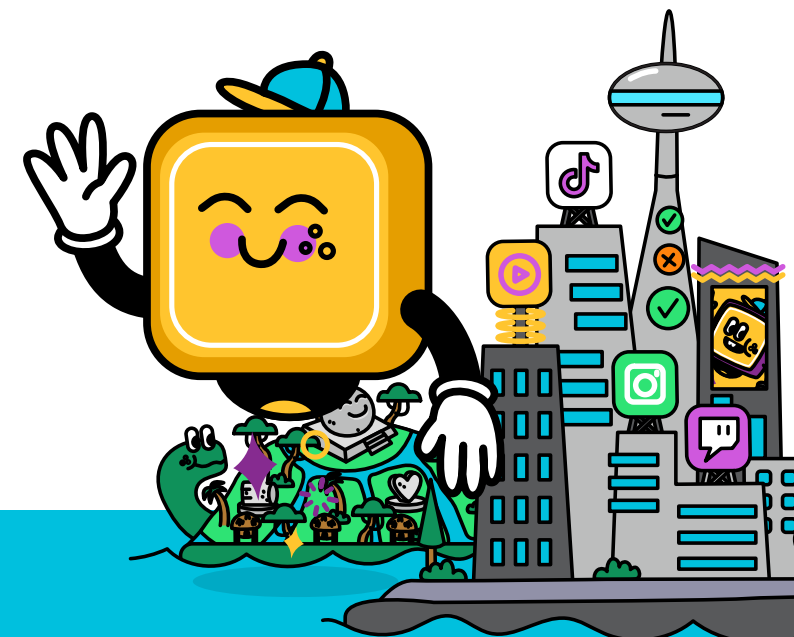


## This lesson is part of the eSmart Digital Licence program

By completing just four engaging lessons, including this one, your class can earn their eSmart Digital Licences—signalling their understanding of safe and responsible online behaviour. Start now and guide your learners toward becoming confident and positive digital citizens.



Learn more about the program  
[be.esmart.org.au/dl/overview](https://be.esmart.org.au/dl/overview)



## Overview

This lesson helps learners explore the Compulsion risk area of online safety — understanding how to manage screen time, recognise unhealthy online habits, and make choices that support balanced and positive digital wellbeing.

## The class may choose to either:

### Create a podcast:

Develop skills in research, scripting, and interviewing to produce a podcast on a topic relevant to the Compulsion risk area.

**This task can be completed without technical equipment by producing a “live” presentation of the podcast, instead of recording. Otherwise, setup may include:**

- Provide access to recording devices (e.g., microphones, iPads, or computers).
- Ensure that the recording functions/apps that you will use (i.e. Voice Memos, Google Recorder, Audacity etc.) have been enabled by your IT department.
- Decide if you or your learners will edit the podcast. If the latter, set up relevant software for learners and schedule a training session.

OR

### Design a fact sheet:

Craft an informative guide to share helpful tips and insights with their community relevant to the Compulsion risk area.

**This task can be completed offline by using pen and paper. Otherwise, setup may include:**

- Ensuring learners have access to a digital design tool, like Canva, Google Docs, or Microsoft Publisher. Make sure your chosen tools are whitelisted/approved by your IT department.

## Learning intentions & success criteria

### Learners will:

- Develop media production skills by producing either a podcast or a digital fact sheet.
- Apply their understanding of themes in the Compulsion risk area by crafting messages that help their community to stay safe online.

### These intentions are evidenced when learners can:

- ☐ Explain key concepts of the Compulsion risk area, and apply this knowledge to real-life situations.
- ☐ Create well-organised and engaging media in a collaborative environment.

### Educators will:

- Guide learners in developing content that addresses Compulsion risk area themes in creative and engaging ways.
- Facilitate discussions that help learners analyse Compulsion risks and apply their understanding in practical contexts.

### These intentions are evidenced when educators can:

- ☐ Provide clear guidance in media production skills, ensuring learners successfully research, script, and produce their podcast or fact sheet.
- ☐ Support learners in identifying and addressing Compulsion risks through their media projects.

## 1 Understand the media

Choose one of the following:

### Understanding podcasts:

- Explain what a podcast is and introduce different types.
- Play podcast excerpts and discuss the format, tone, and content.
- Ask learners what they liked or disliked, then create a class list of tips for their own podcast projects.

**Educator lesson notes: Podcasting**

**What do we need?**

Creating a learner podcast doesn't require fancy equipment... with the right approach, you can produce a podcast using everyday tools.

**Recording equipment:**

- Ideally use a microphone for clearer audio, but if your school doesn't have audio equipment, recording directly into devices like phones, iPads, or Chromebooks works just as well.
- Encourage learners to find a quiet space with minimal background noise for the best recording quality.

**Creative recording ideas:**

- For learners who prefer visual storytelling, consider recording videos using LEGO figures or other props to act out podcast scenarios. The audio from these videos can be extracted for use in the final podcast.

**Editing tools:**

- Decide if you'll edit the podcast journal or if it'll become an extra learning opportunity where learners edit their own work. Adding sound effects, music, and transitions can enhance their final products.
- For simple editing, apps like Garageband, Audacity, or Soundtrap are user-friendly and accessible.

**Podcast examples:**

By hearing how others use their voices, sound effects, and pacing, learners can gather ideas for creating engaging and meaningful content. ABC Education is a great place to find fun, safe, and inspiring examples that are perfect for young learners.

**Share these podcasting safety tips with learners**

**Surfing safely:**

Encourage learners to use third-person storytelling instead of personal "I" statements. For example, suggest saying "Some kids may face challenges online" rather than "I had a bad experience online." This keeps their stories meaningful without sharing personal details.

**Protecting identity:**

Remind learners to use only their first name or a nickname and avoid sharing private details like their address, school name, or phone number.

**Permission matters:**

Learners should always get permission from a parent or teacher before recording or sharing their podcast. If they plan to interview someone, ensure they have permission from the guest's parent(s).

**Respect boundaries:**

Encourage learners to let guests know they can stop anytime and that all content should be appropriate. Topics should be fun, respectful, and safe for everyone.

**Managing data:**

Remind learners to back up recordings immediately and delete original files from shared devices once used or transferred for editing to protect privacy.

**Tips for sharing with community:**

- Ensure any media content and privacy permission forms have been signed and signed before sharing media. Consult school or organisational policies if you are unsure what is needed to carry out this activity.
- Share your podcast on safe websites or apps approved by your school.

**Create a podcast Lesson Slides**

**Podcast slides**

### Understanding fact sheets:

- Explain what a factsheet is and introduce different types.
- Introduce the concept of fact vs. opinion.
- As a class, review different fact sheets online and create a brainstorm of "likes" and "dislikes". Create a class list of tips for creating their own fact sheets.

**Educator lesson notes: Fact sheets**

**Why fact sheets?**

Fact sheets help learners research, organise ideas, and present information clearly when creating digital citizenship slides. They align with the Australian Curriculum by supporting:

- Digital Technologies: Using tools like Canva, Publisher, or Google Slides to create digital content.
- Media and Communications: Understanding how digital content is created and shared.
- English: Developing research, writing, and communication skills.
- Personal & Social Capability: Exploring digital safety and responsible online behaviour.

**Creative tools for digital fact sheets**

Platforms like Canva, Adobe Express, and Google Docs allow learners to customise text, images, and design elements, encouraging creativity while developing digital design skills.

**The examples below have been found using Canva. Start a new project and search for fact sheets to find a wide range of templates that can be altered to suit your purposes.**

**Design tips**

- Use clear headings to organise information.
- Write short sentences and use bullet points.
- Choose simple fonts like Arial or Verdana.
- Add images or icons to support key points.
- Include a pooling call-to-action (e.g., "Share with a friend").
- Credit sources for images, facts, or quotes.

**Research tips**

**Distinguish between fact and opinion:**

- Be clear about what is factual (proven information supported by evidence) and what is opinion (personal thoughts or feelings).
- Facts are based on research, data, or expert knowledge... for example, "Cyberbullying can cause anxiety and stress."
- Opinions express beliefs or values... for example, "I think social media is too stressful."

**Find reliable information:**

- Information from trusted organisations, educators, or official policy groups is best. Look for websites ending in .edu, .gov, or .org, which may be held to a higher standard for factual information.
- Trusted resources like ABC Education, Tech4teachers, or eSafety Commissioner are great starting points for digital citizenship topics.
- The internet changes quickly, so check that sources are up to date. Look for articles or resources published within the last few years.
- Don't rely on just one website... check at least two or three sources to confirm information is accurate.

**Create a fact sheet Lesson slides**

**Fact sheet slides**

## 2 Research and planning

### Video and discussion:

- Play the Compulsion risk area video. Learners should write down one thought and one question about the video's themes.
- Discuss learner responses. Why do they think the topic matters? How does it relate to their own experiences?
  - Create a bank of topics on a central display for later.

### Assign roles and decide topics:

- Break into small production groups. Assign roles (optional).
- In groups, discuss and write down the topics that are most of interest. Learners should fill in the "Media planning resource" to help break down the task into manageable segments, themes and working groups.



**Media planning resource**

Group name:	Creative team	Topic
Introduction		
Segment 1		
Segment 2		
Segment 3		
Segment 4		
Segment 5		

### Checkpoint 1: Make it work for everyone

**Differentiate the lesson by assessing the group work. Modify instruction as appropriate, based on whether learners can:**

- Assign roles and agree on teams.
- Decide on appropriate topic(s).

