

# My Media

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## 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

**ISTE** 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 music 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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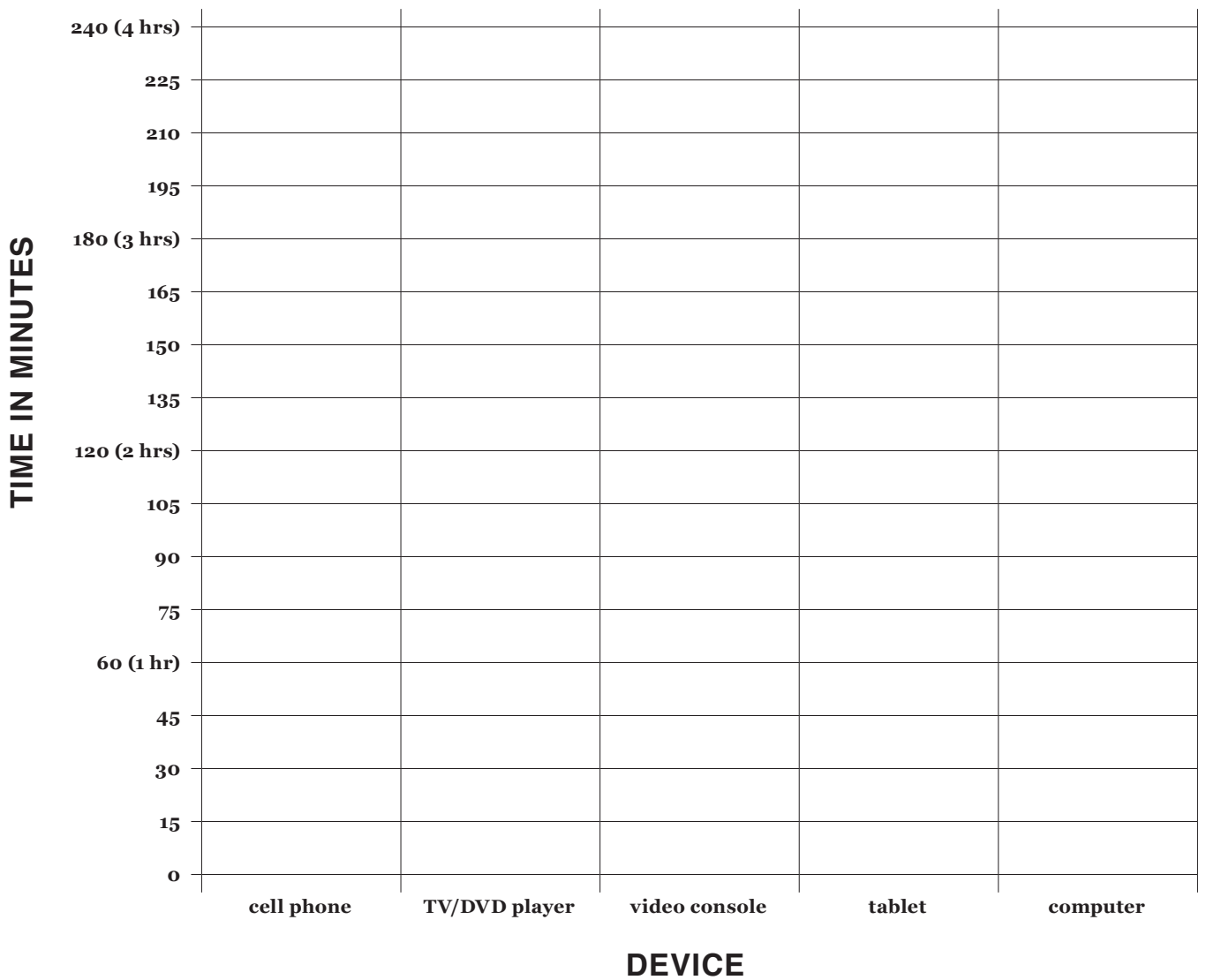


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## Directions

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

## Directions

How much time do you spend with different types of media in a given day? Fill in the log below to track your media habits. Use the log to track your device use and media habits; remember to include activities that you do during the school day and at home.

- In the left column labeled **DEVICE**, list which of the 5 types of technology you used: **cell phone, TV/DVD player, video console, tablet, computer.**
- In the middle column labeled **ACTIVITY**, write a short description of the type of activity you did on the device.
- In the right column labeled **TIME**, track how much time (in minutes) you approximately spent doing each activity.

| DEVICE              | ACTIVITY          | TIME (min.) |
|---------------------|-------------------|-------------|
| EXAMPLE: tablet     | watched a movie   | 90 min.     |
| EXAMPLE: cell phone | listened to music | 30 min.     |
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**ONE DAY'S TOTAL TIME:**

**HINT:** Divide the total amount of minutes by 60 to calculate how many hours you spent with media.

# My Media

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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.

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.

