

MEDIA CONSUMPTION

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03

Consumer education

10th/11th grade





Introduction

Brief introduction to the subject area, clearly presenting the objectives, skills, sources, and further links.

Background information for teachers

Expert information on the topic area that briefly summarizes the current state of knowledge on the subject.

Information for teachers and students

Quality criteria

Pool of methods

Introduction

Method “Brainstorming”

Associations related to the topic of media are collected in a plenary session. The use of tools such as mentimeter.com is helpful, but not essential.

Elaboration

Method “Media diary”

Students document their media consumption over a set period. This is then analysed by each student themselves with the help of guiding questions.

Method “Our media landscape”

Groups research different types of media companies. Individual companies are compared within the group and then presented to the class.

Securing results

Method “My influencers”

Students use a type of sociogram to visualize the influence that various sources have on their decisions. They then collect feedback on this sociogram.

Method “Quality criteria”

Students select the quality criteria for media content that are important to them from a given list.

Lesson plan

An exemplary lesson plan for approximately two lessons is provided, too.

Vocabulary list

Imprint

Duration	Complexity	Page
		3
		6
		23
10' to 15'	Simple	7
30' to 50'	Intermediate	8
90' to 100'	Complex	18
30' to 40'	Intermediate	20
15' to 30'	Simple	22
		25
		26
		28



Introduction to the teaching material

The quantity and quality of media consumption, especially among children and young people, are examined by various professions. Results from experts in media (media studies), politics (political science), health (addiction prevention), and many other fields point to the importance of careful and responsible use of media. This also involves a personally thoughtful approach to media as a commodity and to the content itself. The topic becomes even more important when considering its broader social impact. Media and how we use it play a key role in actively shaping our democratic structures and fostering ‘consumer citizenship’.

The following teaching material is designed to support students in developing their consumer awareness with a special focus on media consumption, while also improving their English language skills. It is intended for students in the 10th and 11th grade and can be used flexibly across subjects such as English, Geography and Economics, or in interdisciplinary settings.

Please be aware that the materials have been carefully translated and adapted to a language level that is appropriate, yet not overly challenging. While the texts are generally accessible, students may still encounter unfamiliar vocabulary or more abstract concepts – particularly in sections that address topics such as evaluating sources when consuming media. For this reason, vocabulary lists are provided to support comprehension and language acquisition. The overall structure, tenses, and vocabulary are aligned with levels B1 and B2 of the Common European Framework of Reference (CEFR), ensuring that the materials meet the language needs of students at this grade level.

Although the language level is appropriate for intermediate learners, some topics (e.g., media literacy, constructive journalism) may require additional guidance or explanation. We therefore encourage you to actively support your students in navigating the content, helping them engage with the material effectively, and creating space for reflection and discussion, depending on the needs of your class.

This resource is available in both English and German, making it adaptable to different teaching environments and supporting learners with varying language backgrounds. This bilingual format allows for differentiated instruction, enabling you to use the materials with students who feel more comfortable in one language or benefit from comparing both versions for better understanding. Selected materials are also available in plain language (German), making them more accessible for learners who benefit from reduced linguistic complexity.

The materials are available for use in any manner that is most conducive to your teaching style and curriculum objectives. Whether you are aiming to teach financial literacy, consumer rights, or foster critical and reflective media consumption, these resources provide an engaging and interactive way to cover important issues in an informative and accessible manner.

For more information and related resources, please visit: www.konsumentenfragen.at



Reference to subjects	Political education, economics, religious education/ethics, communication/project work/social learning, English
School level	Recommended for 10 th /11 th grade
Competencies see Grundsatzterlass Wirtschafts- und Verbraucher/innenbildung BMBF, Juni 2015	<ul style="list-style-type: none"> • The students can reflect on their personal needs, financial means, and values. • The students can understand their basic rights, responsibilities, and options as consumers when entering contracts. • The students can apply fundamental economic theories and policy concepts to understand the national, international, and global economy.
Objectives	<ul style="list-style-type: none"> • Analysing one's personal media consumption • Formulating personal courses of action • Critically engaging with the media landscape • Analysing and comparing different types of media companies • Visualizing different sources and their influence on personal decisions • Developing criteria for the conscious selection of media content
Background information for teachers	<ul style="list-style-type: none"> • Media as a commodity
Information for teachers and students	<ul style="list-style-type: none"> • Quality criteria
Potential follow-up topics	<ul style="list-style-type: none"> • Fairness, Searching and buying on the internet, Sharing economy • Translations into English are already available for selected topics. You can access them at www.konsumentenfragen.at



