

Public Fights, High School Shootings and Dating Abuse – Über Gewalt unter Jugendlichen diskutieren (Klasse 9)

Uli Nater, München

M 1 Teen violence – picture stimulus

①



②



③



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1. What do you think is happening in each photo? What has happened before? What will happen next?
2. Have you heard about situations like these in the news? Do you know anybody who has been in a similar situation?

M 5 Come together – present and discuss the content of your texts

Talk about what you have just read.

Tasks for text A: Fury at the McDonald's car park

Answer the questions together with a partner. Then tell two other students, who have read a different text, about your text. Discuss questions 4 and 5 with them.

1. In which towns or cities did the five cases of teen violence happen?
2. What happened to the victims?
3. In how many of these cases did other people help the victims? What did they do? Were they successful?
4. Discuss in your group: Have you ever witnessed a similar incident? What happened?
5. Discuss in your group: What is the best thing to do if you observe public violence?

Tasks for text B: Teen romance ends in murder

Answer the questions together with a partner. Then tell two other students, who have read a different text, about your text. Discuss question 6 with them.

1. What happened to Lauren Astley?
2. How common¹ is teen dating violence?
3. Why are some boys violent towards their girlfriends? Why do some girls accept violence from their boyfriends?
4. Is it only boys who are violent?
5. What signs show that your boyfriend/girlfriend might be violent?
6. Discuss in your group: What can you do if you are in a violent dating relationship? How can you help someone else who is in a violent relationship?

1 **common:** häufig

Tasks for text C: High school massacres

Answer the questions together with a partner. Then tell two other students, who have read a different text, about your text. Discuss questions 4 and 5 with them.

1. What happened in Littleton?
2. What happened in Winnenden?
3. What explanations did people find for the two school shootings?
4. Discuss in your group: Do you think these reasons are true?
5. Discuss in your group: What can you/schools/society¹ do to prevent² school massacres?

1 **society:** die Gesellschaft – 2 **to prevent:** verhindern

M 7 Listening to a psychologist – a radio interview

Listen to a radio interview with the psychologist Jason Holloway. He is talking about teen violence and the role of the media.

Task

Listen to the interview and tick the right answer.

- a) Jason Holloway says that ...
- gladiator fights are a popular form of entertainment on TV.
 - as early as 2,000 years ago people liked to watch violence.
 - TV shows about Roman times are usually violent.
- b) Violence on TV ...
- has risen in the last 60 years.
 - and violent crime have risen and fallen at the same time.
 - is different from violence in film.
- c) There are games in which the player's task is to kill others. These games are called ...
- video games.
 - ego shooter games.
 - first person shooter games.
- d) Some specialists say that violent games ...
- aren't as violent as people think.
 - could make players less aggressive in real life.
 - are popular with people who are angry.
- e) The psychologist thinks that violent computer games ...
- have a positive effect.
 - are less dangerous than uncontrolled feelings of anger.
 - are a real problem.
- f) The radio presenter ...
- is more sceptical of violent video games than the psychologist.
 - is less sceptical of violent video games than the psychologist.
 - has a daughter who plays violent computer games.



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Vocabulary Aids

1 already as: schon

Extra task

What do you think: Are violent media and games dangerous? Write 5–10 sentences.

V

M 8 Send them to prison?! – Listening to a discussion

Listen to a discussion between two students.

While listening tasks1. First listening

What has happened? _____



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What's the girl's opinion? _____

What's the boy's opinion? _____

2. Second listening

Which arguments does the girl use? _____

Which arguments does the boy use? _____

3. Third listening

Which phrases do the students use in their discussion? Fill in the table.

Agreeing	
Disagreeing	
Giving an opinion	<i>I think ...</i>
Asking for someone's opinion	

Further tasks

1. Do you know any other useful phrases for discussions? Add them to the table.

2. Which phrases in the table express strong agreement or disagreement? Which phrase shows that you agree only in part?

Strong agreement: _____

Strong disagreement: _____

Agree only in part: _____

M 11 Act it out! – Perpetrator and victim

Do three exercises to prepare for violent situations.

Statues

Work in pairs. One of you is the perpetrator¹, the other is the victim. Stand facing each other. Close your eyes. The perpetrator assumes a threatening pose that shows "I'm powerful. I'm going to beat you up." The victim assumes a pose that shows "I'm scared of you."

