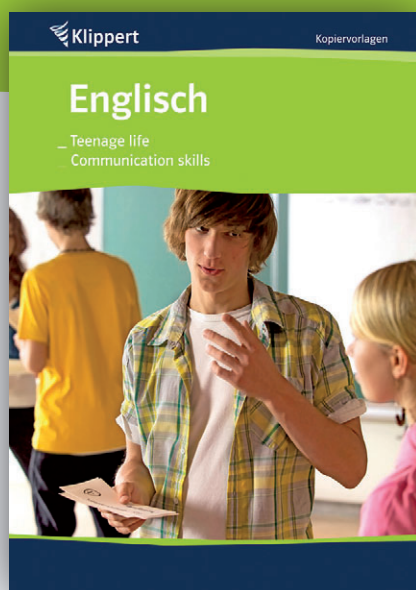


Sie erhalten eine **Gratis**-Lernspirale aus dem Heft

Teenage life

Communication skills

Englisch Sekundarstufe, 9. + 10. Klasse
(Best.-Nr. 9126)



Viel Spaß beim ausprobieren
wünscht Ihnen
Ihr Team von Klippert Medien!

Texte verstehen und verarbeiten: *Drink to be cool?*

		Zeit	Lernaktivitäten	Material	Kompetenzen
1	EA	8'	S lesen Text und fassen diesen in zwei bis drei Sätzen zusammen	M1.A1	– einem Text Informationen entnehmen – Informationen strukturieren – ziel- und ergebnisorientiert kooperieren – eine Präsentation vorbereiten und durchführen – ein Rollenspiel durchführen (Frage-Antwort-Dialoge)
2	GA/PL	7'	S vergleichen ihre Zusammenfassungen und einigen sich auf die beste Version und notieren diese auf Folie; Präsentation im Plenum	Folie, Folienstifte, OHP	
3	EA/GA	10'	S lesen Texte und machen Notizen	M1.A2	
4	GA	20'	S erstellen ein Poster und üben eine kurze Präsentation.		
5	PL	15'	Gruppen präsentieren ihre Ergebnisse.		
6	PA	10'	S notieren Fragen zu allen vorgestellten Themenbereichen		
7	PL	15'	S führen ein Rollenspiel durch.	M1.A3	
8	HA		S erstellen Handout zu ihrem Poster alternativ: Verschriftlichen von Dialogen aus dem Rollenspiel		

Erläuterungen zur Lernspirale

Ziel der Doppelstunde: Die S entnehmen Texten über Alkoholmissbrauch und Präventionsmaßnahmen die wichtigsten Informationen und verarbeiten diese in einer kleinen Präsentation. Anschließend führen sie ein Rollenspiel durch, in dem sie das Gelernte noch einmal eigenständig versprachlichen.

Zum Ablauf im Einzelnen

Zur organisatorischen Vereinfachung ist es sinnvoll, wenn die Zufallsgruppen bereits am Stundenbeginn ausgelost werden und die S auch in den EA-Phasen schon in diesen Gruppen sitzen.

1. Arbeitsschritt: In EA lesen die S den Text und fassen ihn in zwei bis drei Sätzen zusammen. Die Zusammenfassung soll Ereignisse und Gefühle der Verfasserin berücksichtigen.

2. Arbeitsschritt: In den Zufallsgruppen vergleichen die S ihre individuellen Zusammenfassungen und einigen sich auf eine Version, die auf Folie festgehalten wird. Eine (ausgeloste) Gruppe präsentiert ihre Zusammenfassung, die ggfs. von den anderen ergänzt/korrigiert wird.

3. Arbeitsschritt: Die vier Texte werden so verteilt, dass innerhalb einer Gruppe jeweils ein Text bearbeitet wird. Die S lesen und markieren ihren Text zunächst in EA. Dann werden in GA stichwortartige Notizen angefertigt.

Leistungsfähige Gruppen können zu ihrem Thema auch selbstständig weiter recherchieren; dies ist ggfs. auch als (vorbereitende) HA oder im Rahmen eines binnendifferenzierenden Vorgehens möglich.