### Options:

- Assign temporary roles for the first session.
- Offer a list of relevant, engaging topics related to the Compulsion risk area.
- Use guiding questions to help groups narrow their focus.



3

## Produce your media

### For podcasts and fact sheets:

#### Research the topic

Note: This activity can be short or in-depth, depending on your needs.

- Have learners conduct research on their topics (collecting statistics, supporting facts, or stories), in their production groups. They may wish to use the following resources:
  - The “Compulsion risk area fact sheet”, provided in the lesson slides.
  - Asking information experts such as their librarian, or, chosen educators.
  - Searching websites such as the [eSafety Commissioner website](#).
- As a whole class, each group should report back three things they have found related to their topic. Comment on the saliency of information and encourage critical thinking and questioning.

**Podcast research guide**

**Research your topics**

Look for:

- Facts and statistics
- People's experiences
- Organisations that can help

Make sure that your sources are credible. This might mean they:

- Are from trusted websites, experts or organisations.
- Provide facts that can be checked or verified.
- Are up-to-date with current information.
- Show the author's name and qualifications.

**Work your research into the podcast script:**

- 1) Intro**  
Hello! I am [name] and here with me is... Today we are going to discuss...
- 2) Definition**  
[Content risks] are...
- 3) Fact**  
Did you know...? The latest research from [resource] reports...
- 4) Story/interview (optional)**  
Kids have told us that... The consequences might be...
- 5) Solution**  
So, what can we do to stay safe?

**Fact sheet research guide**

**Research your topics**

Look for:

- Facts and statistics
- People's experiences
- Organisations that can help

Make sure that your sources are credible. This might mean they:

- Are from trusted websites, experts or organisations.
- Provide facts that can be checked or verified.
- Are up-to-date with current information.
- Show the author's name and qualifications.

**Write up your research:**

**Opening sentence**

- In this section, we will explore...

**Definition**

- [Topic] means...

**Fact**

- Did you know that...?
- According to [source]...

**Story/Example (optional)**

- For example, [person/group] shared that...
- Kids often say that...
- A recent story from [source] explains...

**Solution/Action**

- To make sure we are safe, we can...
- The best way to deal with this is...

**Conclusion**

- We've learned that...
- It's important to remember...

## Production: Podcast

### (Optional) Conduct interviews

- Allow learners time to conduct formal interviews and vox pops (short informal interviews with members of the public, or their peers). Make sure to discuss the importance of gaining consent with all participants before learners record their interviews.

### Write scripts and record segments

- Offer the script supports in the lesson resources for learners to write bullet points of what they want to say on their podcast. Each podcast should have an intro, agreed segments, and an outro.
- Record the podcast according to the run sheet, but aim to keep the tone natural and engaging.
- After recording, use the “Media bias checklist” to refine the podcast before sharing.

**Safety tips**

- Use your first name or a nickname.
- Don't share personal info like your address, school, or phone number.
- Always get permission from your parents and your guest's parents before recording.
- Pick fun, interesting, and safe topics—avoid personal or uncomfortable ones.
- Let your guest skip any questions that make them uncomfortable.
- Be kind and avoid saying anything hurtful.
- Have a parent or teacher review your podcast before sharing it.

**Media bias checklist**

**Bias “watch-outs”:**

- Have we used sources we can trust for our information?
- Are we including voices from different backgrounds, experiences, and opinions?
- Is our language kind and respectful, without using words that are too emotional or unfair?
- Are we sharing facts correctly without making things sound bigger than they really are?
- Are there any important parts of the topic we might have missed or left out?
- Do we know when we need to do more research or get more ideas to improve the conversation?

**Media law**

- Do not use language that offends, excludes, discriminates, or defames.
- Always credit work that you have adapted or that has inspired your ideas.
- Swap out brand names for generic terms & don't mention cost.
- Do not endorse smoking, vaping, alcohol, drugs or gambling.
- Do not promote violence or brutality.
- Do not spread any false information - use subjective language.

## Production: Fact sheet

### Design the fact sheet

Note: These instructions are designed for a collaborative group approach, where all learners have distinct roles. However, the task can still be completed independently or in pairs, using the roles as steps to complete the task.

- Writers: Write up the areas of the fact sheet that they are responsible for.
- Designers: Produce infographics for the fact sheet, and set up the overall format and colour scheme. They also import written text into the design.
- Editors: Spell-check the text using software or manual methods, and complete the “Media bias checklist”.

**Fact sheet roles**

**Possible fact sheet roles**

- Researcher
- Writer
- Designer
- Editor

**Decide on your audience and tone:**

Who is your audience?

- People your age
- Parents
- Teachers
- Younger kids

Will your fact sheet be serious, funny, professional, or casual? Why?

**Media bias checklist**

**Bias “watch-outs”:**

- Have we used sources we can trust for our information?
- Are we including voices from different backgrounds, experiences, and opinions?
- Is our language kind and respectful, without using words that are too emotional or unfair?
- Are we sharing facts correctly without making things sound bigger than they really are?
- Are there any important parts of the topic we might have missed or left out?
- Do we know when we need to do more research or get more ideas to improve the conversation?

**Media law**

- Do not use language that offends, excludes, discriminates, or defames.
- Always credit work that you have adapted or that has inspired your ideas.
- Swap out brand names for generic terms & don't mention cost.
- Do not endorse smoking, vaping, alcohol, drugs or gambling.
- Do not promote violence or brutality.
- Do not spread any false information - use subjective language.

4

## Exit pass

### Distribute to your community

- Deliver the fact sheet or podcast to a safe and approved community space. Ensure your school/organisation has approved the platform, and that all relevant consents have been received.
- Ask learners to gather one piece of feedback from a listener/reader. This could be a comment about what they learned, what they liked, or a suggestion.
- Discuss as a group.
  - What worked well?
  - What would you improve next time?

### Checkpoint 2: Learning intentions & success criteria

#### Assess the “Exit pass” to ensure learners have met the following success criteria:

Explain key concepts of the Compulsion risk area of online safety and apply this knowledge to real-life situations.

Create well-organised and engaging media in a collaborative environment.

#### Next steps:

If some learners didn't meet the criteria, do the “Top-up” activity in the following section. Discussion about the lesson's themes can be continued at home by setting the extension task as homework.

#### Important Note:

If this lesson is part of the eSmart Digital Licence, you'll need to ensure that all learners have met the success criteria before accessing the Digital Licences.

5

## (Optional) Top-up or extend the lesson

### Top-up the lesson

For learners who need more help meeting the learning intentions & success criteria.



Compulsion Island map

In class or at home, ask learners to colour in the Compulsion Island map, and draw or write two situations where they might feel pressure to stay online or notice unhealthy screen habits. What strategies could they use to take breaks, stay balanced, and look after their wellbeing?

Compulsion Island is part of the eSmart Digital Licence quest. To explore more islands, visit [be.esmart.org.au/dl/overview](https://be.esmart.org.au/dl/overview).

### Extend the lesson

For learners who have met the learning intentions & success criteria and need a bit more of a challenge.

Try out the other media type in the lesson. If you made a podcast, try making fact sheets based on the podcast. If you made a fact sheet, try extending the lesson to make a podcast based on its content.

## What do we need?

Creating a learner-led podcast doesn't require fancy equipment — with the right approach, you can produce a podcast using everyday tools.

### Recording equipment:

- Ideally, use a microphone for clearer audio, but if your school doesn't have dedicated equipment, recording directly into devices like phones, iPads, or Chromebooks works just as well.
- Encourage learners to find a quiet space with minimal background noise for the best sound quality.

### Creative recording ideas:

- For learners who prefer visual storytelling, consider recording videos using LEGO figures or other props to act out podcast scenarios. The audio from these videos can be extracted for use in the final podcast.

### Editing tools:

- Decide if you'll edit the podcast yourself or if this becomes an extra learning opportunity where learners edit their own work. Adding sound effects, music, and transitions can enhance their final product.
- For simple editing, apps like GarageBand, Audacity, or Soundtrap are user-friendly and accessible.

## Podcast examples

By hearing how others use their voice, sound effects, and pacing, learners can gather ideas for creating engaging and interesting content. [ABC Kids Listen](#) is a great place to find fun, safe, and inspiring examples that are perfect for young learners.



## Share these podcasting safety tips with learners

### Storytelling safety:

Encourage learners to use third-person storytelling instead of personal "I" statements. For example, suggest saying "Some children may face challenges online" rather than "I had a bad experience online." This keeps their stories meaningful without sharing personal details.

### Protecting identity:

Remind learners to use only their first name or a nickname and avoid sharing private details like their address, school name, or phone number.

### Permission matters:

Learners should always get permission from a parent or teacher before recording or sharing their podcast. If they plan to interview someone, ensure they have permission from the guest's parents too.

### Respect boundaries:

Encourage learners to let guests know they can skip questions that feel uncomfortable. Topics should be fun, interesting, and safe for everyone.

### Managing data:

Remind learners to back up recordings immediately and delete original files from shared devices once saved or transferred for editing to protect privacy.

## Tips for sharing with community

- Ensure any media consent and privacy permission forms have been shared and signed before sharing media. Consult school or organisational policies if you are unsure what is required to carry out this activity.
- Share your podcast on safe websites or apps approved by your school.
- Consider sharing podcasts with your school community, local library, or as part of a school assembly.
- Encourage listeners to leave positive feedback and ideas for future episodes.



