



<b>Unit</b>	
<b>Sub-unit</b>	Media Consumption Habits
<b>Title</b>	How and what do you use?
<b>Short summary</b> <i>(max. 700 Characters including spaces)</i>	This activity is a short survey in the form of a game that shows what media platforms students use and how. The exercise contributes to conscious media usage and points out people's media consumption habits.
<b>Learning Objectives</b>	At the end of the exercise: <ul style="list-style-type: none"> <li>- students will have an overview how much time they spend with different media platforms and where they use them, students will understand their own media habits and why people prefer certain devices/channels/platforms.</li> </ul>
<b>Method</b>	Group work, student presentation, common discussion
<b>Material</b>	<ul style="list-style-type: none"> <li>- Flipchart</li> <li>Projector (optional)</li> </ul>

### Disclaimer

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information.



Attribution NonCommercial 4.0 International (CC BY-NC 4.0), unless marked otherwise.



<b>Target group</b>	14-18
<b>Duration</b>	<p>45 minutes</p> <ul style="list-style-type: none"> <li>- 10 minutes for introduction and group work</li> <li>- 20 minutes for group presentations</li> </ul> <p>15 minutes for discussion and conclusion</p>
<b>Introduction</b>	<p>Teacher splits the class into groups with 3 to 4 students, then raises questions on media consumption which will be discussed within the group:</p> <ul style="list-style-type: none"> <li>- What media do you use when you are curious about what happens in the <u>world</u>, in your <u>country</u>, in your <u>community</u>? (e.g: read press or online magazines, listen to radio or podcast, watch television or youtube, etc.)</li> <li>- What do you use when you listen to music?</li> <li>- What content do you follow regularly (e.g: a podcast channel, a youtube vlogger, instagram influencer, etc.)?</li> </ul> <p>When the smaller groups have finished with the discussions they feedback to the wider group.</p> <p>The teacher summarizes the answers, points out similarities and initiates a discussion:</p> <ul style="list-style-type: none"> <li>- What do you think about the similarities (or differences) in your consumption habits?</li> <li>- How do you experience your parents' or grandparents' media usage, what type of media do you prefer when you are looking for news?</li> </ul>

### Disclaimer

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information.



Attribution NonCommercial 4.0 International (CC BY-NC 4.0), unless marked otherwise.



	<p>- When, how and what for do you use social media platforms?</p> <p>Teacher sums up the conclusions and shows one or two diagrams from the unit about the media consumption habits.</p>
<p><b>Development</b></p>	<p>This activity highlights the way people use media and particularly the media habits of young people.</p> <p>The exercise could be extended by asking the students to create a diary over a week, noting down when and what media platforms they use. Compare the findings within the group and discuss the most interesting experiences.</p>
<p><b>Assessment of learning outcomes</b></p>	<p>The teacher and the students discuss and summarise the results.</p>

**MEWB\_IO2**

### Disclaimer

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information.



Attribution NonCommercial 4.0 International (CC BY-NC 4.0), unless marked otherwise.