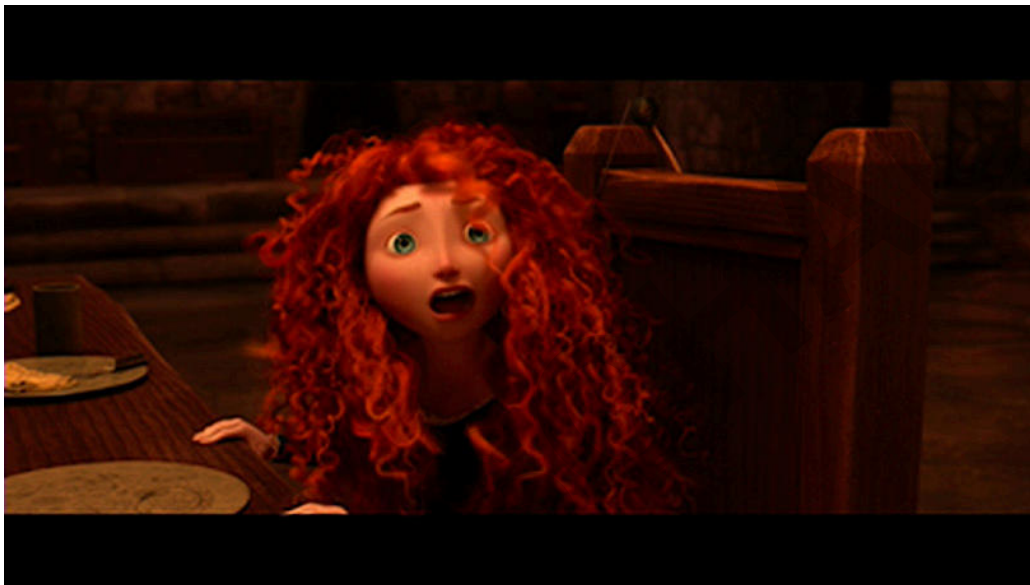


I.D.9

Hörspiel und Film

Disney's animated film *Brave* – Die Filmfiguren, das Setting und die Handlung kreativ analysieren (Klasse 7/8)

Julian Stöferle



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Anhand des Disney-Films „*Brave*“ erleben Ihre Lernenden eine Reise ins mittelalterliche Schottland. Dabei erhalten sie einen Einblick in die Sprache und die Kultur des Landes. Der unterhaltsame Fantasy-Animationsfilm bietet neben einem hohem Motivationspotenzial viele Sprechanlässe für Ihren Englischunterricht und trägt zur Übung wichtiger kommunikativer Kompetenzen und zur Förderung der Kreativität bei.

KOMPETENZPROFIL

Klassenstufe:	7/8
Dauer:	4–9 Unterrichtsstunden + LEK
Kompetenzen:	1. Hör-Seh-Verstehen: die Hauptaussagen eines Films erschließen; 2. Sprechen: Inhalte wiedergeben oder zusammenfassen; 3. Medienkompetenz: einen Film lernstandgemäß analysieren
Thematische Bereiche:	Schottland, Familie, Selbstbestimmung, <i>coming-of-age</i> , Generationenkonflikte, Eltern-Kind-Beziehung, Legenden und Geschichten
Medien:	Film „ <i>Brave</i> “ (2012) von Steve Purcell, Mark Andrews und Brenda Chapman

Auf einen Blick

Für jede Stunde ist der Film „*Brave*“ und ein Beamer zur Präsentation erforderlich.

1. Stunde

Thema: Introduction to the film *Brave*

M 1 **Getting ready to work with the film *Brave* – About fate /** zu Zitaten Stellung nehmen und Leitfragen beantworten (EA, GA, GA, PL)

2. Stunde

Thema: Understanding the main title sequence

M 2 **Meeting the characters – An overview /** einem Filmausschnitt relevante Informationen zu den Charakteren entnehmen (EA, PL)

M 3 **Describing the scenery – A message /** die Landschaft im Film beschreiben und eine *WhatsApp*-Nachricht schreiben (EA, GA)

3. Stunde

Thema: Characterisation of Merida

M 4 **A word crown – „Princess“ /** Begriffe zuordnen und begründen (EA)

M 5 **Merida – A real princess? /** einem Filmausschnitt Informationen entnehmen und diese in einem Gespräch verwenden (EA, PA, PL)

4. Stunde

Thema: An interior monologue

M 6 **Merida's betrothal – What goes through her mind? /** einen inneren Monolog nach einem Gespräch zwischen Merida und ihrer Mutter schreiben (EA)

5./6. Stunde

Thema: The gathering of the clans and grammar revision

M 7 **The four great clans meet – An oral report /** einen Filmausschnitt verstehen und aus den gewonnenen Informationen einen mündlichen Bericht erstellen (EA, PL)

M 8 **The simple past – Revision /** das Simple Past wiederholen und üben (EA)

M 9 **Revision: The simple past – A game /** Simple-Past-Formen spielerisch üben (GA)



Meeting the characters – An overview

M 2

The main title sequence (00:55 min.–04:45 min.) is the opening scene in a film. It introduces the viewer to the main characters, the setting and the conflicts or themes in the film.



Tasks

- Watch the main title sequence of the film *Brave* and answer questions a)–c):
 - In what time period is the film set?
 - Where is it set?
 - Who are the characters introduced in the opening scene?
- Watch the sequence again. Take notes on what the first scene tells you about the following characters. Speculate about the roles they play in the film.

Character	Notes
 <p>Merida</p>	
 <p>Merida's mother</p>	
 <p>Merida's father</p>	
 <p>Mor'du</p>	

M 3

Describing the scenery – A message



Tasks

1. You have just watched the opening scene of the film *Brave* and you are fascinated by the landscape. Imagine your friend asks you on *WhatsApp* how your English lesson was today. Answer by writing a message in which you describe the scenery. The words in the box will help you.



© Colourbox

wide space mountainous high steep forest mystical
hills sea river clear deep peak rocks



2. Work in small groups.
 - a) Read your *WhatsApp* messages to each other.
 - b) Give each other feedback. Use the following phrases to help you.

Positive feedback

- I really enjoyed listening to your text.
- Your text was easy to follow and understand.
- I'm impressed by the way you described the scenery.

Constructive feedback

- I think you could improve your text by adding more specific details.
- Your text was a bit short.

Specific feedback:

- I really liked the way you began your description.
- I think your text was a bit confusing.
- I wasn't sure what you meant by this sentence: ... Could you please explain it further?

M 4

A word crown – “Princess“



Tasks

1. Which words from the word crown fit the description of a princess and which do not? Fill in a table like the one below.
2. Explain your choice.

A princess is ... because ...	A princess is not ... because ...

Queen Elinor – A good mother?

M 11



Tasks

1. What makes a good mother? Collect ideas.
 - a) Form groups of three to four students. Stand up, walk around the classroom.
 - b) In your group, brainstorm answers to the question.
 - c) Summarise the key points from your group and make notes on the qualities of a good mother.
 - d) Share two or three of your ideas with the class.
2. Create a character profile of Merida's mother. Use your knowledge from your previous work with the film.



Foto: Robert Anderson/Pixar Animation Studios/Walt Disney Pictures

Name:	
Age:	
Job:	
Address:	
Looks:	
Family:	
Skills:	
Likes:	
Dislikes:	