## Why fact sheets?

Fact sheets help learners research, organise ideas, and present information clearly while building digital citizenship skills. They align with the Australian Curriculum by supporting:

- Digital Technologies: Using tools like Canva, Publisher, or Google Slides to create digital content.
- Media Arts: Developing layout, text design, and visual skills.
- English: Strengthening research, writing, and communication.
- Personal & Social Capability: Exploring digital safety and responsible online behaviour.

## Creative tools for digital fact sheets

Platforms like Canva, Adobe Express, and Google Docs and others allow learners to combine text, images, and design elements, encouraging creativity while developing digital design skills.

**The examples below have been found in the Canva collection. Start a new project and search for fact sheets to find a wide range of templates that can be altered to suit your purposes.**



## Design tips

- Use clear headings to organize information.
- Write short sentences and use bullet points.
- Choose simple fonts like Arial or Verdana.
- Add images or icons to support key points.
- Include a positive call-to-action (e.g., "Share with a friend!").
- Credit all sources for images, facts, or quotes.

## Research tips

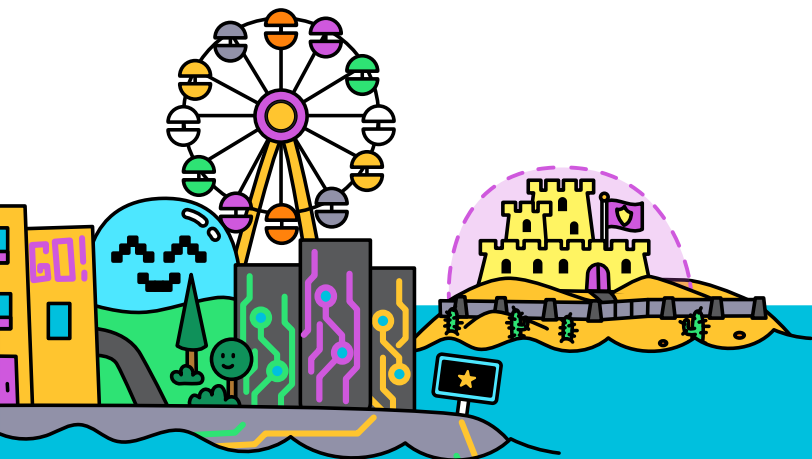
### Distinguish between fact and opinion:

- Be clear about what is factual (proven information supported by evidence) and what is opinion (personal thoughts or feelings).
- Facts are based on research, data, or expert knowledge — for example, "Cyberbullying can cause anxiety and stress."
- Opinions express beliefs or ideas — for example, "I think social media is too stressful."

### Find reliable information

- Information from trusted organisations, educators, or official safety groups is best. Look for websites ending in .edu, .gov, or .org, which may be held to a higher standard for factual information.
- Trusted resources like ABC Education, Kids Helpline, or eSafety Commissioner are great starting points for digital citizenship topics.
- The internet changes quickly, so check that sources are up to date. Look for articles or resources published within the last few years.
- Don't rely on just one website — check at least two or three sources to confirm information is accurate.
- Be cautious with blogs or personal stories — while they can be useful, make sure the facts are supported by expert advice.

# Create a podcast Lesson Slides





# Let's make a podcast!

## What are podcasts?

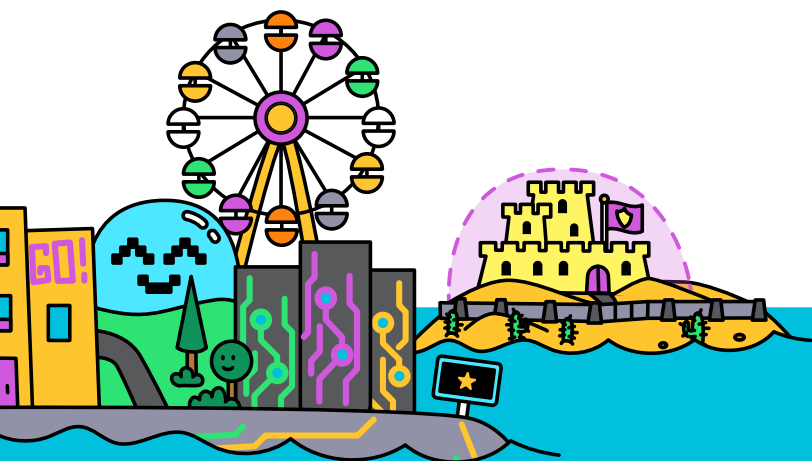
- A Podcast is a form of audio entertainment.
- Every podcast is different and explores topics through episodes.

## Types of podcasts

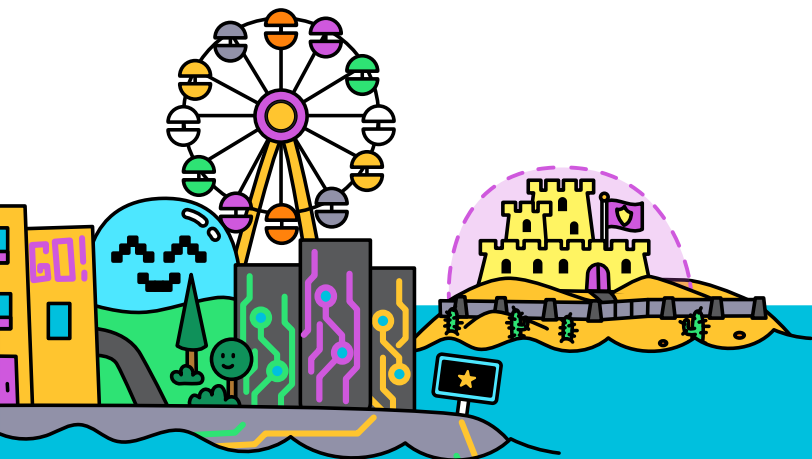
- Review
- Discussion/debate
- Conversation
- Play/musical
- Life stories



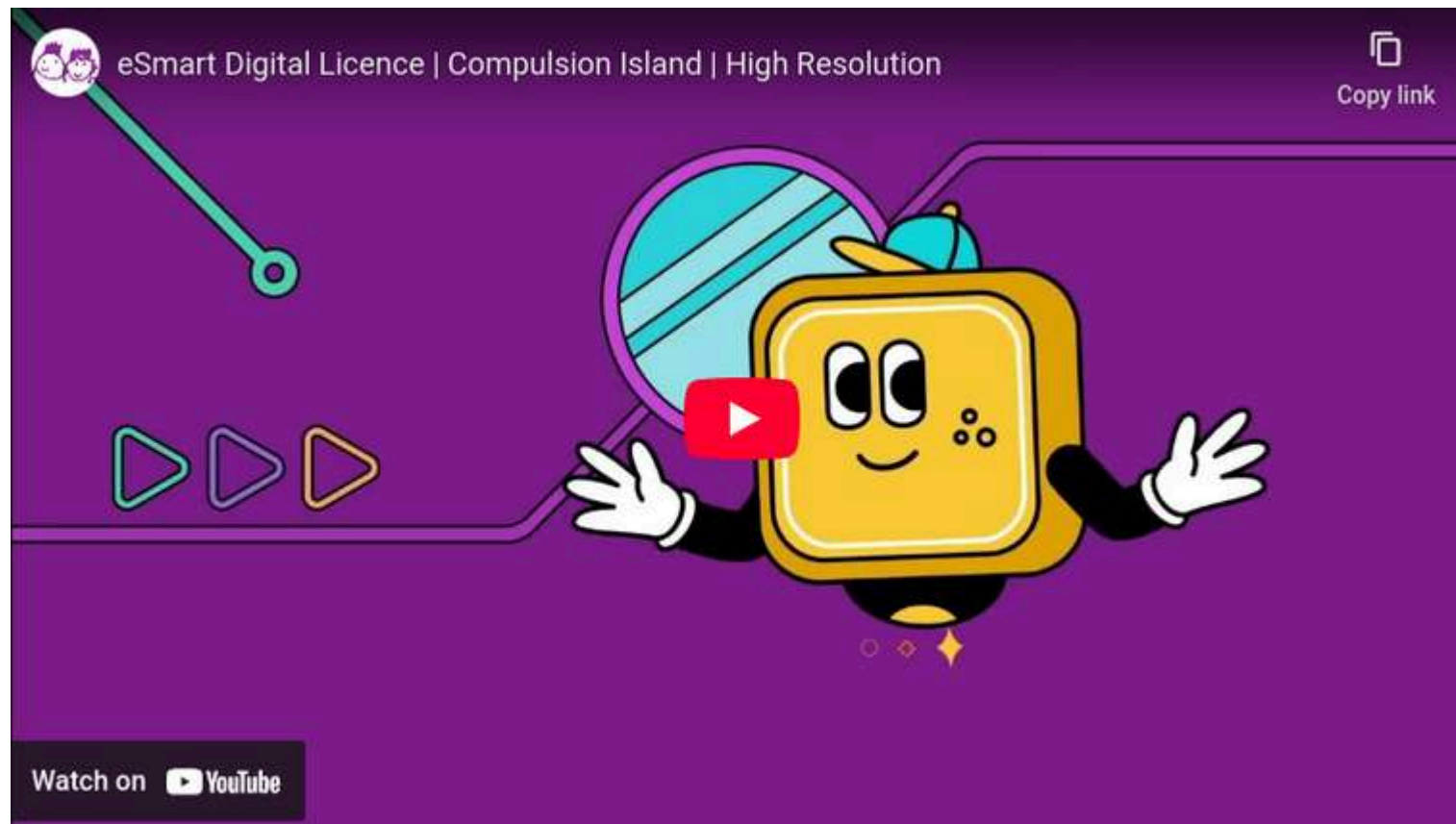
**What do you like or dislike about these examples? What tips will you take forward?**



