

## IV.33

Exploring life and culture

# Working with the film *Barbie* – Sich kritisch mit *empowerment* und *identity* auseinandersetzen (Klasse 10)

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Kinoplakat „Barbie“, Ausschnitt. © Warner Bros

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Das Phänomen „Barbie“, stereotypisch geprägt von charakteristischen großen blauen Augen, breitem Lächeln und schlanken, plastikartigen Proportionen, ist seit Jahrzehnten präsent. In dieser Unterrichtseinheit steht eine kritische Auseinandersetzung mit gesellschaftlichen Stereotypen, *female empowerment* sowie aktuellen Themen wie Vielfalt im Fokus. Das *pre-, while-* und *post-viewing* Modell ermöglicht eine tiefgehende Analyse des bahnbrechenden „Barbie“-Films von Greta Gerwig, der ein integraler Bestandteil dieser Reihe ist.

### KOMPETENZPROFIL

Klassenstufe:	10
Dauer:	13 Unterrichtsstunden
Kompetenzen:	1. Interkulturelle Kompetenz: Rollenverständnis in der heutigen Gesellschaft erarbeiten; 2. Medienkompetenz: einen aktuellen Film erschließen und kritisch reflektieren, mit <i>BookCreator</i> arbeiten, interaktives Quiz in <i>LearningApps</i> durchführen
Thematische Bereiche:	<i>Female empowerment</i> , Stereotype, Vielfalt
Medien:	PowerPoint-Präsentation, <i>LearningApps</i> , <i>BookCreator</i>
Zusätzlich benötigt:	Gerwig, Greta: <i>Barbie</i> . Warner Bros. Entertainment Inc. 2023. (Laufzeit 115 min), erhältlich auf Amazon



LearningApps -  
interaktive Lernbausteine



netzwerk  
lernen

zur Vollversion

## Auf einen Blick

### 1./2. Stunde

**Thema:** The history of Barbie – How Barbie became famous

**M 1** **Barbie – A journey through the decades /** mit einer Einführung in das neue Thema einsteigen (UG, EA); Hintergrundinformationen durch einen Lückentext erschließen (EA)

**Benötigt:**

- Projektionsmöglichkeit für die PowerPoint-Präsentation (ZM 1)



### 3.–5. Stunde

**Thema:** The impact of dolls like Barbie – Reflecting on culture and stereotypes

**M 2** **Playing with (Barbie-)dolls – Cultural impacts /** Begriffe bezüglich der kulturellen Bedeutung von Puppen in Form einer Mindmap und anhand einer Internetrecherche erarbeiten (EA, PA)

**M 3** **Hi Barbie! – Working with the film teaser /** durch den offiziellen Teaser die Erwartungshaltung fördern und den Beginn des Films erschließen (EA, PA, PL)

**M 4** **This is for “girls”! This is for “boys”! – Reflecting on stereotypical views /** kooperativ eine *Placemat* activity zu Stereotypen bearbeiten und Inhalte kritisch reflektieren (EA, GA)

**Benötigt:**

- ggf. Tablet/Smartphone mit Internetzugang für die Recherche
- Abspielmöglichkeit für den Teaser und den Trailer



### 6.–9. Stunde

**Thema:** And action! – Let’s watch the “*Barbie*” film

**M 5** **What to expect from „Barbie“ – Getting started with the film /** anhand des offiziellen Trailers mögliche zentrale Themen festlegen und nach Anschauen des Films reflektieren (EA, PL)

**M 6** **Watching the film *Barbie* – While-viewing activities /** sich während des Ansehens des Films in Form eines Gruppenpuzzles Notizen machen (EA, GA)

**Benötigt:**

- “*Barbie*“-Film von Greta Gerwig
- Abspielmöglichkeit für den “*Barbie*“-Film



**10./11. Stunde**

**Thema:** Post-viewing activities – A film about empowerment and identity

**M 7** **Female empowerment and identity in *Barbie* – And the real world** / die Themen *female empowerment* und *identity* im Film erarbeiten und Bezug zur heutigen Gesellschaft herstellen (EA, PA)

**M 8** **Barbie as an influencer – Finding one's identity in a superficial world** / die Rolle von Barbie als Influencerin (Barbie vlogs) diskutieren und hinsichtlich der Identitätsfindung analysieren (EA, PA, PL)

**12./13. Stunde**

**Thema:** *BookCreator* – Preparing the presentation

**M 9** **LEK** / individuelle Themen und deren Bezug zu „*Barbie*“ als alternative Leistungsüberprüfung erarbeiten und mithilfe von *BookCreator* präsentieren (EA, PA)

**Benötigt:** • Bewertungsbogen zur Bewertung der Präsentationen (ZM 3)

**Minimalplan**

Bei der vorliegenden Unterrichtseinheit ist es möglich, nur den Film mit M 5 und M 6 als Schwerpunkt zu legen. Dennoch wird empfohlen, den Einstieg mit M 1 als Vorentlastung durchzuführen. Im Minimalplan kann M 7 als abschließende Aufgabe herangezogen werden.

