

## Konfliktsituationen beschreiben: *Living together – family life*

|   |           | Zeit | Lernaktivitäten   | Material | Kompetenzen  |
|---|-----------|------|---|----------|--|
| 1 | EA        | 10'  | S erstellen Mindmap zum Thema <i>family life</i>  |          | – thematisch gebundene Assoziationen strukturieren<br>– Notizen versprachlichen<br>– Wortschatz ergänzen und reorganisieren<br>– einen informellen Brief verfassen<br>– Feedback geben |
| 2 | GA/<br>PL | 25'  | S präsentieren ihre Mindmaps in Gruppen und definieren gemeinsam <i>family</i><br>S lesen die Definitionen vor            | M1.A1    |  |
| 3 | EA/<br>PA | 10'  | S sichten Vokabular und ordnen Verben (ggfs. Kontrollphase ergänzen)  | M1.A2    |  |
| 4 | GA        | 20'  | S lesen Fallbeispiele, verfassen einen Brief und „versenden“ ihn an eine andere Gruppe                                    |          |  |
| 5 | GA        | 10'  | S lesen Brief und verfassen Antwort   | M1.A3    |  |
| 6 | PL        | 15'  | Briefe werden „verschickt“ und in einer Wandzeitung zusammengestellt<br>L erläutert Feedbackverfahren, S verteilen Punkte |          |  |

### Erläuterungen zur Lernspirale

**Ziel der Doppelstunde** ist es, dass die S unterschiedliche Aspekte von Familienleben reflektieren und Lösungsvorschläge für typische fiktive Konfliktsituationen entwickeln.

#### Zum Ablauf im Einzelnen

**1. Arbeitsschritt:** S erstellen eine Mindmap zu ihren Assoziationen zum Thema *family life*. Sie sollten vor Beginn darauf hingewiesen werden, dass die Mindmaps anschließend zum Vorstellen ihrer Ideen in der Gruppe dienen, damit ggfs. persönliche Dinge weggelassen bzw. unpersönlich formuliert werden können.

**2. Arbeitsschritt:** In Gruppen (hier vielleicht ausnahmsweise nach Wunsch der S zusammengestellt, damit die Gespräche zu diesem Thema in vertrautem Rahmen stattfinden können) werden die Mindmaps vorgestellt. Die Gruppen einigen sich dann auf ihre Definition von Familie; die Definitionen werden dann kommentarlos im Plenum vorgelesen.

**3. Arbeitsschritt:** In Einzel- oder Partnerarbeit ordnen die S die Verben aus der Liste in die beiden Spalten ein. Wenn notwendig, findet eine Kontrolle durch Partner, Gruppe oder das Plenum statt.

**4. Arbeitsschritt:** Die S überfliegen die drei Fallbeispiele und wählen in der Gruppe eins davon zur

Bearbeitung aus. Dann wird ein Brief an eine fiktive *agony aunt* einer Jugendzeitschrift aus der Sicht des betroffenen Jugendlichen verfasst, in dem der Konflikt aus der Sicht des Jugendlichen dargestellt und um Rat gefragt wird. Dabei werden möglichst Verben aus der erstellten Liste verwendet.

**5. Arbeitsschritt:** Die Briefe werden zwischen den Gruppen ausgetauscht. Die Gruppen lesen die erhaltenen Briefe und verfassen nun in der Rolle der *agony aunt* einen Antwortbrief.

**6. Arbeitsschritt:** Die Briefe werden zu einer Wandzeitung zusammengestellt. Einzelne Briefe können im Plenum vorgelesen werden. L erläutert das Feedbackverfahren: jeder S erhält je drei Klebepunkte in zwei verschiedenen Farben. Mit der einen Farbe werden Pluspunkte für den Inhalt, mit der anderen Pluspunkte für die sprachliche Gestaltung der Briefe verteilt. Das Feedbackverfahren wird durchgeführt. Bei Bedarf können Bewertungen mündlich begründet bzw. angefragt werden.

#### Hinweise zum Zeitbedarf bzw. zur Differenzierung:

Die Wortschatzaufgabe kann als Hausaufgabe bearbeitet werden. Ebenso können auch Briefe zu Hause verfasst werden und ggfs. in der Gruppe abgeglichen werden. Leistungsstarke S können auch zwei Fallbeispiele bearbeiten.

#### ✓ Merkposten

- Plakatpapier und Kleber für die Wandzeitung
- Klebepunkte in zwei verschiedenen Farben, insgesamt je 6 Punkte pro S

#### Notizen:

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- Now make notes on a cheat sheet
  - a) about the challenges your person (either Ann or John) faces
  - b) on her/his feelings.
- In an inside-outside circle, tell different partners which challenges you have identified in the text and how Ann/John feel.
- What would Ann say about the African proverb ‘Smooth seas don’t make skillful sailors?’ You can write down a statement from her point of view or talk about it in class.

**A3 Key elements of personal accounts**

**Task:** Look at Ann’s story again. Which aspects make it a good personal account? Make notes on your ideas.

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- Work in a group and compare your ideas. Make a list of six aspects you find most important in a personal account. Rank them.

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- One group will present their ideas in class. The others can comment.

