

I.C.5.2

Lektüren, Lieder, Sachtexte – Non-Fictional Texts

Studying articles on the impact of social media – Soziale Medien kritisch betrachten (Klassen 9–11)

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Die Nutzung sozialer Medien ist ein wesentlicher Bestandteil der heutigen Lebenswelt. Daher ist das Thema „Consequences of social media use“ ein wichtiges Element im Englischunterricht. Die Lernenden reflektieren ihr Konsumverhalten von sozialen Medien und analysieren dessen Einfluss auf sich selbst und auf die Gesellschaft. Während der inhaltlichen Erarbeitung des Themas trainieren sie ihre Lese-, Hör-Seh-Verstehens- und Sprechkompetenz sowie ihre Urteilsfähigkeit.

KOMPETENZPROFIL



Klassenstufe: 9–11

Dauer: ca. 4–8 Unterrichtsstunden

Kompetenzen: 1. Sprechen: austauschen, präsentieren, argumentieren;
2. Hör-Seh-Verstehen: einem Video Informationen entnehmen;
3. Leseverstehen: Sachtexte lesen und verstehen; 4. Schreiben: einen *comment* schreiben

Medienkompetenzen: Suchen, Verarbeiten und Aufbewahren (1); Produzieren und Präsentieren (3); Schützen und sicher agieren (4); Problemlösen und Handeln (5); Analysieren und Reflektieren (6)

Thematische Bereiche: *social media, media awareness, informative/argumentative texts, having a voice, the individual in society*

Material: *Mentimeter, LearningApps, Zeitungsartikel aus The Guardian*

Auf einen Blick

1. Stunde

Thema: Talking about your social media use

M 1 **Pre-reading activity – Describe and discuss** / sich über die eigene Medien- und Videonutzung und einen Videoclip austauschen (EA, PA, UG)

M 2 **The striking features ... – The four-step analysis** / wichtige Aspekte der Bildbeschreibung wiederholen (EA/PL/UG)

Benötigt: Beamer/Whiteboard/Tablets oder Smartphones für das Öffnen der Links

2./3. Stunde

Thema: Working out the consequences of social media from a newspaper article

M 3 **Social media and anxiety – Reading a newspaper article** / einen Zeitungsartikel lesen (EA/UG)

M 4 **Skimming, scanning, taking notes – How to work with texts** / Aspekte der Arbeit mit informativen Texten wiederholen (EA/PL/UG)

M 5 **What did you understand? – Reading comprehension** / das Leseverstehen überprüfen (EA, GA/UG)

M 6 **Let's practise! – Focus on words** / den Wortschatz zum Text erarbeiten (EA, PA/UG)

Benötigt: Textmarker zur Bearbeitung des M 3
 Tablets oder Smartphones zur Bearbeitung der *LearningApps*

4. Stunde

Thema: Viewing the downsides of social media

M 7 **The Social Media – Watching and understanding a video** / einem Video wichtige Informationen zu den Schattenseiten der sozialen Medien entnehmen (EA, UG)

Benötigt: Beamer/Whiteboard bzw. Tablets/Smartphones für die Präsentation des Videos und die Bearbeitung der *LearningApps*

5./6. Stunde

Thema: Different perspectives on social media

M 8 **Is social media a blessing or a curse? – Table talk** / die positiven und negativen Seiten der sozialen Medien aus verschiedenen Perspektiven diskutieren (GA)

Pre-reading activities – Describe and discuss

Practise and improve your speaking skills by talking about your phone and social media use.

Tasks

1. Guess how much time you spend on your phone. Check your phone for the actual time you spend on it and share your total screen time.
2. Get together in pairs. Describe and analyse the picture.