Open your eyes at the same time. Look at each other for 20 seconds. Then talk about how you felt in your roles. Did you feel even more powerful/scared because of the pose of the other person?

Swap roles and partners.

1 **perpetrator**: der/die Täter(in)



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Stop right there!

Work in pairs. Again one of you is the perpetrator¹, the other is the victim. Stand about 10 metres away from each other. The perpetrator walks towards the victim in a threatening way. As soon as the victim begins to feel uneasy, they say "stop" loud and clearly.

Variation A: The perpetrator stops immediately.

Variation B: The perpetrator stops only after the second time that the victim says "stop".

Variation C: The perpetrator stops only when they get the feeling that it would be better to stop now. The victim may have to say "stop" many times and in a very loud and firm³ voice before the perpetrator stops.

Act out all three variations. Then swap roles and partners.

1 **perpetrator**: der/die Täter(in) – 2 **uneasy**: unbehaglich – 3 **firm**: fest



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A violent situation

Invent a short role play about teen violence. It could be a situation in a public place, at school, in a dating relationship or anything else you can think of. It might even be a situation that one of you has been in. There could be several roles, e.g. victim, perpetrator and bystanders².

First, act it out in a way that the perpetrator is successful. In the next round(s), the perpetrator tries to act the same way. But the others act differently. Maybe the victim reacts earlier? Maybe bystanders become helpers?

Afterwards talk about what happened, how and why.

1 **perpetrator**: der/die Täter(in) – 2 **bystander**: der/die Zuschauer(in)



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Kompetenzen

- Hör- und Lesetexten Informationen entnehmen
- einen Standpunkt in einer Diskussion vertreten und einen Perspektivwechsel vornehmen
- mit Gewalt konstruktiv umgehen

Niveau

Klasse 9

Dauer

4 Schulstunden (+ LEK)

Einbettung

Die Einheit kann unabhängig vom Lehrwerk eingesetzt werden. Inhaltlich bietet sich eine Anknüpfung an „Teen world – teens in trouble“ an. Allerdings Unterrichtsstunden können als Einzelstunde unterrichtet werden.

Hinweise

Die Amokläufe von Winnenden (2009) und Erfurt (2002), der gewaltsame Tod der Studentin Tuğçe Albayrak (2014), die Krawalle in Großbritannien im Sommer 2011 – diese und ähnliche Ereignisse machen das Thema „Jugendgewalt“ in den Medien leider immer wieder präsent. Möglich ist, dass Ihre Schülerinnen und Schüler¹ schon Erfahrungen mit Gewalt gemacht oder fühlen sich davon bedroht. In dieser Einheit informieren sie sich in Hör- und Lesetexten über verschiedene Aspekte des Themas und diskutieren über unterschiedliche Formen von Jugendgewalt und ein mögliches Strafmaß. In Rollenspielen üben sie Strategien zur Deeskalation von Gewalt.

¹ Im weiteren Verlauf wird aus Gründen der besseren Lesbarkeit nur „Schüler“ verwendet.

Zur Durchführung**1. Stunde: Types of teen violence – reading and talking about texts**

Einstieg: Die **Bildimpulse (M 1)** werden auf Folie kopiert aufgelegt oder über den Beamer gezeigt (beiliegende CD 14). Die Schüler stellen im Plenum Vermutungen über die dargestellten Situationen an (*task 1*) und berichten über eigene Erfahrungen mit Jugendgewalt (*task 2*). Die Lehrkraft notiert für das Thema wichtige (bereits bekannte und neue) Verben an der Tafel (*to kick sb., to beat up sb., to get attacked by sb., to protect sb., tribute to commemorate, school shooting*).

Zu zweit lesen die Schüler jeweils einen der **Texte A–C (M 2–M 4)** über unterschiedliche Formen von Jugendgewalt und beantworten **Fragen** dazu (**M 5**).

