Schulung sprachlicher Fertigkeiten – Speaking

Drama techniques to improve speaking skills: "Changing energies" – Mit Theatertechniken die Sprechkompetenz fördern

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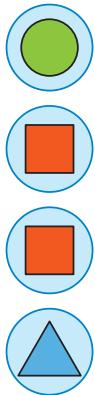
Die Materialsammlung stellt Theatertechniken vor, die es ihren Schülerinnen und Schülern ermöglichen, sich in fiktive Szenarien versetzen und dabei ihre sprachlichen, kognitiven und sozialen Kompetenzen zu entwickeln. Die Techniken fördern zudem Empathie und Selbstvertrauen im Umgang mit der Zielsprache. Durch improvisierte Szenen und Rollenspiele werden Dialoge angeregt, die die Lernenden ermutigen, ihre Ideen und Emotionen sprachlich auszudrücken. Die Materialien bieten der Lehrkraft zudem klare methodische Hinweise für den Einsatz im Unterricht.

KOMPETENZPROFIL

Klassenstufe/Lernjahr:	9/10; Lernjahr 5/6
Dauer:	1–4 Unterrichtsstunden, je nach Auswahl der Techniken
Inhalt:	*communication, theatre, drama*
Kompetenzen:	1. Sprechkompetenz: Kommunikationsfähigkeit in verschiedenen Textsorten demonstrieren; 2. Sozialkompetenz: Empathie bekunden und ein respektvolles soziales Umfeld erhalten; 3. Selbstkompetenz: die Bereitschaft demonstrieren, Ideen und Gefühle auf kreative Weise auszudrücken
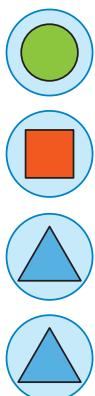
Auf einen Blick

Baustein 1
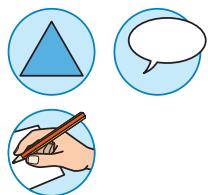
Thema: Improvisation

M 1   **Intonation dialogues – The power of tones /** die Be___tung der ___etonun___ für die Informationsentnahme herausarbeiten (EA, PA)

M 2   **Instant drama – Dramatic potential with eigh___ ___es /** mit ac___ ___r-gegebenen Zeilen eine Drama-Szene entw___ckeln (PA, PL)

M 3   **Instant drama – Encounters /** mit einem ___rgegebenen Eröffnungss___tz eine spontane Szene improvisieren (PA)

M 4   **Musical inspiration – Improvisatio___s based ___ ___usic /** eine S___ne basie-rend auf einem Musikstück erst___ ___ und diese da___ ___A, PL)

Benötigt: •   ein geeignetes Musikst___k für M 4 (si___ Hinweise)

Baustein 2

Thema: Doubling

M 5   **Exploring decision-making ___ ___oubled by two voices /** eine *Doubling*-Tech-nik bei ei___ ___Entsche___ ___ ___ ___verwenden (EA, GA, PL)

M 6   **A change of p___ ___pective – A fly tells its life story /** die Welt aus der Pers-pektive einer Kreat___ ___(hier: einer Fliege) mithilfe einer *Doubling*-Technik ___beiten (EA, PA, GA)

M 7   **___ubling ___ ___ture – A portrait comes alive /** einen fiktiven Dialog mit ein___ histo___schen ___rsönlichkeit gestalten (EA, PL)

M 8   **A mo___ ___ phone speaks – Exploring the digital life of a personal device /** eine *Do___bling*-Technik verwenden, um die subjektive Einstellung zu einem Gegensta___ ___hier: ein Smartphone) zu ermitteln (PL, GA)

Benötig___   ___rträt zur Projektion (M 7)

     •   ein Objekt sichtbar für alle (M 8)

M 7

Doubling a picture – A portrait comes alive

Let's bring a portrait to life by asking questions and lending it a voice.

Tasks

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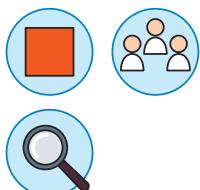
1. Examine the portrait and take some time to understand its details, expressions and atmosphere. Spend ten minutes writing down 15 questions you would like to ask the person in the portrait. Address your questions directly to the person, as if they could hear and respond. Here are some examples:
   - What is your name?
   - What historical era would you place yourself in?
   - What is your job?
   - What are your passions and interests?
   - What challenges have you faced in life?
   - What legacy[1] do you hope to leave behind?

