

## I.D.8

### Hörspiel und Film

# Heartstopper: The challenges of diversity – Die Graphic Novel und die Netflix-Serie vergleichen (Klassen 8–10)

Dirk Beyer



Photo: Diana Olifrova/See-Saw Films/Netflix

Die auf der Graphic Novel von Alice Oseman basierende und gleichnamige Netflix-Serie „Heartstopper“ zählt zu den erfolgreichsten und beliebtesten Erzählungen der Gegenwart. Die *coming-of-age* und *coming-out story* der britischen Jugendlichen Nick und Charlie thematisiert auf einfühlsame Weise die Themen LGBTQ+ sowie die Diversität und sexuelle Identität der heutigen Jugend. Hierbei werden Elemente der Filmreihe sowie der Graphic Novel in den unterrichtlichen Kontext einbezogen.

#### KOMPETENZPROFIL



Klassensstufe: 8–10 (G8/G9)

Dauer: ca. 6–9 Unterrichtsstunden

Kompetenzen: 1. Leseverstehen: literarische Texte und die Graphic Novel lesen und verstehen; 2. Interkulturelle Kompetenz: eigene und fremdkulturelle Werte, Normen und Verhaltensweisen aus Gender-Perspektive vergleichen; 3. Textkompetenz: Graphic Novel als multimodale Textsorte erfahren; 4. Medienkompetenz: *LearningApps* als digitales Werkzeug nutzen

Thematische Bereiche: *coming-of-age*, *coming-out*, LGBTQ+, Diversität

Zusätzlich benötigt: Netflix-Serie „Heartstopper“

## Auf einen Blick

### 1./2. Stunde

**Thema:** Introduction and author

**M 1** *Heartstopper – Getting into the mood* / Hintergrundinformationen zur Autorin sowie zum inhaltlichen Kontext von „*Heartstopper*“ erarbeiten (EA, PA, GA)

**Benötigt:**

- Filmposter zur Serie ZM 1 Poster
- digitale Endgeräte zur Bearbeitung der *LearningApps* und zur Betrachtung der Videos

### 3. Stunde

**Thema:** Working with the trailer

**M 2** *Discovering the series Heartstopper – Watching the trailer* / den Trailer zur Netflix-Serie sichten und analysieren (EA, PA, GA)

**Benötigt:**  digitale Endgeräte zur Betrachtung des Videos

### 4. Stunde

**Thema:** Getting to know the series

**M 3** *The beginning of the series on season 1, episode 1* / die erste Folge der Serie ansehen, inhaltlich erfassen und Charaktere sowie wichtige Themen und Motive analysieren (EA, GA)

**Benötigt:**

- digitale Endgeräte zur Bearbeitung der *LearningApps* und zur Betrachtung der ersten Folge
- Netflix-Serie „*Heartstopper*“ Staffel 1, Folge 1

### 5. Stunde

**Thema:** Analysing the graphic novel

**M 4** *Heartstopper – Describing and analysing graphic novel extracts* / Vokabular und Methoden zur Beschreibung und Analyse von Illustrationen aus der Graphic Novel erarbeiten (EA, PA, GA)

### 6. Stunde

**Thema:** Getting to know the characters

**M 5** *Heartstopper – Analysing graphic novels in detail* / Charaktere auf Basis der grafischen Darstellung analysieren; einen ersten Vergleich zur Serie aufbauen (PA)

## Heartstopper – Describing and analysing graphic novel extracts

M 4

Have a close look into the graphic novel and learn how to describe and analyse extracts from *Heartstopper* in class.

### What is a graphic novel?

*Heartstopper* is a graphic novel. Graphic novels are a quite modern work of fiction combining elements of a novel, cartoon and comic. The story is arranged in panels, gutters and balloons!



Gutters are vertical spaces between panels.

Panels are visual boundaries between different contents.

Balloons are used like speech bubbles.



### Tasks

1. Prepare to describe and analyse a graphic novel:
  - a) *Think*: Look at the extract of the graphic novel and identify the different word balloons, panels and perspectives.
  - b) *Pair*: In pairs, choose one or two panels or word balloons and give a detailed description of their content.
2. *Share*: Describe and analyse the illustration from the graphic novel *Heartstopper* and prepare a short presentation (2–3 minutes) on your results.