# Part 1: Learn about podcasts



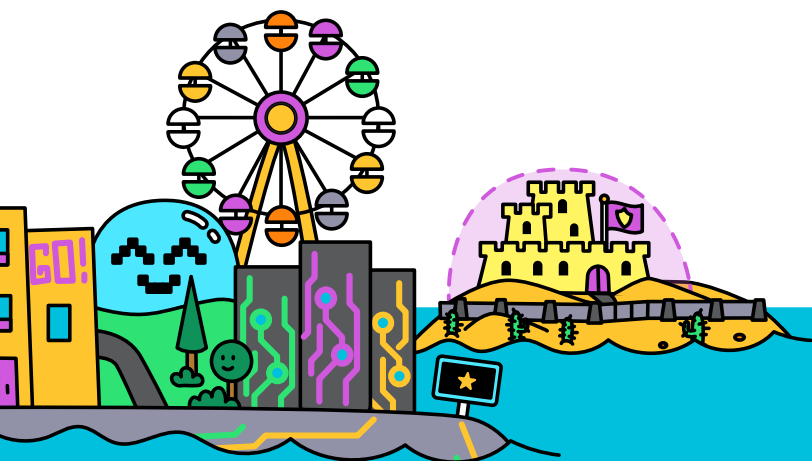
# Compulsion risk area



**Here are some examples of Compulsion risks.**

**Can you think of more?**

- Spending a lot of time online and finding it hard to stop.
- Feeling worried or upset when not using a device.
- Ignoring sleep, schoolwork, or friends.



## What can we do?

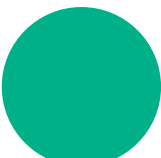

- Set timers and stick to them as best you can.
- Notice how you feel in your body when using tech. Are your eyes tired? Is your back sore?
- Find a balance between connecting with friends online AND offline.
- Use child-friendly versions of platforms that may turn off features like constant scrolling.

## Statistics: From the eSafety Commissioner

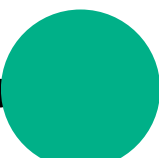
- Australian teenagers spend an average of 14.4 hours a week online.
- 9 in 10 teens use the internet to research topics of interest, watch videos, chat with friends and listen to music.
- 6 in every 10 Australian young people, aged 8 to 17, have played online multiplayer games.
- Australian children spend up to 30% of their time in front of a screen.
- Roughly 34% of children aged 8 to 17 buy things on apps.



## Part 2: Research and planning



**Making a start**  
Good on you! Your listeners are waiting to hear what you have to say!

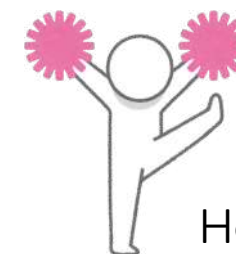


**Learn about podcasts**  
What are podcasts?  
What could we focus on in our podcast?



### Research & write the script

What do we want to talk about?  
What will we say?  
Who will we invite to speak?



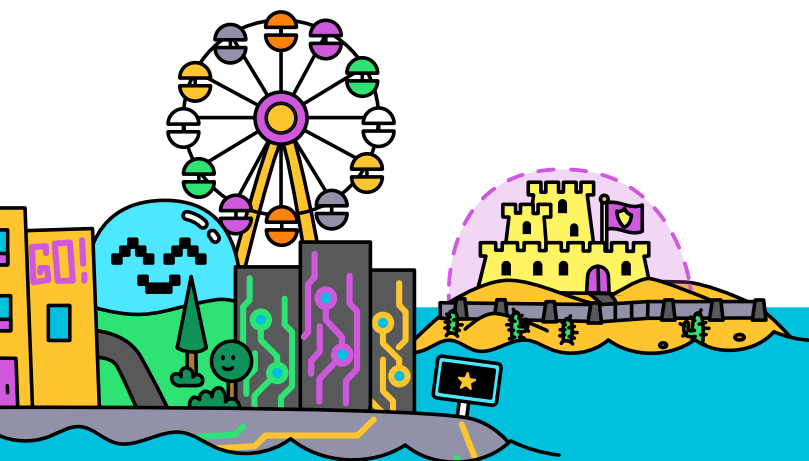
### Record the podcast

How do we use the tools?  
How do we make sure we get all the recordings we need?  
How do we edit it?



### Share it with our community

How will we make sure it reaches the right people?  
How can we do it all again?



## Podcast roles



Researcher



Writer

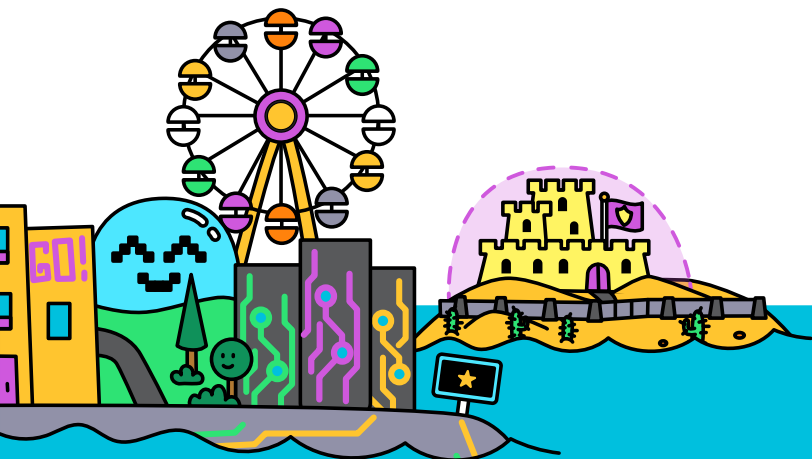


Technical operator




Presenters &  
guests

And more...?

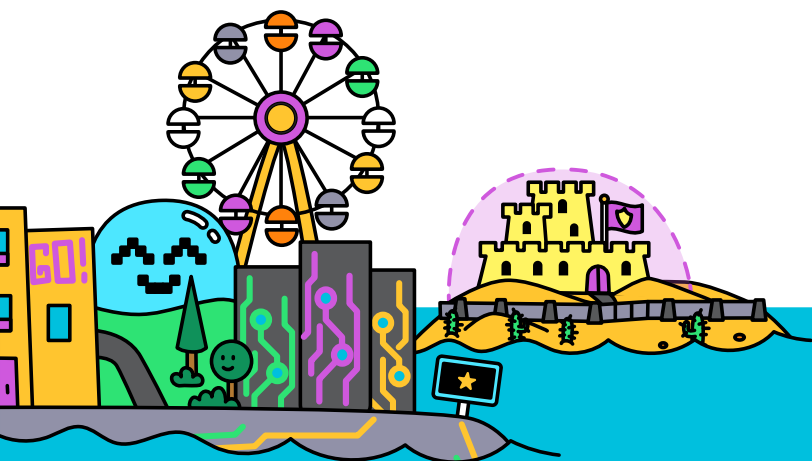


- An episode is made up of an introduction at the start, segments in the middle, and an outro at the end.
- Segments are 1-3 minute conversations that explore an idea or topic in the episode.
- Episodes are structured using a RUN SHEET.

Podcast name: \_\_\_\_\_



	Presenters	Topic
Introduction		
Segment 1		
Segment 2		
Segment 3		
Segment 4		
Segment 5		
Outro		





Group name:

	Creative team	Topic
Introduction		
Segment 1		
Segment 2		
Segment 3		
Segment 4		
Segment 5		
Conclusion		



# Research your topics

Look for:

- Facts and statistics
- People's experiences
- Organisations that can help

Make sure that your sources are credible. This might mean they:

- Are from trusted websites, experts, or organisations.
- Provide facts that can be checked or verified.
- Are up-to-date with current information.
- Show the author's name and qualifications.



Work your research into the podcast script:

## 1) Intro

Hello! I am [name] and here with me is...  
Today we are going to discuss...

## 2) Definition

[Compulsion risks] are...

## 3) Fact

Did you know...?  
The latest research from [resource] reports...

## 4) Story/interview (optional)

People have told us that...  
The consequences might be...

## 5) Solution

So, what can we do to stay safe?  
Here are some tips...

## Copyright



We can't use things like songs or artwork without asking for permission or making sure it's free to use. It's always a good idea to create our own content or use things that are labelled as "free" or "public domain."

