

II.C.3.5

Landeskunde – The English-Speaking World

Nigerian coming-of-age stories – Anhand unterschiedlicher Textsorten interkulturelle Kompetenzen entwickeln (S II)

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Welche Themen beschäftigen nigerianische Jugendliche in ihrem Alltag? Was sind typische Elemente in der nigerianischen Literatur? Und wie unterscheidet sich die Lebenswelt der Lernenden von der nigerianischer Jugendlichen? Die *Nigerian coming-of-age story* ist in Nordrhein-Westfalen Abiturthema. In der vorliegenden Unterrichtsreihe setzen sich Ihre Schülerinnen und Schüler anhand eines Films, einer Kurzgeschichte und eines Romanauszugs mit der Lebenswelt Heranwachsender in Nigeria unter dem Einfluss verschiedener Kulturen auseinander. Dabei erweitern sie ihre interkulturelle Kompetenz und trainieren die Analyse unterschiedlicher Textsorten.

KOMPETENZPROFIL

Klassenstufe: 11/12 (G8), 12/13 (G9)

Dauer: 3–12 Unterrichtsstunden

Kompetenzen:

1. Lesen: literarische Texte verstehen und Textdeutungen entwickeln; 2. Interkulturelle kommunikative Kompetenz;
3. Hör-Seh-Verstehen: einem Film zentrale Informationen entnehmen

Thematische Bereiche: *Nigeria* (Landeskunde, Themen und Motive nigerianischer Literatur), *coming-of-age*, *growing up*, *global challenges*, *identity in a diverse world*, *individual and society*

Medien: *LearningApps*, Video(link)s

Zusätzlich benötigt: Film „*Nigerian Prince*“ (2018) von Faraday Orok (Netflix)



Auf einen Blick

1./2. Stunde

Thema: *Nigerian Prince* I: Nigerian teenagers in film

M 1 **Discover the film *Nigerian Prince* – Watching the trailer /** den Film anhand seines Trailers kennenlernen, typische Trailer-Merkmale bestimmen (EA) und Hintergrundinformationen auf den Film übertragen (PA, UG)

M 2 **Nigerian and Western elements – Analysing the film /** ausgewählte Filmszenen analysieren und typische nigerianische und westliche Elemente identifizieren (EA, GA)

Benötigt:

- digitale Endgeräte zum Ansehen des Trailers
- Laptop/Tablet mit Netflix-Zugang und Beamer/Whiteboard zum Ansehen des Films

3. Stunde

Thema: *Nigerian Prince* II: Intercultural conflicts

M 3 ***Nigerian Prince: An intercultural coming-of-age story? – Background info /*** interkulturelle Merkmale und Entstehung erarbeiten (PA) und auf die Protagonisten des Films übertragen (GA); Interviews zum Thema „Interkulturelle Konflikte“ vorbereiten und durchführen (EA, PA)

Hausaufgabe: Intervieweintrag aus Ezs Sicht schreiben

4. Stunde

Thema: *Nigerian Prince* III: film review

M 4 **The reception of *Nigerian Prince* – Reading a film review /** eine Filmkritik zum Film „*Nigerian Prince*“ lesen und verstehen (EA); zur Kritik Stellung beziehen (EA) und weitere Hintergründe zum „*Nigerian Prince Scam*“ anhand eines Videos diskutieren (UG, PA)

Hausaufgabe: Eine Filmrezension über „*Nigerian Prince*“ schreiben

Benötigt:

- ggf. digitale Endgeräte für die Bearbeitung in *LearningApps*



Nigerian Prince: An intercultural coming-of-age story? – Background info

M 3

Growing up with two cultural worlds can affect a teenager's development and lead to conflicts. In the film *Nigerian Prince*, these conflicts are shown in various situations between the protagonist Eze and his American-Nigerian mother and Nigerian aunt.



Info box: Teenagers and intercultural conflicts

Children who grow up with parents who are foreign-born are often straddling two cultures – that of their parents, and that of their peers. This can be both an amazing opportunity and a struggle for a child as she develops her own identity. It also presents opportunities and challenges for parents.

- 5 All parents hope that their children succeed and thrive in the world. All parents have moments where they worry about their children. There are many universal parenting issues, and there are many issues that are intensified when two cultures are involved. [...] Research has shown [...] that children go through a process of individuation during their adolescent years. This is true for the general population and carries extra weight for children growing up with two cultures. This is the period of a child's life
- 10 where she's more likely to drift away from his/her culture of origin.

Source: <https://momentousinstitute.org/blog/how-to-help-kids-navigate-two-cultures> [last access: 31/03/2023] (text abbreviated for didactic reasons)

Tasks

1. Read the background information on intercultural conflicts of teenagers growing up with two cultures. With a partner, identify two or three examples of intercultural conflicts shown in the film *Nigerian Prince*.
Tip: Focus on the interactions between Eze and his mother and aunt.
2. Read Eze's (suggested) inner thoughts and feelings in the thought bubbles below. In groups of four, discuss whether the thoughts and feelings are realistic.
3. **Expert task:** Interview someone who grew up with more than one culture. Prepare the interview by noting down questions about their experiences and feelings. Compare their experiences to Eze's situation in Nigeria.
4. Write a blog entry from Eze's perspective about his first days in Nigeria.



