



## HS LESSON 1: The Kaiser Survey: How Much Media Do We Use?

**LESSON DESCRIPTION:** Students will learn about the *Kaiser Survey: Media in the Lives of 8 to 18 year olds*. Students predict how much entertainment media they think the average student uses in a day. They will collect data on their own use of entertainment media. Students will read a summary of the Kaiser report and identify causes for the increase in media use, problems with high levels of entertainment media and recommendations for parents of children. They will identify text-based evidence to support answers. Students will create graphs that show their media entertainment use, the class average, and the National data. Students will discuss differences and similarities between the data and respond to the focus questions.



**FOCUS QUESTIONS:** How much media entertainment do we consume a day and how does it compare to the National average? When the Kaiser National survey was published their key findings began with the statement: “Over the past five years, there has been a huge increase in media use among young people.” Should we be concerned about the amount of media children are exposed to every day?

**OBJECTIVES:** Students will:

- be able to create a bar graph that compares how much time they spent on screens the day before, the class average, and the Kaiser National survey results and identify differences/similarities between the data.
- interpret information from the graph, the Kaiser Survey report, and class discussion about the focus questions.

### Core State Standards

**CCSS.ELA-Literacy.RST.9- 10.1** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

**CCSS.Math.Content.HSS-IC.B.6** Evaluate reports based on data.

**LENGTH OF LESSON:** This lesson will take approximately two periods and can be shortened by having students compare their own media use to the National survey results and not include the class average. (Use Media Use Worksheet B to shorten lesson)

### MATERIALS NEEDED:

- Handout 1: Comparing Media Use (1 per student) – Use Handout 1B to shorten lesson
- Class Media Chart (1 for class – This is not needed for shorter lesson)
- Handout 2: Kaiser Study: Media in the Lives of 8 to 18 Year-Olds (1 per student)
- Handout 3: Kaiser Survey Questionnaire (1 per student)

**Teacher's Note: This lesson can also be done using a database program or spreadsheet.**

## **PROCEDURE:**

**Activity 1.1: Students will predict how much time students between the ages of 8 and 18 use entertainment media a day.**

1. **TELL STUDENTS:** We will be studying media entertainment use over the next couple of weeks and what recommendations you would have for parents of young children. Our first lesson is to collect data on how much media entertainment students are using and compare it to the National average.
2. Have students brainstorm, what is media entertainment? e.g., TV, movies, video games, etc. Ask students if they know how much time they spend in front of screens a day?
3. Distribute **HANDOUT 1: Comparing Media Use** to each student. Read the background about the Kaiser survey and ask students to underline what they think is important. Make sure they understand the survey is about media entertainment and not using media for school work. Ask students what the bolded word “**methodology**” means.

Collins Dictionary: methodology is a system of methods and principles for doing something, for example for teaching or for carrying out research.

4. Have students work in pairs to predict the results of the Kaiser survey and fill in (Column 1). Each student should write their predictions on their own handout.
5. Call on some of the teams to share their predictions. Then ask for a show of hands:
  - **how many thought the average for television use was 1 hour or less a day?**
  - **how many thought the average was more than 1 and less than 3 hours a day?**
  - **how many thought the average was more than 3 and less than 5 hours a day?**
  - **how many thought the average was more than 5 hours a day?**

If there is interest, you can continue and ask questions about their predictions of video game use, total media entertainment, etc. Part of the purpose of this activity is to generate curiosity about media use and data collection.

6. **TELL STUDENTS:** The Kaiser Foundation surveyed over 2,000 8-18 year-olds across the country about their use of media entertainment. You will find out the actual amounts of the survey at the end of this lesson.

**Activity 1.2: Students will determine how much media entertainment they used the day before and write that information in (Column 2) on HANDOUT 1: Comparing Media Use.**

1. Have students record their own media entertainment use from the day before using the same format as the Kaiser survey, e.g., 2 hours and 14 minutes is written as 2:14. They should enter the data in Column 2. Explain that when they total their media use the minutes may be more than 60, e.g., 4 hours and 132 minutes.
2. **ASK THE CLASS:** How do we convert this data to the format used in the Kaiser survey?

Students may explain that because there are 60 minutes in an hour they must divide total minutes by 60 ( $132 \div 60 = 2$  hours and 12 minutes). This is added to 4 hours and becomes 6 hours and 12 minutes and should be written as 6:12.

