

My Media

Essential Question

What are your personal media habits, and how much time do you spend with different forms of media?

Lesson Overview

Students review their media habits and the array of media they use on a weekly basis, and reflect on the role of digital media in their lives.

Students log the time they spend with different forms of digital media. From this log, students create a **My Media Bar Graph**, a visual snapshot of their digital media lives that illustrates the amounts of time they spend with different forms of media. Students then reflect on the role that digital media plays in their lives.

Learning Objectives

Students will be able to ...

- assess how much time they spend with media activities.
- record and compare the time they spend with different forms of digital media (cell phones, Internet, etc.) and in different activities (texting, posting, and watching or creating videos).
- formulate a viewpoint on the role that digital media plays in their lives.

Materials and Preparation

- Copy the **My Media Log Student Handout**, one for each student.
Note: Students should fill in their **My Media Logs** for an entire day before coming to class.
- Copy the **My Media Bar Graph Student Handout**, one for each student.
- Optional: Preview the National Center for Educational Statistics Kids' Zone Create a Graph tool (<http://nces.ed.gov/nceskids/createagraph>).
- Optional: Copy the **My Media Log Student Handout** for the At-Home Activity, two for each student.

Family Resources

- Send home the **Digital Life Family Tip Sheet (Middle & High School)**.

Estimated time: 45 minutes

Standards Alignment –

Common Core:

grade 6: RI.7, RI.10, W.4, W.6, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.5, SL.6, L.6

grade 7: RI.10, W.4, W.6, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.5, SL.6, L.6

grade 8: RI.10, W.4, W.6, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.5, SL.6, L.6

NETS•S: 1a, 1b, 2b, 4a-c, 5b, 5c

Key Vocabulary –

habit: a regular behavior or practice

log: a written record of an occurrence over time

introduction

Warm-up (10 minutes)

HAVE students close their eyes and put their heads on their desks. Tell them you are going to take them on a mental journey through a day in their media lives. For the exercise, tell them to think about their average day using digital media and to respond silently to the questions you are asking.

LEAD students through a typical day. Prompt them to imagine what digital media they use, if any, when they first get out of bed. Do they check to see if they have text messages? Do they watch TV or listen to MP3s in the morning? What do they do with digital media as they are going to school? During the school day, do they use digital media for class or for entertainment? How so? Now ask them to picture what they do after school. Do they use digital media for their homework, to socialize with others, or to gather information? Do they multitask, using two or more forms of digital media at the same time?

DEFINE the Key Vocabulary term **habit**.

INVITE students to share what they discovered about their media habits based on the mental journeys.

teach 1

My Media Logs (10 minutes)

REVIEW students' media logs. Students should have completed the **My Media Log Student Handout** for an entire day before coming to class.

DIVIDE students into groups of four or five.

HAVE students refer to their own logs to discuss any or all of the following questions (one at time) with their group. Have students report to the entire class on key questions.

ASK:

- *Was anyone surprised by how much media they use? How so?*
- *Was anyone surprised by how little media they use? How so?*
- *What are some of the common activities that people in your group do with digital media?*
- *What are some of the activities that only one person in your group does with digital media?*
- *Do you do more things with digital media in or out of school?*
- *Do you do more things with digital media alone or with other people?*
- *Do you consume (watch, listen, read) more digital media or create more?*

REMIND students that each has different media habits and different media lives, and this is okay because every student and every family is different. Take a show of hands about how many students have rules about how much media they can engage with. If time permits, discuss some of the various rules.

teach 2

My Media Bar Graphs (15 minutes)

ASK students to fill out their **My Media Bar Graph Student Handout** in their small groups. First, referring to their own **My Media Log Student Handout**, students multiply each activity's total time by seven to

calculate a weekly average. Next, they convert the total minute averages into hours. If necessary, assist students in converting total minutes into hours and minutes. Last, they create a bar graph based on their individual data. Students also can create graphs online at the National Center for Educational Statistics Kids' Zone Create a Graph tool (<http://nces.ed.gov/nceskids/createagraph>). For an added challenge, students can create pie charts to represent their data as well.

INVITE students to come back together as a whole group.

ASK:

Who in the group appears to spend the most time with digital media overall?

Answers will vary.

What forms of digital media do group members seem to use least?

Answers will vary.

Are there aspects of your classmates' media lives that you found particularly interesting?

Answers will vary.

closing

Wrap-up (5 minutes)

You can use these questions to assess your students' understanding of the lesson objectives. You may want to ask students to reflect in writing on one of the questions, using a journal or an online blog/wiki.

ASK:

In comparison to others in the class, would you characterize your media intake as low, high, or somewhere in between?

Answers will vary.

What are some of the most common ways that you all engage with digital media?

Sample responses:

- send texts to friends
- watch videos online
- play video games
- talk on a cell phone

Based on the media logs and bar graphs that you made, is there anything you would change about your media habits?

