

## I.C.22

### Communicative skills – Reading

# The graphic novel *Illegal* – Sich mit dem Thema „Flucht“ auseinandersetzen (Klassen 6–8)

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Wie fühlt es sich an, wenn man seine Heimat verlässt und sich auf eine ungewisse Reise in eine hoffentlich bessere Zukunft begibt? Wie schlimm ist es, wenn man nicht weiß, wo die eigene Schwester ist und ob sie noch lebt? Und was ist, wenn dann auch noch der Bruder plötzlich nicht mehr da ist? In dieser Unterrichtseinheit verfolgen die Schülerinnen und Schüler gemeinsam mit Ebo, einem afrikanischen Jungen, eine gefährliche Fluchtroute. Werden sie in Europa ankommen?

#### KOMPETENZPROFIL

<b>Klassenstufe:</b>	6–8
<b>Dauer:</b>	14 Unterrichtsstunden
<b>Inhalt:</b>	Flucht, Heimat, Freundschaft
<b>Kompetenzen:</b>	1. Lese-Sehverstehen: eine <i>Graphic novel</i> verstehen; 2. Schreiben: eine Suchmeldung und einen Abschiedsbrief verfassen; 3. Sprechen: eine Szene interpretieren; 4. Vorlesen: einen Hörtext szenisch lesen und mit Musik (und Geräuschen) unterlegen
<b>Material:</b>	Bildimpulse, Anleitungen, Informationstext, Statistiken, Cartoons
<b>Zusatzmedien</b>	<i>Graphic novel</i> „Illegal“, optional: Hörspiel



## Auf einen Blick

### 1./2. Stunde

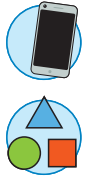
**Thema:** Introduction: talking about the graphic novel

**M 1** **Where is “home”?** – Talking about where we all come from / Sich über den Begriff „Heimat“ austauschen (UG, EA)

**M 2** **Leaving home – an inside-outside circle** / Fluchtgründe durch ein Kugellagergespräch erarbeiten (GA, UG)

**Benötigt:**

- OH-Projektor, Dokumentenkamera bzw. Smartboard/Tafel
- DIN-A3-Plakate und Stifte für die Wortwolken in M 1
- ggf. Smartphones/Tablets/Laptops für die digitale Alternative in M 1



### 3./4. Stunde

**Thema:** Talking about being on the run

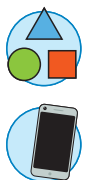
**M 3** **Being on the run – using drama techniques** / Eine Spielszene erarbeiten oder ein Gedicht schreiben (EA, GA)

**M 4** **Illegal?! – A placemat activity** / Zu einem Zitat Stellung nehmen (GA)

**Homework:** (optional) Read the chapters with uneven numbers.

**Benötigt:**

- Abspielmöglichkeit für die Geräusche (*YouTube*-Video) in M 3
- ausreichend Kopien der Placemats für M 4
- ggf. Smartphones/Tablets/Laptops für die digitale Alternative in M 4
- vorbereitetes Klassenzimmer für die szenische Inszenierung in M 3



### 5./6. Stunde

**Thema:** Introduction: talking about the graphic novel

**M 5** **The trip to Europe – Ebo’s dangerous journey** / Mit *true-false*-Statements das Leseverstehen sichern (EA)

**M 6** **Facts about migration – a group puzzle** / Fakten zu Migration erklären (GA)

**M 6.1** **Migration across the Mediterranean Sea** / Einen Hintergrundtext lesen (GA)

**M 6.2** **The destiny of refugees** / Statistiken analysieren (GA)

**M 6.3** **Boat refugees** / Cartoons interpretieren (GA)

**Benötigt:**  ggf. Smartphones/Tablets/Laptops für die digitale Alternative in M 5



### 7./8. Stunde

**Thema:** Ebo and Kwame – brothers that would never leave each other alone

**M 7** **Ebo and Kwame – brothers and friends** / Steckbriefe zu Ebo und Kwame verfassen (GA)

**Homework:** (optional) Read the chapters with even numbers.



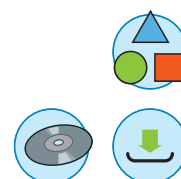
**9./10. Stunde****Thema:** The search for Kwame**M 8** **Finding Kwame – a search and its happy ending** / Mit *true-false*-Statements das Leseverstehen sichern (EA)**M 9** **Where is Kwame? – Writing a missing person’s report** / Eine Suchmeldung verfassen (GA)**M 10** **What happened to Kwame? – Asking witnesses** / Die Suche nach Kwame theaterpädagogisch bearbeiten (PA)**Benötigt:**  ggf. Smartphones/Tablets/Laptops für die digitale Alternative in M 8**11./12. Stunde****Thema:** The ship is sinking**M 11** **The ship is sinking! – Listening to the audio play** / Das Hörspiel hören und eine *true-false*-Aufgabe bearbeiten (EA)**M 12** **All is lost!? – The rescue** / Die Machart des Hörspiels analysieren (EA/PA)**Homework:** (optional) Read chapter 17.**Benötigt:**  OH-Projektor, Dokumentenkamera bzw. Smartboard/Tafel  
 Hörspiel (Tracks 8, 10, 12, 14, 16) und Abspielmöglichkeit  
Alternative: Vorlesen oder Lesen der Buchkapitel (7, 9, 11, 13, 15)  
 ggf. Smartphones/Tablets/Laptops für die digitale Alternative in M 11**13./14. Stunde****Thema:** Finding Sisi**M 13** **Finding Sisi – the ending** / Mit *true-false*-Statements das Leseverstehen sichern (EA)**M 14** **Saying good-bye – a letter to Kwame** / Einen Brief an den toten Bruder schreiben (EA) und performativ inszenieren (GA)**Benötigt:**  ggf. Smartphones/Tablets/Laptops für die digitale Alternative in M 13  
 vorbereitetes Klassenzimmer für die szenische Inszenierung in M 14  
 Abspielmöglichkeit für die Musik bei der szenischen Inszenierung von M 14**Zusatzmaterialien auf der beiliegenden CD 54 bzw. in der ZIP-Datei**

