

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?



My influencers

- ⇒ 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.

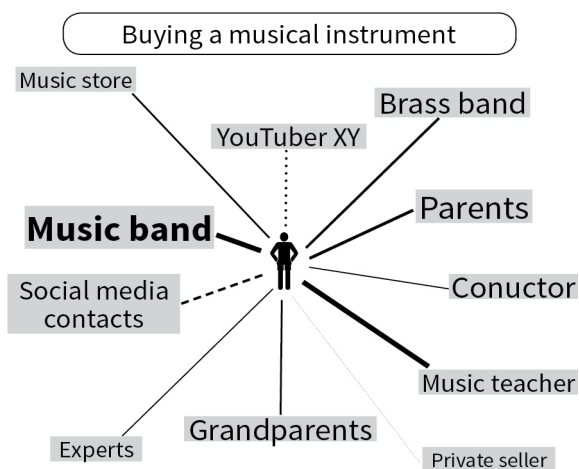


Image: SCHULDNERHILFE OÖ

- 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

MEDIA CONSUMPTION 10th/11th grade