

The West Australian



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Read the feature topic on Blockchain in today's ED! Magazine and complete some of the activities below.



- What is the difference between 'blockchain', 'cryptocurrency' and 'Bitcoin'?
- Before computers, how was information stored in a database?
- What is a 'hash'?
- What does the abbreviation 'P2P' stand for?



- Why do you think the name 'genesis' is used for the first block in a blockchain?
- Draw an image to demonstrate how Austral Fisheries is using blockchain with the Patagonian toothfish.
- Why do you think the creators chose the name 'Bitcoin'?



- Go online to find out if these major cryptocurrencies have increased or decreased in value in the past week, month and year:

	week	month	year
Bitcoin			
Ethereum			
Litecoin			



- Make a list of the strengths and weaknesses of cryptocurrency.
- What types of people do you think would be most likely to invest in cryptocurrencies? (consider factors such as age, job, education, etc.) Explain your response.
- Make a prediction: do you think blockchain technology will be used more or less in the future? Why?



- Name and design your own cryptocurrency. Remember, there are no physical coins or notes with digital currencies, but each one does have a logo.
- It is believed the name Satoshi Nakamoto is a pseudonym (a made up name used to protect an identity). Use an online language translator to come up with a pseudonym for yourself that describes some of your attributes or goals. You can use Japanese, like Satoshi, or another language of your choice.
- Can you think of another use for blockchain technology?



- Search through your copy of *The West Australian*, particularly the BUSINESS section, to discover any stories on cryptocurrency or blockchain. Has the ED! feature article helped you understand the story? What questions do you still have?

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Join *The West's* Media Education team in our aim to create a media-savvy generation.

Online Media Education activities are designed to enable students to become critical consumers of news. Through completing the activities, students will develop the skills to consider, question, inquire and challenge reported news stories. Media Education encourages students to be informed citizens of global issues considering multiple perspectives before generating their own ideas and opinions.



Read this week's Newsflash stories to get the gist, then choose one or more of these activities to explore further.

DIG DEEPER Discover a fact that someone else might not know.	TAKE SIDES Is there a conflict? Who do you agree with? Why?	SO WHAT? Why does this matter?
YOUR LINE Write an alternative headline for this story.	THIS JUST IN Find out the latest updates on this story.	PANTS ON FIRE Is anyone not telling the truth? What makes you think this?
FACT OR OPINION On your copy of Newsflash, highlight facts in one colour, and opinions in another.	MAP IT Create a mind map of everything you know about this topic.	WHAT NEXT? Make a prediction. What do you think will happen next?
5W + H Can you discover the <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , <i>why</i> and <i>how</i> of this story?	SURVEY SAYS Conduct a survey to find out what your classmates think of an issue.	WINNER, WINNER Who do you think might benefit from this story?