

Binge-watching, why do we do it?

In this lesson students will learn about the phenomenon binge-watching. They learn what it is, why we do it and what the pros and cons of binge-watching are. They investigate and map out who or what influences their binge-watching, and discuss who is to blame for the phenomenon. **Duration: 1 hour.**

STRUCTURE

- Introduction: What do we recognise about binge-watching?
- Next step: What does binge-watching do to your brain?
- In practice: What influences our binge-watching?
- Evaluation: Who is to blame for binge-watching?

PREPARATION

You can prepare by:

- Reading this teacher's guide and the student's worksheet.
- Opening the presentation.

PERSONALISED LEARNING

In this lesson the students will interview each other about what influences their binge-watching. This can be a bit too challenging for vmbo students. The choice can then be made to have the students answer the questions for themselves, without discussing it with fellow students.

CITIZENSHIP

This lesson focuses on the pillar 'identity', with the focus on developing the attitude 'Reflecting on one's own views and behaviour in relation to generally accepted values and norms' (learning goal 9 curriculum framework SLO citizenship education and human rights education). Students learn to think about why they binge-watch and how they and others feel about it. Is binge-watching accepted by your friends? And what about your parents?

The component Citizenship in the Digi-doener is based on the citizenship portal from SLO. SLO distinguishes three domains of citizenship education: democracy, participation and identity. From this perspective we are working on citizenship in the Digi-doeners, more information can be found [here](#).

ETHICS

Almost everyone has had the experience of binge-watched a tv-series. Excessive binge-watching can have adverse effects such as isolation, feelings of depression (Post Netflix Sadness Disorder), etc. Streaming platforms like Netflix use all kinds of tricks to keep you watching. However, your immediate environment can also influence this. How often do you get tipped by a friend to watch a tv-series? You may also feel like you have to keep up with a series to be able to talk to your friends about it. What do you think is worse? Let yourself be influenced by your friends or by the platform?

LEARNING TARGETS

Domein curriculum 2021	Leerdoelen digitale vaardigheden	Kerdoelen	21st century skills
1 Digitaal burgerschap DG5.1 De digitale burger.	1 Mediawijsheid De leerling doseert de duur en de frequentie van het eigen mediagebruik.	1 Engels De leerling leert verder vertrouwd te raken met de klank van het Engels door veel te luisteren naar gesproken en gezongen teksten.	1 Zelfregulering
2 Digitaal burgerschap DG5.2 Digitale identiteit.	2 Mediawijsheid De leerling beseft hoe het eigen mediagebruik invloed heeft op de eigen levensstijl.	2 Engels De leerling leert in spreektaal anderen een beeld te geven van zijn dagelijks leven.	2 Kritisch denken

INTRODUCTION

Opening slide

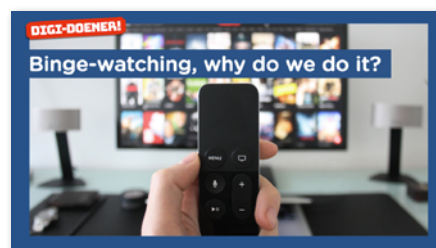
Binge-watching, why do we do it?

Slide 1, Group discussion

Introduce the topic of binge-watching by showing the video. Who has binge-watched before? Do you recognise anything from the video?

Discuss the experiences of the students. For example:

- Who recognises the urge to see all episodes in one go?
- Who recognises the thought: 'Let's watch one more episode...'
- Who recognises feeling sad after finishing a tv-series?
- Who recognises missing out on other things because of binge-watching, like sleep, seeing friends, etc.?



NEXT STEP

Slide 2, Group discussion

Watch the video together and discuss afterwards:

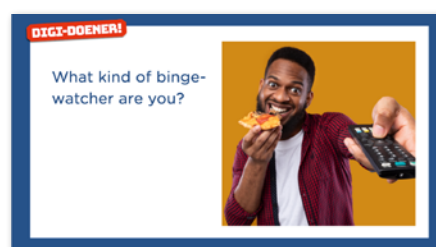
- Streaming platforms like Netflix or YouTube have all kinds of ways to keep you watching. Which ways did you see in the video?
 - Possible answers: they host huge libraries of tv-series and movies at one place and viewers can watch as much as they want, they release entire seasons of tv-series at once and organise the episodes so they lead into one another..
- How do they define 'binge-watching' in the video?
 - Answer: viewing at least three episodes of a tv-series back to back.
- Which of these do you recognise from the platform you use?
- Do you know any other ways platforms keep you watching that aren't mentioned in the video?
- What benefits of binge-watching are mentioned in the video?
 - Possible answers: it gives you feelings of pleasure, it can give you a feeling of identification, it can help with stress relief, it can help to encourage social relations, it can help you solve your problems or see things from another point of view.
- Which of these do you recognise?
- What cons of binge-watching are mentioned in the video?
 - Possible answers: it can be addictive, it can lead to a state of situational depression, it can lead to isolation, it can cause higher levels of stress, anxiety, fatigue, insomnia and poor sleep quality.



IN PRACTICE

Slide 3, Group work / individual work

The students find out what kind of binge-watchers they are by answering a number of questions. Dependent on the level of the students, they can interview each other and answer the questions from




their classmate. If this is too challenging, the students can answer the questions for themselves. In both cases, they work on assignment 1 of the worksheet.

Slide 4, Individual work

The students are now going to graph out their binge-watching behaviour. In case of the interviews, the students graph out the behaviour of their classmates. If the students answered the questions for themselves, they graph out their own behaviour. In both cases, they work on assignment 2 of the worksheet.




Slide 5, Individual work

 The students look at their graph of assignment 2. Do they recognise themselves in the graph? Why or why not? How do they feel about the graph? Can they derive from the graph why they binge-watch? Is it because they like doing it, or maybe they are influenced by others? What does binge-watching have to do with your identity? Do you determine who you are or are you manipulated into being someone by watching certain series? They write down their findings in assignment 3 of the worksheet.



EVALUATION

Slide 6, Group discussion

 Discuss and compare the different graphs and the answers of assignment 3. What stands out? Who influences your binge-watching? Is it only you, (partly) your friends or do streaming platforms play a major role in it? What do you think is worse? Let yourself be influenced by your friends or by the platform?

