

AKTUELLES

“#StayHome – Save Lives” – Sich mit Auswirkungen des Coronavirus auf das Verhalten von Menschen auseinandersetzen (ab Klasse 9)

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Das Coronavirus beeinflusst das Verhalten von Menschen erheblich. Die vorliegende Einheit „#StayHome – Save Lives“ ermöglicht es den Lernenden, sich damit zu befassen – unter anderem anhand eines aktuellen Gedichts von Sherman Alexie. Die Sequenz ist als *Distance learning*-Material konzipiert. Daher gibt es eine klare Abgrenzung zwischen der Textbasis und den Lernaktivitäten, eine eindeutige Struktur, die Barrieren für Lernende minimiert, und eine überschaubare Menge an Informationen und Aufgaben, um die Schülerinnen und Schüler nicht zu überwältigen.

KOMPETENZPROFIL

| | |
|-------------------------------|---|
| Klassenstufe/Lernjahr: | 9–11 (G8), 9–12 (G9) |
| Dauer: | 2–3 Zeitstunden |
| Kompetenzen: | 1. Selbstkompetenz: Prioritäten setzen, Zeitbudget berücksichtigen, Umgebung strukturieren; 2. Leseverstehen: wesentliche Themen und Inhalte eines Gedichts verstehen; 3. Schreiben: Listen erstellen, kreative Texte schreiben |
| Thematische Bereiche: | Verhalten von Menschen in Krisensituationen |
| Material | Gedicht, Aufgabenblätter |

Advance Organiser

M 2

Approaching the poem

1. Predict meaning

- a) Here are 9 words and phrases from the poem you are going to study. Use your dictionaries or suitable websites to familiarise yourself with their meaning.



| | |
|-------------------------------|--|
| apocalypse | |
| looter | |
| smallpox blankets | |
| delusion | |
| dipshit | |
| borderline personality | |
| immodesty | |
| decency | |
| to re-binge | |

- b) Then in the right-hand column, write three or four other words that you associate with the ones on the left. The words you write can be suggested by sound, spelling, meaning, or in any other way.



2. Anticipation Guide

Before reading, circle "agree" or "disagree" beside each statement below. Then read the poem. When you have finished reading, consider the statements again based on any new information you may have learned. Circle "agree" or "disagree" beside each statement and check to see whether your opinion has changed based on the poem.



| Before reading | Statements | After reading |
|------------------|---|------------------|
| agree / disagree | Good citizens always behave decently. | agree / disagree |
| agree / disagree | A good politician always has the wellbeing of citizens in mind. | agree / disagree |
| agree / disagree | Mean people often cause unrest in society. | agree / disagree |
| agree / disagree | No reaction is better than overreaction. | agree / disagree |
| agree / disagree | Listening to experts is the best way to stay informed. | agree / disagree |
| agree / disagree | Whenever there is an emergency, listen to the media. | agree / disagree |
| agree / disagree | In crises, many people behave selfishly. | agree / disagree |
| agree / disagree | Self-quarantine is boring. | agree / disagree |

A. Your first response

Outcome sentences: Copy these sentence heads and complete them in any suitable way.

| | |
|---|-------------------------------|
| It was very interesting to learn/read ... | I can't believe ... |
| I was surprised ... | I would like to know ... |
| I was shocked to learn/read ... | I don't really understand ... |
| I learned ... | I have a question about ... |
| I wonder why ... | I will ask a friend about ... |



B. Understanding the poem

- Here is a list of some of the themes in the poem. Choose three, which you think are most important. Then in writing, explain the reasons for your choice.

| | |
|--------------------------------------|--------------------------------|
| a pandemic is scary | incompetent politicians |
| humour and self-quarantine | spreading nonsense |
| indifference | false experts |
| appropriate responses | good social behaviour |
| panic buying | decent people get carried away |
| Native Americans know about viruses. | generally, people are good. |

- One of the themes of the poem is that ordinary life goes on even in the middle of a crisis. Details of ordinary life intermingle with details about how people behave in a threatening situation. Use a chart like the one shown below to collect elements of both aspects.

| Emergency situation | Ordinary life |
|---------------------|---------------|
| | |

- Write a paragraph in which you give a brief description of how differently people behave.

C. Creative Development

- In the poem, you find relationships between the poetic 'I' and various groups of people, e.g. politicians, media people, the alleged experts, friends etc.
 - Choose one of these relationships. Think of the kind of conversation or discussion people might have. What typical language do they use?
 - Write this conversation or discussion.
- Writing advice. Imagine you are giving advice to an elderly person. Complete these sentences, so that you are giving your own opinion.

It is critical to always keep in mind about the Coronavirus that

One of the most important things how to avoid an infection is ...

When meeting people, what's important is ...

When you feel isolated and alone, it's helpful to ...

Never forget to ...