Ask students if there is another way to convert the data. When they divide the total minutes by 60 ( $132 \div 60$ ) the answer is also 2.2 and the .2 must then be converted to minutes. You can continue to prompt students or show them  $60 \text{ minutes} \times .2 = 12 \text{ minutes}$  which becomes 2 hours and 12 minutes. This is added to 4 hours and written as 6:12.

**Teacher's Note: This may be a good time to talk about our decimal system, which is a base 10 system versus 60 minutes in an hour. Dividing hours into 60 minutes comes from the Babylonians, who used the base-60 system for their astronomical calculations.**

**Activity 1.3: Students record their data on the Class Chart which will be used to determine the class average.** (This step can be eliminated if you're using Media Worksheet B to shorten lesson.)

1. **TELL STUDENTS:** I am going to pass out a **Class Media Chart**. Each student will record their own data from (column 2) on the chart and then pass the chart to the person behind them. When it reaches the end of a row the student should bring the chart to the front of the next row. I am going to give each student a number and you should enter your data by the number I give you because names are not used. Social scientists use anonymous data because they are interested in patterns of social behavior.

(This also helps prevent students from being influenced by other students. Use your grade book to assign numbers or seating arrangement.)

**Activity 1.4: Students will read HANDOUT 2: Kaiser Study: Media in the Lives of 8 to 18 Year-Olds.** The Kaiser Survey Press Release does a good job of describing the rapid increase in media use, some of the resulting problems, and solutions.

1. Distribute **HANDOUT 2: Kaiser Study: Media in the Lives of 8 to 18 Year-Olds.**
2. **TELL STUDENTS:** This is a press release written after the survey was analyzed and summarized in a report. The entire report is 104 pages. The press release includes information the researchers and the Kaiser Foundation believed was most important. Read the press release and underline key phrases you believe are important or interesting. The press release has been numbered for the next activity.

**Activity 1.5: Students will complete HANDOUT 3: Kaiser Survey Questionnaire.**

1. Distribute HANDOUT 3: Kaiser Survey Questionnaire to each student.
2. **TELL STUDENTS:** You will work in pairs but each student should fill in their own questionnaire. There are three questions. You should answer the questions and write down the number of the paragraph where you found the information. The questions have more than one paragraph with information that can be used to answer the question.

**Activity 1.6: Students will complete their Media Use Chart on HANDOUT 1. They will receive the total Classroom Media Use data and calculate the Class Average. (If you used Handout 1 B you will not have students calculate or enter the Class Average.) Students will also receive the actual National Kaiser survey data and enter all data.**

1. While students are completing the questionnaire you can total the class numbers or you can do this on a blackboard or a computer and projection screen and involve the students.
2. Give students the total number of hours and minutes separate. For example, TV time for the entire class could be 68 hours and 580 minutes. Write the actual numbers on a blackboard (or computer and projection screen).
3. **TELL STUDENTS:** Write these numbers in (Column 3): Total Class Time. You now need to enter the Class Average in (Column 4). Who can show us how to find the class average?

You can also have students work in pairs or explain to the class using the same example of Total Media (68 hours and 580 minutes) for an entire class of 31 students (you would use your actual class total numbers). One way to find the class average is to convert hours into minutes  $68 \times 60 = 4,660 + 580$  minutes or a total of 4,660 minutes spent with media entertainment for the entire class. Then divide the total minutes by 31 students which equals 150.3 minutes per student. Divide that number by 60 minutes which equals 2 hours and 30 minutes or 2.5 hours per day. Convert number to the Kaiser formatting, e.g., 2:30.

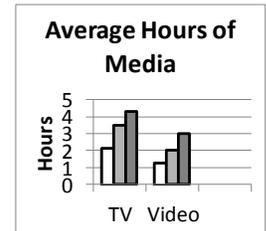
4. Write the National Survey Data on a blackboard or projection screen in hours and minutes.

	5
	National Survey Results
TV	4:29
Computer	1:29
Video Games	1:13
Movies	:25
TOTAL SCREEN USE	7:36
Print - books, magazines, etc.	:38

5. Have students write the actual National Survey Data in Column 5.

**Activity 1.7: Students will create graphs that show their data use, the class average and the National Student data from the Kaiser Survey. Students will discuss how their data compared to the Kaiser survey and their class average.**

1. **ASK STUDENTS:** Were any of you surprised by the data and if so why?
2. Explain to students they're going to create graphs to better see how their media use compares to the classroom average and the National Student average. Hand out the graph paper and have students create a bar graph of their media use, the class average, and the National average.



