



KOMPETENZEN
UNTERRICHTEN

Sabrina Dowie

Sprechen • Englisch

Prepare | Practise | Progress

Klasse 9/10



Inkl. Online-
Ergänzungen
für Smartphone
+ Tablet



Klett

Warm-up – Pass it on

Method box

Step 1

- Walk around the classroom and look at the different prompts.
- Pick up a prompt which makes you think about one of the following:
 - 1) a person that is important to you
 - 2) an activity which you like
 - 3) a place which you like
 - 4) one of your lifestyle choices (e.g. clothes, music, food, physical activity) and priorities in life

Step 2

- Get together with a partner to tell him/her what the prompt makes you think of and listen to the other person's story too. Each story should be around 1–2 minutes.

Step 3

- Exchange your prompts and find another student to talk to.
- Tell him/her the story of the person you last talked to. Listen to his/her reported story too.

Step 4

- Swap prompts again and move on to talk to a third person.
- Report the story you've just been told to him/her.

Step 5

- Share interesting information you've learned about your classmates in class.

Warm-up – Pass it on

**1 in 4 teens are
online almost
constantly**



**Love for a plant-
based lifestyle
is increasing**



**Topmodels
promote
sustainable
fashion**



**YouTube is main
platform for video
consumption of
teenagers**



**Teens reject
junk food more
and more**



Generation Z – Who are they and what drives them?

- A** Get together with a partner. Each of you chooses one of the statistics below. Tell your partner what information it gives about Generation Z. The useful phrases can help you.

Background information

Millennials is used to describe people that were born between the 1980s and the early 2000s.

Generation Z is the name for the generation born after the millennials.

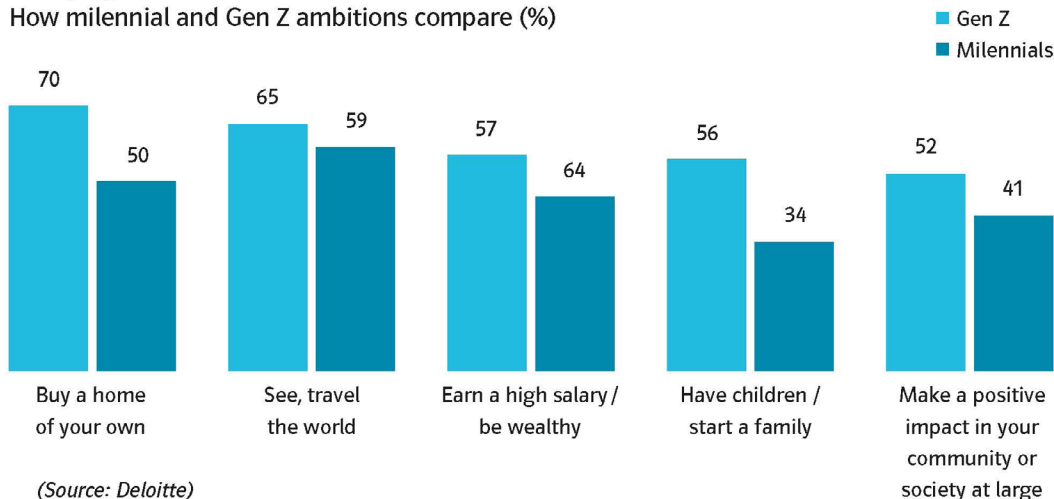


Useful phrases:

The bar chart is about ...
 It was published by ... in ...
 It gives us information about ... /
 It deals with ...
 The chart shows that ...
 The largest group of ... / The
 majority / minority of ...
 A high percentage of ... /
 30 percent of ...
 Most of ... / Half of ...
 The numbers show / suggest
 that ...
 If you compare ... to ... you can
 see ...

Changing Priorities

How millennial and Gen Z ambitions compare (%)



- B** Discuss whether you agree with the given picture of generation Z and in how far you can identify with it.

Talk show: Gen Z – The best or worst generation ever?

