AUDIENCE MODEL

		12-14	**15-17**	**18-20**
TIME	**CONSUMPTION DURATION**	2-3 h	5-6 h	3-4 h
	CONSUMPTION TIMES	before and after dinner, together with the family, vacations	time in public transport, evening, weekend, vacations	always-on, time in public transport, lunchtime, evening, breaks, weekend, vacations
NEWS HABITS & BEHAVIOUR	**TOPICS OF INTEREST**	entertainment (games, animals, comics)	topics relevant to the peer group/region (COVID, climate); entertainment (sport, stars, crime, lifestyle)	personal interests, education, entertainment
	CONSUMPTION MOTIVATION	useful for the consumer, entertainment (emotional)	personal interest, connect with peers, entertainment (emotional, intellectual)	personal interest, education, entertainment (intellectual, emotional)
	SOURCES / ACCESS PATH	TV, newspaper, radio, search engines via family and school	social media post (timeline and profiles) to link to news platform, news aggregators	news apps, social media profiles (targeted, self-selected)
	CONSUMPTION PATTERN	by-the-way-consuming	headline-hunting, swiping, following up push notifications, search backward behaviour (meme)	extensive, deep and time-consuming engaging with specific content
	SHARING MOTIVES	connecting with family	phatic communication	connecting with special interest groups
RESTRICTIONS	**GATEKEEPER**	family recommend news articles	peers via special interest groups	the individual him-/herself
	NEWS OFFER	dependent on the parental home (newspaper subscription, habits for watching "Tagesschau")	dependent on social media as the main distributor & on recommendations of peers	self-selected apps, main news app, main social media channel
	TECHNOLOGY	type of mobile phone, access to data package (+size), parental restrictions	data package size, school restrictions (mobile phone free time)	device-independent, no restrictions
	LANGUAGE	mother tongue as starting point of news consumption	relevance of media content language declines	news content language is less important
MEDIA LITERACY	**READING SKILLS**	attempted reading	complex content is understood	reflection on their own news consumption
	DIGITAL SKILLS	gaming, playful interaction	fast adaptation	targeted use
	NEWS UNDER-STANDING	through family & school	through media socialization	self-reflection

"I read more (during the vacations) because I don't have much time for reading during school. During school time I usually only look at the push notifications and then I already know what it's all about." (Age 15)

"If Angela Merkel says something or Trump does something, I don't think it's that important because it has no direct influence on me." (Age 13 and 14)

"The first thing I would do is google the internet (to find news)." (Age 14)

"I have my two apps, Blick and Snap(chat). And they are very important for my news consumption." (Age 20)

"Because there they usually talk after school after the vacations about topics that are going viral, such as the climate strike." (Age 14)

"I really don't remember which language it is. So I couldn't tell afterwards if an article was in German or English." (Age 18)

"... the picture with St. Nicholas on the bicycle. I found that funny. I don't know what that is, but I thought it was funny with the bike" (Age 13)

15-17

BROADER LIVING & SOCIAL ENVIRONMENT

residence
mobility
language
media offer
resources (devices, data bandwidth)

OPPORTUNITIES TO REACH YOUNG PEOPLE WITH NEWS

school (teacher, syllabus)
news consumption times
access to news
connecting with peers
personal interest topics

origin

family

biography

language

resources
(devices,
data package)

"Last year I failed the probationary period and went back to secondary school. Then I was more on the mobile phone because I had to study less and had more time."   (Age 15)

"I used to walk to school, now I use public transport to get to work, that has changed my media consumption routine."   (Age 15)

"On vacation I used more Instagram than Netflix, because I didn't want to sit there with headphones all the time. On Instagram you can look, but still talk to each other."   (Age 15)