Depending on their experience with graphs you can show them the sample graph included in the lesson.

3. **ASK STUDENTS:** How did your predictions about National media use compare to the actual survey results. What were you most surprised about in your graphs or in the article?
4. Have students analyze the graphs in a variety of ways (e.g., compare least amount of time using screens to greatest amount of time). Compare the estimated class average to the waking hours in a day (approximately 16 waking hours in a day), etc.
5. **TELL STUDENTS:** This was the first lesson in a unit about entertainment media use. Remember the question asked at the beginning of the lesson. Should parents be concerned about the amount of entertainment media children are using? Talk to your partner (or the person sitting next to you) and give your answer at this time and why you feel that way.
6. Have students keep their worksheets and graphs in a folder.

## HANDOUT 1: Comparing Media Entertainment Use

The Kaiser Foundation surveyed over 2,000 8-18 year-olds across the country about their use of media entertainment in 2009. Students were asked how much time they spent on the following types of media the day before. The Kaiser survey **methodology** is important.

- The study only asked questions about how much time students spent using media for entertainment or recreation so they did not include using a computer for school work.
- **Computers:** This category included playing games on a computer, sending or receiving instant messages, going to social networking sites, watching or posting videos on sites like YouTube, or surfing other websites. It did not include using the computer for school work.
- The survey did not include talking or texting on cell phones. If you watched a TV program on a phone that was included as TV.
- **Video games** included time spent playing on either a console or handheld gaming device (including a cell phone). Time spent playing computer games is counted as computer use.
- **Print media** includes time spent reading print versions of books, magazines or newspapers for pleasure. It does **not** include time spent reading in school, or for school work. It also does not include time spent reading on computers or mobile devices. Time spent reading newspapers or magazines online is counted in computer use.

<b>MEDIA ENTERTAINMENT USE</b>						
<b>Use the Kaiser format. 2 hours and 29 minutes is 2:29 except for column 3. That section will be completed as a class.</b>						
	<b>1</b>	<b>2</b>	<b>3</b>		<b>4</b>	<b>5</b>
	Predict National Use	Your Media Yesterday	Total Class Time		Class Average	National Results
			Hours	Minutes		
<b>TV</b>						
<b>Computer</b> Don't include computers for school work						
<b>Video Games</b>						
<b>Movies</b>						
<b>TOTAL Screen Use</b>						
<b>Print - Books, magazines, etc read for pleasure</b>						

## HANDOUT 1 B: Comparing Media Entertainment Use

The Kaiser Family Foundation surveyed over 2,000 8-18 year-olds across the country about their use of media entertainment in 2009. Students were asked how much time they spent on the following types of media the day before.

