

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

Notes section with multiple horizontal lines for writing.