

ZIVILGESELLSCHAFTLICHER WIDERSTAND GEGEN AUTOKRATEN

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Englisch, Geschichte und Politische Bildung

Utopiebezug	Welche Möglichkeiten bestehen in einer Demokratie, dystopischen Entwicklungen durch zivilgesellschaftliche Maßnahmen entgegenzuwirken?
Altersgruppe	7. Schulstufe, Niveau A2 (nach GERS)
Dauer	3 Unterrichtseinheiten
Thematische Hinführung	Demokratien stehen zunehmend unter Druck. In den Bestrebungen rechter Parteien lässt sich eine klare Tendenz erkennen, die bestehende gesellschaftliche Ordnung in Richtung einer Autokratie umzugestalten. Im Sinne einer fächerübergreifenden Politischen Bildung sollen sich Schüler/innen auch im Englischunterricht der Unterstufe mit grundlegenden demokratischen Prinzipien auseinandersetzen. Das Bilderbuch <i>Noodlephant</i> von Jacob Kramer und F-Kai Steele ist zwar sprachlich nicht immer ganz einfach, eignet sich aber dennoch sehr gut, um solche Fragen zu erörtern. Ähnlich wie in George Orwells <i>Animal Farm</i> versuchen hier die Kängurus durch die Kontrolle wichtiger Institutionen (Gerichtsbarkeit, Polizei, Medien) und mittels immer neuer Gesetze, schrittweise die Macht zu übernehmen, bis sich in der Zivilgesellschaft Widerstand gegen dieses totalitäre Regime regt.
Methodisch-didaktische Hinweise	Die meisten Englischlehrwerke für die Jahrgangsstufe 7 (3. Klasse der Unterstufe) enthalten eine Lektion über Regeln des Zusammenlebens, Kinderrechte und/oder über die Probleme von Teenagern mit Eltern und anderen Autoritäten. Dies wäre ein passender Kontext für eine Unterrichtssequenz über persönliche Freiheiten. Im Sinne der Politischen Bildung sollen Schüler/innen die Grundprinzipien demokratischer und autoritärer Gesellschaftsordnungen verstehen (politische Sachkompetenz) und Formen des Protests/Widerstands und des zivilen Ungehorsams kennenlernen (politische Handlungskompetenz). Die Demokratie als konkrete Utopie und politischer Prozess muss aktiv unterstützt und verteidigt werden. In diesem Fall dient ein literarischer Text als Einstieg in die Thematik, da abstrakte Konzepte und politische Vorgänge in einer narrativen Form leichter zugänglich sind.
Unterrichtsablauf	★ In der ersten Phase erfolgt eine Einführung in die Thematik und in das Bilderbuch <i>Noodlephant</i>, sodass Schüler/innen im nächsten Schritt einen Bezug zwischen den Merkmalen demokratischer bzw. autoritärer Systeme und den Vorgängen im Text herstellen können. Dafür ist eine inhaltliche und eine sprachliche Vorentlastung nötig. ★ Während der zweiten Phase werden die Transgressionen des Regimes herausgearbeitet und mögliche Formen des Widerstands erörtert. Schüler/innen sollen folgende Dinge während des gemeinsamen Lesens herausfinden: (1) Die Herrschaft der Kängurus ist eine Autokratie. (2) Es gibt eine Eskalation der Gewalt, die von ersten Verboten bis hin zur illegitimen Inhaftierung reicht. (3) Als politische Akteur/innen reagieren die Nudelfantin und ihre Freund/innen auf unterschiedliche Arten und Weisen auf die eskalierende Situation. Hier lassen sich Formen des Protests im Sinne der politischen Handlungskompetenz erörtern. ★ In der dritten Phase soll der Inhalt des Buches mit der Lebensrealität der Schüler/innen verknüpft werden, indem die vertrauten gesellschaftlichen Verhältnisse (Familie, Schule, Freundschaften) auf demokratische Partizipationsmöglichkeiten hin überprüft und Möglichkeiten des eigenen politischen Handelns ausgelotet werden.
Online unter	www.politik-lernen.at/zivigesellschaftlicher_Widerstand_gegen_Autokraten

WORKSHEET

INTRODUCTION

In a democracy everyone has a right to say what they want and what they think is best for the community. Instead of just one person telling everyone what to do, people get to vote on important things. They choose their leaders, like the president or prime minister. These leaders then work for the people to make their wishes come true. If the people don't like what their leaders do, they can vote for someone else the next time. The leaders should listen to what the people want. Everyone gets to play a part in making the rules.

PHASE 1: LEAD-IN

A1: Remember our lesson on human rights and match the words with their definitions.