Sources & links

Bundeszentrale für politische Bildung

www.bpb.de/gesellschaft/digitales/digitale-desinformation

Medienzentrum Greifswald

<https://medienzentrum-hgw.de>

Österreichischer Presserat

www.presserat.at

Video zur Mediengeschichte

(Buchdruck, Zeitung, Radio, Fernsehen, Internet)

www.youtube.com/watch?v=jX87HNINO3A

ORF (2023): **Bildschirme: Wann es für Kinder schädlich wird**

<https://noe.orf.at/stories/3235936>

ORF (2024): **Digitale Transformation am Kipppunkt**

<https://oe1.orf.at/artikel/711517/Digitale-Transformation-am-Kipppunkt>

Der Standard (2024): **Gefahr Mediensucht: „Interaktion muss erst in der realen Welt gelernt werden“**

www.derstandard.at/story/300000216525/gefahr-medien-sucht-interaktion-muss-erst-in-der-realen-welt-gelernt-werden

Rosling, H., Rönnlund, A. R. & Rosling, O. (2018). **Factfulness.**

Wie wir lernen, die Welt so zu sehen, wie sie wirklich ist. Berlin: Ullstein.



‘Media’ are consumer goods. The word ‘media’ is the plural of medium, which comes from the Latin word for ‘middle’ or ‘centre’. Today, the term ‘medium’ is used in many ways: It can mean media products (e.g., a film), technical tools or devices (e.g., a projector or the internet), or an institution that uses media tools and produces media content (e.g., a television station). The meaning of ‘media’ goes beyond that of simple consumer goods. Their influence on society is undeniable.

Looking at the development of printing, newspapers, radio, television, and the internet, we can see how each of these media types influenced social change – just by being available.
vgl. www.youtube.com/watch?v=jX87HNINO3A und https://de.wikipedia.org/wiki/Digitale_Medien

In recent years, there have been strong changes in the media landscape. On the one hand, media companies have changed. On the other hand, access to media, especially for children and young people, has increased. Media use is now a part of everyday life.

One of the largest current studies about media and young people is regularly conducted in Germany by the Media Education Research Association Southwest (mpfs). For 2024, it showed that most households have full access to smartphones, Wi-Fi, and computers or laptops. In addition, 93 % of young people aged 12 to 19 said they own a smartphone.
vgl. <https://mpfs.de/studie/jim-studie-2024>, Seite 7

The study also shows what young people used media for most in 2024. Using the internet was the top activity, followed closely by listening to music, watching videos online, watching TV, playing digital games, using video streaming services, and listening to the radio.
<https://mpfs.de/studie/jim-studie-2024>, Seite 14

Media are used in many ways – for young people as well as for adults. These include communication, information, entertainment, and learning. By choosing specific information channels and sources – and through the selection of news by media companies (such as Meta (Facebook, Instagram, WhatsApp ...) or ByteDance (TikTok)) – digital media influence and reinforce certain trends and can cause people to (dis-)agree more.

Media consumption has therefore changed a lot. With digital media, people use media in more active ways. Media production has become easier and more accessible. This also changes the role of media in society. The quantity and quality of today’s media consumption also exhibits problematic elements, such as internet addiction or fake news. Thinking about and using the media carefully is therefore an important skill.

The Austrian curricula address this by defining goals in two teaching principles. The teaching principle of Economic and Consumer Education says: “Students reflect on and critically assess the influence of media and advertising on their own thinking and actions.” And the teaching principle of Media Education states: “The goal of media education in schools is to develop and promote media literacy.”
vgl. <https://rundschriften.bmbwf.gv.at/rundschriften/?id=703> und www.bmbwf.gv.at/Themen/schule/schulpraxis/prinz/medienbildung.html



School level

- Recommended for 10th/11th grade

Reference to subjects

- Political education, economics, religious education/ethics, communication/project work/social learning, English

Lesson phase

- Elaboration

Level of complexity

- Intermediate

Objectives

- Documenting personal media consumption
- Evaluating personal sources of information
- Analysing one's own behaviour
- Identifying potential for change
- Formulating personal action steps and guidelines

Knowledge and skills

- The students can independently describe their personal media consumption and note it down on the worksheet.
- The students can answer the questions given for evaluating and analysing their media consumption.