4. Arbeitsschritt: Von ihren Notizen ausgehend erstellen die S zu ihrem Themenbereich ein Poster. Dieses Poster soll Text und Bild beinhalten und die mündliche Präsentation sinnvoll unterstützen. Die Präsentation, an der alle Gruppenmitglieder beteiligt sein sollen, wird in der Gruppe geübt.

5. Arbeitsschritt: Zu jedem Themenbereich trägt eine Gruppe vor. Wenn Themen von mehreren Gruppen bearbeitet worden sind, wird ausgelost, welche Gruppe präsentiert. Die Poster werden in der Klasse aufgehängt.

6. Arbeitsschritt: Im Anschluss an die Präsentation bleiben die Poster allen S zugänglich für die nächste Arbeitsphase, damit das Gehörte gefestigt werden kann. In PA notieren sich die S Fragen zu den vorgestellten Themenbereichen. Je nach Leistungsstärke notieren S die Fragen stichwortartig oder formulieren sie aus.

7. Arbeitsschritt: Die S führen ein Rollenspiel durch, in dem die Situation simuliert wird, dass ein *Sober is Cool*-Team in der Schule Fragen von S aufnimmt und beantwortet. Das Rollenspiel kann entweder improvisiert (schwieriger) oder nach einer Vorbereitungsphase präsentiert werden. Wenn das *Sober is Cool*-Team aus leistungsstarken S besteht, können diese die Fragen des fiktiven Publikums spontan beantworten. Alternativ können die Fragen aus dem 6. Arbeitsschritt vorab an der Tafel gesammelt und mögliche Antworten in den Gruppen schon erarbeitet werden. Nach einer solchen ausführlichen Vorbereitung können die S für das *Sober is Cool*-Team ausgelost werden, auch weniger leistungsstarke S können dann mit vorbereiteten Antworten auf Fragen reagieren.

HA: Um sicher zu stellen, dass alle S die Informationen zu allen Themenbereichen in schriftlicher Form vorliegen haben, erstellen die S in der HA ein Handout zu ihrem Themenbereich (s. Arbeitsschritte 3 und 4), das den anderen S zur Verfügung gestellt werden kann.

Alternativ lassen sich Dialoge aus dem Rollenspiel verschriftlichen, damit Thematik und Vokabular gefestigt werden.

✓ Merkposten

- Kopien M1
- Wörterbücher für GA
- Materialien für die Poster

05 Drink to be cool?

A1 Bevy's story

Task: 17-year-old Bevy sent this e-mail to For YOU, a magazine for young people. Read her story. Then summarize it in two or three sentences.



istockphoto (Chris Price), Calgary, Alberta

Mail To: info@bomm.com

File Edit View Actions Tools Window Help

Mail Send Options

From: [] CC: []

To: For you BC: []

Subject: My story

My friends and I always had a good time and we always got a little tipsy at weekends, nothing serious, nothing to worry about. We were so cool, we felt invincible. Well, this is what we thought. One Friday night last year, we had spent the evening watching DVDs and drinking tequila. It wasn't a big deal, just the same thing we did every weekend. It was around midnight when my boyfriend got his car keys out to go to a liquor store and buy some more booze. A friend joined him, they wanted to go to the movies after going to the liquor store. I felt really tired and wanted to go home, so they dropped me off at my house, said goodbye and went off in their car.

When I got back home, I passed out and didn't hear another thing until the next morning when my mom woke me up. The look on her face could scare a ghost. I knew immediately what had happened. I started to scream and cry. Why couldn't it have been me? Why didn't I tell them to stay? I couldn't help but feel responsible.

Vocabulary

tipsy –
beschwipst
invincible –
unbesiegbar
booze (inf.) –
alkoholische Getränke
binge drinking –
drinking a lot of
alcohol in a very short
time
to do something
under the influence
– *etwas in betrun-
kenem Zustand tun*
intoxicated –
betrunken
to have a
hangover –
einen Kater haben
(nach Alkoholkonsum)
alcohol abuse –
Alkoholmissbrauch

Concentrate on the most important facts and feelings. Write in the third person: "Bevy ..., She ..., They ..."

