



SCHOOL-SCOUT.DE

Unterrichtsmaterialien in digitaler und in gedruckter Form

Auszug aus:

Mediation

Das komplette Material finden Sie hier:

School-Scout.de



Mediation – How to mediate a text: working with different sources, text types and topics

by Barbara Pelikan



© Baris-Ozer/IStock

Sowohl im Unterricht als auch im Alltag werden Lernende mit verschiedensten Informationsquellen konfrontiert. In dieser Einheit lernen die Schülerinnen und Schüler anhand der Themen „American Dream“, „immigration“, „climate change“ und „Brexit“ mit den diversen Quellenformaten umzugehen und diese von einer Sprache in die andere zu übermitteln. Dabei schulen die Lernenden nicht nur ihre Mediationskompetenz, sondern erweitern auch ihre Sprach- und Medienkompetenz. Unter anderem mithilfe von Wortschatzübungen und Text- und Cartoonanalysen werden sie schrittweise an das Thema „Mediation“ herangeführt.

Mediation – How to mediate a text: working with different sources, text types and topics

by Barbara Pelikan

Facts	1
Notes on the material	2
Topic 1: How to do a mediation	4
Topic 2: The American Dream	9
Topic 3: Immigration	19
Topic 4: The environment	32
Topic 5: British politics – Brexit – bleiben oder gehen?	40

Competences and skills:

Students enhance their **mediation skills** by transferring information from German or English texts into the other language. They learn to simplify complex contents and structures in order to convey the message of a text to different audiences. Students also practise their **listening** and **reading competences** as well as their **writing skills**.

Overview:

List of abbreviations:

CT Creative Task

M Mind mapping/visualising

S Working with statistics

V Vocabulary work

D Discussion/debate

P Working with a picture

T Working with a text

W Writing

LC Listening comprehension

R Research

TR Translation

Topic	Material	Method
1: How to do a mediation	M1–M2	P
2: The American Dream	M3–M5	M, P, T, TR, V, W
3: Immigration	M6–M11	CT, D, M, P, R, T
4: The environment	M12–M14	M, P, R, S, W
5: British politics – Brexit – bleiben oder gehen?	M15	LC, T, W

Mediation – How to mediate a text: working with different sources, text types and topics

Facts

No matter whether students participate in school exchange programs or European exchange programs like Erasmus, they always meet people from other cultural backgrounds which creates opportunities for interchange. Due to the internet, students also have endless possibilities to communicate with people around the world and to participate in international projects. Global movements like the “Fridays for Future”-campaign show that it is normal for young people to “get together” online and share ideas with people from other countries. The language used internationally is English and, therefore, it is important that students know how to get their ideas across. For some texts e.g. contracts or other legal documents, a detailed translation is needed in order to grasp every detail but most of the time the focus is on mediating. Thus, students need to know how to simplify and paraphrase and also how to take their partner’s general knowledge and cultural background into account. The addressee needs to understand what a headline, a poster or any other text really is about rather than just hear a translation word by word.

Purely private chats in English are something students might be used to but difficulties arise whenever the focus is not only on accuracy but a certain content has to be “translated” with regards to a certain addressee. That could be a person unfamiliar with certain facts and he or she needs some extra background information or an audience used to a certain way of being addressed e.g. in a speech. Whereas a more formal style is required for a newspaper article, simpler language is a good choice when communicating with kids. Students also need to learn how to communicate complex ideas. Once they are familiar with different text sources and strategies for simplification, if the language in the German original is too complex, they can also follow up mediation tasks with the interpretation of poems or cartoons, write comments or compositions or simply give their opinion.

Notes on the material

Topic 1 starts with some examples that cause difficulties when translated word by word. Hence, students not only see the difference between translation and mediation but also develop an understanding of what a good mediation is. Thus, they can work on strategies to simplify complex German texts or work around purely German concepts such as for example "Maibaum". Afterwards, they receive the info sheet (M2) on how to do a mediation. **Topic 2** focuses on the American Dream. The painting by John Gast (M3) is used to familiarise students with the early history of immigration to the USA and with useful vocabulary such as "frontier", "upward mobility", "westwards", "from rags-to-riches" etc. In order to practise before starting on the text "Ausgeträumt" (M4), students work with a partner or in groups and complete the pre-mediation exercises (M5) in which they practise how to transfer complex German fragments into English and correct typical Germanisms. The worksheet on the text then offers two different scenarios for practising mediation with different purposes. **Topic 3** deals with immigration to the USA in general and the symbolic representation by "Lady Liberty". Students conduct an online search and find out more about the Statue of Liberty. Then they watch a filmed version of the sonnet *The New Colossus* by Emma Lazarus to get a first impression of what the poem is about. Afterwards, they analyse the poem and learn why the Statue of Liberty is depicted as a symbol of hope and the USA as "a new Canaan". M8 offers some famous quotations by American presidents ranging from Roosevelt to Trump. Students analyse the different views on immigrants and immigration as expressed in the quotations. With their acquired background knowledge, students analyse the cartoon of a very different Statue of Liberty (M9). They also compare the attitudes as expressed in the poem and in the cartoon. Students then get the chance to be creative themselves and either draw their own cartoon or use one of the free online cartoon creators. They then use role cards to conduct a debate on the question whether immigrants are still welcome in the USA. M11 relies on the background knowledge gathered in the exercises before. Students may choose from three different mediation scenarios. The first one relates to the cartoon, whereas in the second and third scenario, students create explanatory

notes for German visitors in New York. The addressees, however, are different, as they write for adults in scenario 2a) and for children in scenario 2b). **Topic 4** deals with the environment and starts with an internet research to find out more about the "Fridays for Future"-movement in general as well as in the students' immediate surroundings. They get the chance to state both their personal opinion and to debate whether it has to be a "Friday for Future" or could a "Saturday for Future" work just the same. In the mediation task, students sum up the main aspects of a German text called "Verzicht als Lösung" (M12) for an international project. The original article is quite long (nearly 1000 words) and the language is slightly more complex than what students have encountered up to this point. Students then mediate a cartoon for their Indian exchange partner. Finally, in **Topic 5** they receive a test ("Klausur", M15) consisting of listening comprehension tasks about British politics and a mediation task that deals with Brexit. The allowed period of time for the test is 70 minutes. If the text "Bleiben oder Gehen?" is not used for the test, the teacher may instruct students to use three different colours in order to highlight the three different aspects that have been asked for. Students could also work with a partner or in groups to organise the information from the text and create a structure (see: Key: Klausur; "Vorüberlegungen").

At the end, students will have completed a lot of tasks such as internet research, organising thoughts, drawing mind maps, analysing poems, quotations, cartoons and statistics, giving their opinion, and transferring complex German newspaper articles into English. They will have learned why it is important to follow certain rules when doing a mediation and how to work around lack of vocabulary or other language problems. Additionally, they get the opportunity to learn more about American history, British politics and living greener. They will also be prepared to develop their own points of view.



SCHOOL-SCOUT.DE

Unterrichtsmaterialien in digitaler und in gedruckter Form

Auszug aus:

Mediation

Das komplette Material finden Sie hier:

School-Scout.de

