

What's it like being a teenager today

Jahrgangsstufen	11. Jahrgangsstufe
Fach/Fächer	Englisch
Übergreifende Bildungs- und Erziehungsziele	Interkulturelle Bildung Werteerziehung Soziales Lernen Medienbildung
Zeitraumen	3 x 45 min
Benötigtes Material	Kopien Puzzle Präsentationsmaterialien

Kompetenzerwartungen

Die Schülerinnen und Schüler

- erfassen und analysieren die Hauptaussagen von Karikaturen und Bildern in Bezug auf eine konkrete Fragestellung. Sie stellen relevante Informationen prägnant und strukturiert in schriftlicher Form dar. **(E11 – Kommunikative Kompetenzen, Sprechen)**
- setzen einen zunehmend differenzierten Wortschatz rezeptiv und produktiv in zunehmend komplexen unmittelbaren sowie medial vermittelten Kommunikationssituationen sicher und intentionsadäquat ein. **(E11 – Kommunikative Kompetenzen, Wortschatz)**
- lesen und verstehen authentische Sachtexte und literarische Texte (z. B. short stories, Auszüge aus literarischen Ganzschriften) zu den genannten Themengebieten. Dabei entnehmen sie diesen selbständig Informationen inhaltlicher und sprachlicher Art zur Bewältigung gesellschaftlich relevanter Fragestellungen. **(E11 – Kommunikative Kompetenzen, Leseverstehen)**
- nehmen in Gesprächen und Diskussionen zu Themen ihrer privaten sowie beruflichen Erfahrungswelt Stellung und drücken die eigene Meinung adressaten- und situationsgerecht aus. Sie tragen dabei zum Gesprächsfortschritt bei und übernehmen zunehmend Verantwortung für das Gesprächsergebnis. **(E11 – Kommunikative Kompetenzen, Sprechen)**
- agieren sprachmittelnd in mündlichen Kommunikationssituationen ihrer privaten sowie beruflichen Erfahrungswelt (z. B. auf Reisen, in sozialen Netzwerken, beim Vorstellungsgespräch) und setzen ggf. Strategien zur Paraphrasierung ein. **(E11 – Kommunikative Kompetenzen, Sprachmittlung)**

Aufgabe

Situation:

You and your classmates have been chosen to represent Germany at the UNESCO Youth Forum in London on the topic “What’s it like being a teenager today”. The forum brings together over 500 young women and men from all over the world to ensure that the voices of future generations remain front and centre of the new UNESCO development agenda.

With every one in four people being between the ages of 10 and 24, the world now has its largest generation of youth in history. It has never been more important for young people to work together to solve the problems facing mankind today.

At the first meeting you are introduced to sixteen-year-old Julia Smith, who shot to fame by writing a letter to *The Times*, complaining about how teens and their behaviour are represented in the media. Published under the title “Rebel Yell”, Julia has a clear message for adults: “Has no one ever seen that we are angry at the world we live in? Angry that we will have to clean up your mess ...” Her message has been shared and commented on millions of times on Twitter.

To attract global attention and to address a broad audience all participants are invited to voice their thoughts and opinions on Twitter under #forumteenagerstoday.

Outcome:

Tweets under #forumteenagerstoday
collage

TASK I: Jigsaw Puzzle

Before you join Julia in a workshop discussing what it is actually like being a teenager today, you are asked to participate in an ice-breaker activity to get to know some of the other participants in the forum and to get into the topic.

Jigsaw puzzle challenge

1. Each participant in the forum will be given a jigsaw piece of a picture illustrating what it’s like being a teenager today. You must not show your piece to anyone!
2. The participants then mingle and question each other about what is on their puzzle piece to try and find people with pieces of the same jigsaw.
3. When you have put together the jigsaw, discuss in your group what is shown in the picture and to which extent this issue has an influence on your life.
4. Present your picture and your findings to the forum.
5. Discuss which picture expresses best what it’s like being a teenager today.

TASK II: Workshop

Now that the ice is broken and you had the chance to become familiar with a variety of relevant issues, you participate in a workshop hosted by Julia.

