

# SCHOOL-SCOUT.DE

Unterrichtsmaterialien in digitaler und in gedruckter Form

**Auszug aus:**

*Lee-Jones: "Seven Methods of Killing Kylie Jenner"*


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ILB.3.14  
Literatur – Plugs and Radio Plugs  
Lee-Jones: "Seven Methods of Killing Kylie Jenner" – Anhand des Dramas den Einfluss der Medien auf die Wahrnehmung untersuchen (§ 10)

Sergio Kelly



Welche Rolle spielen die sozialen Medien bezüglich der Selbst- und Fremdwahrnehmung? Inwiefern hat diese Einfluss in Ihren Drama auf geschlechtliche Identität, Körperbild und Normen sowie den Einfluss der sozialen Medien auf diese Themenbereiche. Die Handlung bringt sich über mehrere Szenen zwischen der Reduktion des Textes und der Darstellung methodisch verschiedenen, lebensweltorientierten Lernaktivitäten, analysieren die Darstellung der sozialen Medien, sondern reflektieren anhand der Auseinandersetzung mit aktuellen gesellschaftlichen Herausforderungen im digitalen Raum auch das geschlechtliche Medienverhalten.

**KOMPETENZPROFIL**  
Klassenstufe/Jahrgang: 10-12 (IKL 11-13 (D); 7.-9. Jahrgang)  
Dauer: 4-20 Unterrichtsstunden (IKL)  
Kompetenzen: 1. Lesekompetenz: literarische Texte verstehen und deuten, 2. Medialität: Texte aus dem breiten Spektrum digitaler Medien, 3. Medienkompetenz: den Umgang mit Medien verstehen  
Thematische Bereiche: The impact of the media on individual identity gender issues, when, social events, identity, diversity  
Materialien: PowerPoint Präsentation mit Downloadlinks, Checkliste sheets, Klausur mit Kartei Abbildung zu den Akteuren  
Zusätzlich benötigt: Drama „Seven Methods of Killing Kylie Jenner“ von Lauren Lee Jones

## Auf einen Blick

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### 1. Stunde

**Thema:** The media I – Media use

**M 1** **The changing media landscape – An overview /** inhaltlich und sprachlich in das Thema „Mediennutzung“ einsteigen; ein Bild beschreiben und den themenspezifischen Wortschatz aktivieren und erweitern (GA, PL)

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### 2. Stunde

**Thema:** The media II – The impact of the media

**M 2** **The impact of the media on individual and society – A mediation /** das Thema „Mediennutzung“ am Beispiel von TikTok vertiefen (PA, EA, PL), eine Sprachmittlungsaufgabe zum Einfluss von TikTok bearbeiten (EA), die Rolle der sozialen Medien für die Meinungsbildung schriftlich kommentieren (EA)

**Benötigt:**

- interaktives Whiteboard

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### 3. Stunde

**Thema:** The role of social media

**M 3** **The media’s influence on perception – Topic vocabulary /** den Einfluss der Medien auf die Wahrnehmung der Realität anhand eines Zitats und einer Umfrage erkennen (PL, EA); themenspezifischen Wortschatz aufbauen (EA)

**Benötigt:**

- interaktives Whiteboard

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### 4. Stunde

**Thema:** Politics and social media

**M 4** **The power of social media platforms – Twitter/X /** Vorwissen über Twitter/X aktivieren (EA, PL); beispielhaft die Beziehung zwischen Donald Trump und X untersuchen und bewerten (UG); eine Karikatur analysieren (EA)

**Benötigt:**

- interaktives Whiteboard

## 5. Stunde

**Thema:** Overview of the play and the killing methods

**M 5** **The social media cycle – Analysing the structure of the play** / die Tötungsmethoden selektiv und analytisch lesend erschließen und den Aufbau des Dramas analysieren (EA bzw. PA, UG)

**Benötigt:**

- Drama „Seven Methods of Killing Kylie Jenner“

## 6. Stunde

**Thema:** Online and offline identity

**M 6** **The Twitter sphere vs. real life – Analysing the merging of Cleo’s identities** / Cleos Online- und Offline-Identität untersuchen (EA, PA)

**Benötigt:**

- Drama „Seven Methods of Killing Kylie Jenner“

## 7. Stunde

**Thema:** Online behaviour

**M 7** **Social media conduct – Focus on Twitterlude 4 and 5** / einzelne Textpassagen des Dramas im Hinblick auf den sozialen Umgang im Internet untersuchen, einen Post verfassen (EA)

