

A Curriculum for Life – Diskussions- und Schreibanlässe zum Thema „Erwachsenwerden“ (Klasse 10–13)

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M 1 A Curriculum for Life: Discussion cards

A curriculum for life (1)

“Common Core Standard” is a detailed list of things students should be able to do in one subject at the end of a school year in the USA.

But there are also many things to be learned and done outside school!

In a Time Magazine editorial, author Kristin van Ogtrop suggests 10 different activities teenagers should be able to do outside school on their way to becoming adults. She calls them **“Life’s Common Core”** and claims they will help teenagers become better people. Here are three of her 10 suggestions.

1. Discuss the activities. (Why do you think they were suggested? How difficult / strange / old-fashioned are they for teenagers? What might they teach you, and why is this aim worth learning? In what way will they make you a better person?)
2. As a group, decide on a favourite and make sure you can justify your decision.
3. Come up with more challenges that you find helpful to make teenagers better people and, as a group, settle for one which you note on your cards.

- Learn to cook a good meal that can feed the entire family, no matter what size family you have.

- Hold down (= keep) an unpleasant job that makes you hate your parents a little bit because they won't let you quit. [...]

- Go somewhere for the weekend without your phone, just so you know what it feels like to be in solitary confinement (= in prison without any contacts), or dying.

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Kristin van Ogtrop: “10 things teens really need to know before they leave home”, in: www.realsimple.com/work-life/family/kids-parenting/ten-ways-to-make-teens-better-people

Kompetenzen

- Kommunikative und kooperative Fähigkeiten im Bereich des monologischen und dialogischen Sprechens anwenden
- Abwägen, Bewerten und Kommentieren von divergierenden Standpunkten
- Kommunikative Kompetenz im Bereich *Critical Thinking* demonstrieren, indem in der Zielsprache Englisch das eigene Handeln und das soziale Miteinander reflektiert werden

Dauer

1–2 Unterrichtsstunden

Einbettung

Lehrwerksunabhängig einsetzbar. Geeignet im Rahmen von Einheiten zum Thema Erwachsenwerden, zur Reflexion vor dem Abitur bzw. dem Verlassen der Schule, für Stunden vor Ferien und nach Klausuren.

Hinweise

Vorbereitung

Von jeder der 6 Diskussionskarten (**M 1**) werden 4 Exemplare kopiert. Die Lerngruppe ist in Kleingruppen von 3–4 Schülerinnen und Schüler¹ einzuteilen. Jeder Schüler einer Gruppe erhält dieselbe Karte.

¹ Aus Gründen der besseren Lesbarkeit wird im weiteren Verlauf nur noch „Schüler“ verwendet.

Zur Grundidee des Materials

„Common Core Standards“ ist in den USA eine Bezeichnung für schulische Curricula. Die amerikanische Autorin und Teenager-Mutter Kristin van Ogtrop veröffentlichte im Time Magazine einen außerschulischen Gegenentwurf, den sie „Life’s Common Core“ nannte. Er zählt 10 Kompetenzen auf, die Jugendliche erlernt haben sollten, bevor sie die High School verlassen und ins Leben gehen. („... *I am proposing my own set of Common Core standards for teenagers. These will not help your children get into college, but they will help them become better people*“). Ihre Postulate sind teils einfach, konkret und überschaubar, teils fast philosophisch und auf eine innere Haltung abzielend.

Kleingruppen diskutieren jeweils drei der Postulate van Ogtrops, bewerten sie, küren einen Favoriten und ergänzen sie durch eigene Ideen, die ebenfalls diskutiert werden (in der Regel haben Schüler ausgezeichnete eigene Ideen!). Im Plenum wird ein Ranking der zwei wichtigsten Postulate Ogtrops erstellt und dort werden auch die zwei besten ergänzenden Ideen aus den Gruppen gekürt. Die Beschränkung auf jeweils zwei favorisierte Ideen sollte nicht aufgehoben werden, da sie genau die Diskussionen innerhalb der Gruppen nötig macht, die erwünscht sind. Eine Reihe von Gesprächsideen und Schreibansätzen vertiefen das Thema und führen es weiter.

Zum Einsatz der Materialien

1. Stunde

In den Kleingruppen setzen sich die Schüler anhand ihrer jeweiligen Diskussionskarte aus **M 1** mit drei Postulaten van Ogtrops auseinander und erweitern diese um eigene Vorschläge.

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A curriculum for life (2)

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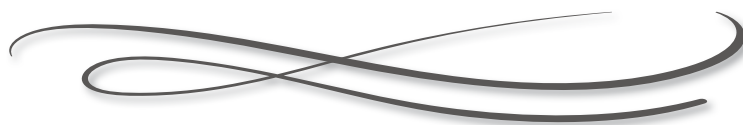
In a Time Magazine editorial, author Kristin van Ogtrop suggests 10 different activities teenagers should be able to do outside school on their way to becoming adults. She calls them **“Life’s Common Core”** and claims they will help teenagers become better people. Here are three of her 10 suggestions.

1. Discuss the activities. (Why do you think they were suggested? How difficult / strange / old-fashioned are they for teenagers? What might they teach you, and why is this aim worth learning? In what way will they make you a better person?)
2. As a group, decide on a favourite and make sure you can justify your decision.
3. Come up with more challenges that you find helpful to make teenagers better people and, as a group, settle for one which you note on your cards.

- Go somewhere for the weekend without your phone, just so you know what it feels like to be in solitary confinement (= in prison without any contacts), or dying.
- Every time you get a new toy or gadget, give an old toy or gadget away to someone who doesn't get new things as often as you do.
- Read a book for pleasure. If you start one and still hate it on page 50, find another one. Repeat as needed until you find a book you really love.

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M 2 A Curriculum for Life: Additional tasks

Choose one of the following topics and work on it alone or with a partner.

1. Kristin van Ogtrup's list of requirements is a list of "Do's" for teenagers. Write a list of five "Don'ts" for teenagers and prepare to explain to the class why you think they should by all means avoid doing those five things or getting into those situations.
2. Pick two ideas your class came up with. Write an email to Kristin van Ogtrup explaining to her why you think she should expand her catalogue to twelve requirements and include these two items.
3. Pick one of van Ogtrup's ideas that you find controversial and, in a group of two or three, prepare a role play (parent – teenager, teacher – teenager or other adult – teenager) which you then present in front of the class.
4. Do a survey among the students in your class and find out similar postulations that exist in their families. Present them to the class.
5. Brainstorm on what **Life's Common Core** requirements parents or teachers might come up with in twenty years' time. Explain what might have changed and what might have become necessary by then.
6. Pick one of van Ogtrup's challenges you might feel inclined to rise to. Imagine you have left home and risen to it. Write a letter back home starting with "I did it!" and explaining why you did it and what it did to you.
7. Kristin van Ogtrup frequently writes about parenting. In an open "Letter of apology to a son graduating from college" she wrote:

"... Years ago I read a parenting book that included this advice: When your child does something amazing, do not say, "I am so proud of you." Instead say, "You should feel so proud of yourself." That is a hard habit to break, inserting the parental I and confusing your child's identity with your own. Forgetting that it's not about you. Stepping in when you should be stepping back. And so I will say to you, Owen, on the day you don that cap and gown: My beloved child, you should feel so proud of yourself. It was all you"

- a) Choose a partner from your group and discuss whether you think the advice is sound or unnecessary.
- b) Put yourself into the position of Owen who has just graduated from college and who certainly feels proud, but also grateful to his parents. As Owen, write a letter home telling your parents that it was NOT all you, explaining their share in your success and expressing your feelings.



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