

Hands Across the Campus

Model I Lesson Unit 1

Subjects: all, especially German, art, and ethics

Methods: diversity barometer, tandem, I-collage and we-puzzle

Materials: work paper, flip chart paper, masking tape, markers, cardboard, material to make collages

Identity and Belonging

Overview

The students learn methods of cooperative learning and deal with identity questions

Skills

The students set their own learning and life goals according to their own interests and preferences and develop plans to achieve them. In the process, in playful fashion they discover differences and similarities (ethnic affiliation, gender, culture, abilities and skills, etc.) and show themselves to be open and tolerant toward different opinions, perspectives and ideas.

Process

1. The diversity barometer is a nonverbal exercise to introduce the subject. In preparation, chairs and tables are moved aside to create a large area for movement. Masking tape is taped to the floor to divide the space. On the walls, to the left and right of the dividing line, signs with the words "yes" and "no" are hung. Finally, the students separate and move around the space. The teacher reads a question from the diversity barometer list (L 1). The students stand on the "yes" or "no" side depending on their answer. The exercise is nonverbal; that is, the positioning is not commented upon or explained. The issue is simply to make visible the similarities and diversity in the room.

2. Tables and chairs are arranged in the classroom again. To prepare the collage (and the we-puzzle that will later come from it), a large piece of paper (at least the size of a flip chart) is cut into as many pieces as there are students in the class. One side is marked, so that the puzzle may be reassembled later on. A piece of cardboard or paper is also needed that is the same size as the paper cut into puzzle pieces. The puzzle pieces will later be put back together and pasted on this surface. Pictures, postcards, drawings and magazines will

be used as a pool of materials for making the collage. In the process, the linguistic backgrounds in the class must be taken into account. In addition, the collage may be individually designed with the help of markers, watercolors or wax crayons.

3. The students make an I-collage. They receive a piece of the puzzle and are told to portray themselves on this page. The portrayal can be in the form of drawings, pasted-on photos, or text passages. They are encouraged to think about their self-image and present themselves creatively. AB 1 is passed out as inspiration. It contains questions that can help guide the students.

4. In tandems, the students show each other their collages. By talking about themselves, they learn to present themselves through language in such a way that others can understand them. Similarities and differences they have discovered are noted on a separate sheet of paper. Finally, the groups of two present their identity collages together to the plenary and mount their puzzle pieces on the big picture, the we-puzzle.

Requests for clarification are permitted from the larger group, but not discussion, so the self-portraits are presented in a protected space in which statements are not immediately questioned or criticized. The point is to allow all models of life to coexist equally. The result of the presentation and the montage of the big picture is a large poster with varied perspectives that intertwine and connect to each other through the puzzle method.

5. In the plenary, the we-puzzle that emerged from the montage of I-puzzles is discussed. Looked at together, the pictures develop their own dynamic and present the picture of a pluralist society in which very different, but also very similar life plans coexist. The discussion should elaborate in particular upon the variety of life plans and the resulting enrichment. The questions in AB 2 can serve as guidelines for the discussion on the we-puzzle.

L1 Statements for the Diversity Barometer

- I like to get up early.
- I prefer wearing sneakers.
- Brand name clothing is important to me.
- I can't live without television.
- Religion is important to me.
- Sometimes I dream of living somewhere else.
- I was born in Berlin (or in whatever city the students go to school).
- I have siblings.
- I have lived in another country.
- I speak more than one language.
- I speak more than two languages.
- Politics should be left to politicians.
- I don't eat meat.
- I like being a girl.
- I like being a boy.
- Boys tend to be more violent than girls.
- Girls can mediate conflicts.
- Math is one of my favorite subjects.
- I feel good in class.

- I play an instrument.
- I like to listen to music best with other people.
- I've been harassed.
- I do a lot of sports.
- I sometimes feel misunderstood.
- I sometimes feel very different from what people think.
- I often have conflicts with my parents.
- I think that students should have more of a say at school.
- Teachers should respond more to students' needs.
- I am a loner.
- I like to be the center of attention.
- I am interested in politics.
- I would do anything for my friends.

The list can be expanded or varied based on the composition of the class and the problems. However, it should always be a combination of questions that are "easy" and "hard" to answer.

AB 1 I-Collage

Introduction: Portray yourself, your history, your desires, dreams and plans on a puzzle piece.

In creating your I-collage, you can use the following list of questions as a guide. They are there to help you, but you don't have to answer all the questions!

- How do you see yourself? What defines you as a person? Why are you unique?
- What special characteristics do you have?
- What are your strengths? What are your weaknesses?
- What do you especially like to do (likes)? What can't you stand (dislikes)?
- What hobbies and personal interests do you have?
- What does your family mean to you? What do friends mean to you?
- Where do you live? In what part of the city? Do you like living there? Why? Why not?
- Where does your family come from? (from another state, another city, another country?)
- What are you afraid of?
- What makes you happy?
- What do you dream of?
- What would you like to achieve in your life?

AB2 We-Puzzle

Introduction: Based on the following questions, discuss the we-puzzle created from your I-collages.

1. What surprises you about the big picture?
2. Are there pictures in which you recognize yourself, even though they weren't made by you?
3. Where do you see similarities despite the differences?
4. In retrospect, would you add anything to your picture? What and why?