ZM1\_Differenzierung\_M7\_leicht

Differenzierung zu M 7 auf einfachem Niveau

ZM2\_Differenzierung\_M14\_leicht

Differenzierung zu M 14 auf einfachem Niveau

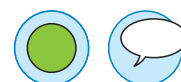


# Leaving home – an inside-outside circle

M 2

## Tasks


1. Under which circumstances would you leave your home? Talk in an inside-outside circle. (method: see below). The following statements below will help you. Tick which answer applies to you.



	yes	no
a) I would leave my home if there were a war in my country/city.		
b) I would leave my home if I couldn't get a job.		
c) I would leave my home if I couldn't go to school or to university.		
d) I would leave my home if I didn't have enough to eat.		
e) I would leave my home if I were treated <sup>1</sup> unfairly because of my religion.		
f) I would leave my home because of the climate change.		
g) I would leave my home if my friends left their homes.		
h) I would leave my home if I didn't like the government <sup>2</sup> .		
i) I would leave my home if there were discrimination or racism.		
j) I would leave my home if I saw better chances for my family somewhere else.		

1 (to) be treated: behandelt werden – 2 government: die Regierung

2. Now form groups of four students. Write down the results of your discussion in the box below.  
3. Present them to the entire class.



**The method "inside-outside circle" – this is how it works:**

1. Form an outside circle and an inside circle.
2. Students in both circles are facing each other.
3. In pairs, they talk for 2 minutes.
4. When the signal sounds, students of the outside circle make 5 steps to the right and face another student.
5. Rotation goes on until the first two students are standing opposite of each other again.

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### Under which circumstances would you leave your home?

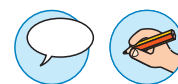
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## Being on the run – using drama techniques

M 3



### Task

Follow steps 1 through 5.

Important: You can **choose** between step 5a, step 5b and step 5c. Only do one of these steps.

### Step 1:

- Look at the following pictures.
- Select one picture that appeals to you most.
- Describe the picture to the others. Tell them why you have chosen it.
- Your teacher will write down the most important aspects of what you said.
- All pictures and all notes will be put on one table.



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## The trip to Europe – Ebo’s dangerous journey

M 5

### Tasks

1. Read the chapters with uneven numbers: chapters 1, 3, 5.
2. Decide whether the following statements are true or false. You can also do this task as a *LearningApp*. Click on the link or scan the QR code with your smartphone:

<https://learningapps.org/watch?v=px1enrg7c22>



statement	true	false
a) Ebo is not welcome on the rubber dinghy.		
b) The group is not familiar with travelling across the sea.		
c) The boat tank is full of fuel.		
d) Razak is very desperate and wants to give up.		
e) The group rests at night and paddles during the day.		
f) Soon the group loses orientation.		
g) There is no problem with water because the boys can drink the sea water.		
h) After a while they find out that the boat has a leak.		
i) All the boys are good swimmers.		
j) The boat flips over which is a very dangerous thing.		
k) Ebo is about to drown.		
l) Kwame rescues his brother from drowning.		

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## Facts about migration – a group puzzle

M 6

© Illustration: Oliver Wetterauer

1. Form groups of 3 or 4 students. This is your **home group**. Get to know each other. The group agrees on who will work on which material.
2. In the next step, you will work on different aspects of the graphic novel’s topic. You will do so in different groups. These are the **expert groups**. Each expert group consists of one person from each home group. Each expert group takes care of one topic.
3. Now, each expert goes back to their **home group**. Each expert reports the other group members what he/she has found out in his/her expert group.
4. Write down your findings in the grid below.
5. Discuss in class: is there still anything you need clarification about?



## M 10



## What happened to Kwame? – Asking witnesses



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## Tasks

1. Work in pairs. Find a spot in the classroom where you will perform your scene.
2. Draw a snippet. Unfold it. You will see the names of two people written on it who have something to do with Kwame. If you cannot remember who the people are, have a look in the graphic novel and get the information. (Not all the people on the snippets are shown in the graphic novel.)
3. Prepare and practise a dialogue between those two people as they talk about Kwame's whereabouts.
4. Find a pose and freeze.
5. Your teacher will walk around in the classroom now. He/she will snap his/her fingers, which will "bring you to life". Perform your dialogue and discuss the destiny of Kwame.
6. When your teacher snaps again, this is the signal for you to stop talking and to go back to the frozen pose.



Ebo	one of the boys in the village
Ebo	Uncle Patrick
a journalist	an old lady living in the village
one of Kwame's neighbours in the village	one of Kwame's neighbours in the village
a journalist	the bus driver
Ebo	a young lady in the city
a young lady in the city of Agadez	the best friend of the young lady in Agadez