**A4 Your report**

**Task:** Write a personal account. You can write about a challenge that you, your class, your circle of friends or your family have had to face. You can also make up a story.

- Read out your texts in class. Then give each other feedback. Do the texts meet the criteria you have listed?

## Sunburn

As a child, Linda Talbott got sunburnt frequently while playing outside all day. Then in her college years, it was cool to be tanned. "Everyone wanted a tan, and I thought tanned skin looked beautiful," Talbott says. "But it's not beautiful when you're 65 and you've had melanoma." Everyone is at risk of skin cancer, but especially people with light skin colour, light hair or eye colour, a family history of skin cancer, chronic sun exposure, a history of sunburn early in life, or freckles. Rays from artificial sources of light such as tanning booths also increase the risk of skin cancer.

### What you can do:

Remember to limit sun exposure, wear protective clothing, and use sunscreen. Sunscreen should be applied 30 minutes before going outdoors and again at least every two hours. Use water-resistant sunscreen with a sun protection factor (SPF) of 15 or higher. It's also helpful to wear wide-brimmed hats and seek shade under a beach umbrella or a tree. Sunscreens alone may not always protect you. And don't forget sunglasses, which protect the sensitive skin around the eyes and may reduce the long-term risk of developing cataracts.

If you do get sunburnt, use a cold compress. Mild and moderate cases may be helped by medication from your local pharmacy. In a severe case you will have to see a doctor. Be on the lookout for moles that change colour or size, bleed, or have an irregular, spreading edge, all potential signs of skin cancer.

**Vocabulary:** tanned – *sonnengebräunt*; melanoma – *Melanom (schwarzer Hautkrebs)*; skin cancer – *Hautkrebs*; sun exposure – *der Sonne ausgesetzt sein*; freckles – *Sommersprossen*; tanning booth – *Kabine in einem Sonnenstudio*; sunscreen – *Sonnenschutzcreme, -lotion*; wide-brimmed hat – *Hut mit breiter Krempe*; cataract – *grauer Star (Augenkrankheit)*; mole – *Muttermal*



## Mosquito bites and bee stings

Last summer, a 4-year-old girl was stung on the tongue by a bee while sipping from a soda can. She was treated in the emergency room for swelling not only of the tongue, but of her lips and even her eyes. Symptoms of allergic reactions are itching, a rash, difficulty breathing and shock. Severe allergic reactions can even lead to death. Most reactions to bees, however, are less dramatic. Allergic reactions can occur even if a person has been stung before with no complications.

### What you can do:

To keep mosquitoes and bees away, avoid scented soaps and perfumes. You can use insect repellent to keep away the mosquitoes. Wear long-sleeved shirts and long trousers. Don't leave food, drinks or garbage out uncovered. For any bite or sting, ice or a cold compress and itch-or pain-relieving creams can help. If in doubt, see a doctor. Watch for signs of allergic reaction to stings, which typically happens within the first few hours.

**Vocabulary:** bite – *Biss*; to itch – *jucken*; rash – *Ausschlag*; scented – *parfümiert*; insect repellent – *Insektenspray*; to relieve – *lindern, helfen*

## Role cards for the talk show 'Improving schools'



### Mr/Ms Fisher, talk show host

- You introduce the topic and the talk show guests (in order to be able to do that you will have to read their role cards, too).
- You ask the guests to introduce their opinions.
- You ask people who are silent to join in; you say whose turn it is to speak.
- From time to time, you summarize what has been said and point out aspects that still have to be dealt with.
- You find a good conclusion and say goodbye to the viewers and the audience at the end.

### Ms Julia Goldfinch, bank manager

- You have been working for the bank for 10 years and you are very successful, you earn a lot of money.
- One of your tasks is to interview young people who would like to work for your bank. You think that today's students are very lazy, they don't learn anything at school and they usually behave very badly.
- You believe that schools should be stricter and force students to learn more effectively; teachers should put more pressure on students.

### Mr James Blackbird, mathematics teacher

- You like being a teacher but you think it is a very difficult job.
- You feel bad because you cannot help the 30 students in your class with the problems they have.
- You think that more teachers are necessary to improve teaching standards in schools, you believe that there should not be more than 12 students in a class.
- You believe that the government has to spend more money on school jobs (psychologists, teachers, social workers, nurses, etc.).

### Mrs Paula Hawk, Minister of Education

- It's your job to help schools become more effective; you need to present some good ideas to win votes in the next election.
- You are not allowed to spend any more money on schools, which is why you are looking for solutions that don't cost any tax money.
- You say that teachers need to work harder and care more about their students.
- You were a teacher for two years before you started your political career.

### Mr Michael Wren, student, 16 years old

- You are in grade 10 and you are looking forward to leaving school soon to start a job in a computer shop and earning some money.
- You are a real computer freak and you are fed up with school because you believe that schools are old-fashioned and don't use computers enough.
- You think that some teachers are OK and some are really bad.

### Mrs Ruth Robin, mother

- Your children are 10, 15 and 17 years old and they are in year 4, 9 and 11.
- One of your children was seriously bullied at school.
- One of your children plays truant quite often.
- One of your children is a very good student.
- You have been invited to the talk show because you want to teach your children at home.