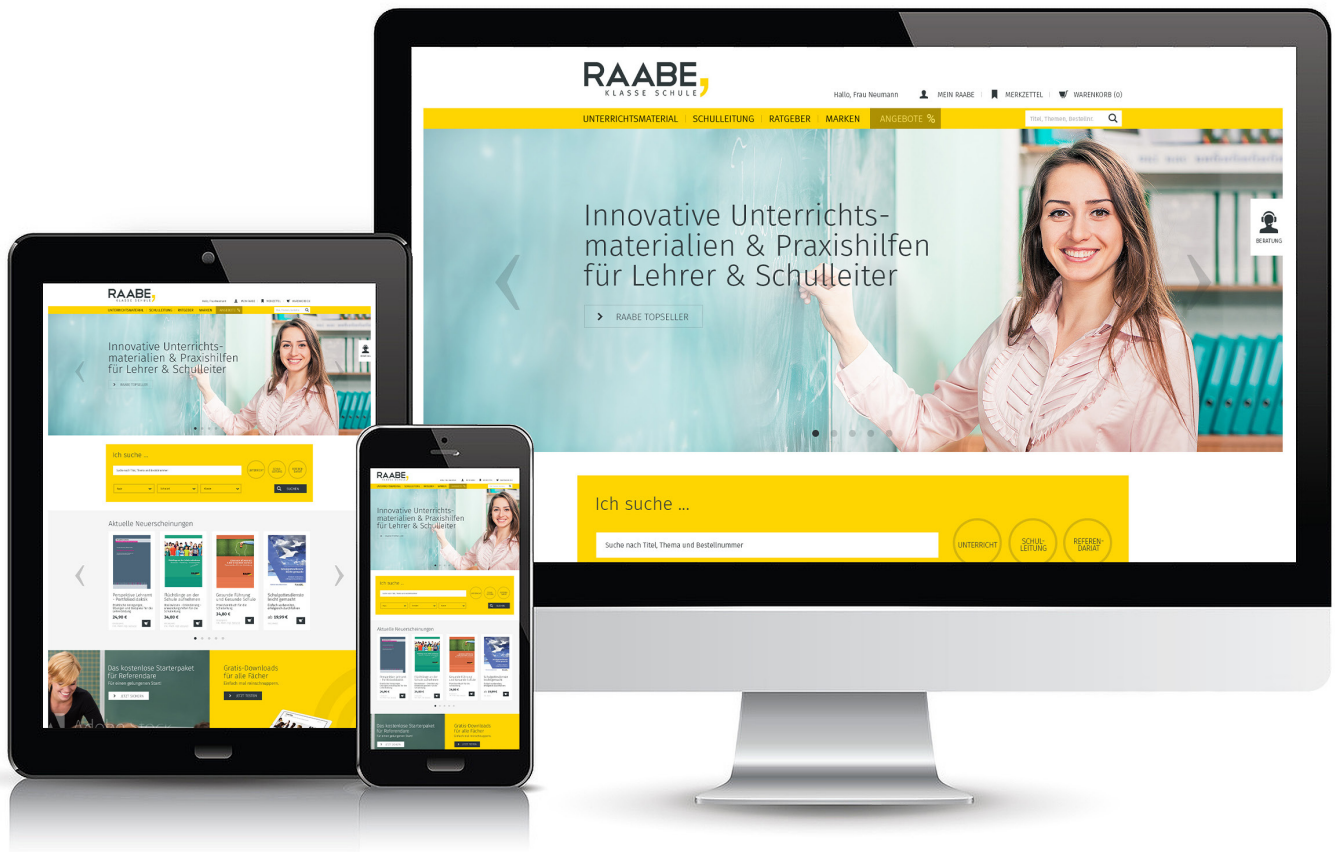
Differenzierung: Die Texte B und C sind anspruchsvoller als Text A. Sie können daher an lesestärkere Lerner verteilt werden.

In einer Art kurzem **Gruppenpuzzle** finden sich nun immer drei Schüler zusammen, die unterschiedliche Texte gelesen haben. Sie informieren die anderen Gruppenmitglieder über ihren Text und diskutieren die letzte(n) Frage(n) auf M 5. Die Ergebnisse werden im Plenum besprochen.

Auf der beiliegenden **CD 14** steht ein Arbeitsblatt zur Verfügung, mit dem lernschwächere Klassen das **Passiv**, das in Berichten wesentlich ist, üben können (They were beaten and kicked_the passive voice.doc). Die Übung kann auch **Hausaufgabe** sein.



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