



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.