- In a group, compare your sentences. Agree on the best version.

- Present the version you have chosen in class.

How to discuss your work:

I think your sentence is ...
... is missing from your sentences.
You'd have to mention ...

A2 Getting informed

Task: Your teacher will give you a text on alcohol and alcohol abuse. Read it and take notes.

- Work in the same group as for A1. Compare your notes.
- Create a poster with the important information from your text. Use words and drawings and/or pictures.
- Practise presenting your poster. Distribute roles.
- Give a short presentation.

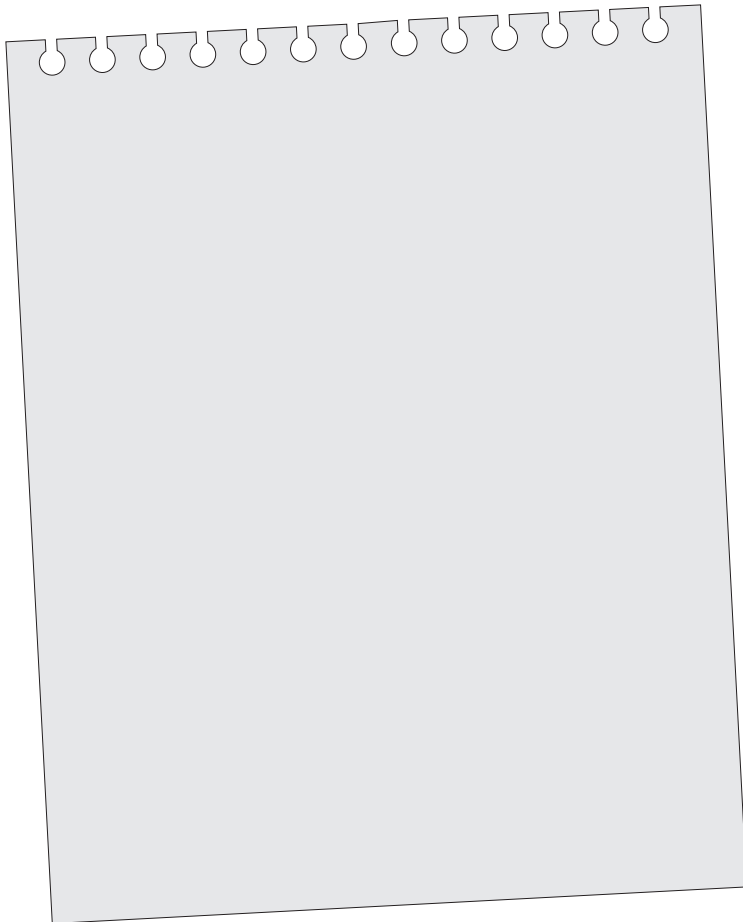
■ Some help

Our text deals with ...

Another problem is that ...

This has the effect that ...

Make sure that everyone in your group takes part in the presentation.

**A3 Bevy on tour with 'Sober Is Cool'**

Task: After her friends' fatal accident, Bevy decides to get involved with 'Sober Is Cool', an organisation of young people who inform others about alcohol and drugs. Imagine Bevy and some other people from 'Sober Is Cool' come to your school. Write down four questions you would like to ask them.

1. _____
2. _____
3. _____
4. _____

- Do a role play. Some of you will be Bevy and her friends. The others will ask them questions.

How does alcohol affect the body?

Alcohol is a depressant, which means it slows the function of the central nervous system down. Alcohol actually blocks some of the messages trying to get to the brain. This alters a person's perceptions, emotions, movement, vision and hearing. When people drink alcohol, it's absorbed into their bloodstream. From there, it affects the central nervous system (the brain and spinal cord), which controls virtually all body functions. Because experts now know that the human brain is still developing during our teens, scientists are researching the effects drinking alcohol can have on the teen brain.