2. Place a chair under or near the portrait, facing the group. One student takes on the role of the individual in the portrait. The student representing the person in the portrait answers your questions as if they were the actual person. Take part in a back-and-forth dialogue, gradually building a more detailed and engaging character profile.

3. Share your thoughts and feelings on the experience:
   - How did it feel to bring the portrait to life through questions and dialogue?
   - What insights did you gain about the portrayed person?

Vocabulary

legacy: sth. sb. leaves behind after their death

Info box – Doubling activity

A doubling activity is a role-playing technique where one person, the "doubling partner," reflects and reinforces the thoughts, feelings and perspectives of the other person, the "focal person". This mirroring allows the focal person to understand their own inner dialogue better and make more informed decisions. When you learn something new about yourself and about others in your class through English, then there is a good chance that you will learn the language much better.

M 9

Without a trace – A missing person

It gets exciting with a mystery investigation! Together, put yourselves in the shoes of amateur detectives and try to solve the disappearance of a person.

Memo: Amateur Detective Society

Ladies and gentlemen of the Amateur Detective Society. Thank you for braving the elements[1] to attend this urgent meeting. A husband has asked us to investigate his wife's disappearance. He wants to know, what happened. And he does not want to involve the police. To him, it's an inexplicable[2] disappearance of his wife. So, let's examine the information and clues available and come to some conclusions. Any questions before we begin?

Vocabulary

1 **(to) brave the elements:** den Elementen trotzen – 2 **inexplicable:** unerklärlich

Tasks A

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1. Divide into groups of four detectives each.
2. In your group
   a) Take a few minutes to study the desk in the office of the missing woman. Fill in a table with your collective findings under each heading.
   b) Discuss your observations.

Arrangement of objects	Personal belongings or items of interest	Any signs of personal struggle or disturbance[1]

3. When each group has filled in their table, come together as a larger group. Share your findings and compare your notes. Identify any differences in your observations.
4. Based on your findings, draw first conclusions about reasons for the disappearance.

Vocabulary Tasks A

1 **disturbance:** die Störung, die Beeinträchtigung

Why the hype? – A discussion on the implications of Artificial Intelligence

M 12

With this role-simulation, you explore the complexities of AI, its impact on individuals and society, and its potential dangers and benefits.

Tasks

Scenario
A group of community members come together at the local community centre for an evening of informative discourse about Artificial Intelligence (AI). A panel of five experts, including a convinced AI advocate, a careful skeptic, an experienced developer, a student, and a critical educator, share their perspectives, having a discussion that explores the transformative opportunities and potential dangers of AI.

1. Individual work. Use the Positive-Minus-Intriguing (PMI) thinking strategy to collect your personal experiences with AI, your thoughts on AI's future and your concerns about AI's potential impact.

Positive (P) Your positive personal experiences with AI, highlighting its potential benefits	Minus (M) Name negative experiences you have had with AI	Intriguing (I) Your personal experiences with AI that were thought-provoking

2. Before the role-simulation begins, carefully read the scenario.
3. Individual work.
   a) Choose one of the five roles from the role cards. To represent your role effectively, take some time to review your role card carefully. This will help you understand your character's viewpoint, motivations and concerns.
   b) In your role, prepare for the discussion. Make notes to summarise key points, arguments and examples related to your role's perspective on AI. List challenges and opportunities of AI from your point of view.
4. In groups of five: discuss the future of AI. Work out a consensus on the role of AI in society, acknowledging the potential benefits and challenges and emphasising[1] the need for responsible development and deployment[2] of AI technologies.
5. As a participant of the meeting, write a personal statement outlining your vision for the responsible development and ethical use of AI. This statement could address key issues such as transparency, bias[3] reduction, human oversight and societal effects.

Vocabulary

1 (**to**) **emphasise:** betonen – 2 **deployment:** using sth. in an effective way – 3 **bias:** die Voreingenommenheit