Duration

- When conducted in one session:
Option focusing on the critical evaluation of sources: approx. 30 min.
Option focusing on personal behaviour: approx. 50 min.
- With an extended documentation phase, e.g., as homework, correspondingly longer

Resources

- Worksheet *Media diary – source evaluation* [1–3]
- or
- Worksheet *Media diary – personal behaviour* [1–4]

Preparation

- Depending on the option chosen, students are provided with either the worksheet *Media diary – source evaluation* [1–3] or *Media diary – personal behaviour* [1–4] in digital or analogue form.

Procedure

- The teacher explains the procedure.
- The students document their media consumption using the worksheet Media Diary (either source evaluation or personal behaviour).
- Options:
 - ⇒ As part of the lesson as a review: How would you evaluate your media consumption, e.g., on the previous day?
 - ⇒ As homework in the form of documentation over a specified period (e.g., one day, or one weekday and one weekend day in comparison, or three days in a row ...)
- The documented media consumption is then analysed in more detail. For this, students are given prompting questions to stimulate reflection, e.g., by distributing the worksheet *Media Diary – source evaluation* [2 of 3] to them. With the help of these questions, they have a closer look at the individual categories of the media diary.
- The questions are answered by students either individually, in small groups, or in a plenary session.



Shorter option (focus on critical evaluation of sources):

- Questions to help you think and analyse:
 - ⇒ How long was the total consumption time?
 - ⇒ What?
 - What were the most common types of content? In which categories (feature films, video clips, video news, text messages, search engine results, editorial texts)?
 - ⇒ By whom?
 - Who were the most frequent senders, authors, producers? Friends, family, acquaintances, virtual contacts, automatic messages, companies
 - ⇒ Why?
 - What were the most common reasons? (curiosity, contact with friends, need for information, boredom, search for emotional thrills, requests from others, entertainment ...)?
 - ⇒ Was any content produced during the observation period? What? How long? For which platform(s)? For what purpose (leisure, school, job ...)?
- A ranking is then created that shows the information content, entertainment value, and personal significance of the messages from the sources listed. For this, students are given the following questions, e.g., using the worksheet *Media diary – source evaluation [2 of 3]*:
 - ⇒ Where do you get most of your information? Put them in order.
 - ⇒ Rate your sources with points (1 = very low, 10 = very high) according to the following aspects:
 - How much time do you spend on each source?
 - How important are the messages of the source to me?
 - How reliable is the source?

How fun or interesting is it?

Longer option (focus on personal behaviour):

- During the documentation phase, breaks in media consumption should also be marked, e.g., by colouring blank lines and adding time.
- Questions to help you think and analyse:
 - ⇒ At what times of day was consumption most frequent? How long was the total consumption time? When and how many breaks were there? Does media consumption get in the way with other important activities (sleeping, eating, exercise, meeting friends, school etc.)?
 - ⇒ What?
 - What was the most frequent content? In which categories (feature films, video clips, video news, text messages, search engine results, editorial texts)?
 - ⇒ By whom?
 - Who were the most frequent senders, authors, producers (friends, family, acquaintances, virtual contacts, automatic messages, companies)?
 - ⇒ With whom?
 - Was media used more often alone or together with others? If with others: Were they in the same room?
 - ⇒ Where and while doing what?
 - At which places or rooms? On what occasions (without doing anything else at the same time, while eating, while exercising, on public transportation, while driving etc.)?
 - ⇒ How?
 - Which devices were used (smartphone, tablet, laptop, PC, TV, console)? If known: Which software was used?
 - ⇒ Why and in what tone?
 - What was your mood at the beginning and at the end? What were the most common reasons? (curiosity, contact with friends,



need for information, boredom, search for emotional thrills, requests from others ...)?