**Benötigt:**

- Drama „Seven Methods of Killing Kylie Jenner“ (S. 41/42 und S. 50/51)

## 8. Stunde

**Thema:** The term “self-made”

**M 8** **“Self-made” – Selection and assessment by media outlets** / sich kritisch mit der Berechtigung des Terminus anhand eines Artikels auseinandersetzen (EA, UG)

**Benötigt:**

- interaktives Whiteboard
- Drama „Seven Methods of Killing Kylie Jenner“

## 9. Stunde

**Thema:** The protagonists of the drama

**M 9** **The experience of female Blackness – Kara and Cleo** / Charaktereigenschaften der Hauptfiguren herausarbeiten und belegen; zentrale Textpassagen zu den Themen „Schwarzsein“, „Rassismus“ und „Objektivierung“ analysieren; die Beziehung zwischen Cleo und Kara analysieren (EA)

- Benötigt:**
- interaktives Whiteboard
  - Drama „Seven Methods of Killing Kylie Jenner“
  - Tablet, buntes Papier und bunten Karton für den Legefilm
  - z. B. App Doceri für den Tutorialfilm
  - z. B. App EdrawMind für die digitale Visualisierung
  - Internetzugang
  - DIN A3-Papier und bunte Stifte für die analoge Visualisierung
- Hausaufgabe:** M 9, *task 10*: Cleo oder Kara charakterisieren (EA)

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## 10. Stunde

- Thema:** Cultural appropriation and Eurocentric beauty ideals
- M 10** **Beauty ideals and the media – Cleo’s problem with Kylie /** einen Text über kulturelle Aneignung zusammenfassen (EA); sich eine Meinung zum Thema bilden (EA); eine Kernaussage des Dramas analysieren (EA); verschiedene Perspektiven in einem Rollenspiel übernehmen und verstehen (GA)
- Benötigt:**
- interaktives Whiteboard
  - Drama „Seven Methods of Killing Kylie Jenner“
  - M 11 im Klassensatz für die Hausaufgabe
- Hausaufgabe:** M 11, *task 1*: eine Online-Recherche zu den in der Premediation I angedeuteten Nachrichten zu unterschiedlichen sozialen Problemfeldern durchführen

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## 11. Stunde

- Thema:** Forms of social activism
- M 11** **Social activism on Twitter – @INCOGNEGRO’S “blue tick activism” /** die Ergebnisse der Hausaufgabe in einer Mindmap kategorisieren und darstellen (PA); dramatische Elemente analysieren; verschiedene Formen des Aktivismus erkennen und bewerten (EA, PA, GA); zu Aktivisten und Aktivistinnen recherchieren und die Ergebnisse präsentieren (PA)
- Benötigt:**
- interaktives Whiteboard
  - Drama „Seven Methods of Killing Kylie Jenner“
  - internetfähige Endgeräte und Internetzugang für die Recherche

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## 12. Stunde

- Thema:** The killing methods 4 and 6

**M 12** **Cultural appropriation – Blackface and minstrelsy /** die Problematik kultureller Aneignung im Kontext von Verkleidungen anhand von Bildern (UG) und einer Mediation verstehen und bewerten (EA); das Wissen in einer Textanalyse anwenden (EA)

**Benötigt:**

- interaktives Whiteboard
- Drama „Seven Methods of Killing Kylie Jenner“
- digitale oder analoge Wörterbücher

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### 13. Stunde

**Thema:** Sarah Baartman’s life and role

**M 13** **The dehumanisation of the Black female body – Sarah Baartman’s story /** eine *outline* von Sarah Baartman’s Leben verfassen und ihre Bedeutung im Drama und im gesellschaftlichen Kontext analysieren (EA)

**Benötigt:**

- interaktives Whiteboard
- Drama „Seven Methods of Killing Kylie Jenner“

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### 14. Stunde

**Thema:** The beginning and ending of the play – The Premeditation I and the POST-MORTEM

**M 14** **Dealing with the history of oppression, racism and sexism – The post mortem /** die Darstellung und den möglichen Umgang mit dem Trauma und der Last am Beispiel von Kara und Cleo analysieren; das Konzept der *intersectionality* verstehen; Jasmine Lee-Jones’ Motivation und ihr Verständnis ihres Theaterstücks untersuchen (EA); eigene Interviewfragen entwickeln und das Interview präsentieren (PA); in einer Rezension das Stück unter Rückgriff auf die Analyseergebnisse verfassen (EA)

