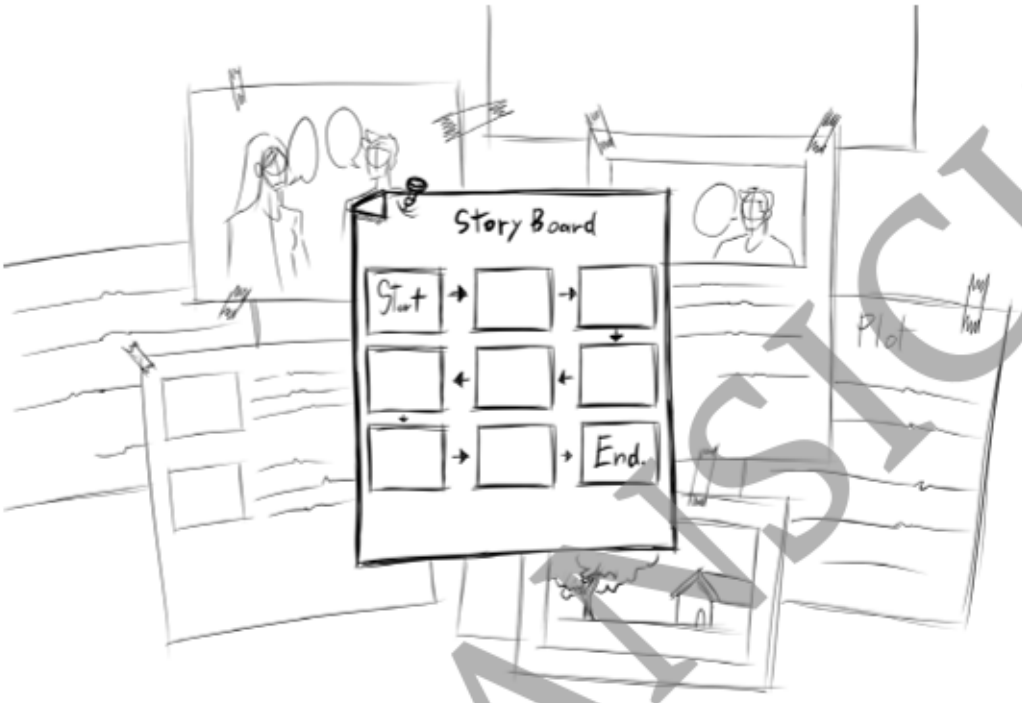
I.C.1.36

Lektüren, Lieder, Sachtexte – Novels and Stories

Short stories mit Legefilmen untersuchen – From story board to film

Jennifer Heubach



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VORANSICHT

Wie wird aus der überraschenden Wendung in einer Kurzgeschichte ein durchdachter Legefilm? In dieser Unterrichtsreihe erschließen Ihre Schülerinnen und Schüler drei englischsprachige *short stories*, analysieren Figuren, Konflikte und Botschaften und setzen ihre Erkenntnisse kreativ in einem *stop-motion film* um. Dabei trainieren sie Leseverstehen, freies Sprechen, kooperatives Arbeiten und Medienkompetenz – von der ersten Textbegegnung bis zum eigenen Storyboard.

KOMPETENZPROFIL

Klassenstufe/Lernjahr:	Klasse 9/10; 5./6. Lernjahr
Dauer:	5–10 Unterrichtsstunden
Kompetenzen:	1. Leseverstehen: zentrale Aussagen erkennen, Details und Informationen verstehen; 2. Wortschatz: den aktiven und rezeptiven Wortschatz erweitern; 3. Umgang mit Texten: Figuren, Handlung, Orte, Konflikte und Erzählperspektive analysieren
Thematische Bereiche:	*short stories,* Storyboard, Legefilm

Auf einen Blick

1.–4. Stunde

Thema: Exploring the short stories



M 1–M 3 **Reading and understanding your short story: "Locker 160", "Thank You M'am" and "The Fun They Had" /** die jeweils zugewiesene *short story* lesen und verstehen

M 4 **Summarising your short story – A guide /** die zugeteilte Kurzgeschichte inhaltlich zusammenzufassen

M 5 **Test part 1: Creating a voice memo – A guide /** eine Sprachaufnahme über die zugewiesene *short story* erstellen

Benötigt:
- **ZM 1** als Übersicht über den Ablauf der Reihe
- Whiteboard
- Tablet oder andere digitale Medien für die Sprachaufnahmen