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3. Talk about your use of your smartphone and social media and answer the following questions.
 - a) Did your screen time show that you spend more time on social media than you had guessed?
 - b) On which app do you spend the most time and for what purpose?
 - c) Do you compare yourself or your life with what you see from other people's lives on their social media accounts?
 - d) Do you feel uncomfortable or odd when your battery dies or when you forget your phone?
4. When spending time on social media, you cannot avoid being influenced. Look at the list of some of the most successful influencers in Germany: <https://raabe.click/TopInfluencers> [last access: 31/03/2023]. Discuss the following questions with your partner.
 - a) Which accounts do you follow?
 - b) What is the content they share? What is positive/negative about their content?
 - c) Would you like to follow them? Why (not)?
5. Watch the video *Are you living an Insta lie? Social media vs. reality.* <https://raabe.click/InstaLie> [last access: 31/03/2023]

Which issue does the clip address? Can you relate?

Reflect your own social media behaviour critically. With reference to the issue shown in the clip, are you sometimes living an Insta lie? Complete the following sentences beginnings:

 - a) The clip addresses the issue that ...
 - b) ... about my own social media behaviour ...



The Social Dilemma – Watching and understanding a video

M 7



Improve your listening and viewing comprehension skills.

Tasks

Watch the trailer of the Netflix documentary-drama *The Social Dilemma*:

<https://raabe.click/TheSocialDilemma> [last access: 31/03/2023]

Then complete the tasks.

1. What is the trailer about? Write down the topic.

2. Watch the beginning again (0:00–1:10 min.) and tick the correct box. Are the statements true or false?

You can also complete the task as a *LearningApp*: <https://learningapps.org/watch?v=p9vzkofhk23>

Statement	True	False
a) The location of users is crucial for search results on Google.		
b) Only a few actions on the Internet are recorded.		
c) Psychology is employed to influence user behaviour.		
d) Many people interpret admiration on social media as real.		
e) Social media has no psychological impact on the current generation.		

3. Watch the rest of the trailer again (1:10–2:10 min.) and tick the correct completion(s).

You can also complete the task as a *LearningApp*: <https://learningapps.org/watch?v=p5ka6otdj23>

- a) Facebook affects...
 - 1) user behaviour with their permission.
 - 2) nobody.
 - 3) user behaviour subconsciously.
- b) Fake news spreads...
 - 1) slower than true news.
 - 2) four times faster than true news.
 - 3) six times faster than true news.
- c) Technology creates...
 - 1) a sense for real world issues.
 - 2) a feeling of face-to-face interaction.
 - 3) a feeling of loneliness.

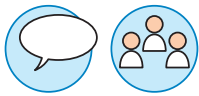
You don't know the words?

Practise your vocabulary with *LearningApps*:

<https://learningapps.org/watch?v=pf25pkaot23>



M 8



Is social media a blessing or a curse? – Table talk

Improve your speaking skills.

Tasks

- Form four groups of 3 or 4 people. Each group will work with a specific prompt that they will represent later in the table talk.

<p>Group 1: Influencer Lisa</p> <ul style="list-style-type: none"> – 22 years old – Influencer – Earns a lot of money on social media and loves her followers – Prefers self-presentation on the Internet 	<p>Group 2: Gamer Nick</p> <ul style="list-style-type: none"> – 20 years old – Student – Enjoys playing computer games – Cannot relate to the hype surrounding social media
<p>Group 3: Dad Daniel</p> <ul style="list-style-type: none"> – 50 years old – Salesman – Father of 14-year-old teenager – Does not want his son to have a mobile phone and to participate in a "digital world" – Perceives the Internet as a threat 	<p>Group 4: Teenager Trixie</p> <ul style="list-style-type: none"> – 16 years old – Student – Uses social media in her free time to communicate with friends, play games and for following celebrities and posting

- In your group:
 - Collect information and construct arguments you will use in the table talk.
 - Write down your own statement and arguments to support it.
 - Prepare to represent your role in the discussion.
- The table talk:
 - Perform the table talk. Discuss the issue through the perspective of your role.
 - Let the teacher (or a classmate) moderate the discussion.

Remember the following rules of social interaction:

Do not interrupt your partner. Stay friendly and calm. Each argument is equal and important. Listen carefully to each other and write down the arguments given by the other side.

- Copy the grid. Write down arguments for the corresponding parties, using notes from the table talk.

Social media can be a blessing because ...	Social media can be a curse because ...



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