1. As Julia is interested in your opinion and your experience, she wants you to complete the following gap sentence taken from her original letter.
“We are not as _____ and _____ as adults seem to think.” Speculate and make a list of adjectives suitable for the gaps above.
2. Now read Julia’s letter to the editor. Only look up words you don’t know or can’t guess from the context.
3. As you are an international group and not absolutely fluent in English, choose a partner and try to find appropriate emoji for the feelings expressed in the letter. Give reasons for your choice.
4. Write a tweet commenting on Julia’s letter and expressing your point of view on the issue. Keep in mind: posts are limited to 140 characters.
5. Present your tweets to the forum. Together create a collage illustrating your personal reactions to Julia’s letter.

Rebel Yell!

Sir, I am getting increasingly annoyed at the storm of articles about teenagers, and the adults who keep trying to explain our behaviour. I am 16 and a straight-A student, like most of my friends. We are not as self-absorbed and immature as adults seem to think.

We’ve grown up with the financial crisis and accept that many of us will be unemployed. We no longer flinch at bloody images of war because we’ve grown up seeing the chaos in the Middle East and elsewhere. We are witnessing the horrors of terrorism and the challenges of the refugee crisis.

Most of us are scared and pessimistic because of the environment we’ve grown up in- climate change means a lifetime of vulnerability to unpredictable and increasing climate risks, such as natural disasters.

Has no one ever seen that we are angry at the world we live in? Angry that we will have to clean up your mess?

Whereas millions suffer from hunger, we are told to starve for perfection. Young people have 1000 digital friends but can’t help feeling lonely and depressed.

All this should be explanation enough for our apparent anger and desperation.

How can we not try to escape into virtual realities, search comfort in drugs, revolt?

Stop complaining about us, and instead try to understand us, respect us- listen to our rebel yell!

Help us to make the world a better place. Help us to have a future and a world worth living in!

Julia Smith

Stoke-on-Trent



Feedback

Read the statements below and comment on them with the help of an appropriate emoji.
Don't forget to explain your choice!

	Statement	Emoji	Explanation
1	Being a teenager today is...		
2	Based on the different methods we used in the lessons I had the chance to be creative.		
3	I had the opportunity to be active, to contribute my own ideas and to discuss them with my fellow students.		
4	I have the impression that I have improved my oral and written English.		
5	I had the feeling that the issues discussed in the lessons had something to do with my real life.		

Overall impression:

Emoji	Explanation



Quellen- und Literaturangaben:

Letter to the editor, adapted from:

https://respectedfrombirth.files.wordpress.com/2014/03/1901223_587693277965518_2063941883_n.jpg (18.2.2016)

<https://www.timescape.io/unesco-9yf-lvl3> (18.2.2016)

Hinweise zum Unterricht

Inhalt/ Handlungen/ mögliche Handlungsprodukte	Sozialform/ Methode	Material	Bemerkung
Situation wird kurz thematisiert 5 min	U-Gespräch		Bezug zu Kenntnissen aus der persönlichen Erfahrungswelt der Schüler.
Arbeitsauftrag zur Jigsaw Challenge wird ausgeteilt und erläutert 5 min	Plenum	Arbeitsblatt mit Handlungssituati on und Task I	Die Puzzleteile können erstellt werden, indem thematisch relevante ganzseitige Bilder aus Zeitungen und Magazinen laminiert und in 3-4 Teile puzzleartig zerschnitten werden. Werden Bilder gewählt, die den im Leserbrief angesprochenen Aspekten entsprechen (z.B. broken families, peer pressure,(cyber) bullying/ media, drugs/addictions, unemployment, eating disorders, ideals of beauty, war/terrorism, environmental issues, etc.) führt dies zu einer inhaltlichen sowie sprachlichen Vorentlastung.
Durchführung der Jigsaw Puzzle Challenge Die Schüler versuchen ihr Puzzle zu vervollständigen, indem sie sich wechselseitig über ihre Teile austauschen. Nachdem alle Teile eines Puzzles gefunden wurden, diskutieren die Schüler innerhalb ihrer „Puzzlegruppe“ den dargestellten Inhalt unter der vorgegebenen Fragestellung. 20 min	GA	Puzzle/ Task I	Wortschatz zur Bildbeschreibung sollte eingeführt sein, da er in dieser Phase intensiv angewendet wird.
Kurze Ergebnispräsentation mit anschließender Diskussion	Plenum	Puzzle	