I am American, not Nigerian!

Life in America is much easier and better!



My mum does not understand anything!

How can my aunt and cousin live here?

seat?” The class, that day, it was shaking with all the laughters from the childrens, and I was feeling very clever with myself until Teacher Shola slap her ruler on the table three times and say: “Quiet!”

It was when I was getting more better in my Plus, Minus and English that Papa say I must
 20 to stop because he didn't have moneys for school fees. I tell you true, the day I stop school, and the day my Mama was dead is worst day of my life. [...] Papa make noise with his throat and lean on the wood back of the sofa with no cushion. The cushion have spoil because our last born Kayus, he have done too many piss inside it. Since the boy was a baby, he been pissing as if it is a curse. The piss mess the cushion, so Mama make Kayus
 25 be sleeping on it for pillow. We have a Tee-Vee³ in our parlour; it didn't work. [...] We even putting small flower vase on top it, a crown on the prince head. When we have visitor, Papa will be doing as if it is working and be saying, “Adunni, come and put evening news for Mr Bada to watch.” And me, I will be responding, “Papa, the remote controlling, it have missing.” Then Papa will shake his head and say to Mr Bada, “Those useless children, they
 30 have lost the remote control again. Come, let us sit outside, drink and forget the sorrows of our country, Nigeria.”

Source: Daré, A. (2020): *The Girl with the Louding Voice*. UK: Hodder & Stoughton (abbreviated, didactic reasons)

1 (to) **flog so.:** to beat so. with a whip or a stick to punish the person – 2 **sah:** similar (in Pidgin English) – 3 **dull:** not clear or bright – 3 **Tee-Vee:** TV (short for television) in Nigerian Pidgin English

Tasks

- Nigeria is Africa's most successful economy, but many Nigerian children, teenagers and adults are still uneducated and are not part of that success.
 - Talk to a partner: based on your knowledge give possible reasons why education is difficult to achieve for many Nigerians.
 - Watch the short documentary *Getting kids back to school in northern Nigeria* by DW The 77 Percent: <https://www.youtube.com/watch?v=ha4W3jYMwU> [last access 31/03/2023] [min. 03:25] Take notes on how run northern Nigeria tries to improve its education.
- Read the summary of the novel *The Girl with the Louding Voice*. Then read the extract of the novel and sum up the information about Adunni and her family.
- With a partner, use your background knowledge about Nigeria to discuss the following statement of Adduni's father:

“Come, let us sit outside, drink and forget the sorrows of our country, Nigeria.”
- Compare the extract of the novel with the short story *Collector of Memories*.
- Expert task:** Read the extract of the novel again and focus on its language. Identify typical elements of “Nigerian English”.



The Girl with the Louding Voice – Watching an interview with the author

M 9



Abi Daré, the author of the *The Girl with the Louding Voice*, is an educated Nigerian born woman. With her debut novel and New York Times bestseller, Daré aims at speaking up for Nigerian women and supporting the fight against poverty and child-marriage in Nigeria.



About the author: Abi Daré grew up in Lagos, Nigeria and has lived in the UK for eighteen years. She studied law at the University of Wolverhampton and has an M.Sc. in International Project Management from Glasgow Caledonian University as well as an MA in Creative Writing at Birkbeck University of London. *The Girl with the Louding Voice* won The Bath Novel Award for unpublished manuscripts in 2018 and was also selected as a finalist in 2018 for the Literary Competition Pen Factor competition. Abi lives in Essex with her husband and two daughters, who inspired her to write her debut novel.

© Picture: Dudley Council/Wikimedia cc by sa 2.0

Source: <https://www.goodreads.com/book/show/50214741-the-girl-with-the-louding-voice> [last access 31/03/2023]

Tasks

- Read the short biography of Abi Daré in the box. Then watch the interview with the author: <https://www.youtube.com/watch?v=jIQOPn...> [last access 31/03/2023] [min. 04:01] While watching, decide whether the statements a) - e) are true or false:



	Statement	True	False
a)	Adunni's father talks to her about the importance of education.		
b)	Adunni's "voice" helps her to become a part of Nigeria's society.		
c)	The protagonist focuses on helping other people and herself.		
d)	Author Abi Daré sees education as a lasting investment in her future.		
e)	Abi Daré uses education as a weapon for herself and her family.		

- With a partner, answer the questions a) and b):
 - How is the protagonist Adunni described by the author?
 - What were Daré's main intentions to write the novel?
- Discuss in class: A novel set in Nigeria dealing with education and academic support is important for Nigerian readers and readers of Nigerian origin.



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