⇒ Was any content produced during the observation period? What? How long? For which platform(s)? For what purpose (leisure, school, job ...)?

• Finally, the students assess the need for change in their media consumption. To do this, they should first evaluate their media consumption through the eyes of others: How would the following people assess my media consumption?

⇒ Friends

⇒ Media providers/companies

⇒ Parents

⇒ Doctors/therapists

⇒ Teachers

• The students' evaluations are used when formulating a summary or guiding principle. This should allow them to express their concerns and goals for their future personal media consumption.

⇒ Why do I consume media?

⇒ How satisfied am I with my media consumption?

⇒ Do I want to change or improve something, and if so, what?

⇒ What do I want to pay attention to in the future?

Notes

Horizontal lines for taking notes.



Use the following questions to analyse the results of your media diary (worksheet *Media diary – source evaluation [1 of 3]*):

⇒ How long did you spend consuming media in total during the documented period?

⇒ What?

What were the most common types of content? In which categories (feature films, video clips, video news, text messages, search engine results, editorial texts)?

⇒ By whom?

Who were the most frequent senders, authors, producers, friends, family, acquaintances, virtual contacts, automatic messages, companies)?

⇒ Why?

What were the most common reasons? (curiosity, contact with friends, need for information, boredom, search for emotional thrills, requests from others, entertainment ...)?

⇒ Did you also produce content during the observation period?

What? How long? For which platform(s)? For what purpose (leisure, school, job ...) are used?



Where do you get most of your information? Sort your sources from most to least important.

Give your sources a score (1 = very low, 10 = very high) in the following aspects:

Source	Time spent	Importance of the content for me	Reliability	Entertainment value



Use the following questions to analyse the results of your media diary (worksheet *Media Diary – personal behaviour* [1 of 4]):

⇒ At what times of the day did you consume media most frequently?
How long did you consume media in total? When and how many breaks did you take? Did media consumption interfere with other important activities (sleeping, eating, exercise, meeting friends, school etc.)?

⇒ What?
What was the most common content?
In which categories (feature films, video clips, video news, text messages, search engine results, editorial texts)?

⇒ By whom?
Who were the most frequent senders, authors, producers (friends, family, acquaintances, virtual contacts, automatic messages, companies)?

⇒ With whom?
Was media used more often alone or together with others? If with others: Were they in the same room?



⇒ Where and when?

In which places or rooms and on what occasions (without doing anything else, while eating, while exercising, on public transportation, while driving etc.) did you consume media?

⇒ How?

What devices were used (smartphone, tablet, laptop, PC, TV, console)? If known: What software was used?

⇒ Why and in what tone?

What was your mood at the start and at the end? What were the most common reasons? (curiosity, contact with friends, need for information, boredom, search for emotional thrills, requests from others ...)?

⇒ Did you also produce content during the observation period?

What? How long? For which platform(s)? For what purpose (leisure, school, job ...)?



Please evaluate your media consumption. To achieve this, put yourself in the shoes of other people. Imagine you were showing the results of your documentation to the following people. What would they say?

- ⇒ Friends

- ⇒ Media providers/companies

- ⇒ Parents

- ⇒ Doctors/therapists

- ⇒ Teachers

Write a summary or guiding principle (simple rule or goal for yourself) that describe your media use. It should also express your concerns and goals for your future personal media consumption.

- ⇒ Why do I consume media?
- ⇒ How satisfied am I with my media consumption?
- ⇒ Do I want to change or improve something, and if so, what?
- ⇒ What do I want to pay attention to in the future?

School level

- Recommended for 10th/11th grade

Reference to subjects

- Political education, economics, religious education/ethics, German, communication/project work/social learning, English

Lesson phase

- Elaboration

Level of complexity

- Complex

Objectives

- Critically examining the media landscape
- Analysing and comparing different types of media companies

Knowledge and skills

- The students can identify and name the organizational forms and corporate structures of media companies.
- The students can compare and analyse consumer costs based on selected media companies and present their results.
- The students can name and analyse contract structures and the legal framework of consumer rights.