**Benötigt:**

- interaktives Whiteboard
- Drama „Seven Methods of Killing Kylie Jenner“

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### Lernerfolgskontrolle

**LEK** Class test – Mediation

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### Minimalplan

Falls weniger Zeit zur Verfügung steht, kann folgende Auswahl getroffen werden:

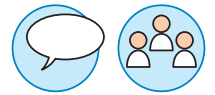
Focus on the media M 1–M 4

Focus on the drama and characters M 5–M 13

Focus on mediation and vocabulary M 2, M 3 und M 12

## The changing media landscape – An overview

M 1



### Tasks

1. Get together in groups of four.
  - a) Decide who describes which picture. Describe your picture to the other members of your group.
  - b) Explain what kind of media is depicted, what it is used for and by whom.



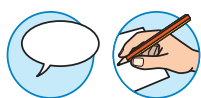
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### Language support: Media

reliability/reliable – official / private news channels – entertainment – bias/biased – (thorough) research – fake news – influence/influencer – (to) manipulate/manipulation – via the media – clickbait – conservative/liberal – tabloid newspaper – old-fashioned / modern mainstream media – in-depth analysis of a topic – commentary – (to) comment on a topic – political phenomena – information – (to) form an opinion – to gather information

2. Share your results with the class to create an overview of the changing media landscape. Add more examples.

## M 2



## The impact of media on the individual and society – A mediation

### Tasks

1. In class, explain which media you mainly use and what for.
2. In groups, create a collaborative word cloud in which each of you gives three examples of what you/people use TikTok for. You can, e.g., use <https://www.mentimeter.com/> or <https://www.wortwolken.com/> to create your word cloud. Compare your word clouds in class.
3. Using the Think-Pair-Share method, discuss whether you think that TikTok influences your (political) opinion.



#### Method: Think–Pair–Share

- **Think:** What is your opinion? Make a list of arguments.
- **Pair:** Get together with a partner and compare your points, maybe form a more differentiated opinion or collect more arguments.
- **Share:** Discuss the statement in a group of four. Aim to make your case and convince the others of your opinion. Agree on a statement.

4. Mediation: Your friend from the USA is writing an article about the rise of right-wing parties in Europe and the USA for his school’s website YOUNGPOLITIX. He has asked you to submit an article in which you explain which role the media plays in promoting right-wing parties like the German party AfD.

#### Focus on mediation

- **Step 1:** Identify the exact task and highlight the respective parts in the text.
- **Step 2:** Summarise the relevant points in English. **Tip:** put the German text aside.
- **Step 3:** Consider the addressees of your mediation to choose the appropriate register.
- **Step 4:** Consider the text format requested, create an appropriate outline and then write your text.

#### Focus on writing: Writing an article

- Come up with an **interesting title** that catches the reader’s attention, i.e. “Never again is now”.
- Involve the readers by using **questions**, addressing the readers directly, i.e. “Have you ever wondered why they are so successful?”
- Use **language appropriate** for audience, topic and publication context (i.e. adults, children, youths; experts, general population / racism, sexism, dangers of media / internet, print media, online article).
- Structure the main part according to the task and cover all aspects.
- Finish your article with a **punchline** or a strong statement, i.e. “Don’t be brainwashed – think for yourself.”

## M 4

## The power of social media platforms – Twitter/X



## Tasks

1. What do you already know about Twitter, now known as X? Participate in collaboratively developing a word cloud e.g., on <https://www.mentimeter.com/> or <https://www.wortwolken.com/>
2. Explain the headlines.

January 6 hearing: Trump was at heart of plot that led to ‘attempted coup’

Twitter permanently suspends Trump’s account to prevent ‘further incitement of violence’

Trump’s lawyer John Lauro told CNN on 1 August that the charges against Trump are “an attack on free speech, and [on] political advocacy”.

Elon Musk reinstates Donald Trump’s Twitter account after taking poll

Sources: Headline 1 <https://www.theguardian.com/us-news/2022/jun/09/trump-january-6-hearings-capitol-attack>; Headline 2 <https://www.theguardian.com/us-news/2021/jan/08/donald-trump-twitter-ban-suspended>; Headline 3 <https://www.theguardian.com/us-news/2023/aug/16/donald-trump-free-speech-jan-6-case?ref=upstract.com>; Headline 4 <https://www.theguardian.com/us-news/2022/nov/20/twitter-lifts-donald-trump-ban-after-elon-musks-poll> [last accesses: 12/09/2024]

3. Comment on both the suspension and the reinstatement of Ex-President Donald Trump’s account on Twitter/X.
4. Comment on whether it is acceptable that a CEO of a company like Twitter/X has the power to censor politicians’ tweets.
5. Analyse the cartoon.