## Privacy

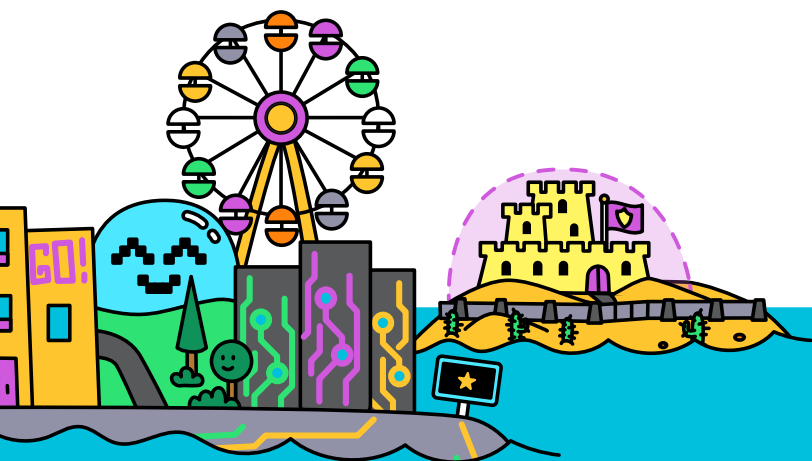


Protect your privacy by not sharing personal information. Ask guests to do the same and keep private details safe. Always get permission from a parent or guardian before sharing your podcast online.

## Permission



Ask for permission before recording or sharing someone's voice. Always get your guest's permission and, if they're a child, make sure their parents say it's okay too.



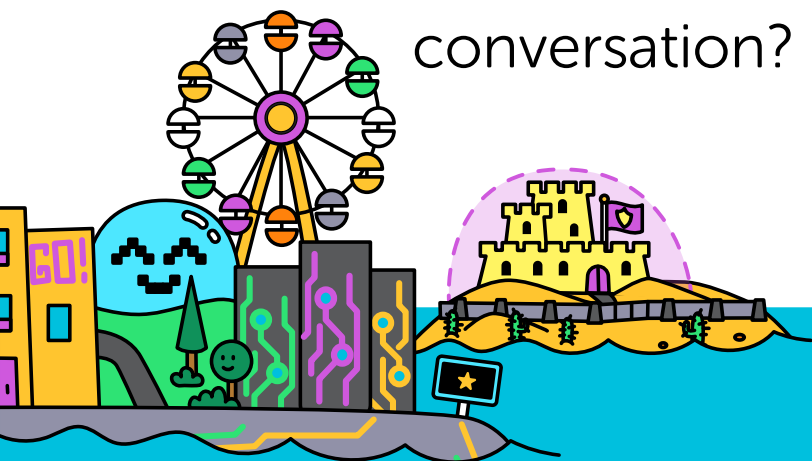


## Bias “watch-outs”:

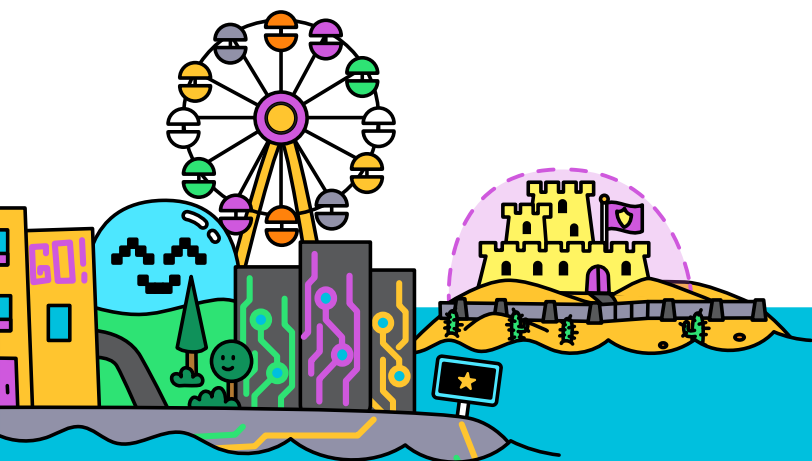
- ☐ Have we used sources we can trust for our information?
- ☐ Are we including voices from different backgrounds, experiences, and opinions?
- ☐ Is our language kind and respectful, without using words that are too emotional or unfair?
- ☐ Are we sharing facts correctly without making things sound bigger than they really are?
- ☐ Are there any important parts of the topic we might have missed or left out?
- ☐ Do we know when we need to do more research or get more ideas to improve the conversation?

## Media law

- ☐ Do not use language that offends, excludes, discriminates, or defames.
- ☐ Always credit work that you have adapted or that has inspired your ideas.
- ☐ Swap out brand names for generic terms and don't mention cost.
- ☐ Do not endorse smoking, vaping, alcohol, drugs, or gambling.
- ☐ Do not promote violence or brutality.
- ☐ Do not spread any false information - use subjective language.

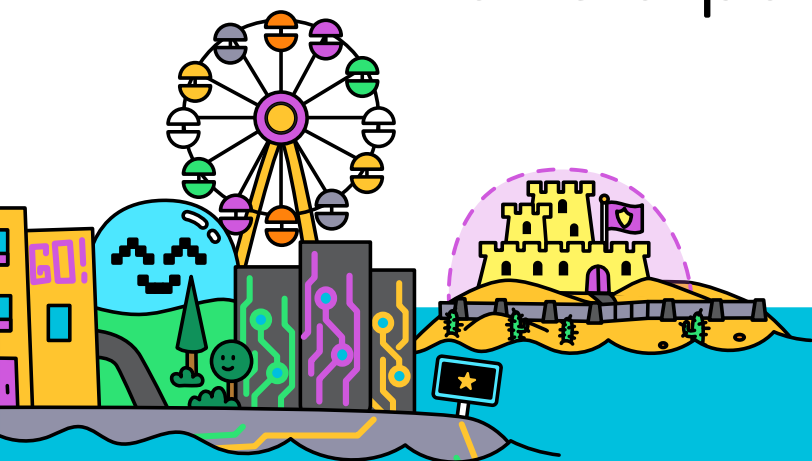


# Part 3: Record the podcast



# Safety

- Use your first name or a nickname.
- Don't share personal info like your address, school, or phone number.
- Always get permission from your parents and your guest's parents before recording.
- Pick fun, interesting, and safe topics—avoid personal or uncomfortable ones.
- Let your guest skip any questions that make them uncomfortable.
- Be kind and avoid saying anything hurtful.
- Have a parent or teacher review your podcast before sharing it.





# Make sure you record these parts to make a full podcast episode:

## Intro

Start with an Acknowledgement of Country.

Hi! You're listening to [Podcast name] with [your name].

Coming up in this episode, we're talking about [list your topics].

But first, let's hear from [presenter name] talking about [name].

## Segments

IDs! - Introduce yourselves and your topic.

Open the conversation with a story or ask a question to the group.

Use dot points to structure your segment, not a word-for-word script.

Wrap up your segment by thanking your listeners and introduce the next segment group.

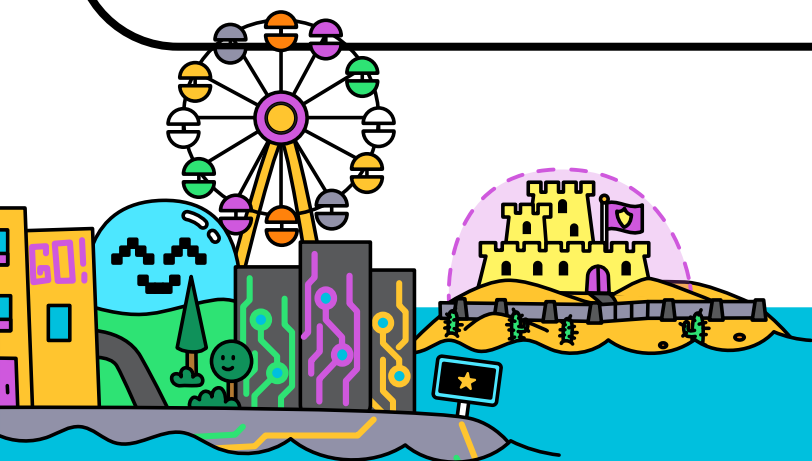
## Outro

Hey! Thanks for listening to [Podcast name] with [your name].

You just heard [presenters' names] talk about [topics].

Thanks for tuning in to our show!

Goodbye!



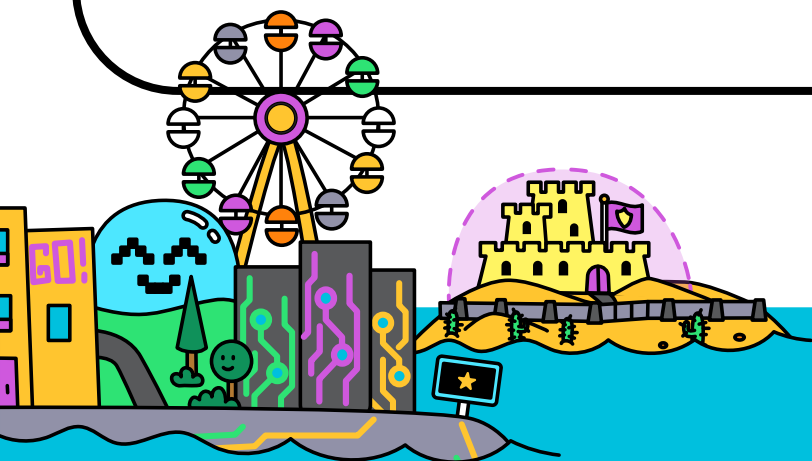
# Think about these tips when recording:

## Technical tips

- Leave a few seconds of silence before and after recording for editing.
- If you mess up, pause and try again—mistakes can be edited out.
- Don't stand too close to the mic—use a pop filter to reduce mouth noises.
- Record in a quiet room with soft materials to cut down on echoes.
- Save recordings in parts (e.g., "episode1\_part1") to stay organised and avoid losing files.