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**\* DID YOU KNOW ...**

Over 50 percent of 13- to 32-year-olds have taken a selfie in the last week!

Unjumble to find the hidden words

1. ngwloaekecd \_\_\_\_\_
2. eggeetraax \_\_\_\_\_
3. enocnuscseeq \_\_\_\_\_
4. otmtavei \_\_\_\_\_
5. rpnopoiutty \_\_\_\_\_
6. aibth \_\_\_\_\_

**\* WHAT DO YOU THINK?**

What are some of the most common activities for which you use digital media? What would a day be like without any digital media?

## 1. Family Activity

Use the My Media Log to track your media habits for at least 24 hours.

After you finish, share your log with a friend or family member. Are you surprised by your media time in any of the categories? Is it more or less than you expected? Ask your friend or family member how his or her media use compares to yours.

**\* DO YOU REMEMBER ...**  
How you can assess your personal media habits and how much time you spend with different forms of media?

## 2. Tech It Up!

Create a graph, a chart, or an infographic to display your media use over a 24-hour period. Tech up your chart by using a free website such as Infogr.am (<https://infogr.am/app/#/library>) or Piktochart (<http://piktochart.com/>).

## 3. Common Sense Says ...

We all need valuable relationships! Make sure you're not missing out on valuable time with the people you care about because you can't put down your device. Take tech breaks every day, and don't be afraid to ask the person you're hanging out with to do the same so you can spend some uninterrupted time together.



# Common Sense on Digital Life



## What's the Issue?

We may think of our kids' online, mobile, and technological activities as "digital life," but to them, it's just part of life. Their world is as much about creating media as it is about consuming it. Media devices have converged and become extremely powerful and portable. Phones aren't simply for phone calls anymore but for listening to music, sending texts, filming videos, snapping and sharing photos, and accessing the Internet. Our kids use their computers to do their homework, but they also use them to socialize, stream video, and create movies and songs. And they can connect and communicate 24/7 from just about any location.

## Why Does It Matter?

We want our kids to make good decisions so they can take advantage of the powerful technology that fills their lives. In order to make good choices, kids must know how the digital world works. The very nature of the constantly connected culture means kids must understand the concept of privacy, so that what they post and create won't hurt or embarrass them at some point in the future. The fact that much of digital communication is anonymous means that consequences that might seem obvious in face to face interactions may not be as clear online. Much of the task of childhood and adolescence involves figuring out who you are. But in digital life, anything said or posted can live on indefinitely and create undesired consequences.

The stakes are high because our kids' technological abilities can be greater than their maturity and judgment. Having unrestricted access to information and people can result in gaining a wealth of information and experiences. But it can also mean accessing inappropriate contact and content. The difference between a great experience and an iffy one lies in the decisions kids make. Just as kids learn to eat properly, swim safely, or drive a car carefully, they need to know how to live in the digital world responsibly and respectfully. Their ultimate success depends on their abilities to use digital media to create, collaborate, and communicate well with others. Those who master these skills in using digital tools will be able to harness the digital world's awesome power.

## common sense says

**Teach kids the skills they need to use technology wisely and well.** It's hard to be a gatekeeper in a world with no fences. Parents have little control over the flow of information to their kids, who see too much, too soon. We no longer hear conversations or see what our kids create and share with others. Since we cannot cover their eyes, or shadow them everywhere they go, we need to teach them how to behave responsibly in the digital world.

**Keep an open mind.** We don't see the world the way our kids do. And we don't help our kids when we judge their lives through the lens of a non-digital world. It's important for us to understand that our kids will spend much of their lives in a connected world, where everyone creates and communicates.

**Don't be afraid.** Parents can't afford to be technophobic. Our kids adopt technologies faster than we do. That means they're often way out in front of us. This fact can upset the parent-child relationship. So get in the game. Have your kids show you how to do something online if you don't already know.

**Share wisdom.** Kids often don't understand the implications of their actions. But we do. So we have to remember to extend our basic parenting wisdom to the digital world. We teach kids to choose their words

carefully, play nicely with others, and respect their teachers. Now we have to extend those lessons to a vast, invisible world.

**Pass along your values.** One of the most important jobs of parenting is instilling in your kids the values you cherish. But in a digital world where actions are often divorced from consequences, where kids can be anonymous, and where they aren't face to face with the people they communicate with, they can lose their way. As parents, we have to be able to translate our values into the digital world and help kids understand the implications of their actions.

**Seek balance.** It's hard to know how much freedom to give kids. We want them to explore, enjoy, communicate, and create. We also want to be sure they are protected, or know how to protect themselves. If our kids are going to thrive with digital media, we must balance the negative with the positive, privacy with protection. As our children grow, they need more independence and privacy. But parents have to be sure their kids know how to be safe and responsible before letting them loose. Kids need to see both the possibilities and the perils of digital life, so they can act responsibly and seize all that is wondrous about digital media to enrich their lives.