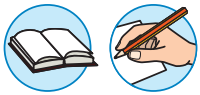


Source: Tom Janssen/Cartoon Stock

6. Assess the dangers of a social media platform like Twitter/X.



## M 8



## “Self-made” – Selection and assessment by media outlets

The play’s plot moves between the Twitterludes in which @INCOGNEGRO posts controversial killing methods and the real life, the IRLs, in which Cleo and her friend Kara debate a variety of issues. The first issue is a tweet by Forbes magazine about Kylie Jenner being the youngest self-made billionaire by selling her lipkits. This enrages Cleo aka @INCOGNEGRO so much that she starts tweeting the first two of the “Seven Methods of Killing Kylie Jenner”.

### Tasks

1. Explain what you already know about Kylie Jenner and her career.
2. Analyse the second killing method #DEATHBYSHOOTING posted by @INCOGNEGRO with the help of the info box.



#### Info box: Black Lives Matter

**Black Lives Matter (BLM)** is an international social movement, formed in the United States in 2013, dedicated to fighting racism and anti-Black violence, especially in the form of police brutality. The name *Black Lives Matter* signals condemnation of the unjust killings of Black people by police (Black people are far more likely to be killed by police in the United States than white people) and the demand that society value the lives and humanity of Black people as much as it values the lives and humanity of white people.



© ink drop/ Adobe Stock

Source: Brian Duignan and others of *The Encyclopaedia Britannica* on <https://www.britannica.com/topic/Black-Lives-Matter> [last access: 12/09/2024]



3. Scan the QR-Code and summarise the article from Forbes magazine “At 21, Kylie Jenner becomes the youngest self-made billionaire ever” by Natalie Robehmed.  
[https://raabe.click/Forbes\\_Magazine](https://raabe.click/Forbes_Magazine) [last access: 12/09/2024]
4. Discuss whether Kylie Jenner deserves to be called a self-made billionaire by also taking into consideration the statement from Forbes magazine on the issue.  
„To be clear, *Forbes* defines “self-made” as someone who built a company or established a fortune on her own, rather than inheriting some or all of it. As long as the list member didn’t inherit a business or money, she is labeled self-made. But the term is very broad, and does not adequately reflect how far some people have come and, relatively speaking, how much easier others have had it.”  
Source: Dolan, Kerry A.: “Here’s What Forbes Means By Self-Made: From Bootstrappers To Silver Spoons” in *Forbes Magazine*, <https://www.forbes.com/sites/kerryadolan/2018/07/13/heres-what-forbes-means-by-self-made-from-bootstrappers-to-silver-spoons/#:~:text=Her%20mother%20helped%20build%20her,she%20is%20labeled%20self%20> [last access: 12/09/2024]
5. Assess whether you think @INCOGNEGRO’s manner of criticism is
  - effective.
  - acceptable.
  - understandable.
6. Imagine Kylie wrote to @INCOGNEGRO about her post. Write Kylie’s post.

## M 12

## Cultural appropriation – Blackface and minstrelsy



## Tasks

1. Describe the pictures of Canadian Prime Minister Justin Trudeau and the theatre group and your reaction to them.



Source: Picture 1: West Point Grey Academy; Picture 2: Mauritius Images/Pictorial Press Ltd./Alamy



## Info box: Blackface minstrelsy

Indigenous American theatrical form that constituted a subgenre of the minstrel show. Intended as comic entertainment, blackface minstrelsy was performed by a group of white minstrels (traveling musicians) with black-painted faces, whose material caricatured the singing and dancing of slaves. The form reached the pinnacle of its popularity between 1850 and 1870, when it enjoyed sizeable audiences in both the United States and Britain.

