

I.A.3.6

Schulung sprachlicher Fertigkeiten – Reading

Mit Leselabyrinthen die Lesekompetenz fördern – Fun with reading mazes

Ekkehard Sprenger



Ein Leselabyrinth ist ein spannendes Werkzeug, um Lesen zu einem interaktiven Abenteuer zu machen. Die Schülerinnen und Schüler navigieren durch ein Netzwerk aus Textpassagen, treffen Entscheidungen und folgen deren Auswirkungen, bis sie das Ziel erreichen. Die Lernenden verbessern ihre Leseverstehenskompetenz durch zielgerichtetes, aufmerksames Lesen. Gleichzeitig stärken sie ihre Kommunikationsfähigkeiten, indem sie Vorschläge machen, Meinungen austauschen und Entscheidungen reflektieren. Leselabyrinth fördern Motivation, Selbstständigkeit und eine Auseinandersetzung mit Textinhalten – ideal für eine Gruppenarbeit.

KOMPETENZPROFIL

Klassenstufe/Lernjahr:	8–10; 4.–6. Lernjahr
Dauer:	1–4 (eine Unterrichtsstunde für jedes Leselabyrinth)
Kompetenzen:	1. Leseverstehen: Texte lesen und verstehen; 2. Kommunikative Kompetenz: in Gruppen Optionen diskutieren und zu Entscheidungen kommen; 3. Sozialkompetenz: mit anderen Lernenden sprachlich kooperieren
Thematische Bereiche:	<i>New York, nature, climate change, Australia</i>

Auf einen Blick

1. Stunde

Thema: Introduction to reading mazes

M 1 **Unlock the adventure! – Exploring a reading maze** / einen Text zum Umgang mit Leselabyrinthen lesen und verstehen

2. Stunde

Thema: Finding one's way in New York

M 2 **Maze 1 – Lost in New York** / Textkarten lesen und verstehen; den Weg sprachlich aushandeln

Benötigt:

- je Gruppe ein Satz der ausgeschnittenen Karten

3. Stunde

Thema: Getting out of a forest

M 3 **Maze 2 – Deep in the woods** / Textkarten lesen und verstehen; den Weg sprachlich aushandeln

Benötigt:

- je Gruppe ein Satz der ausgeschnittenen Karten

4. Stunde

Thema: A dystopian world

M 4 **Maze 3 – Surviving Wasteland** / Textkarten lesen und verstehen; den Weg sprachlich aushandeln

Benötigt:

- je Gruppe ein Satz der ausgeschnittenen Karten

5. Stunde

Thema: Aboriginal culture

M 5 **Maze 4 – Secrets of the Sacred Land** / Textkarten lesen und verstehen; den Weg sprachlich aushandeln

Benötigt:

- je Gruppe ein Satz der ausgeschnittenen Karten

Materialien zum Download



- | | |
|------|--------------------------------|
| ZM 1 | Redemittel für Gruppenarbeiten |
| ZM 2 | begleitende Vokabellisten |
| ZM 3 | Differenzierungsaufgaben |

VORANSICHT

Maze 1 – Lost in New York

M 2

Before entering Maze 1

1. Which words come to your mind when you think of New York? Write them down.
2. Categorise the words into idea groups.

1

You are standing in the middle of Times Square, wanting to return to your hotel. There are bright lights, loud car horns, and many people all around you. You start to feel worried because you are lost and nothing looks familiar.

On your left, you see a subway entrance that could take you away from the noise. To your right, a yellow taxi is waiting, ready to drive you somewhere. Where will you go?



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Enter the subway: You go down into the busy subway station and try to find your way through the maze of platforms and trains.

Take a taxi: You get into a taxi and tell the driver your destination, but he seems unsure and asks for directions.

2

3

2

You board a subway train, but the map is confusing, and the train seems to be going in the wrong direction. How do you react?

Get off at the next stop and try to figure out what to do.

Stay on the train and hope for the best.

4

5

3

The taxi driver stops at a random place and says it is near your destination. But now you are lost in a maze of tall buildings and streets. What will you do?

Find a person nearby and ask them for directions.

Open your phone's map and try to find your way.

