

Worksheet 1: Electronic devices – curse or blessing? (2 pages)

Task 1: Warm up – **Brainstorm** with other students what kind of electronic devices you are using and what you would do if you had to quit for one day/one week. Then, check, in groups of four, whether you have any of the following and when you got it first:

	yes or no	first acquired
mobile phone		
smart phone (Internet access, music etc)		
iPod, MP3 player		
lap top computer		
play station or games		
facebook or myspace account		
twitter account		
blogging		
others (e-book reader, DVD player)		
TV set		

Voc.: to quit – aufhören mit, stoppen; acquired – angeschafft, erhalten

Task 2: Estimate the amount of time you spend daily on each activity shown in the chart below. Label each of your answers in minutes or hours. In the second column indicate which activity is typically part of any multitasking you do – that means you tend to do it while doing other activities at the same time.

	hours/minutes	multitasking
text messaging		
sending photos and videos		
looking at Web sites		
sharing action (posting your own writing, photos, videos, music, creating podcasts etc)		
listening to music or podcasts		
watching TV or Web shows or movies		
playing video games		
social networking		
other		

Voc.: peer – Klassenkamerad, Altersgenosse

Task 3: Read the following study report in class, and then focus on the following activities:

Describe why the authors were shocked.

Explain possible negative results of heavy media use.

Discuss how the study's results compare with your own media consumption (as shown in task 1).

“If your kids are awake, they're probably online” – according to the Kaiser Family Foundation average young Americans spend every waking minute – except for the time at school – using a smart phone, computer, television or other electronic device. The study's findings from 2010 shocked the authors and confirmed the fears of many parents whose children are constantly hooked on by media devices. They found, moreover, that heavy media use can have negative consequences such as behaviour problems, loss of concentration and lower grades in school.

Finally: Design a word cloud with media key words and mark positive (blue) and negative (red) aspects.

Task 4: Create a survey about electronic devices in your class/school/club/family. Work out a questionnaire in groups, conduct the survey and enter results in a chart. The following scaffolding will give you some ideas of which questions to ask:

Scaffolding

type of smart phone; favourite video games; play stations; TV programs and viewing time; social networking; facebook and twitter; smart phones allowed at school; making, losing friends; getting hooked

When evaluating your questionnaire, you need to consider, how valid the results are, how representative they can be if interviewees are not classified, what problems might arise by collecting the information and which tendencies can be shown by your findings.

Finally: Compare your personal media use with that of your peers.

Worksheet 2: In the news

Task 5: Bring a daily newspaper to class (alternatively spend some time on reading a selection of <http://www.onlinenewspapers.com/>). In groups **explore** the parts and functions of the newspaper. Head up three columns and – referring to a newspaper at hand – place each of the following under the correct heading:

news reports	horoscopes	sport reports
advertisements	agony aunt	comics
weather	editorial	letters to the editor
background stories (nature, animals, local)	crosswords	stock prices
gossip	editorial cartoon	personal (births etc)

Voc.: advertisements – Anzeigen; agony aunt – Kummerkasten; editorial – Kommentar; letters to the editor – Leserbrief; stock prices – Börsennachrichten; gossip – Klatsch

inform	entertain	persuade
sport reports	crosswords	editorial
...

Voc.: to persuade – beeinflussen, überreden

Task 6: Have a closer look at both the front page of a newspaper and other pages, either local, national or English international. **Discuss** the particular layout, by following up these questions:

Scaffolding

How many articles are there on the front page? What is the lead story? How many different types of headlines are there on the front page? How many adverts are there on the front page? Find the index. How many sections are there in the paper? Where will you find the sports pages? What is the subject of the editorial? Find the letters to the editor. What is the weather forecast for the next day? What are your stars for today?

Voc.: lead story – Titelgeschichte; index – Inhaltsverzeichnis

Create your favourite version by cutting and pasting.

Task 7: Writing a (picture) story

Most news stories stick to the 5 Ws and 1 H (who – what – where – why – when; how?), but there is also a new style involving a reporter telling a story. In tandems **write** your own story, using pictures, cartoons and/or some interesting news item. Identify the Ws/H and structure your own story accordingly. Share in plenary. Use the worked example:

Scaffolding

Rome (3–21–2016). – Last week Pope Francis published his first photograph on his own Instagram account. It shows the Head of the Catholic Church deep in prayer and carrying the comment “Pray for me” in nine languages, from Polish to Arabic. In future, the Pope will share photos and short videos with users of his platform all over the world. On Saturday, he announced on his Twitter account to go new directions: “I will start on a new road, on Instagram, to join you on our path of mercy and the love of God.”

Worksheet 3: Exploring media (2 pages)

Task 8: Make a list of your personal reading and viewing habits, referring to newspapers, books, and watching TV. **Distinguish** between likes and dislikes and name sources you trust and cannot trust. Share your opinions in plenary and **discuss** the impact on your daily lives.

Scaffolding

programs/ content	source	trusted/ not trusted	likes/dislikes	impact	comment
sports events	newspaper, sports chan- nel, radio, Internet		exciting, bor- ing, informa- tive, aggressive, political, wrong, biased, dull	information, entertainment, opinions	...
adventure story	books, newspapers, radio, Inter- net		... (as above)		...
news	newspapers, radio, Inter- net, TV		... (as above)		...
yellow press	newspapers, Internet		... (as above)		...
cookery	TV, Internet		... (as above)	information, skills	...
soaps	TV, Internet		... (as above)	entertainment, amusing	...
science fiction	books, newspapers		... (as above)	fantasy, future, new ideas	...
educational	TV, Internet		... (as above)	school, hobbies	...
movies	TV, cinema, Internet, DVD		... (as above)	leisure time, entertainment	...

Voc.: to distinguish – unterscheiden; yellow press – Regenbogenpresse; soaps – Seifenoper; boring/dull – langweilig; biased – voreingenommen

Task 9: Can you believe it? Look at the story about the Pope on Instagram again (task 3).

Discuss with a partner, whether the event is real or fantasy. Indicate which details point into one or the other direction. Do a research on the Internet under the heading “Pope goes digital”.

This is a likely event, because (modern church, young people, big audience, effective, social networking etc).

This is only fantasy, not real, because (religion – not on the Internet, old-fashioned, people’s feelings, praying is private, wrong publicity etc)

Voc.: likely – wahrscheinlich, realistisch; unlikely – unwahrscheinlich