Duration

- Introduction: approx. 10 to 20 min.
- Research: 30 min.
- Presentation preparation: 30 min.
- Presentation: 20 min.
- Research and presentation preparation are also suitable tasks for homework

Resources

- Possible outcome of the introductory exercise *Brainstorming*



- Devices for internet research
- Materials for presenting the research results

Preparation

- Prepare an introductory presentation depending on the chosen option.
- Create the framework conditions for the presentation of the groups.

Procedure

Option for getting started if the introductory brainstorming exercise has been conducted:

- If media companies were mentioned during the brainstorming session, they are sorted into the following groups:
 - ⇒ Streaming platforms: Netflix, Disney+, Apple TV+, Amazon Prime Video, Sky, Twitch, YouTube, Vimeo ...
 - ⇒ Messenger services: WhatsApp, Signal, Telegram ...
 - ⇒ Print media: Der Standard, Die Presse, Salzburger Nachrichten, Falter, Kronen Zeitung, Österreich ... (Here, a distinction could be made between quality newspapers and tabloids.)
 - ⇒ Public broadcasters: ORF, ZDF, ARD, SWR, BBC ...
 - ⇒ Social media services: Instagram, Snapchat, TikTok, YouTube, X, Bluesky ...
 - ⇒ (New) party media – from party headquarters to blogs: Zur Sache, Kontrast, Unzensuriert, Neos Lab, Zackzack, ooe-planet ...

Alternative introduction:

- The group names are written on the board and the students add companies they know.
- or:
- The teacher presents group names and examples of companies right at the beginning.
 - If possible, small groups of students work on each of the media groups mentioned.
 - Two to three companies are selected per

School level

- Recommended for 10th/11th grade

Reference to subjects

- Political education, economics, religious education/ethics, communication/project work/social learning, English

Lesson phase

- Securing results

Level of complexity

- Intermediate

Objectives

- Visualizing various sources and their influence on personal decisions
- Defining and structuring one's personal information needs

Knowledge and skills

- The students can analyse, process, and visualize the influence of media and opinion leaders on a given or chosen situation.

Duration

- 30 to 40 minutes

Resources

- Blank sheets of paper (A4), pens, or digital devices

Preparation

- Visualization of the task

Procedure

- Students select one of the following scenarios where choices must be made or where the use of decision-making tools may be necessary:
 - ⇒ An unusual consumer decision or in-

vestment in goods or services (car, flat, holiday etc.)

- ⇒ Political decision: election, referendum, initiative, decision on civil society engagement (ecological/social/cultural/economic)
- ⇒ Choice of a degree program or place of study
- ⇒ Choice of vocational training
- ⇒ Health problem
- ⇒ Technical problem
- ⇒ Preparation of a presentation/lecture

Options:

- The students choose a situation they have created themselves.
- The teacher selects one of the situations mentioned above for all students to work on.
- The teacher takes all the situations and distributes them randomly to the students.
- The student writes or draws their own name or a figure in the middle of a sheet of paper or digital document.
- Opinion leaders, media, research sources, etc. that are likely to influence the decision are then added. These can be organizations that were discussed in the method 'Our media landscape'. However, people from the student's private environment, trusted influencers, authorities, counselling centres etc. can also be added.
- The students visualize the following aspects in the form of a sociogram:
 - ⇒ Who would they seek advice from, to whom would they listen?
 - ⇒ Who would have a particularly strong influence?
 - ⇒ How close are they to the organization or person mentioned?
 - ⇒ How well do they know the organization or person mentioned?

- ⇒ How reliable would the information be?
- ⇒ How much influence would this information have on their own decision?
- The following illustration shows the various aspects to consider:
 - ⇒ The more important an organization or person is to the students, the closer it is written to their own name.
 - ⇒ The better known the organization or person is, the larger it is depicted.
 - ⇒ The reliability of a source is shown with different kinds of lines used to connect the person to the source of information: Solid = reliable; dashed = less reliable; dotted = uncertain.
 - ⇒ The thickness of the line can also indicate the degree of influence: the thicker the line, the stronger the influence.