M1: THE JUSTICE SYSTEM: KEY VOCABULARY

the law	 a basic rule in a democracy that makes sure that everyone can do the same thing
guilty	 If you have done something wrong you are ...
to make laws	 fairness
(human) right	 a building where people are treated fairly even if one of them has done something wrong
courthouse	 to put someone in prison
peaceful	 to do something bad
be allowed to	 to show other people that you are against something
to lock someone up	 to come up with new rules
to break the law	 all the rules of a country
judge	 without fighting or loud noises
justice	 get a thumbs-up to do something
to protest	 a person working in a courthouse

A2: What is important in a democracy? Tick the first box for “yes” and the second for “no”. If you are not sure, leave out that sentence. We will talk about it later. (think – pair – share)

M2: BASIC RIGHTS IN A DEMOCRACY

✓	✗	
		Citizens/journalists have the right to say in public what they believe in.
		The police can put people in prison if they protest in the streets.
		Rich people can pay politicians to make rules that help them.
		Different lifestyles are possible, as long as people do not break the law.
		People can meet, form a group and fight for their rights.
		In difficult times it is better to have a leader who tells everyone what to do.
		In parliament , different ideas are discussed and voted upon.
		People get good jobs if they do whatever the leader says.
		Citizens have a right to vote . There are different parties to choose from.
		Women have the same rights as men.

A3 optional: The United Nations Organization says that children and teenagers (ages 0-18) also have rights. Tick off the three rights that you think are the most important ones. (think – pair – share)

M3: CHILDREN'S RIGHTS

✓	
	All adults should do what is best for children.
	Children have the right to say freely what they think.
	Children have the right to use their own language, culture and religion – even if these are not shared by most people in the country where they live.
	Children can join or set up groups or organisations.
	Children have the right to get information from the internet, radio, television, newspapers, books and other sources.
	Governments must protect children from danger and violence.
	Children who move from their home country to another country as refugees (because it was not safe for them to stay there) should get help and protection and have the same rights as children born in that country.
	Every child with a disability should enjoy the best possible life in society.
	Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in.
	Governments should give money or other support to help children from poor families.
	Every child has the right to an education . Primary education should be free. Secondary and higher education should be available to every child.
	Every child has the right to rest, relax, play and to take part in cultural and creative activities.

A4 first option: Activities, Hobbies and Pastimes (informal discussion in pairs)

What is your favourite hobby/pastime? Why do you like it? How much time do you spend on it?

What do your parents, siblings and friends think about it?

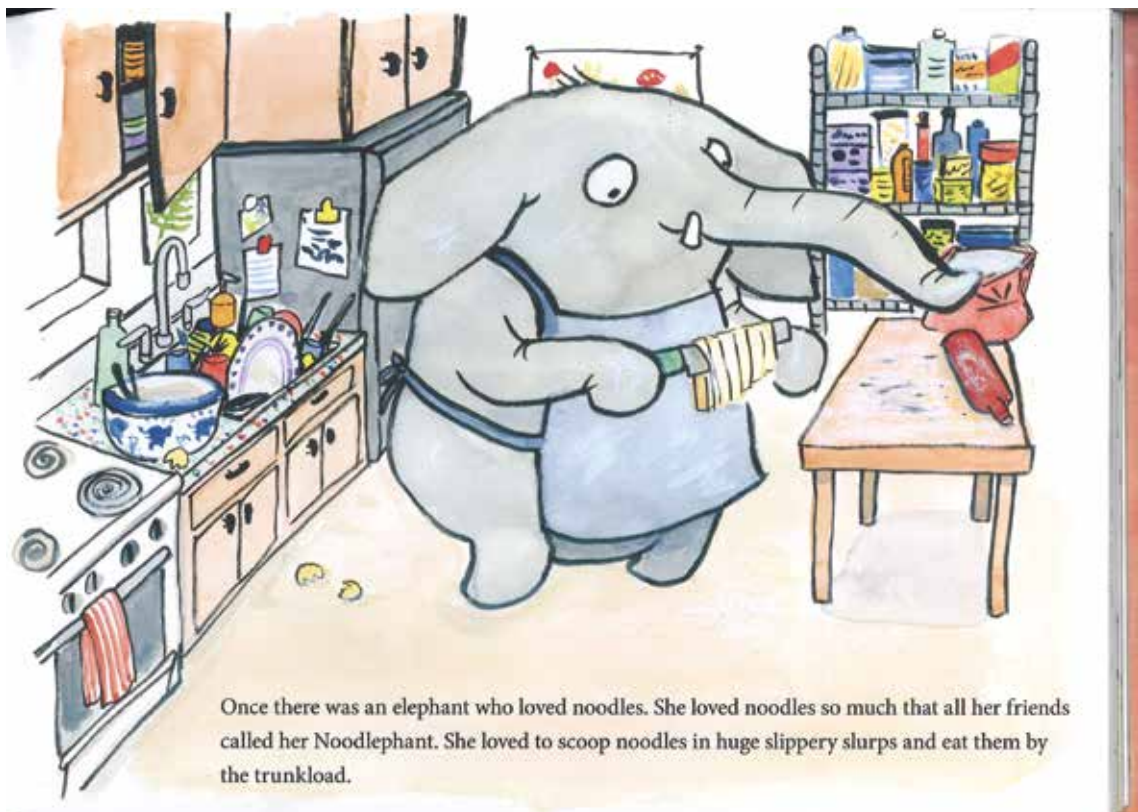
Are there any basic rules? (e.g. in soccer) Why are these rules necessary?