### Tasks

1. *Think and pair*: Prepare to describe and analyse a graphic novel. Think about the questions below. Then, answer them with a partner.
  - a) Panels:
    - What can you see in the panels? How does the scene look like?
    - Which colours are used?
    - How are the characters presented?
  - b) Gutters: How are the spaces between the gutters coloured? Do they represent changes/distances?
  - c) Balloons:
    - How do the characters communicate?
    - Which expressions/thoughts are necessary to understand the plot?
2. *Share*: Describe and analyse the illustration from the graphic novel *Heartstopper* and prepare a short presentation (2–3 minutes) on your results.



### Tasks

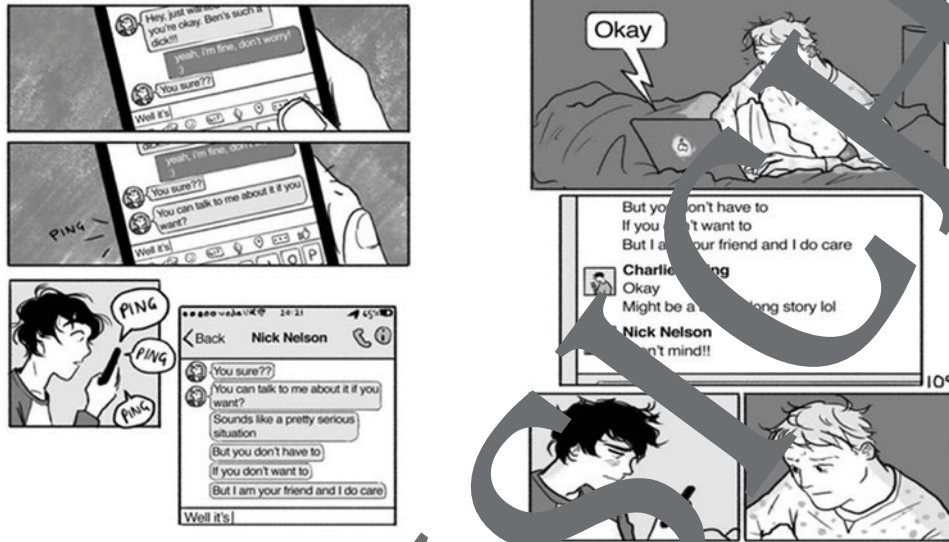
1. *Think and pair*: Prepare to describe and analyse a graphic novel: Think about the questions below. Then, answer them with a partner.
  - a) How does the author try to attract the reader's attention / create motivation to read the graphic novel?
  - b) Analyse how panels, gutters and balloons differ and why.
  - c) Critique and evaluate your favourite and least favourite panel and discuss how panel frame shapes help in storytelling and the reading experience of your comic or graphic novel.
2. *Share*: Describe and analyse the illustration from the graphic novel *Heartstopper* and prepare a short presentation (2–3 minutes) on your results.

M 6



## Messaging for the first time – Comparing graphic novel and series

Have a close look into the graphic novel and the series. Find out similarities and differences.



© Alice Oseman: *Heartstopper (Volume 1)*. Hachette Children's Group. London, 2019, pp. 108–109.

### Tasks

- First, have a close look at the extracts from *Heartstopper* above. Then, watch the extract from the series (season 1, episode 2 (0:00–3:40 min.)).
  - Describe what you can see in the graphic novel, and then, what you can see in the series (characters, actions, details, use of colours, sound effects etc.).
- Sum up the content of the short extract from the series.
- Copy and fill in the table below. Focus on similarities and differences between both presentations of the scene. Prepare a short 3-minute presentation on the subject.

Focus on	similarities	differences
characters		
setting and special effects		
mood and atmosphere		

### Focus on words – Useful phrases

- In the illustration, I can see ...
- There is/are ...
- On the left/right side...
- In the foreground/background ...
- In the middle of the cartoon ...
- It is shown that ...
- The caption/speech bubble reads ...
- Compared with the series ...
- Focussing on the major differences, we can say ...
- A similarity between ... and ... is ...
- The (sound) effects clearly show that ...
- The mood in the scene/illustration is ...



# Sie wollen mehr für Ihr Fach?

## Bekommen Sie: Ganz einfach zum Download im RAABE Webshop.



✓ **Über 5.000 Unterrichtseinheiten**  
sofort zum Download verfügbar

✓ **Webinare und Videos**  
für Ihre fachliche und  
persönliche Weiterbildung

✓ **Attraktive Vergünstigungen**  
für Referendar:innen  
mit bis zu 15% Rabatt

✓ **Käuferschutz**  
mit Trusted Shops

Jetzt entdecken:  
**www.raabe.de**