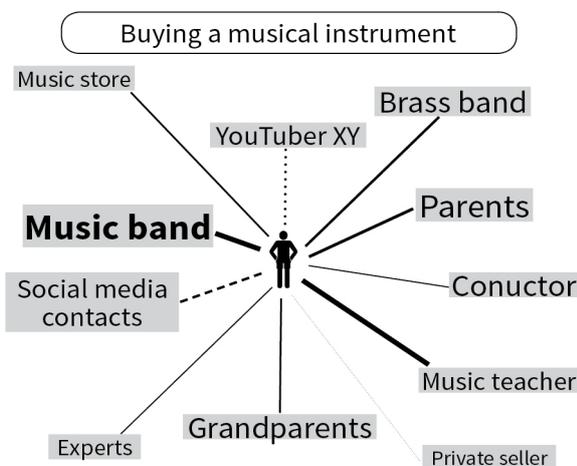


Image: SCHULDNERHILFE OÖ

- The sociogram created is exchanged with a trusted classmate. Consequently, they give feedback to the person who made it:
 - ⇒ What are the strengths and weaknesses of the sources listed (especially regarding the upcoming decision)?
 - ⇒ Which interests are likely to influence the upcoming decision based on the structure presented?
 - ⇒ Which interests may be neglected?

- ⇒ What other sources could be helpful?

Options:

- If there is no trusting relationship within the class, students can also collect feedback at home from someone they trust in their private life.
- If there is a particularly trusting relationship in the class, the results can also be presented in a plenary session, e.g., in the form of a vernissage or gallery. Following their selection of a sociogram, the students attempt to identify the author before formulating their comments.

Sources:

www.presserat.at
www.presserat.de/pressekodex.html

Follow-up suggestion

- Examine quality criteria for journalistic work, such as diversity, accuracy, completeness, truthfulness, transparency, and universality, or ethical standards as represented by the Press Council, for example.

Notes



“Bad news are good news”, they say among media people. It means that bad news apparently sell better. However, it makes a difference whether we consume bad or good news. Frequent consumption of “bad news” can also lead to a distorted view of the world.

vgl. <https://journalistikon.de/konstruktiver-journalismus>

But what exactly makes ‘good news’? A new approach called ‘constructive journalism’ says that media should not only report problems but also show viable solutions. Instead of only focusing on what goes wrong, this kind of journalism tries to give hope and wants to motivate people to think about positive change.

vgl. www.sueddeutsche.de/medien/konstruktiver-journalismus-man-wirbt-immer-1.4477884

Other initiatives, such as the Gapminder project and the Dollar Street project, attempt to counteract a distorted, mostly negative view of the world with facts. They do this by presenting facts about key (global) trends in graphic form.

vgl. www.gapminder.org

For many people in Western nations, the media primarily depicts crime, war, and natural disasters. Our brains react more strongly to negative events, so we often think the world is getting worse. But in his book Factfulness, Swedish scientist Hans Rosling shows that this is not true. For example, health care and education have improved in many countries.

vgl. Rosling, H., Rönnlund, A. R. & Rosling, O. (2018). Factfulness. Wie wir lernen, die Welt so zu sehen, wie sie wirklich ist. Berlin: Ullstein, S. 24 bis 25.

The media play a key role in shaping how we see the world. But they also influence whether, and how we shape the world ourselves. In democratic countries like Austria and Germany, where freedom of speech and freedom of the press are guaranteed, everyone should be able to take part in shaping public opinion. Journalists working for private newspapers or public

broadcasters have a significant role in this process.

vgl. www.bpb.de/politik/grundfragen/deutsche-verhaeltnisse-eine-sozialkunde/138737/medien (Stand: 2021-11-25)

The quality of journalistic work can be measured in different ways, and more research is still needed on this topic. Jürgen Rager divides journalistic quality into four dimensions: timeliness, relevance, accuracy, and the way the information is presented.

vgl. <https://medien-wiki.de/journalistische-qualitaet>

In Austria, institutions like the Austrian Press Council try to make sure that media fulfil their social responsibilities. They do this by setting ethical standards, which are summarized in a code of honour.

www.presserat.at/show_content.php?hid=2

Good media consumption can encourage people to participate in society in an informed and active way. However, media use has changed a lot in recent years. With digital media, consumers play a more active role, and the opportunities to produce media have increased and become easier to use. This also makes it easier for companies to track what people do online. In return, shaping one’s personal digital footprint on the Internet becomes a challenge for consumers. Additionally, problematic aspects such as internet addiction or fake news are evident in both the quantity and quality of current media consumption. Alongside the responsibility of the media, a reflective approach to media by consumers is becoming increasingly important. Knowledge about the availability, background, and intentions of texts or audiovisual content can be helpful and contribute to a critical evaluation of sources and their conscious selection.