A4 second option: Food and Recipes (informal discussion in pairs)

What is your favourite meal? Where do you usually eat it? Can you cook/make it yourself? What do you need? (ingredients) Do you know the recipe? What are the steps?

A5: Here you can see the first page of the book. What do you think it is about?

M5: THE NOODLEPHANT



A6: Introduction to the Characters (prediction)

Every pair gets a page from the book. You either get the kangaroos or the Noodlephant and her friends. What is your first impression of the kangaroos or the Noodlephant and her friends? Describe them. What do they do? What do they like? What do they want? What do you think the book is about?

Share your ideas with another pair that has the same characters.

Have you come up with similar points?

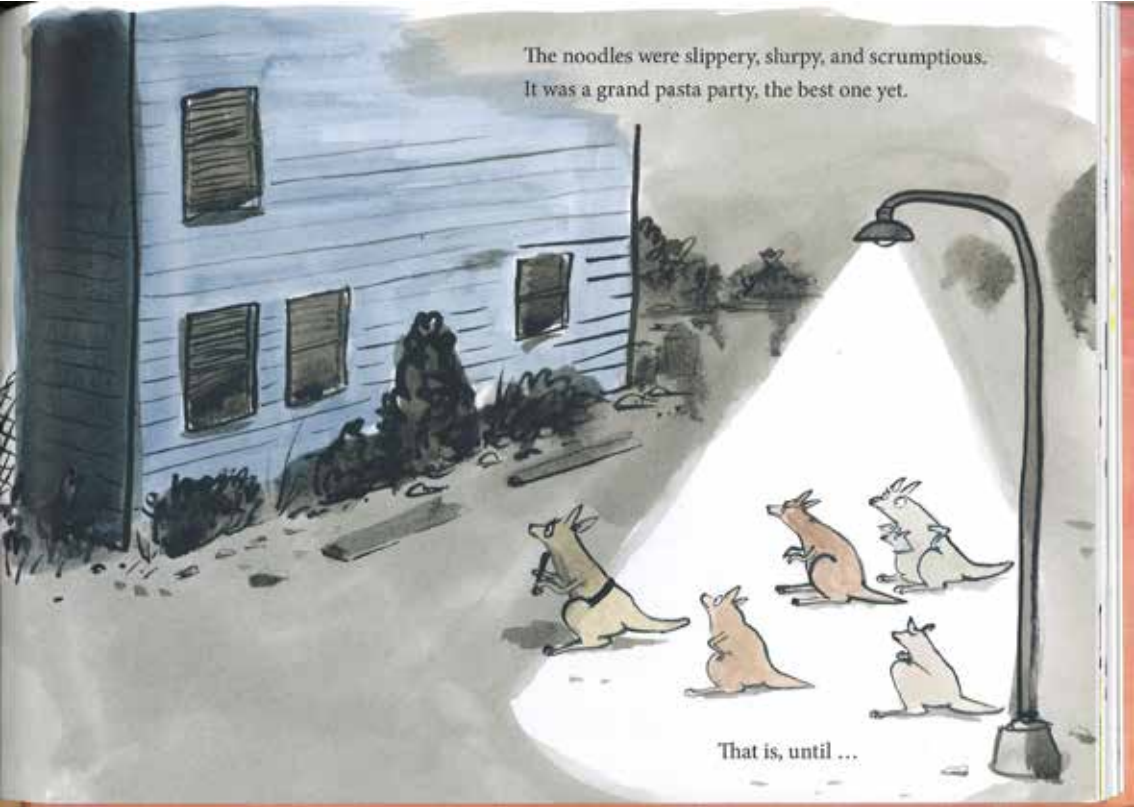
Is it easier now to guess what the story is about?