**Zusatzmaterial im Online-Archiv bzw. in der ZIP-Datei**

**ZM 1\_PPTHISTORYBarbie** PowerPoint-Präsentation zur Geschichte von Barbie

**ZM 2\_BarbieSongs** Erschließung von Themen durch Popsongs

**ZM 3\_Bewertungsraster** Bewertungsschema zur Bewertung der Präsentationen mit *BookCreator*

**Erklärung zu den Symbolen**

	Dieses Symbol markiert differenziertes Material. Wenn nicht anders ausgewiesen, befinden sich die Materialien auf mittlerem Niveau.		
	leichtes Niveau		mittleres Niveau
			schwieriges Niveau
	Zusatzaufgabe		Alternative
			Selbsteinschätzung

## Playing with (Barbie-)dolls – Cultural impacts

M 2



Dolls have had a significant cultural impact throughout history and across various societies.

### Tasks

1. Work together in a group and fill in the mind map. Use your tablet/smartphone for Internet research. What role do dolls have for children's play & imagination, representation of diversity, activism & social issues or identity & self-expression?

**Extra for fast finishers:** You can include these aspects, too:

marketing and consumerism, education, literature & media and the fashion industry

2. Barbie has had a profound and multifaceted cultural impact over the decades. Research the Internet again. To what extent is Barbie connected to the concepts in the mind map?



### TIP: What are these concepts?

**Imagination:** Imagination is like a superpower in your mind. It lets you create pictures, stories, and ideas that aren't real, but they can be cool, fun and you can make up anything you want!

**Diversity:** Diversity means that there are many different kinds of people or things. It's like having a big box of crayons with lots of colours. For people this means they can have different skin colours, come from different places, speak different languages, and like and believe in different things. Diversity makes the world interesting and colourful!

**Activism:** Activism means taking action to make a change in the world. It's like standing up for what you believe in and working to make things better.

**Social issues:** Social issues are problems or challenges that affect a lot of people in a community or society. These can be things like fairness, equality, and justice for everyone. People who care about these issues often become activists to try to fix them. They might protest, write, talk, or do other things to make a positive difference.

**Identity:** Identity is who you are, what makes you special and unique. It includes things like your name, what you look like, where you come from, and what you believe in. It's like a fingerprint that shows how you're different from everyone else.

**Self-expression:** Self-expression means showing who you are, what you like, and how you feel. It's like painting a picture of yourself using your words, actions, and style. It's a way to let others know what's inside your heart and mind.



## What to expect from *Barbie* – Getting started with the film

M 5

Barbie has transformed from just being a doll to a big film star. But what can people really expect from the film?



### Tasks

1. Before you watch *Barbie*, the film by Greta Gerwig, watch the official trailer:  
<https://raabe.click/barbietrailer>
2. What do you expect from the film? What will be the main topics/aspects? Please fill in the left column only.



	3 topics BEFORE watching the film	3 topics AFTER watching the film
1		
2		
3		

3. Watch the film *Barbie*. What have been the main topics/aspects in the film? Please fill in the right column only.
4. Have you understood it all? Do this task in *LearningApps*:  
<https://learningapps.org/watch?v=p0atnoqj23>
5. Have your expectations been fulfilled?
6. Are you disappointed/happy/surprised?



## Watching the film *Barbie* – While-viewing activities

M 6

Now it's time for the *Barbie* film and also group work while watching the film together.



### Tasks

Do a group puzzle while watching the film in class. In a group puzzle you focus on only particular aspects of the movie while the rest of your home group focusses on another aspect.

Follow the steps:

- Form groups of 4 students. This is your home group. Every student chooses one of the expert tasks.
- Form new groups with all the other students working on your expert task.
- In the expert groups, you all have the same task during the film. Work on it alone.
- After the film you have 10 minutes time to compare your answers and add information.
- Now, return to your home groups: Present your aspects and listen to the others and their information. Take notes!

## M 8



## Barbie as an influencer – Finding one’s identity in a superficial world

In recent years, Barbie has expanded her presence beyond being a doll and has become a virtual influencer, sharing her experiences and interests through vlogs. This modern approach allows Barbie to connect with her audience in new and exciting ways, inspiring girls and boys alike to explore their own creativity and aspirations.

### Tasks

1. Define the term “influencer”. What are influencers?
2. In class, discuss the role influencers play in today’s world. Take notes.
3. Work together with a partner and do some research on YouTube while watching some Barbie vlogs. Take notes on the different topics and videos shown there.  
<https://raabe.click/BarbieVlog>
4. Analyse the vlog. Do you think that Barbie really influences people with her vlog? What kind of people does she reach with her content? Take notes.
5. Discuss: What factors really influence identity? Take notes.



Quelle: Barbie Youtube-Kanal/Barbie Vlogs  
<https://raabe.click/BarbieVlog>