

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)

Martina Angele



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: Sprechen: austauschen, präsentieren, argumentieren; 2. Hör-Seh-Verstehen: einem Video Informationen entnehmen; 3. Lese-Verstehen: 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 Handy- und Nutzung 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

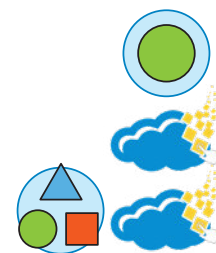
M 7 **The Social Dilemma – Watching and understanding a video** / einem Video wichtige Informationen zu den Schattenseiten der sozialen Medien entnehmen (EA, UG)

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)





M 9 **Let's review – How to discuss /** wichtige Aspekte zur Teilnahme an einer Diskussion wiederholen (EA/PL/UG)

Benötigt: Flexibel bewegbare Tische und Stühle für die Gruppenarbeiten und den *table talk*

7./8. Stunde

Thema: Writing about the consequences of social media



M 10 **Pros and cons – Writing about social media /** mithilfe eines Zeitungstextes einen *comment* verfassen (EA); eine Präsentation vorbereiten und vorstellen (GA)

M 11 **How to write a comment – Tips and useful words/phrases /** Aspekte zum Schreiben eines *comment* wiederholen (EA/PL/UG)

Benötigt: Tablet oder Computer für die Erstellung und Vorstellung der Präsentationen
 ggf. ZM PowerPoint Präsentation für M 10



Minimalplan

Bei Zeitmangel können die wichtigsten Aspekte der folgenden vier Stunden erarbeitet werden:

2./3. Stunde Working out the consequences of social media from a newspaper article M 3–M 6

5./6. Stunde Different perspectives on social media M 8–M 9

Zusatzmaterial im Online-Archiv bzw. in der ZIP-Datei

ZM PowerPoint Präsentation Eine PowerPoint-Präsentation als Musterlösung (M 10)



Erklärung zu den Symbolen

	Dieses Symbol markiert differenziertes Material. Wenn nicht anders ausgewiesen, befinden sich die Materialien auf mittlerem Niveau.				
	einfaches Niveau		mittleres Niveau		schwieriges Niveau
	Zusatzaufgaben		digitales Endgerät		LearningApps

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.



© Mauritius Images/Alamy

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: 29/08/2024]. Discuss the following questions with your partner.
 - a) Which accounts do you know?
 - 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: 29/08/2024]
 - a) Which issue does the clip address? Can you relate?
 - b) 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) ... in my own social media behaviour ...



Social media and anxiety – Reading a newspaper article

M 3



Find out more about the impacts of social media and phone use.

Tasks

1. Skim the newspaper article for an overview. Highlight the main ideas.
2. Read the article carefully. Look up words you do not understand in a dictionary. Write the words and their explanations down.
3. Underline keywords.
4. Take notes to help you understand and remember the content.

“Phones are like a scab¹ we know we shouldn’t pick²”: the truth about social media and anxiety

[...] Most people think that phones are a bad thing for anxiety. Parents, in particular, believe phones are terrible for the mental health of children, teenagers and young adults. So, what is the truth? [...] I felt I had to get to the bottom of the relationship between phones and anxiety. And to be honest, it doesn’t look great. Since smartphones came out in around 2000, there has been a steady decline in the mental health of young people. [...]

What I have observed clinically is that rather than being the cause of the problem per se⁵, phones seem to act as a catalyst⁶ to our emotions. This can be a positive thing, when it allows us to connect with friends and family, share happy news; photos or jokes. It also allows marginalised⁷ communities to find each other.

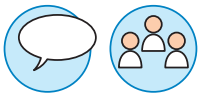
However, humans are wired⁸ to form strong bonds and can quickly spiral from an initial trigger to create catastrophic, wholly imaginary circumstances, which our bodies respond to as though they are true. In your head this goes something like: “Some of my friends are meeting without me > they don’t want me there > they don’t really like me > nobody really likes me > I am fundamentally unlovable and will die alone.”

The phone contributes⁹ to this in a number of different ways. First it allows us to know our friends are meeting without us. There was something in “ignorance is bliss¹⁰” and now there is no ignorance. We know, and we get to sit on our sofa [...] and compare our inside worries, our worst sides, our ugliest self, with endless, perfectly curated versions of other people’s lives. And guess what? That makes us anxious¹² and unhappy.

Our phone is like a scab we know we shouldn’t pick. We know it is making us feel bad seeing our best friend on a weekend trip away with her gorgeous partner; we know we should put our phone down and go and do something constructive and positive [...]. Look, there is someone on Instagram with a perfect bathroom and a beautiful body showing us what we should be doing, and we are just sitting around scrolling. No wonder no one wants to hang out with you. In this way, your phone can trigger a second round of self-judgment¹³ about how lazy or worthless you are.

It also intensifies a comparison culture that can leave you feeling not good enough in every single aspect of life: not thin enough; not successful enough; not tidy or organised enough; not living in a nice enough home; not well-read¹⁴ or smart enough.

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 "table talk" in the 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, for following celebrities, and posting

- In your group:
 - Collect information and construct arguments you will use in the table talk.
 - Write down your key 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. 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 ...