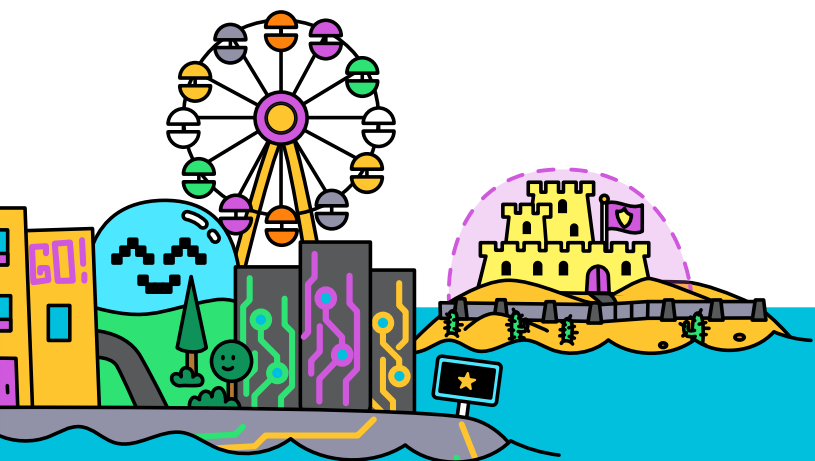
## Presentation tips

- Speak at a steady pace with pauses for editing.
- Use an enthusiastic but natural tone—don't yell.
- Keep 6-12 inches from the mic to avoid pops.
- Pause to breathe or adjust instead of rushing.
- Smile while speaking to sound friendlier and more fun.

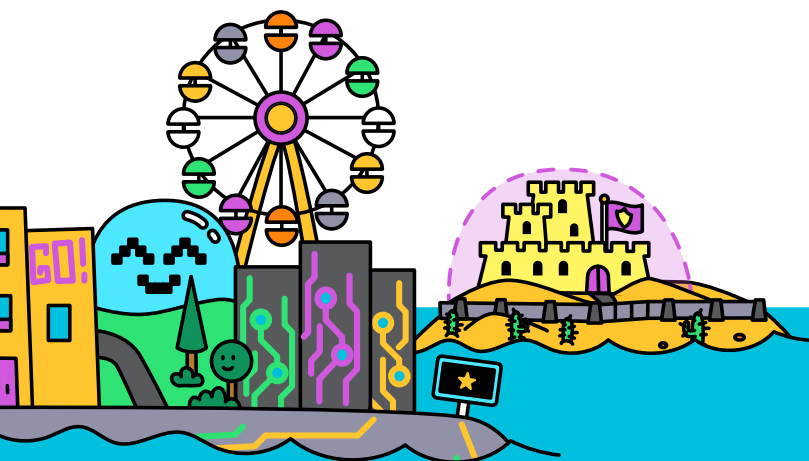


# Editing tips

- Listen through your recordings to find any mistakes or long pauses. Write down the time code so you can easily find mistakes again.
- Cut out any parts where you make mistakes or if there's awkward silence.
- Use a simple editing tool, like GarageBand or Audacity, to cut and move parts around.
- If there are loud or distracting noises, you can reduce or remove them using the tool's noise settings.
- Check the volume levels to make sure everything sounds even and clear.
- Save your edited podcast in a safe place with a clear file name, like "episode1\_final". Be careful not to save over your original recording files in case you want to add anything back in!



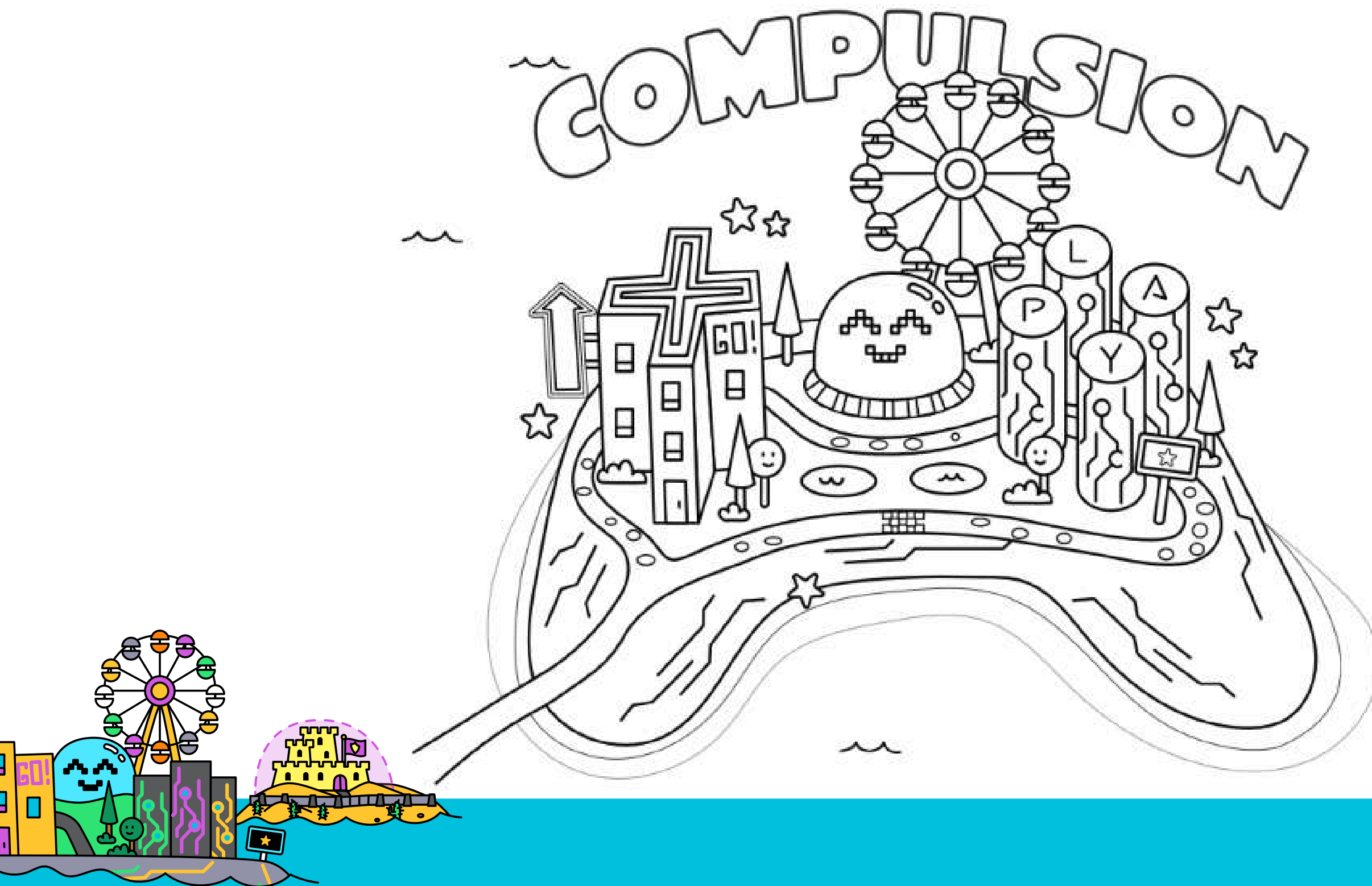
# Share with your community



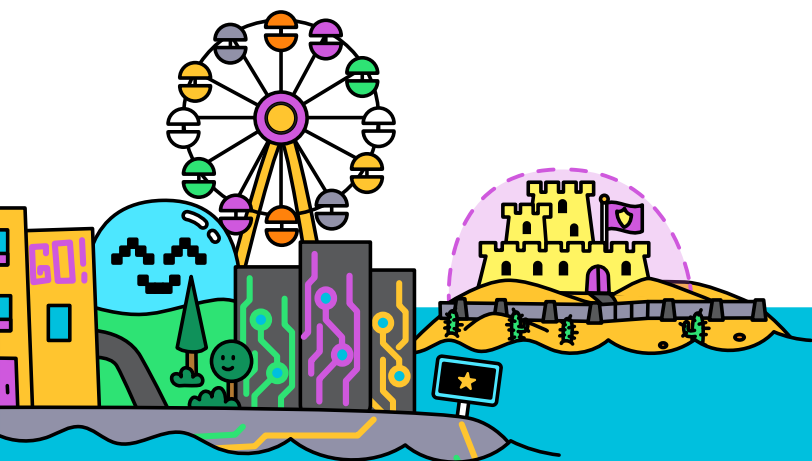


## Colour in the Compulsion Island map.

Draw or write two situations where you might feel pressure to stay online or notice unhealthy screen habits. What strategies could you use to take breaks, stay balanced, and look after your wellbeing?



# Create a fact sheet Lesson slides



# Let's make a fact sheet!

## What are fact sheets?

- A fact sheet provides key information on a topic.
- It uses bullet points and short paragraphs for easy reading.
- Fact sheets are quick, clear, and often include visuals.
- They inform or educate people in a simple format.