M6A: THE NOODLEPHANT AND HER FRIENDS



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M6B: THE KANGAROOS



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PHASE 2: READING THE BOOK TOGETHER

A7: Political Context (guiding questions)

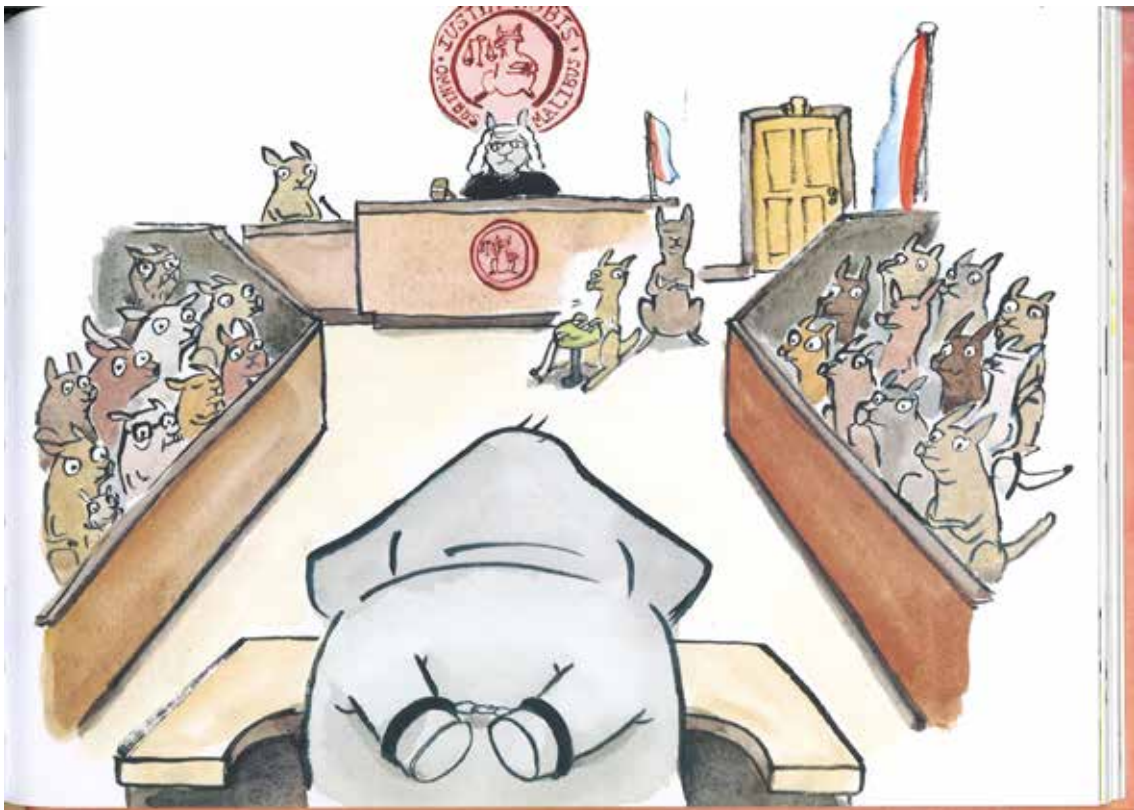
Why does the Noodlephant think she is not treated fairly?

When and how do the kangaroos work against the personal rights of the citizens?

Raise your hand and point out a problem whenever you see something that is not fair.

Why does the Noodlephant lose her court case?

M8: THE KANGAROO COURT



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How do the Noodlephant and her friends protest against the government?

What do they protest against? What exactly do they do?

Are they successful? What else could they have done?

When is it okay to protest against or even break the law?

A8: optional Responding to the Text (solo & pair work)

Discuss the town map of Rooville.

Write new rules that give the kangaroos even more power.

Study the court scene in detail. Write a new speech for Noodlephant.

Act out the court scene. (judge vs. Noodlephant/Noodlephant's speech/an interview with a reporter/a TV news reporter talking to the audience)

Make a list of different forms of protest in the story. Can you think of others?

PHASE 3: ACTIVISM & PROTEST

A9: What is worth fighting for? (think – pair – share)

Choose a problem that you feel strongly about. Think about the following questions:

- ★ Why do you have a problem with this?
- ★ What do you want to change?
- ★ How could you change this situation? What would be your first step?
- ★ Are there any groups who protest against this? How successful are they?
- ★ Why do you think that not enough is happening?

A10: Rules in Schools (discussion in pairs)

- ★ Is there a list of rules in your school and/or class?
- ★ Write down as many as you can think of.
- ★ Tick off three rules that ... you think are really important.
... you don't like, but which are necessary.
... need to be changed.
- ★ How could you change the rules in the third group?
- ★ Is there a student representative in your class? Can you vote?
- ★ Who can you talk to when something happens?
- ★ Is your class teacher interested in what you think?
- ★ If your voice is not heard, what could you do to make that better?