Situation

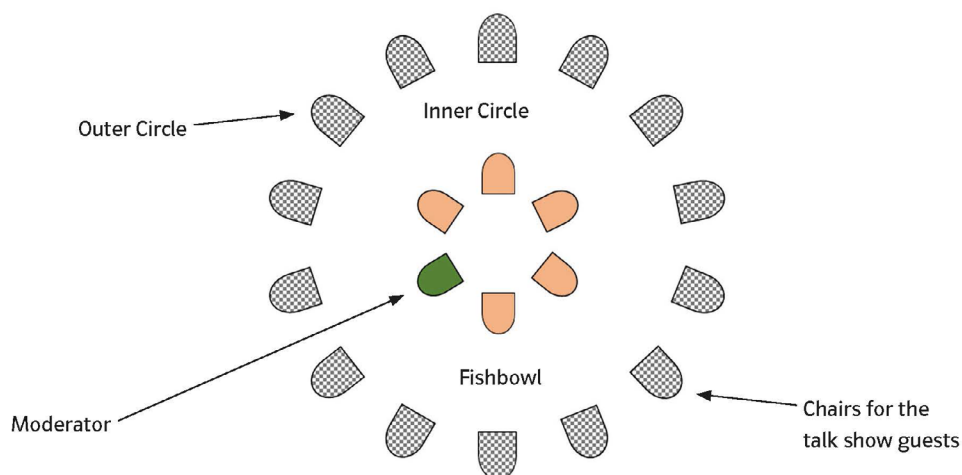
Imagine you take part in an American talk show on the topic "Generation Z – The best or worst generation ever?". The different roles in the studio will be: the host of the talk show, a communications officer of the World Health Organisation (WHO), a psychologist, a member of Generation Z, a politician, and a historian.

Preparation

- 1 Prepare your role with the help of your role card and the given material.
- 2 Make sure you have a clear point of view and collect as many arguments as possible to support your point of view. Take notes.
- 3 Think about questions you can ask or that you might be asked by others.
- 4 Get together with the other students who have worked on the same role and exchange your ideas. Perhaps you can add some new ideas to your notes.
- 5 Look at the useful phrases in the box to help you to prepare the discussion.

Talk show instructions

- 1 There will be an inner circle and an outer circle.
- 2 One representative per group will be in the "fishbowl", the inner circle. They are the speakers. The people in the outer circle will be observers and listeners as they have to listen carefully to the ongoing discussion.
- 3 Everybody has to take part in the talk show (fishbowl) at some point: Ideally, the listeners jump in and swap with the person representing their own role. This can be done when the discussion gets stuck or when they think it is time for a new aspect. Alternatively, the host or your teacher can say "switch" in order to exchange all speakers.



Talk show: Gen Z – The best or worst generation ever?

Useful phrases

Beginning and structuring <i>Let me begin with ... / To start with, ... There are three points I would like to make. First of all, ... Secondly, ... Finally, ...</i>	Adding sth <i>I'd like to add that ... What is also important to know is that ... Another reason is that ... Sorry, to interrupt you but I would like to ...</i>
Giving an opinion <i>In my opinion / view... I am of the opinion that ... To my mind ... I am sure / convinced that ...</i>	Asking for an opinion <i>How do you feel about ...? What is your view / position on</i>
Agreeing <i>Absolutely / Precisely / Exactly. I totally agree. This is just how I feel. I can go along with that. I think you are right to a point.</i>	Disagreeing <i>I'm sorry but I don't agree. I have to disagree here. I think you are wrong here. I believe ... is mistaken when ... It isn't as simple as that. Don't you think you are exaggerating here? I strongly criticize ... I completely disagree with you on ... I would question that argument.</i>
Giving an example/evidence <i>For instance, look at ... Let me give you an example. Take ..., for example. To illustrate this point, ... Statistics / Surveys show ...</i>	
Picking up someone's statement <i>I would like to come back to / comment on what ... said about ... As we have just heard from ... I fully support X's view. That sounds convincing.</i>	Introducing a new point <i>I would like to raise another point. What we haven't discussed yet is the question whether / if ... We should also discuss what this means for ...</i>
Defending your point <i>That's not what I was trying to say. My point is that ... I see your point but I still feel that ...</i>	Drawing conclusions <i>That's why ... / For this reason ... As a result, ... / This leads to... The logical consequence is that ...</i>

Talk show: Gen Z – The best or worst generation ever?

Role cards – Part 1

Mr/Mrs Stewart

Talk show host

You welcome the audience and your guests.