## What would encourage you to read a fact sheet?

Check out some fact sheet examples here:



### Parent resources

Resources to help parents and carers talk about online safety issues and strategies with their children, including downloadable books, informati...

eSafety Commissioner

and here:

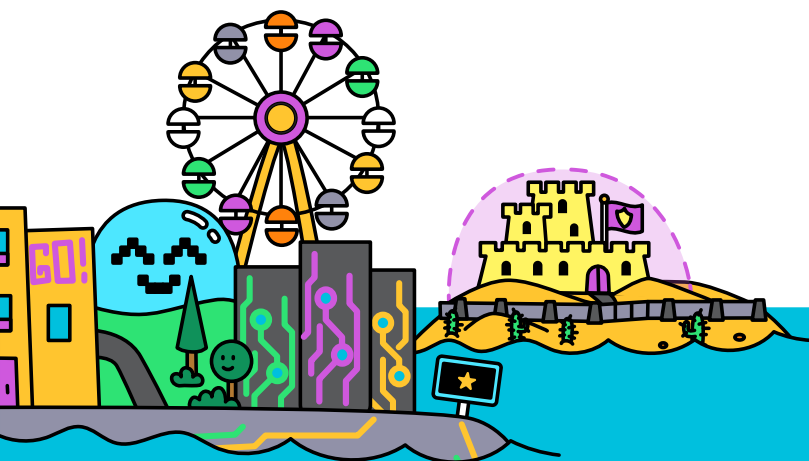


### Fact Sheets, Flyers & Guides

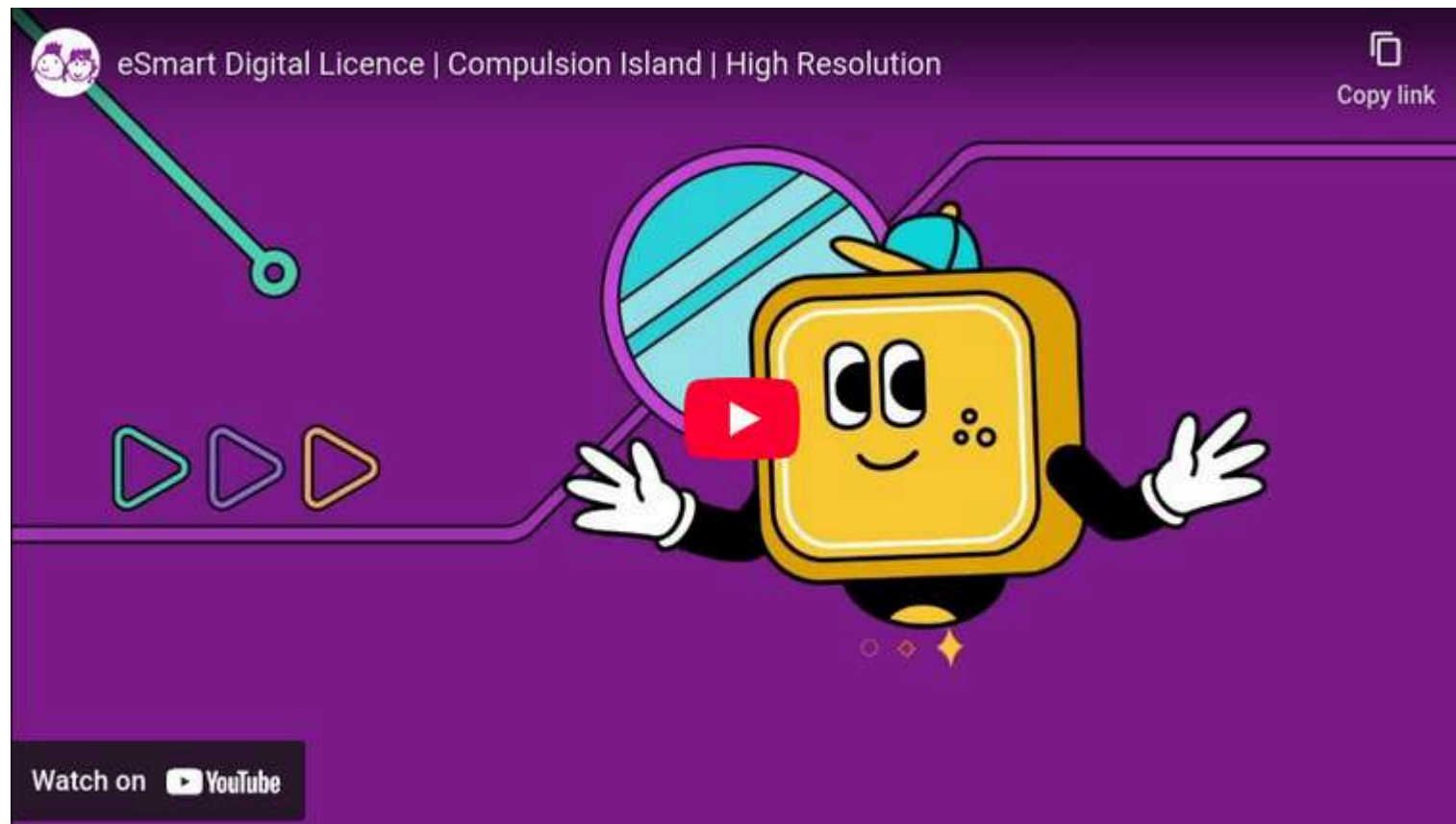
The Wildlife Preservation Society of Queensland (Wildlife Queensland) is the oldest and one of the most respected non-profit environmental groups in Queensland. We are actively involved in community...

Wildlife Preservation Society of Queensland /

What do you like about the examples?  
What features are effective?



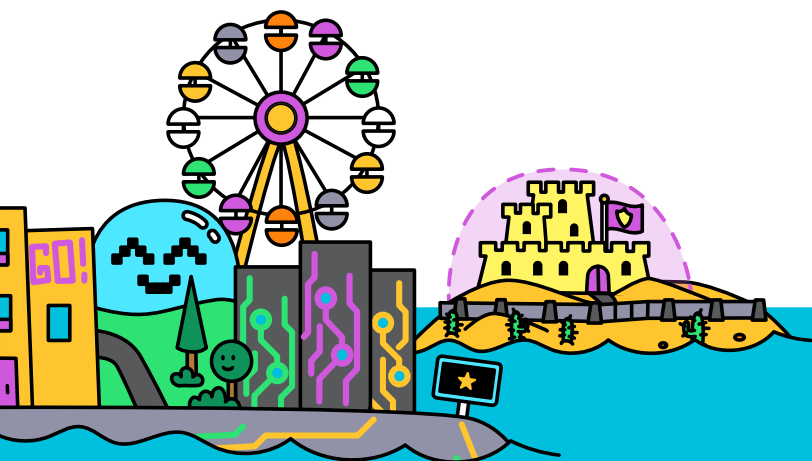
# Compulsion risk area



**Here are some examples of Compulsion risks.**

**Can you think of more?**

- Spending a lot of time online and finding it hard to stop.
- Feeling worried or upset when not using a device.
- Ignoring sleep, schoolwork, or friends.



## What can we do?

- Set timers and stick to them as best you can.
- Notice how you feel in your body when using tech. Are your eyes tired? Is your back sore?
- Find a balance between connecting with friends online AND offline
- Use child-friendly versions of platforms that may turn off features like constant scrolling

## Statistics: From the eSafety Commissioner

- Australian teenagers spend an average of 14.4 hours a week online.
- 9 in 10 teens use the internet to research topics of interest, watch videos, chat with friends and listen to music.
- 6 in every 10 Australian young people, aged 8 to 17, have played online multiplayer games.
- Australian children spend up to 30% of their time in front of a screen.
- Roughly 34% of children aged 8 to 17 buy things on apps.



# Possible fact sheet roles



Researcher



Designer



Writer



Editor

# Decide on your audience and tone:

## Who is your audience?



People your age



Parents

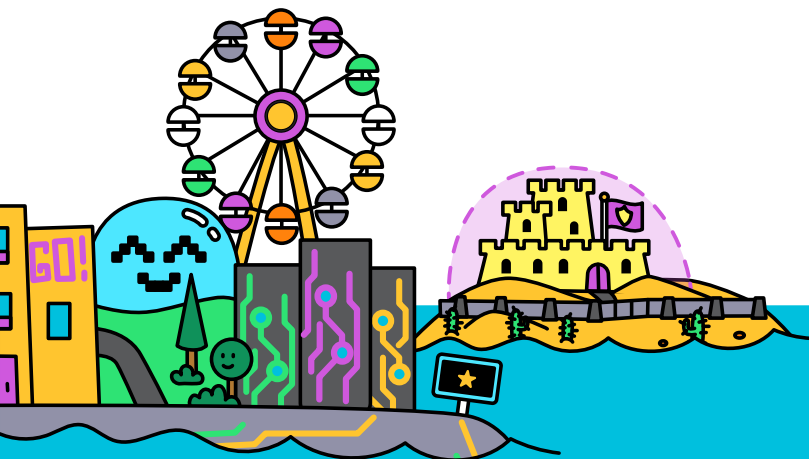


Teachers



Younger children

Will your fact sheet be serious, funny, professional, or casual? Why?