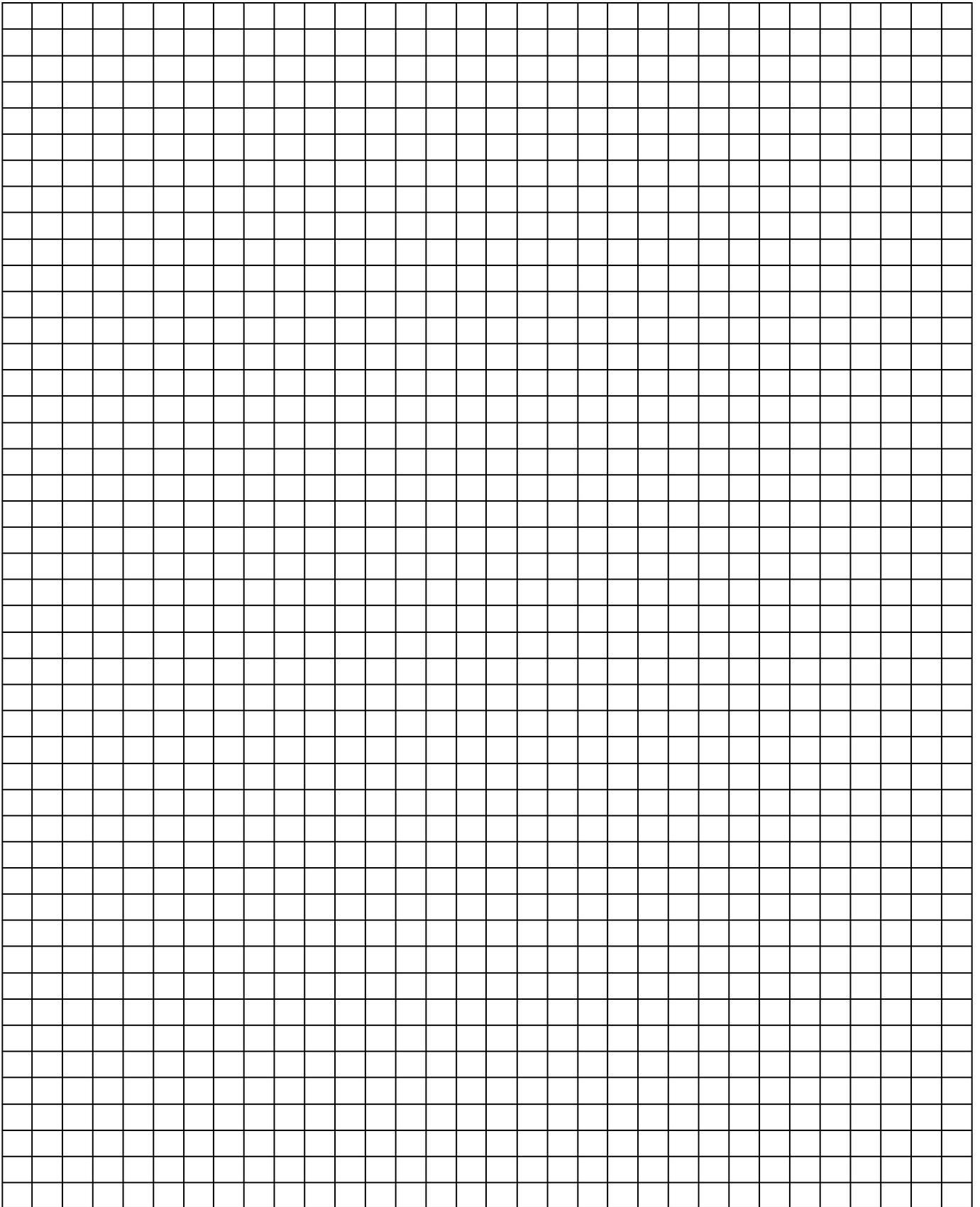
The Kaiser survey **methodology** is important.

- The study only asked questions about how much time students spent using media for entertainment or recreation so they did not include using a computer for school work.
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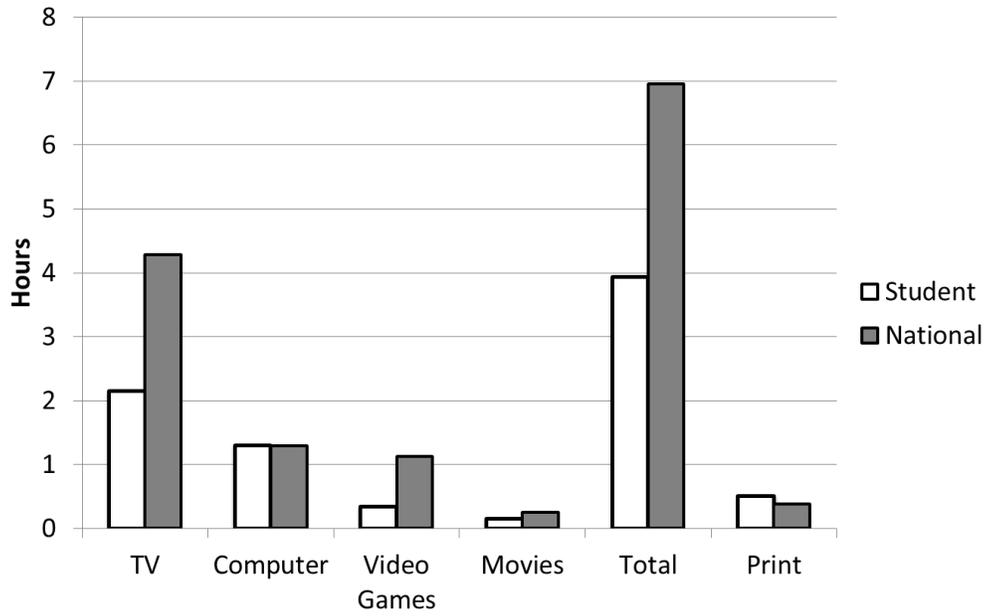
<b>MEDIA ENTERTAINMENT USE</b>			
<b>Use the Kaiser format. 2 hours and 29 minutes is 2:29.</b>			
	<b>1</b>	<b>2</b>	<b>3</b>
	Predict National Use	Your Media Yesterday	National Results
<b>TV</b>			
<b>Computer</b> Don't include computers for school work			
<b>Video Games</b>			
<b>Movies</b>			
<b>TOTAL Screen Use</b>			
<b>Print</b> - Books, magazines, etc read for pleasure.			