- You introduce the topic and your talk show guests. (That's why you get their role cards too.)
- You ask your guests to state their opinions and give arguments.
- You ask people who are silent to join in. It is up to you to say whose turn it is to speak.
- From time to time, you summarize what has been said.
- If you think the discussion gets stuck, you say "switch" in order to ask for an exchange of the "talk show guests".
- Last round: You draw a conclusion and you say goodbye to your guests and the audience.
- To prepare: Think about how you can introduce your different guests and the different topics that can/should be discussed.

Mr/Mrs Garvin

Communications officer of the WHO

- You work for the World Health Organisation and you completely agree with this statement.
- You were responsible for the WHO-study on daily physical activity of 11–17 years old.
- The results were shocking: 80% of school-going teenager don't manage to be physically active for at least one hour per day!
- The WHO recommends one hour of physical activity per day in order to be healthy and not risk diseases as well as obesity.
- You think your study is proof that Generation Z is lazy and risks serious health problems.
- Think of reasons for this physical inactivity of Generation Z. Who and what is to blame?

Mr/Mrs Williams

Politician

- You are a politician and you don't agree with this statement at all.
- To your mind, Generation Z is a very politically active generation.
- They get far more involved in politics than other generations and over 70% of them think that the government should do more to solve problems.
- About half of Generation Z thinks that voting is important, more than other generations.
- In your opinion their knowledge and use of social media has a visible impact on politics. They connect and become active!
- Think of examples of activism and involvement to support your view.

Mr/Miss Pratt

Teenager (=member of Gen Z)

- You are a representative of Generation Z and you don't think anything is wrong with your generation. You strongly disagree with this statement.
- You think that adults always think that the younger generation is worse than they were but that this is wrong.
- You are fit, happy and don't have any problems and you simply enjoy life.
- Think of more examples to contradict the statement.
- Think of what the other guests could criticise about your generation and how you can react and contradict.
- Think of positive traits of your generation.

Talk show: Gen Z – The best or worst generation ever?

Role cards – Part 2

Mr/Mrs Keating

Psychologist

- You are a psychologist specialised on mental health problems. You are worried about Generation Z and their lifestyle and you have many reasons why you agree with this statement.
- Generation Z is the generation with the most reported mental health problems ever: Common mental health problems are depression, anxiety and burnouts.
- Most common risk factors are: Stress, the lack of physical activity, not enough free time, unstable family backgrounds and relationship.
- You personally think that a big problem is that this generation mainly communicates digitally rather than face-to-face which leads to a lack of empathy and not very strong relationships.
- Think of other reasons/examples why so many young people seem to have more mental health problems these days.

Mr/Mrs May

Historian

- You are a historian and you don't agree with this statement at all.
- The ancient Greeks complained that the younger generation was worse (e.g. less polite, less respectful) than they were.
- Due to your work and research you are convinced that the thought that today's generation is worse than previous generations is a very old thought and that it is always the same complaints.
- Example: "Youth were never more sawcie" – wrote Minister Thomas Barnes of St. Margret's Church in 1624. (*sawcie = saucy = rude*)
- To your mind, adults just forgot or maybe even wanted to forget how they were when they were teenagers.
- Think of other reasons for this "kids these days effect".

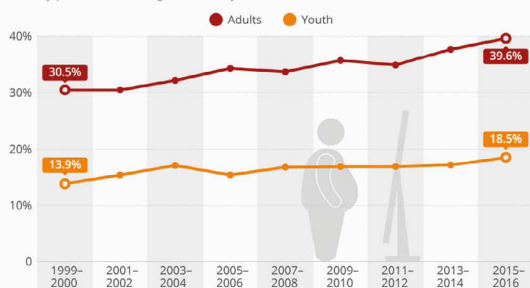
Talk show: Gen Z – The best or worst generation ever?