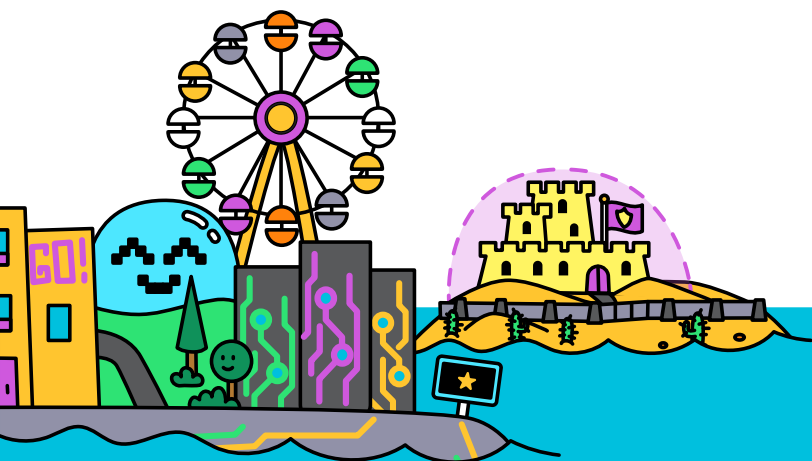
# What topic(s) would you like to focus on?

- Choose a clear theme or topic.
- Start with a short introduction that explains the topic.
- Break the main topic into at least 3 segments, each focusing on a key point.
- Use simple facts, examples, or statistics in each segment.
- End with a conclusion that sums up the most important points.

Podcast name:

eSmart  
alannah & madeline  
foundation

	Presenters	Topic
Introduction		
Segment 1		
Segment 2		
Segment 3		
Segment 4		
Segment 5		
Outro		



Group name:

	Creative team	Topic
Introduction		
Segment 1		
Segment 2		
Segment 3		
Segment 4		
Segment 5		
Conclusion		



# Research your topics

Look for:

- Facts and statistics
- People's experiences
- Organisations that can help

Make sure that your sources are credible. This might mean they:

- Are from trusted websites, experts or organisations.
- Provide facts that can be checked or verified.
- Are up-to-date with current information.
- Show the author's name and qualifications.



## Write up your research:

### Opening sentence

- In this section, we will explore...

### Definition

- [Topic] means...

### Fact

- Did you know that...?
- According to [source],...

### Story/Example (optional)

- For example, [person/group] shared that...
- People often say that...
- A recent story from [source] explains...

### Solution/Action

- To make sure we are safe, we can...
- The best way to deal with this is...

### Conclusion

- We've learned that...
- It's important to remember...

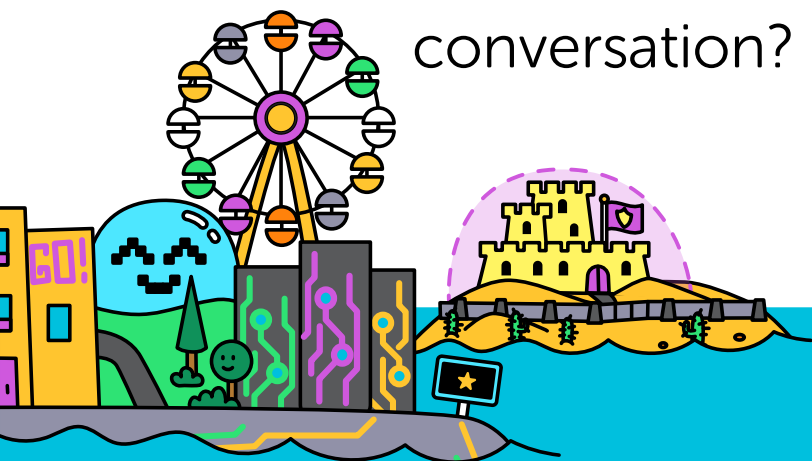


## Bias “watch-outs”:

- ☐ Have we used sources we can trust for our information?
- ☐ Are we including voices from different backgrounds, experiences, and opinions?
- ☐ Is our language kind and respectful, without using words that are too emotional or unfair?
- ☐ Are we sharing facts correctly without making things sound bigger than they really are?
- ☐ Are there any important parts of the topic we might have missed or left out?
- ☐ Do we know when we need to do more research or get more ideas to improve the conversation?

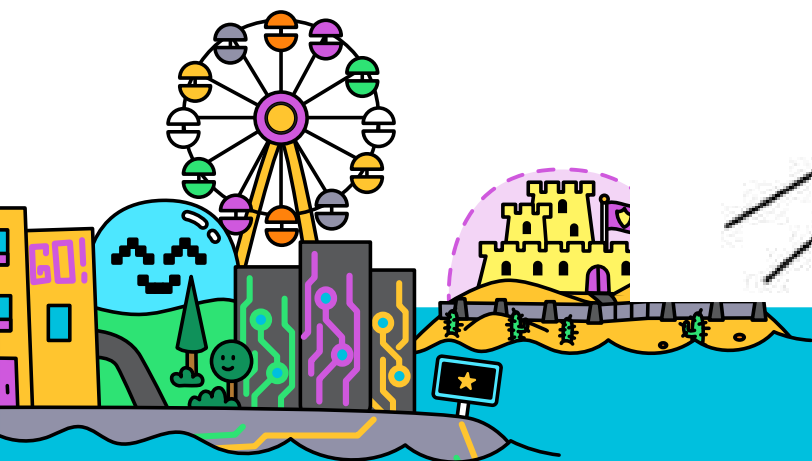
## Media law

- ☐ Do not use language that offends, excludes, discriminates, or defames.
- ☐ Always credit work that you have adapted or that has inspired your ideas.
- ☐ Swap out brand names for generic terms and don't mention cost.
- ☐ Do not endorse smoking, vaping, alcohol, drugs or gambling.
- ☐ Do not promote violence or brutality.
- ☐ Do not spread any false information - use subjective language.



## Colour in the Compulsion Island map.

Draw or write two situations where you might feel pressure to stay online or notice unhealthy screen habits. What strategies could you use to take breaks, stay balanced, and look after your wellbeing?



## Australian Curriculum (Version 9.0)



### Years 5 & 6: Health and Physical Education

AC9HP6P08: Analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations.

AC9HP6P10: Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities.

AC9HP6M06: Propose and explain strategies to increase physical activity and reduce sedentary behaviour levels in their lives.

### Years 5 & 6: Media Arts

AC9AMA6D01: Develop media production skills to communicate ideas, perspectives and/or meaning through manipulation of media languages, including images, sounds, texts and/or interactive elements, and media technologies

AC9AMA6C01: Use media languages, media technologies and production processes to construct media arts works that communicate ideas, perspectives and/or meaning for specific audiences

### Year 5: English

AC9E5LA02: Understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources.

AC9E5LY02: Use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea.

AC9E5LY05: Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas.

### Year 6: English

AC9E6LY02: Use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions.

AC9E6LY05: Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources.

## Australian Curriculum (Version 9.0)



### Years 5 & 6: Health and Physical Education

AC9HP6P08: Analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations.

AC9HP6P10: Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities.

AC9HP6M06: Propose and explain strategies to increase physical activity and reduce sedentary behaviour levels in their lives.

### Years 5 & 6: Digital Technologies

AC9TDI6P07: Select and use appropriate digital tools effectively to create, locate and communicate content, applying common conventions.

AC9TDI6P08: Select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours.

### Year 5: English

AC9E5LA02: Understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources.

AC9E5LY05: Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas.

### Year 6: English

AC9E6LA02: Understand the uses of objective and subjective language, and identify bias.

AC9E6LA07: Identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning.

AC9E6LY03: Analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences.

AC9E6LY05: Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources.



## My Time, Our Place

### Outcome 1: Children and young people have a strong sense of identity.

Children develop an understanding of their emotions and sense of self through reflection on their digital interactions and mindful media consumption. This is evident when children:

- Identify their right to emotional and mental wellbeing when engaging in digital spaces.
- Reflect on how online content impacts their mood and emotions, making choices that promote positive self-perception.

### Outcome 3: Children and young people have a strong sense of wellbeing.

Children understand how their media choices influence their physical, emotional, and social wellbeing and learn strategies to enhance it. This is evident when children:

- Identify and implement strategies for mindful media use to support their emotional and physical wellbeing.
- Engage in reflective activities that help them recognise the balance needed between online and offline life.

## CASEL Framework

### Self-Awareness

The lesson helps students reflect on their emotions and how media consumption impacts their wellbeing. This is evident when learners:

- Recognise their emotional responses before and after engaging with media.
- Identify which media content contributes positively or negatively to their mood and mental state.
- Develop an understanding of their personal needs and boundaries in digital spaces.

## Bournemouth University

### Theory of Change

### Capabilities

This is where we use our media literacy more actively for particular purposes in our lives, rather than as passive consumers of information and content. Media literacy capabilities range from access changes, the application of more critical or mindful decision making when receiving information, the use of fact-checking of information or sources, more informed attitudes to sharing content and information, or getting directly involved in the media ecosystem as creators of media content.

## National Association of Media Literacy Education (NAMLE)

### Core Principle 1

- 1.1: MLE encourages learners to ask critical questions about what they watch, listen to, play, and read.
- 1.2: MLE intersects with other literacies, such as emotional and social literacy.

### Core Principle 2

- 2.1: MLE is inclusive of all types of media, including digital, visual, and interactive formats.
- 2.3: MLE integrates physiological and psychological responses to media.

### Core Principle 5

- 5.1: MLE emphasises personal experiences as a lens for media interpretation.

### Core Principle 6

- 6.1: MLE encourages responsible and active digital citizenship.
- 6.3: MLE promotes collaboration and dialogue.

### Core Principle 7

- 7.1: MLE highlights both the benefits and risks of media.