Source: Adam Augustyn and others of *The Encyclopaedia Britannica* on <https://www.britannica.com/art/blackface-minstrelsy> [last access: 12/09/2024]

2. Read the text and explain why blackfacing is seen as offensive.

### Blackfacing bis Winnetou: Problemskizze kulturelle Aneignung

*Kulturelle Aneignung, das klingt ziemlich abstrakt. Darum geht's aber immer wieder in Debatten etwa um Winnetou oder im Fasching bei der Frage: Als was gehst du? Kaum eine Diskussion wird derzeit so erhitzt geführt wie die über kulturelle Aneignung.*

- 5 Zuletzt war es Helge Schneider, der beim Thema kultureller Aneignung polarisierte: „Interessiert mich ‘nen Scheißdreck.“ Damit war für den Musiker und Entertainer die Sache klar. Genauer die Sache, die er so entschieden kommentierte: In ihrer ARD-Talkshow „Maischberger“ bat Moderatorin Sandra Maischberger ihren 67-jährigen Gast Anfang Februar um ein Statement zu der
  - 10 diskutierten Forderung, „dass ein weißer Musiker kein Jazz und kein Reggae spielen soll“.

#### „Machtasymmetrien“ entscheidend für Emotionalität der Debatte

- 15 Eben dies ist ein Beispiel für kulturelle Aneignung. Vereinfacht gesagt meint das die Übernahme von Ausdrucksformen aus einer Kultur in die eigene. In der öffentlichen Debatte ist das Stichwort zumeist ein Vorwurf an diejenigen, die

ma hergestellt. Alternativ kann die Umfrage mithilfe der abgedruckten *statements* auf dem Material auch im Plenum durchgeführt werden.

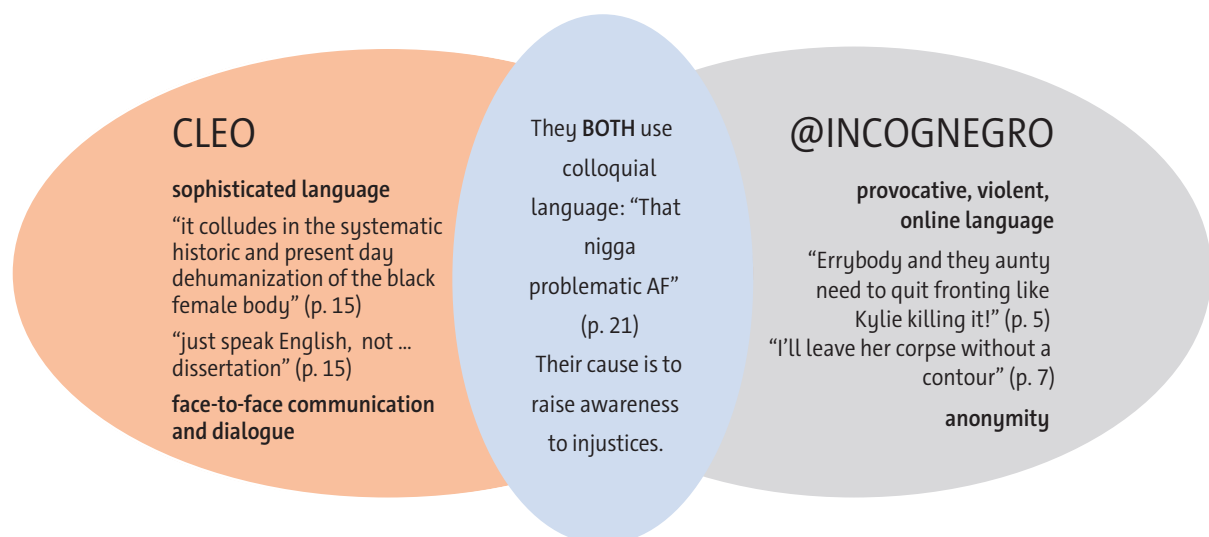
### Methodisch Hinweis

Die **Szenenanalyse** fördert das Verständnis für die Umsetzung literarischer Texte auf der Bühne und die Wirkung von Regieanweisungen und Bühnenbild. In Partnerarbeit erklären die Lernenden ein Zitat. Ihre Ergebnisse präsentieren sie vor der Klasse.

## Erwartungshorizont (M 6)

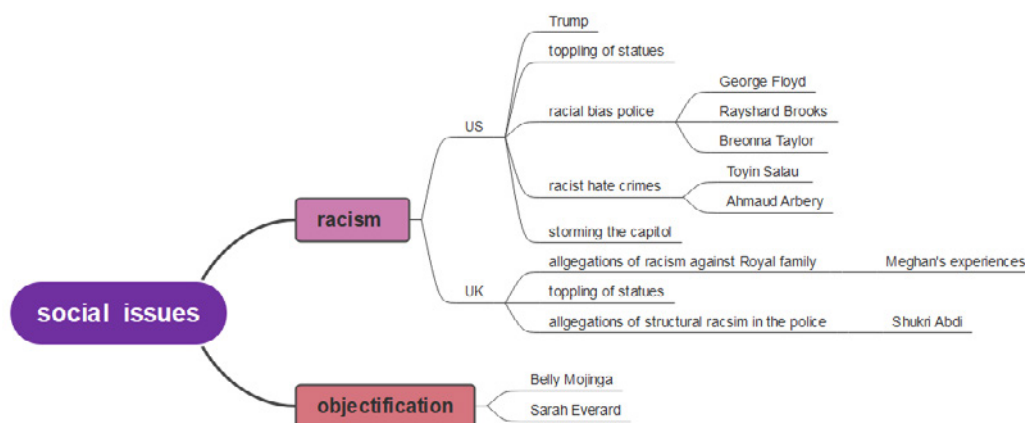
1./2. Individual results.