# CLASS MEDIA CHART

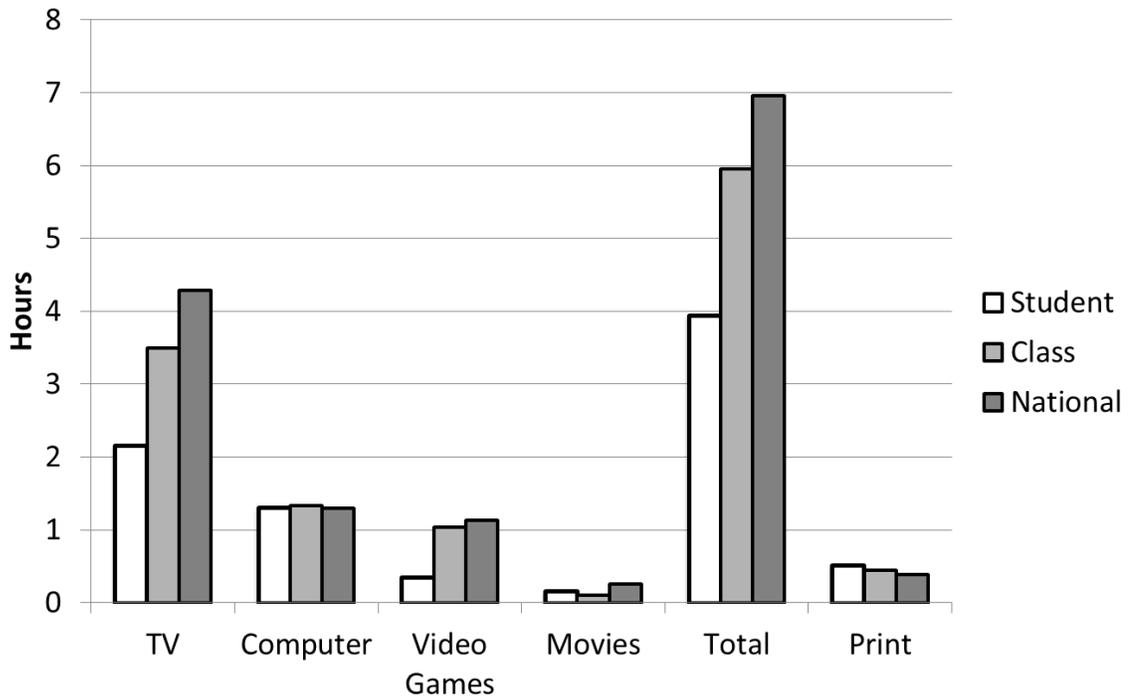
Student	M	F	Computer	Video Games	Movies	Total Screens	Print
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
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16							
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20							
21							
22							
23							
24							
25							
26							
27							
28							
29							
30							
31							
32							
<b>TOTAL</b>							



### Average Hours of Daily Media Use



### Average Hours of Daily Media Use



**HANDOUT 2: Kaiser Foundation Study: Media in the Lives of 8 to 18 Year-Olds**

“Daily Media Use Among Children and Teens Up Dramatically from Five Years Ago”  
 PRESS RELEASE January 2010, WASHINGTON, D.C