In very small amounts, alcohol can help a person feel more relaxed or less anxious. More alcohol causes greater changes in the brain, resulting in intoxication. People who have overused alcohol may stagger, lose their coordination or slur their speech. They will probably be confused and disorientated. Depending on the person, intoxication can make someone very friendly and talkative or very aggressive and angry. Reaction times are slowed dramatically – which is why people are told not to drink and drive. People who are intoxicated may think they're moving properly when they're not. They may act totally out of character.

When large amounts of alcohol are consumed in a short period of time (this is called binge drinking), alcohol poisoning can result. Alcohol poisoning is exactly what it sounds like – the body has become poisoned by large amounts of alcohol. Violent vomiting is usually the first symptom of alcohol poisoning. Extreme sleepiness, unconsciousness, difficulty breathing, dangerously low blood sugar, seizures and even death may result.

Why is drinking dangerous for teens?

Drinking can make you look really stupid. The impression is that drinking alcohol is cool, but the changes to the nervous system that come from drinking alcohol can make people do stupid or embarrassing things, like throwing up or peeing themselves. Drinking also gives people bad breath, and no one enjoys a hangover.

People who drink are more likely to get into fights and commit crimes than those who don't. Teens who drink regularly also often have problems at school. Drinking can damage a student's ability to study well and get decent grades, as well as affect sports performance (the coordination thing).

Drinking puts your health at risk. Teen drinkers are more likely to get fat or have health problems. A study by the University of Washington found that people who regularly had five or more drinks in a row starting at the age of 13 were much more likely to be overweight or have high blood pressure by the age of 24 than their non-drinking peers. People who continue drinking heavily well into adulthood risk damaging their organs, such as the liver, heart and brain. The risk of injuring yourself is higher when you're under the influence, too. One half of all drowning deaths are related to alcohol use. Use of alcohol greatly increases the chance that a teen will be involved in a car crash, homicide or suicide. Teens who drink are more likely to have unsafe, unprotected sex because alcohol affects your self-control. Resulting pregnancies and sexually transmitted diseases can change lives.

What can you do if you think someone has a drink problem?

Sometimes it's tough to tell whether someone has a drink problem. But there are signs you can look for. If your friend does one or more of the following, he or she may have a problem with alcohol:

- Gets drunk on a regular basis
- Lies about how much alcohol he or she is drinking
- Believes that alcohol is necessary to have fun
- Has frequent hangovers
- Feels run-down, depressed, or even suicidal
- Has blackouts – forgetting what he or she did while drinking

People with drinking problems can't stop drinking until they are ready to admit they have a problem and get help. This can leave family members and friends feeling helpless. But there are many places to turn to for help: relatives, friends, teachers, and professional organisations (e.g. Alcoholics Anonymous, in Germany: Anonyme Alkoholiker).

If you have a friend whose drinking worries you, make sure he or she stays safe. Don't let anyone drink and drive. If you can, try to keep friends who have been drinking from doing anything dangerous, such as trying to walk home at night alone. And protect yourself, too. Don't get into a car with someone who's been drinking, even if that person is your ride home. Ask a sober person to drive you instead or call a cab.

**How can I avoid drinking?**

If all your friends drink and you don't want to, it can be hard to say, "no, thanks." No one wants to risk feeling rejected or left out. Different strategies for turning down alcohol work for different people. Some people find it helps to say no without giving an explanation, others think offering their reasons works better ("I'm not into drinking," "I have a game tomorrow," or "my uncle died from drinking," for example). If saying no to alcohol makes you feel uncomfortable in front of people you know, blame your parents or another adult for your refusal. Saying, "My parents are coming to pick me up soon," "I already got into major trouble for drinking once, I can't do it again," or "my coach would kill me," can make saying no a bit easier for some.

If you're going to a party and you know there will be alcohol, plan your strategy in advance. You and a friend can develop a signal for when it's time to leave, for example. You can also make sure that you have plans to do something besides just hanging out in someone's basement drinking beer all night. Plan a trip to the movies, the mall, a concert, or a sports event. You might also organize your friends into a volleyball, bowling or softball team – any activity that gets you moving.

Girls or guys who have strong self-esteem are less likely to become problem drinkers than people with low self-esteem.