Additional material for preparation

Host, WHO representative

America Is Fatter Than Ever

Obesity prevalence among adults and youths in the U.S.*



* Adults aged 20 and over and youth aged 2-19 years.
Source: Centers For Disease Control And Prevention

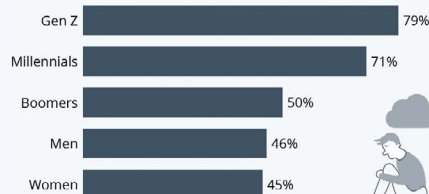
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Host, Psychologist

Gen Z Is Lonely

Percent of U.S. adults who are lonely, shown as demographics

61% of all U.S. adults reported feeling lonely, which is up 7% from last year



n=10,441 adults
Survey was conducted during the summer of 2019
Source: Ipsos Polling for Cigna U.S. Loneliness Index

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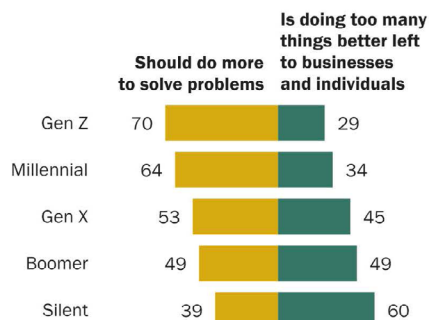
Talk show: Gen Z – The best or worst generation ever?

Additional material for preparation

Host, Politician, Historian, Teenager

Gen Z and Millennials see bigger role for government

% saying government ...



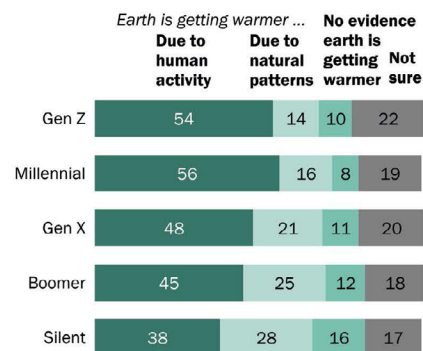
Note: Share of respondents who didn't offer an answer not shown.
Source: Surveys of U.S. adults ages 18 and older conducted Sept. 24-Oct. 7, 2018, and U.S. teens ages 13 to 17 conducted Sept. 17-Nov. 25, 2018.

"Generation Z Looks a Lot Like Millennials on Key Social and Political Issues"

PEW RESEARCH CENTER

Gen Z, Millennials most likely to see link between human activity, climate change

% saying ...

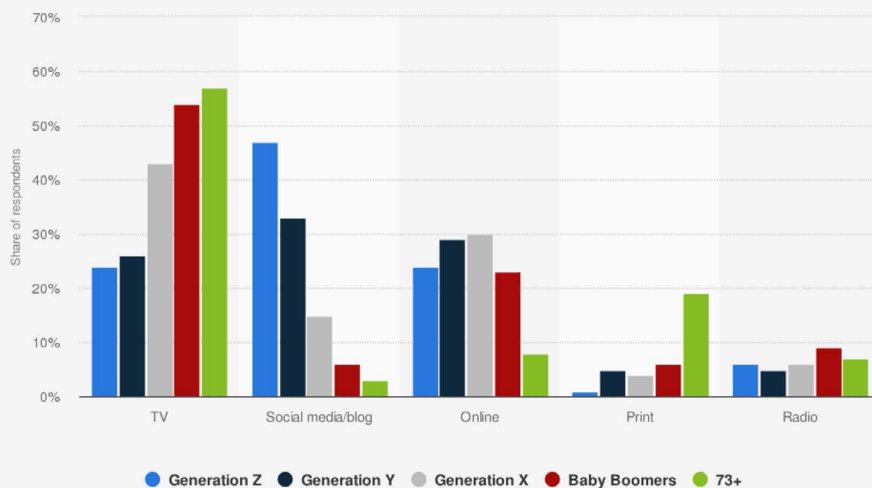


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"Generation Z Looks a Lot Like Millennials on Key Social and Political Issues"

PEW RESEARCH CENTER

Main news sources used by consumers in Australia as of February 2019, by age group



Sources

APO; Reuters Institute for the Study of Journalism;
University of Canberra; YouGov
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Additional Information:

Australia; YouGov; January to February, 2019; 2,026 respondents; 18 years and older; adults only

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The stage is yours! – Talk show

A Act out the talk show.

B Give a peer feedback. Get back in the group that worked on the same role and discuss the talk show.

1 Decide on two aspects that went well:

.....

.....

2 Decide on two aspects that could be improved:

.....