1	<p>The amount of time young people spend with entertainment media has risen dramatically, according to a study released by the Kaiser Foundation. Today, 8-18 year-olds devote an average of 7 hours and 38 minutes to using entertainment media across a typical day (more than 53 hours a week). The amount of time spent with media increased by an hour and 17 minutes a day over the past five years. This report is the third in a series of large-scale, surveys by the Kaiser Foundation about young people’s media use. It includes data from all three waves of the study (1999, 2004, 2009) and is among the largest and most comprehensive source of information about media use among American youth.</p>
2	<p>The increase in media use is driven in large part by access to mobile devices like cell phones and iPods. Over the past five years, there has been a huge increase in ownership among 8 to18-year-olds: from 39% to 66% for cell phones, and 18% to 76% for iPods and other MP3 players. Cell phones and iPods have become true multi-media devices: in fact, young people spend more time listening to music, playing games, and watching TV on their phones (a total of 49 minutes daily) than they spend <i>talking</i> on them (33 minutes).</p>
3	<p>There are big changes in TV viewing. For the first time over the course of the study, the amount of time spent watching regularly-scheduled TV on a television set declined, by 25 minutes a day (from 2004 to 2009). But the many new ways to watch TV—on the Internet, cell phones, and iPods—actually led to an <i>increase</i> in total TV consumption from 3 hours and 51minutes to 4 hours and 29 minutes per day. 59% of young people’s TV-viewing (2 hours and 39 minutes ) consists of live TV on a TV set and 41% (1 hour and 50 minutes) is online, DVDs, or mobile.</p>
4	<p>Time spent with every medium other than movies and print increased over the past five years: 47 minutes a day increase for music/audio, 38 minutes for TV content, 27 minutes for computers, and 24 for video games. TV remains the main type of media content consumed, at 4 hours and 29 minutes a day.</p>
5	<p>New activities like social networking increase media use (22 minutes a day), playing games (17 minutes) and video sites such as YouTube (15 minutes). 74% of 7<sup>th</sup>-12<sup>th</sup> graders say they have a profile on a social networking site.</p>
6	<p>Heavy media users report getting lower grades. About half (47%) of heavy media users say they usually get fair or poor grades (mostly Cs or lower), compared to about a quarter (23%) of light users.</p>
7	<p>Heavy media users also report lower levels of contentment. They report that they are often sad or unhappy, get into trouble a lot, and are often bored.</p>
8	<p>Media use increases substantially when children hit the 11-14 year-old age group, an increase of 1 hour and 22 minutes with TV content, 1 hour using the computer, and 24 minutes playing video games</p>

9	Only about 3 in 10 young people say they have rules about how much time they can spend watching TV (28%), playing video games (30%) and using the computer (36%). But when parents <i>do</i> set limits, children spend less time with media: those with <i>any</i> media rules consume 3 hours less media per day than those with no rules.
10	About two-thirds (64%) of young people say the TV is usually on during meals, and just under half (45%) say the TV is left on “most of the time” in their home, even if no one is watching. Seven in ten (71%) have a TV in their bedroom, and half (50%) have a video game player in their room. Children in these homes spend far more time watching, 1 hour and 30 minutes more a day in homes where the TV is left on most of the time and an hour more among those with a TV in their room.
11	High levels of media multitasking also contribute to the large amount of media young people consume each day. About 4 in 10 (7 <sup>th</sup> -12 <sup>th</sup> ) graders say they use another medium “most” of the time they’re listening to music (43%), using a computer (40%), or watching TV (39%).
12	Children whose parents make an effort to limit media use through the media environment they create in the home and the rules they set—spend less time with media than their peers. For example, students whose parents don’t put a TV in their bedroom, don’t leave the TV on during meals or in the background when no one is watching, or do impose some type of media-related rules spend substantially less time with media than do children with more media-lenient parents.
13	Over the past 5 years, time spent reading books remained steady at about 25 minutes a day, but time with magazines and newspapers dropped (from 14 minutes to 9 minutes for magazines, and from 6 minutes to 3 minutes for newspapers). The proportion of young people who read a newspaper in a typical day dropped from 42% in 1999 to 23% in 2009. However, young people now spend an average of 2 minutes a day reading magazines or newspapers online.
14	About half of young people say they use media either “most” (31%) or “some” (25%) of the time they’re doing their homework.
15	Fewer than half of all 8- to 18-year-olds say they have rules about what TV shows they can watch (46%), video games they can play (30%), or music they’re allowed to listen to (26%). Half (52%) say they have rules about what they can do on the computer.
16	Girls spend more time than boys using social networking sites (25 minutes vs.19), listening to music and reading (43 minutes vs. 33). Boys spend more time than girls playing console video games (56 minutes vs 14), computer games, 25 minutes vs.8, and going to video websites like YouTube 17 vs. 12).
17	7 <sup>th</sup> -12 <sup>th</sup> graders report an average of 1 hour and 35 minutes a day sending or receiving texts. Time spent texting is <i>not</i> counted as media use in this study.)

**HANDOUT 3: The Kaiser Survey Questionnaire**

Answer the following questions and give the paragraph number from the text you read that you used to answer the question.	
What are some of the causes for the increase in media use?	Paragraph Number(s)
What are some of the effects of higher levels of media use?	
Recommended media guidelines for parents of young children:	