6

7

M 3

Maze 2 – Deep in the woods

Before entering Maze 2

1. These words and phrases are taken from the situation you will soon work with. Speculate what the maze might be about.

scary forest – helicopter – strange noises – old tree – lost – deep river – notebook – save

2. Share your ideas in class.

1

You are in a dark and scary forest. The trees around you are very tall, like giants. Their branches look like big hands. You cannot see the sun. Strange sounds come from the forest. You are alone and feel terrified. You do not know where to go. In front of you, there is a small stream. What do you do?



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Follow the stream.

Climb a tree to get a better view.

2

3

2

The stream leads to a river. You find a fallen old tree you could use to cross the water. On the other side, there are thick and thorny bushes. The river gets wider and becomes a small lake. On the far side, you see a cabin. To your left, there is an open path through the trees. Here is your choice:

Cross the river.

Follow the river downstream.

Explore the open path.

Continue through the forest.

5

6

7

8

M 4

Maze 3 – Surviving Wasteland

Before entering Maze 3

1. Imagine it is the year 2050. Climate change has changed the world a lot. What does your daily life look like? Think of 3–5 aspects that will be different in your life. Use the suggestions from the box or your own ideas.

energy – food – cities – weather – air quality – animals/wildlife – health – nature – rules

2. Compare your ideas with a partner. What is similar? What is different?
3. Would you like to live in this world? Give reasons.

1

The world has changed completely. Years of climate damage have turned the Earth into a place of extreme heat, dry lands, and dangerous storms. Your home, called “Raven’s Rest,” is falling apart. The elders have chosen you and a few others to search for the Sanctuary – a place where there is still fresh water, clean air, and hope for the future.



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You carry a small bag of supplies, an old map, and a solar-powered radio. The sun is very hot, and the ground is dry as you leave the safety of your home. Ahead of you is the unknown wasteland.

After hours of walking through the empty, dry land, you come to a crossroads. To the east, the map shows a path through the flooded coastal plains. There is plenty of water, but dangerous storms often hit the area. To the west, the map shows a route through the “Blistering Desert”. You do not have much water to drink, but you might find shelter in the ruins of old cities. What will you do?

Go east to the coastal plains and face the dangers of rising water and unstable weather.

2

Go west into the desert, hoping to find shelter and supplies in the old ruins.

3

2

You go east toward the coast. The air feels heavy and humid, and the dry ground turns into swampy land. Soon, you hear thunder far away. The sky gets darker, and you see a storm coming quickly. What will you do?

Climb the remains of an old highway overpass in the distance to reach higher ground.

4

Take cover in an empty fishing village, hoping the buildings will keep you safe.

5

Maze 4 – Secrets of the Sacred Land

M 5

Before entering Maze 4

- In small groups, talk about what a sacred site is. Consider questions like “What makes a place sacred?” or “Why might people protect these places?”
- Here are some words you will meet in the maze. Write a definition for each word.

Elder – respect – sacred – spirit – site – ritual

- Talk to a partner about why the words might be important for understanding the story and get along in the maze.

1

You are a young adventurer visiting Australia to learn about its Aboriginal culture and the wonders of the Outback. In a small town near the desert, you meet an Elder who tells you about a sacred place deep in the Outback. It is home to ancient rock paintings and strong, protective spirits – you have always wanted to go there! But the Elder warns, “You must respect the land. If you move carefully, it may show you its secrets. But if you hurry or don’t pay attention to how it works, you may not find what you are looking for.” You begin your journey to find the sacred place, but every choice you make could bring discovery, danger, or a closer connection to the land. The Elder gives you a charm and clear instructions to find the sacred site. They remind you to respect the land and its spirits. The Elder tells you about two paths: a long, safe one with water along the way, and a shorter, more dangerous shortcut. What do you do?



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Accept the Elder’s charm and listen closely to their advice.

2

Decide to trust your own instincts as an adventurer, and let the Elder know you do not need a charm.

3

2

With the charm around your neck, you follow the Elder’s path. The way goes through shady areas where you might find water. What is your next step?

Follow the Elder’s path carefully, trusting their advice.

4

You find a path that looks like a shortcut. Trusting your own instincts and hoping you will reach the site more quickly, you take it.

5