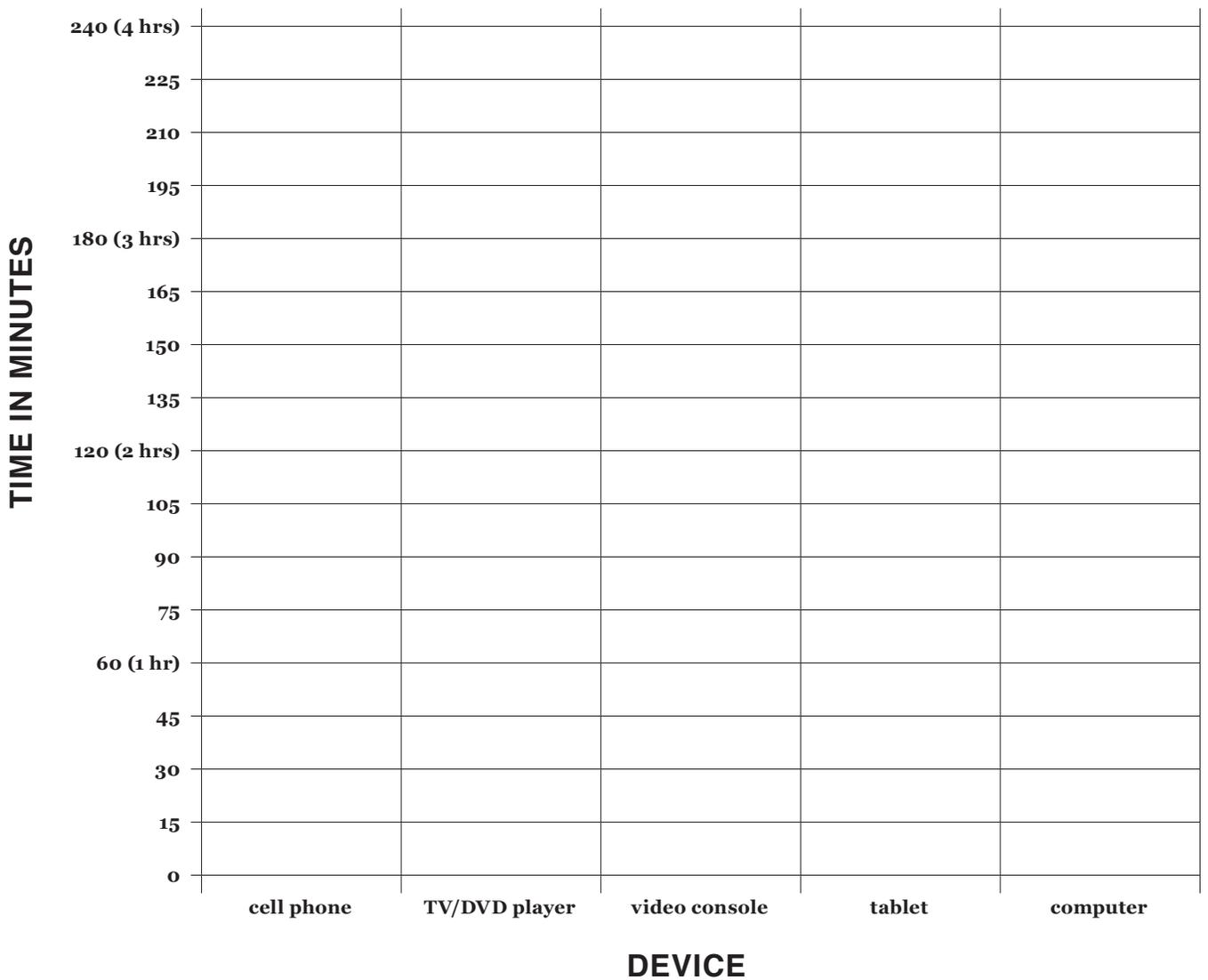
Answers will vary.

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Directions

Make a bar graph to show how much time you spent with media in one day (refer to the **My Media Log Student Handout**). Create five bars that show how many minutes you spent using media by device.

My Media Bar Graph



My Media

1. TJ uses digital media more than any of his friends. Sometimes TJ is online by himself while his friends are hanging out together. One downside to using digital media the way TJ does is that he might:

- a) Have more online friends than most people
- b) Miss out on having fun with people in person
- c) Share comments online

2. A _____ is a regular behavior or practice.

- a) habit
- b) ceremony
- c) chore

3. Rachel is curious about how much time she spent using digital media last weekend. Look at the record Rachel kept and circle all of the times she used digital media.

Saturday	Sunday
10:00 am: walked the dog	9:00 am: jog
12:00 pm: lunch with family	10:00 am: volleyball practice
1:30 pm: instant message with Riley	11:00 am: babysitting
2:15 pm: email homework to teacher	1:00 pm: email Megan
2:30 pm: read a book	1:15 pm: email Roxanne and send text messages
4:00 pm: research for report on Internet and instant message Kyle	3:00 pm: video chat with Drew
8:00 pm: browse social network site	5:00 pm: update blog

My Media

1. TJ uses digital media more than any of his friends. Sometimes TJ is online by himself while his friends are hanging out together. One downside to using digital media the way TJ does is that he might:

- a) Have more online friends than most people
- b) Miss out on having fun with people in person**
- c) Share comments online

The correct answer is **b**. Because TJ spends so much time alone online, he might miss out on the fun his friends are having offline.

2. A _____ is a regular behavior or practice.

- a) habit**
- b) ceremony
- c) chore

The correct answer is **a**. A habit is something you tend to do often. An example of a habit might be regularly checking your email every evening after you do your homework.

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