.....

C Write an argumentative essay on the statement "Generation Z is the laziest, most smartphone-addicted and antisocial generation yet.". Write your argumentative essay in your exercise book or on a separate sheet of paper.



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Didaktische Hinweise

Hinweis zu Warm-up – Pass it on

Als Vorbereitung für das Warm-up müssen die Prompts kopiert und ausgeschnitten werden. Je nach Klassengröße können manche doppelt verwendet werden. Am Anfang der Stunde werden sie auf dem Boden im Klassenzimmer verteilt. Es bietet sich an Musik abzuspielen, während die SuS durch das Klassenzimmer gehen um die Prompts anzuschauen und einen auszuwählen. Die Prompts können ggf. noch mit passenden Objekten, Postkarten oder Statistiken ergänzt werden.

Hinweis zu Generation Z – Who are they and what drives them?

Anschließend an die Partnerdiskussion kann beispielsweise gemäß der Binnendifferenzierung schnelleren Paaren folgender vertiefender Arbeitsauftrag gegeben werden: *Find a conclusion about what you have found out about generation Z.*

Es ist denkbar diesen Auftrag auch der ganzen Lerngruppe schriftlich als Hausaufgabe zu erteilen, als Vertiefung und inhaltliche Vorentlastung für die Diskussion.

Hinweis zur Gruppenarbeit und Erläuterung der Methode Fishbowl discussion

Für die Talk Show wird die geschlossene Variante der Methode *fishbowl discussion* gewählt. Durch die Wahl dieser Methode soll gewährleistet werden, dass alle SuS an der Diskussion teilnehmen. In anderen Diskussionsformaten ist dies meist nicht der Fall. Die Rollen sollten von der Lehrkraft binnendifferenziert eingeteilt werden.

Die anspruchsvollste Rolle ist die Rolle des *host*. Diese Rolle muss die Diskussion eröffnen und schließen, ggf. im Gang halten und zwischen den Diskussionsteilnehmern vermitteln. Auch die Vorbereitung ist am intensivsten, da sie alle anderen Rollenkarten und Materialien sichten muss. Diese Rolle sollte also den leistungsstärksten SuS zugeteilt werden. Die Expertenrollen (*WHO representative, psychologist, politician, historian*) unterscheiden sich in ihrem Schwierigkeitsgrad nicht. Die vermeintlich einfachste Rolle ist die der Teenager, da sie viel aus den eigenen Erfahrungen schöpfen können.

Ist die Schülerzahl der Klasse nicht teilbar durch die Anzahl der Rollen (6), empfiehlt es sich, weniger *hosts* zu besetzen als Experten und Teenager. Die *hosts* können auch mehrere Runden der Diskussion begleiten.

Effektives Training zur Verbesserung der Sprechkompetenz

- ✓ Enthält authentische, altersgerechte Sprechanlässe zu den Themen der aktuellen Curricula für die 9. und 10. Klasse
- ✓ Vielfältige Verwendung von Sozialformen und Methoden zur Förderung der Sprechmotivation
- ✓ Attraktives Aufwand-/Nutzenverhältnis
 - alle Materialien direkt einsetzbar – kaum Vorbereitungszeit für Sie
 - durchführbar in ca. 2-3 Unterrichtsstunden pro Kapitel
- ✓ Pro Jahrgangsstufe eine Vorlage für eine Leistungsmessung

Für jedes Thema eine Einheit zum monologischen oder dialogischen Sprechen – alle Einheiten folgen einer einfachen und effektiven Logik!

1. Prepare

- Einstieg ins Thema über *Warm-up activities*
- Aktivierung von Vorwissen zum Thema, des Wortschatzes und der Strukturen

2. Practise

- Einstieg in die Sprechaufgabe
- Schrittweise Erarbeitung der sprachlichen Äußerungen
- Binnendifferenzierung über sprachliche Hilfen
- Vorbereitung auf die Präsentation oder das Vorspielen der Ergebnisse

3. Progress

- *The stage is yours* – Präsentation der Ergebnisse im Plenum
- Dem Sprechanlass entsprechende Rückmeldebögen zum konstruktiven Feedback
- Abschließende Aufgabe zum Transfer, auch als Hausaufgabe geeignet



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