5./6. Stunde

Thema: Talking about the short stories

M 6 **Discussing and deciding – The pros and cons of each story /** die Wahl der Kurzgeschichte für den Legefilm in einer Diskussion festlegen

M 7 **Writing a justification – Reasons for choosing a story /** eine schriftliche Begründung der Auswahl anhand einer Anleitung verfassen

M 8 **Test part 2: What are the stories about? – A multiple-choice test /** anhand eines Tests das Wissen über die Inhalte der *short stories* belegen

7.–10. Stunde

Thema: Making an own film

M 9 **Test part 3: Creating a stop-motion film – A guide /** eine Storyline und einen Legefilm zur ausgewählten Kurzgeschichte erstellen

Benötigt:
- **ZM 2** als Vorlage für die Storyline
- Tablets oder andere digitale Medien für die Aufnahme der Legefilme

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VORANSICHT

M 7 Writing a justification – Reasons for choosing a story

Task

Your group has made a decision. Together, write a short justification (ca. 100 words), explaining why you chose this story.

TIP: Use the language support to help you with writing.



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INFO BOX: HOW TO WRITE A JUSTIFICATION

In a justification, you explain why something – here a particular short story – is a good choice. You give reasons and support them with examples from the story.

INTRODUCTION

- Name the title of the short story and the author.
- State clearly that you recommend choosing it.

MAIN PART

- Give two or three reasons for your decision, for example:
  - interesting or relevant topic
  - suitable language level
  - characters you can relate to
  - clear message of the story
  - engaging plot and/or surprising ending

CONCLUSION

- Sum up your opinion.
- Clearly recommend the story again.

VORANSICHT

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Test part 2: What are the stories about? – A multiple-choice test

M 8



You have all worked with three stories. Show what you remember.

Name: _____

A. "Locker 160" by Lee Busselman

Task 1

Tick (√) the correct answers to the questions. Only one of the answers is correct. _____/ 5 points

1. What is the main setting of the story?
   a) A public park
   b) A shopping mall
   c) A high school
   d) A summer camp
2. Why is the expression "Locker 160" significant in the story?
   a) It is the narrator's favourite place to hide.
   b) It is used to store secret letters to the locker's keeper.
   c) It contains mysterious or dangerous items.
   d) It belongs to a new student who causes trouble.
3. How does the school react to the contents of "Locker 160"?
   a) They call the police.
   b) They hold an assembly.
   c) They do nothing.
   d) They expel a student.
4. What is the narrator's emotional reaction to the events in the story?
   a) Anger and blame
   b) Shock and guilt
   c) Indifference
   d) Happiness and relief
5. What is a key theme in "Locker 160"?
   a) Friendship and loyalty
   b) Teenage love and jealousy
   c) Bullying and lack of empathy
   d) Humour and school prank

Task 2

Sum up the most important message of the short story. (3 to 4 sentences) _____/ 5 points

_____

_____

_____

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VORANSICHT

M 9

Test part 3: Creating a stop-motion film – A guide

The following tasks – which you will work on in your group – will support you in creating the storyboard and later the actual video about your short story. You can use the storyboard layout provided or create one of your own.

For information about how to create a video, check these videos:

- https://raabe.click/quof5r
- https://raabe.click/raabevid

Tasks

1. **Writing the script:** Together, create the structure of the story. Think of the content / the timeline, the protagonists, and the message the story conveys.
   NOTE: The text in the video should be short. Using simple sentences will make it easier to find suitable pictures.
2. **Choosing pictures:** Together, find pictures for your storyboard. Choose images for the different steps in the script. You can draw or print them.
   NOTE: You can use licensed pictures on pixabay (https://pixabay.com/de). If you want to use icons, then you can find them on iconmonstr (https://iconmonstr.com/).
3. **Planning the process of the video:** Together, decide on who takes on which role and when.
   - Who is the speaker?
   - Who moves the pictures in and out of the frame?
   - Who is responsible for the technical part?

   NOTE: Every group member has to take on each role at least once.
4. **Telling your story:** Film the pictures and use the texts you have created. After filming, send the file to your teacher as instructed.
5. If there is time, show the films you created in class.



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NOTE: Creating the video will be part of the class test. The checklist will help you focus on the aspects that are important for the assessment.

CHECKLIST FOR CREATING THE VIDEO	√
We tell the story completely; events and characters are clearly explained.	
The storyline has a clear structure, a logical order, and smooth transitions.	
We use appropriate vocabulary and correct sentences.	
The spoken parts and the pictures fit.	
The story is visually appealing and well designed.	
The video is technically clear (sound, images, and timing).	

VORANSICHT

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