3. Comment on Kara’s statement: Despite the existence of sensible rules of conduct, a different set of rules applies to the online sphere. The anonymity causes people to be less considerate and careful, speak more openly, leading to phenomena like “trolling” (the act of leaving an insulting message on the Internet in order to annoy someone) and “cancel culture” (mass shaming). This obviously applies to Cleo, as her posts are extremely provocative and violent as she is initially not held accountable for her actions as she would be in “real” life.
4. Comparison of Cleo and @INCOGNEGRO:



5. Summary of Cleo’s inner monologue: Cleo explains that she struggles with how to show her anger, sadness, indignation or grudge. She is worried about how she is perceived: she does not want to fulfil the stereotype of “the angry Black woman” or confirm a perception of women as weak and emotional. She seeks to be seen as an attractive woman. Cleo describes her process of finding her identity which is formed “in reference to someone else” (p. 75) and also by the experiences of racism in her childhood, some of which only became apparent to her retrospectively: “these words being flung about like fishy or droplip”, which made her “feel ugly” (p. 75). The double standard of beauty ideals, signified by Kylie’s lips re-ignites her indignation and leads to her reverting back to her violent thoughts and language (“I want to punch her lights out” (p. 76)), saying she wants to kill Kylie still (p. 76).
6. The transition from the real life to Twitter is marked by a bird that starts to sing louder than the other birds. It stands for re-tweeting, commenting and liking on Twitter as the bird is also the symbol for Twitter. The singing of the birds leads to @INCOGNEGRO tweeting (p. 4).

## 2. Mind map: Possible solution:



Other ways to organise the issues are possible: women – racism – crime – violence – police – victims – politics

3. Function of Premeditation I: to create a context for what is to follow; to draw attention to the representation of Black people and women in the media; to establish a focus on systematic racism, the colonial past, the changing society; to close in on the topic of the play
4. Assessment of stage direction: The stage direction's function is to counteract the marginalisation of Black women.
5. Explanation of quotation: Responding to systemic racism with retaliation will only perpetuate the cycle of violence and oppression. King emphasises the importance of bringing “light” or positivity into the world to counteract “darkness”, advocating for actions that promote understanding, empathy and reconciliation. He emphasises that responding to discrimination with hate will only perpetuate hatred and division. Instead, he advocates for responding to hate with love, compassion and forgiveness. By choosing to respond to hatred with love, individuals can break the cycle of animosity and work towards building bridges of understanding.
6. Comparison Martin Luther King and Cleo's activism: Unlike Martin Luther King Jr., who chose a peaceful way of protest, Cleo “fights fire with fire”, following the motto “An eye for an eye”: Her protest is violent, aggressive and controversial.
7. Comparison of Kara and Cleo's attitude: Kara perceives Martin Luther King's peaceful, positive activism as an effective means to change the status quo while Cleo perceives him as weak and too passive.
8. Kara implies that Cleo's form of activism is not active enough, voicing her opinion via Twitter is a form of communicating her opinion but not affecting real change.
9. Cleo appreciates the fact that her reach has significantly increased by the help of social media, so much so that even international news outlets are reporting on her thread.
10. Digital activism leverages online platforms such as social media, petitions and digital organising tools to raise awareness, mobilise supporters and advocate for change. Social media campaigns can amplify marginalised voices, connect activists across geographical boundaries and provide real-time updates from the frontlines of social movements. Digital activism is accessible, cost-effective and can reach a wide audience quickly. However, it also has limitations, such as the risk of shallow engagement, echo chambers and algorithmic biases that may prioritise sensationalism over substance.
11. **Tarana Burke** is an American social activist and the founder of the #MeToo movement, which aims to support survivors of sexual violence and raise awareness about the prevalence of sexual

