

WE'VE GOT NEWS!

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TeachKit

MIL

HAS LANDED IN CLASSROOMS!

First News

Issue 1,009 £2.95 17 – 23 October 2025

2.6M
READERS*



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TEACHERS! We've got everything you need to teach media and information literacy (MIL) across the curriculum!

**PULL-OUT
MIL POSTER!**

You know media literacy matters – but where do you start?

You need to teach critical thinking – but who's teaching you?

You can spot the difference between fake, fact and bias – but can your students?

What is MIL and why is it important?
Find out more at www.firstnews.co.uk/mil

Now turn
inside for
your regular
First News!

MEDIA AND INFORMATION LITERACY

Your First News lowdown!



BEING INFORMED

WHAT DOES IT MEAN?

- This is about **knowing where information comes from and how to tell if it's true.**
- News, videos, posts and stories are everywhere... but not all of them can be trusted.

WHY DOES IT MATTER?

- If you can tell fact from fake, you'll always be one step ahead!

TRY THIS!

Pick a news story from *First News*. Now check if you can find it on another site (e.g. BBC Newsround). What's the same? What's different?

BEING EMPOWERED

WHAT DOES IT MEAN?

- This is about **using information to make good choices** and have your say.
- You don't just have to watch and listen – you can create and share too!

WHY DOES IT MATTER?

- Your voice is powerful, and what you share online can change how people think and feel.

THE term 'media literacy' covers everything from social media and memes to AI-generated content and fake news.

FUN FACT

CHOOSE a favourite topic (like football, pets or space). Collect three facts and make up one dodgy claim. Can your friends or family guess which one doesn't pass the reliability test?

YOU'RE practising media literacy every day, often without even knowing it! Seen a sponsored ad on socials or a misleading headline in the news? By questioning them, you're using media literacy skills!

FUN FACT

BEING HEALTHY

WHAT DOES IT MEAN?

- This is about **finding good, safe information that helps you look after your body and mind.**
- Understanding what works for your own health and wellbeing is an important part of making choices that are right for you.

WHY DOES IT MATTER?

- With the right health and fitness information, you can take control of your own wellbeing.

TRY THIS!

Think of a health topic, such as sleep, exercise or eating well. Then write a short script for a video, podcast or poster giving safe advice. Make sure it's clear, kind and based on reliable facts, rather than tricks or scare tactics!

Top tips for better sleep

BEING SOCIALLY CONSCIOUS

WHAT DOES IT MEAN?

- This is about **thinking of others when you're sharing information.**
- The things we share or say can have a big impact on people, but we can choose to make sure it's positive.

WHY DOES IT MATTER?

- Kindness and fairness can help make the world a better place for everyone.

TRY THIS!

With a friend, decide on an issue (e.g. 'Cats make better pets than dogs'). Argue in favour for one minute, then swap and argue the opposite point of view. This helps you practise seeing things from another perspective.

WHAT DO THE EXPERTS SAY?

Liz Moore, Chief Executive of the Association for Citizenship Teaching (ACT) said:

"Being able to understand news, social media and information is really important for us all in a democracy. Media and information literacy is a key part of citizenship because it helps you think critically, understand different viewpoints and make informed decisions. These skills and knowledge matter when young people discuss issues that affect them and take action to help others. With the plans to enable 16 and 17-year-olds to vote in the next election, they are vital for preparing every young person to take part confidently in democratic life."

BEING CONNECTED

WHAT DOES IT MEAN?

- This is about **understanding how the online world links us all together.**
- Algorithms shape what you see and who sees you – it's easy to get stuck in a cycle!

WHY DOES IT MATTER?

- When you know how the connections work, you can make smarter choices.

TRY THIS!

Imagine an online group made just for children your age. Draw or describe what rules, features or behaviours would make it feel safe and positive.

WHAT DO YOUNG PEOPLE SAY?

Hermione, a Year 9 student from Oxford High School GDST, said:

"Media literacy is incredibly important, especially for students like us. Learning about misinformation has really opened our eyes; we've come to understand that not everything online is trustworthy. Now, when we're doing homework or research, we know how to find reliable sources and present accurate information. It's something that's been embedded in our lessons from Year 7 onwards, which is great because that's when we're most impressionable. My school does a fantastic job of raising awareness and making sure we're equipped to navigate the digital world safely and knowledgeably."

ARE YOU READY FOR THE **FIRST NEWS MIL DETECTIVE CHALLENGE?**

**YOUR MISSION: DON'T JUST
READ THE NEWS... INVESTIGATE IT!**



LA OLYMPICS PLANS **FLYING TAXIS**



THE organisers of the 2028 Olympic Games want fans to be able to take to the skies above Los Angeles (LA) and travel between events in flying taxis!

For not much more than the price of an Uber, it's claimed that spectators would be able to book an aircraft through an app and take 10 to 20-minute flights to the city's sporting venues without having to worry about LA's pesky traffic jams.

A fleet of flying taxis from US company Archer Aviation would be used. Games organisers say that they create "less noise and [pollution]" than a traditional helicopter". The aircraft are flown by pilots and can seat up to four passengers.

There's one hitch – the flying taxis aren't allowed by the US Federal Aviation Administration yet, so they can't be used to carry the public. However, Archer Aviation bosses hope to get this sorted by the end of the year.

The organisers of last summer's Olympic Games in Paris also wanted to offer fans flying taxis, but they couldn't get approval from Europe's air safety agency in time.

The new mode of transport is expected to take off in a big way though, and soon. The UK government thinks that we'll see them here in Britain as early as next year.

Okay, detective, you've just read a news report. But is everything in it a fact? Or could some of it be hype? Grab your magnifying glass... and let's crack this case!

1 FACT OR CLAIM?

We've collected some statements about the story covered in the article. Your job is to decide whether each one is a **FACT**, a **CLAIM** – or not in the article at all.

1. Visitors to the UK Olympics will be able to book flying taxis.
2. The flying taxis will seat up to four passengers.
3. Trips in the flying taxi will cost the same as a bus ticket.
4. The flying taxis will make less noise than a helicopter.
5. Flying taxis are not yet allowed by the US Federal Aviation Administration.

2 WHO SAID WHAT?

Tick which voices are in the article:

- Olympic organisers
- Archer Aviation bosses
- US air safety agency
- Local residents
- Passengers
- Climate campaigners

Who's missing? Why might that matter?



3 HIDDEN HEADLINES

What if this story were being written by someone not as neutral as a *First News* reporter? Rewrite the headline for:

- A promotional flyer for the LA Olympics.
- A campaign leaflet from a climate change campaign group.



4 THE BIG QUESTIONS

This is a great piece of reporting – but are there any questions you think the journalist has missed? Write down three things you'd like to know about the flying taxis proposal, that you can't learn from this story.

For example:
How safe are the flying taxis?
Who is paying for them?
How much fuel will they use?



5 WELL DONE, DETECTIVE!

You've gathered the evidence and asked the tough questions. Now it's time for your case report...

In one or two sentences, sum up what you think about the flying taxis story. Is it mostly fact, or mostly hype?



WANT MORE TIPS FOR SPOTTING FAKE NEWS?

Tell your teacher about the *First News TeachKit*
– made for your classroom!



www.firstnews.co.uk/mil

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Issue 1,009 | £2.95