15 min			
<p>Die Schüler bearbeiten die in Task II gestellten Aufgaben. Sie setzen sich mit dem Leserbrief auseinander, analysieren und beschreiben die Gefühlswelt der Autorin mithilfe von Emoji und kommentieren den Leserbrief in Form einer Twitter-Nachricht.</p> <p>45 min</p>	EA/PA/Plenum	<p>Arbeitsblatt Task II/ Letter to the editor</p> <p>Plakat mit Leserbrief in der Mitte, um Collage zu erstellen.</p> <p>Kleber</p> <p>Stifte</p> <p>Ggf. Mobiltelefone</p> <p>Ggf. Bilder/Emoji</p>	<p>Der Lehrer kann den Schülern eine Liste von Emoji zur Verfügung stellen oder auf die vorhandenen Kenntnisse der Schüler zurückgreifen.</p> <p>Denkbar ist auch, dass die Schüler tatsächlich ihren Tweet an die Autorin schicken.</p>
<p>Die Schüler stellen ihre Kurztexpte vor und erstellen eine Collage aus den von ihnen verfassten Tweets.</p> <p>30 min</p>	Plenum	Collage	
<p>Reflektion, die sich sowohl auf die inhaltliche als auch die methodische Gestaltung der Unterrichtssequenz bezieht.</p> <p>15 min</p>	Individuell/Plenum	<p>Feedbackbogen</p> <p>Emoji</p> <p>Kleber</p>	<p>Mithilfe der bereits zuvor eingesetzten Emoji reflektieren und kommentieren die Schüler die Unterrichtssequenz. Dies kann entweder individuell mithilfe eines Arbeitsblattes oder im Plenum geschehen. Dann müsste der Feedback-Bogen entsprechend groß kopiert und Emoji zum Aufkleben bereitgestellt werden.</p> <p>In Abhängigkeit davon, ob noch eine oder mehrere der unten aufgeführten Anregungen zum weiteren Lernen durchgeführt werden, kann es auch sinnvoll sein, die Reflektion erst abschließend durchzuführen.</p>



Anregung zum weiteren Lernen

TASK III:

Penal discussion

The Forum is a unique opportunity for young change makers to impact the UN agenda on demanding global problems. In a panel discussion you have the chance to give voice to your hopes and concerns, demands and proposals.

Collect arguments and examples to make the world a better place.

TASK IV:

Finding a solution

In order to tackle the problems referred to at the forum, many steps must be taken. Therefore, not only adults, parents, teachers, politicians and economic leaders are asked to act but also young people are invited to formulate individual commitments that can be put into practice at a local level. What can you personally do to change things for the better?

In groups of four agree on five commitments and introduce your findings to the audience.

Check: <https://www.timescape.io/unesco-9yf-lvl3>

to see what your fellow participants from all over the world have posted.

TASK V:

Special issue of a magazine

Julia's letter has sparked a discussion about teenagers today, their opportunities and challenges, their hopes and fears, their dreams and nightmares. A British magazine wants to publish a special issue entitled "The-Not-So-Gilded-Generation?" and invites young people all across the world to share their thoughts in a creative, eye-catching and thought-provoking way. The most interesting contributions will be published in the magazine as well as featured on the website.

1. In groups of 4-5 students discuss and do some research (friends, newspapers, magazines, internet, etc.) on what it's like being a teenager in Germany today and turn your findings into a creative contribution to the special issue of the magazine.
2. Present your products to the audience and discuss which one should be chosen for the magazine and why.



For more advanced classes:

In groups of 4-5 students discuss and do some research on what it's like being a teenager in Europe today. Choose one of the following countries to focus on:

- Germany
- England
- France
- Spain
- Greece
- Hungary

Situations, opinions and attitudes might vary strongly from country to country.

TASK VI:

Creative Writing

Write the newspaper article that initiated Julia's letter to the editor.