1) Select approximately seven quality criteria from the list below that are important to you. What characteristics should the media you consume and its content have?

Well-organized	Transparent intentions	Constructive
Easy to use	Professionally edited	Solution-oriented
Entertaining	Critical	Up to date
Good overview	Independent	Balanced
Easy to consume	Correct	Free
Easily available	Fact-checked	Subscribable
Easy selection or deselection of cookies	Opportunity to contribute	Clear distinction between text types (e.g., report or commentary)

2) Form a group with two classmates, discuss your selection, and agree on five criteria.

3) Write at least one sentence for three of your chosen criteria. Explain why each one is important to you.



Duration	Procedure/Method	Resources
10' to 15'	<p>1. Brainstorming</p> <p>To begin with, associations with the topic of media are collected.</p> <p>☺ Using a digital tool (e.g., mentimeter.com) and an internet-enabled device (e.g., smartphone or tablet), the students contribute their thoughts on the topic of media to the group.</p>	<p>Method:</p> <p>⇒ <i>Brainstorming</i> [1]</p>
30' to 50'	<p>2. Media diary</p> <p>Worksheets are used to examine personal use of media.</p> <p>☺ The documentation is conducted over a specified period. The students analyse their media consumption using predefined questions and identify potential areas for change.</p>	<p>Method:</p> <p>⇒ <i>Media diary</i> [1–3]</p> <p>Worksheet:</p> <p>⇒ <i>Media diary – source evaluation</i> [1–3]</p> <p>or</p> <p>Worksheet:</p> <p>⇒ <i>Media diary – personal behaviour</i> [1–4]</p>
15' to 30'	<p>3. Quality criteria</p> <p>The students learn criteria for consciously selecting media content.</p> <p>☺ Students read an info sheet about why good media content matters. Then, each student makes a list of things to look for when choosing media content, using given criteria. In groups of three, they discuss their lists, agree on a shared selection, and explain some of their points in more detail.</p>	<p>Method:</p> <p>⇒ <i>Quality criteria</i> [1]</p> <p>Information:</p> <p>⇒ <i>Quality criteria</i> [1]</p> <p>Worksheet:</p> <p>⇒ <i>Quality criteria</i> [1]</p>



English	Deutsch
(media) literacy	(Medien-)Kompetenz
access	Zugang
acquaintances	Bekanntenkreis
addiction prevention	Suchtprävention
approximately	ungefähr, etwa
Austrian Press Council	Österreichischer Presserat
code of honour	Ehrenkodex
commodity	Konsumgut, Ware
completeness	Vollständigkeit
conscious	bewusst
constructive	konstruktiv
consumer rights	Rechte von Verbraucher:innen
criterion (pl. criteria)	Kriterium (Pl. Kriterien)
curiosity	Neugierde
distinction	Unterscheidung
distorted	verzerrt
diversity	Vielfalt
edited	bearbeitet, redigiert
editorial text	redaktioneller Text
ethical standard	ethischer Standard
evaluation	Bewertung/Auswertung
guiding principle	Leitprinzip, Leitgedanke
in both	sowohl
media diary	Medientagebuch
occasion	Anlass
public broadcaster	öffentlich-rechtlicher Rundfunk
reason	Grund
search engine	Suchmaschine
significance	Bedeutung, Aussagekraft



English	Deutsch
source	Quelle
source evaluation	Quellenkritik
subscribable	abonnierbar
termination	Kündigung/Beendigung
thoughtful	sorgfältig
to fulfill	erfüllen
to interfere	eingreifen, einmischen
to reinforce	verstärken
transparency	Transparenz
truthfulness	Wahrhaftigkeit
undisputed	unbestritten
universality	Allgemeingültigkeit
viable	umsetzbar, tragfähig

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Offenlegung gemäß § 25 Mediengesetz

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Herstellungsort: Wien.

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