

## Me Bags! Handlungsorientiert und individualisiert über sich sprechen und schreiben (Klassen 9/10)

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Ja, Schülerinnen und Schüler können schreiben! Man muss ihnen nur zeigen, wie es geht, ein interessantes Thema finden und ihnen die Zeit dafür geben. Mit dieser Unterrichtsidee leiten Sie Ihre Schüler an, sich zunächst Gedanken über die eigene Person zu machen, die dann in verschiedene Produkte münden: die Gestaltung einer *Me Bag*, deren mündliche Präsentation sowie ein schriftlich verfasster Text. Seien Sie gespannt, welche Facetten Ihre Schüler von sich präsentieren ...



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Freunde, Hobbys, Familie? – Die *Me Bag* zeigt, was mich ausmacht.

### Das Wichtigste auf einen Blick

#### Kompetenzen:

- über seine Vorlieben, Hobbys, Interessen sprechen und schreiben können.
- Arbeitsergebnisse mündlich präsentieren können.
- benötigten Wortschatz selbstständig erarbeiten.
- Texte hinsichtlich spezifischer Kriterien analysieren.
- konstruktives Feedback geben, nehmen und nutzen.

#### Dauer:

6 Schulstunden

#### Niveau:

Klasse 9/10

#### Einbettung:

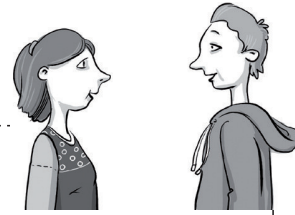
Lehrwerkunabhängig einsetzbar  
identity, lifestyle, choices and decisions



## M 3

## Language support

## Sharing ideas of the first encounters

**Getting started**

Hi. Let me ask you some questions.  
 Hello. I would like to share my results with you.  
 Hi, let's talk about our ideas. Would you like to start?

**Presenting ideas**

One aspect that crossed my mind when thinking about **My character** is that ...  
 The first thing I wrote down under **My style** is ...  
 What sprang to mind when thinking about **My thoughts** is ...  
 The category **My free time** was *easy/difficult* to fill, because ...  
 One thing I did not want to leave out<sup>1</sup> is that ... I added it to **Miscellaneous**.  
 I found it *demanding<sup>2</sup>/difficult* to find something for the box ...

**Asking**

What are your thoughts about your **people**? Can you give me further details?  
 Which category was the *easiest/the most difficult* for you? Why?  
 What came to mind when you thought about your character? Why do you think so?  
 What do you think is the most interesting *point/aspect* you jotted down<sup>3</sup>?

**Clarifying<sup>4</sup>**

Just to make sure that I understood you correctly: Do you mean that ...?  
 Are you saying that ...?  
 Can you repeat that please?  
 Sorry, I didn't understand. Can you say it again, please?

**Ending**

Thanks for working with me.  
 Your ideas were inspiring. I will reconsider<sup>5</sup> my notes.  
 It was a pleasure to work with you.  
 Thanks for being so open.

Phrases your partner used. / Phrases you would like to know.

1 to leave sth. out: etwas auslassen – 2 demanding: anspruchsvoll – 3 to jot sth. down: etwas notieren –  
 4 to clarify: klären – 5 to reconsider: überdenken

M 4

## Why it matters to me!

### Most important item:

What does this item reveal<sup>1</sup> about me? Name at least two aspects.



Why is it so enormously important?

1<sup>st</sup> reason:

2<sup>nd</sup> reason:

3<sup>rd</sup> reason:


<sup>1</sup> to reveal: verraten, enthüllen

## Get a free upgrade!

M 11


### Giving and getting feedback

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What I really liked about your draft<sup>1</sup> is ...

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You could ...

Useful phrases:

#### What I really liked about your draft is ...

... that your *introduction/main part* is really *exciting/informative*.

... that you used a lot of *interesting/suitable/extraordinary ... adjectives/connectives*, such as ...

... that you *followed/included some/a lot of* the criteria we collected, such as ...

#### You could ...

... *write/use/add* some more *connectives/adjectives*, such as ...

... delete the sentence '...', because ...

... *say/write* '...' instead of '...'

... leave a blank line to indicate the beginning of a new paragraph.

... extend your main part by adding more examples or ...

<sup>1</sup> **draft**: der Entwurf