Iowa World Language Association – 2019

‘Was uns bewegt’: Jugend-, Pop- und Subkulturen  
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**Jugend und Sport:**

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| **Why this topic?** | Young bodies are active bodies. Or, maybe then again not? According to the World Health Organization (*Weltgesundheitsorganisation – WHO)*, physical inactivity is the epidemic of the 21st century, at least in developed countries. In a 2019 study, WHO determined that in Germany, 80% of children move to little. This unit challenges students to think beyond conventional topics that address popularity and variety of sports in the German-speaking countries and to consider the current reality of young individuals in westernized nations who simply are not engaging in enough physical activities. It is true that there is a wide range of sport clubs and fitness clubs in Germany, however, these have not compensated for what has been lost to consistent and regular movement – kicking the ball on the street, running in the forest, or playing on the playground. Students will explore why this is the case (what factors lead to inactivity among young people and what are the long-term health effects) and determine changes that need to be implemented both on an individual and collective level to incur change. Lastly, students will think about those individuals who may have more difficulty engaging in sports due to lack of resources or health concerns. What alternatives are there for these groups of people?  **Possible topics:**  1. the impact of technology and media on fitness  2. sport and disabilities  3. anxiety, depression, obesity, and other medical ailments as a result of physical inactivity  4. overscheduled kids and youth  5. benefits of being active / detriments of being inactive  6. safe spaces for physical activity  Of course, there is no disputing that sports in Germany are very popular and an integral part of culture and society. Thus, the second portion of this unit will look at “Fußball” in digital fashion by working with the website of the recently opened national museum for German soccer (Deutsches Fußballmuseum/DFM) in Dortmund, Germany. |
| **Aktivität 1** (intended for lower-level students)  **Leitfragen zur Diskussion:**  **Aufgabe 1:**  **Aufgabe 2:**  **Aktivität 2** (intended for mid- or upper-level students)  **Leitfragen zur Diskussion**  **Aufgabe 1:**  **Aktivität 2** (intended for mid- or upper-level students)  **Leitfragen zur Diskussion**  **Aufgabe 1:**  **Aufgabe 2:**  **Aktivität 3**  (intended for any level)  **Leitfragen zur Diskussion:**  **Aufgabe 1:** | **Gesund und Munter! Bewegt euch: Erfolgreiche Bewegungskonzepte im Klassenzimmer**     1. Welche Verben drücken Bewegung aus? 2. Welche Aktivitäten (bzw. Verben) gehören zu einer kleinen Fitnesssession? 3. Welche Bewegungen kann ich besonders gut? Welche Bewegungen sind schwierig für mich? 4. Wie fühle ich mich nachdem ich verschiedene Bewegungen gemacht habe? 5. Inwiefern hilft mir das regelmäßige Üben? Werde ich besser mit den verschiedenen Aufgaben? 6. Wie forme ich den Imperativ auf Deutsch?   To prepare for this activity, students will need to collect different verbs that express movement and that can be used for a daily “physical” warm-up and/or fitness activity. Thus, **the imperative forms** need to be reviewed and practiced.  -**Lauft** in moderatem Tempo auf der Stelle!  -**Macht** den klassischen Hampelmann (*jumping jacks)*  **-Dehnt** die jeweiligen Muskelgruppen (Beine, Arme, usw.)  -**Macht** \_\_\_\_\_ Liegestützen.  -**Macht** \_\_\_\_\_ Situps/Bauchmuskelübungen.  **-Kreist** die Armen nach hinten.  **-Kreist** die Arme nach vorne.  usw.  **Important to note (inclusion in sport):** Have a discussion or send out a feedback form prior to this activity to find out if you have a student or students who are not physically able to carry out the exercises. In this sense, you will need to modify the session in terms of activities as well as time to perform the activity. You could focus on activities such as “Arme Kreisen” only or “Gewichte heben”, or have the student who has a disability be the “cheerleader”. The most important consideration is to create a place that is not filled with the stress of being best, but rather, creating a space for achieving goals that every student enjoys.  Every day a different pair of students is declared the “**Bewegungsleiter(Innen)”.** They will lead the class in movement that day. It may be entertaining to play some German music to accompany the short session.  Following the activity, students take a moment to write in their notebooks about how they feel that day following the exercises and what was easy and difficult for them. To complete this activity, students review **modal verbs** and **adjectives** for expressing how they feel.   1. Heute fühle ich mich/Ich bin*: energetisch, schlapp, sportlich, fokusiert, koordiniert, usw.* 2. *Ich kann relativ gut Liegestützen machen. Ich muss den Hampelmann verbessern. Ich darf das kontrollierte Ein- und Ausatmen nicht vergessen. Ich muss an meiner Koordination arbeiten.*   **Jugend Behindensport in Deutschland**   1. Welche Optionen gibt es für junge Menschen mit Handicap? 2. Was ist der Deutsche Behindertensportverbandjugend (DBSJ) und wie informiert der Band über die Vielfalt des Sports für Menschen, die aus dem einen oder anderen Grund Einschränkungen haben? 3. Wie stelle ich einen integratives Sportangebot vor?     Students are placed in groups of 2-3. Each group is assigned to conduct a small research project on one of the many parasports as presented by the “Deutscher Gehörlosen-Sportverband”, the “Deutscher Rollstuhl-Sportverband” or the “Deutsche Behindertensportverband-Jugend” (e.g. Blindenfußball, Sitzvolleyball, Rollstuhlbasketball, Para Tischtennis, etc.). Students must:   1. Task 1: generate a list of important vocabulary words that relate to their parasport. 2. Task 2: collect different images from the website that show youth in action in that particular sport. 3. Task 3: pitch an integrative sport event/activity at their school by listing the “who, what, when, where” factors and most importantly justifying their choices by answering the how and why (ideas: flyer, poster, audio or visual recording   **Bewegungstagebuch (Überblick über mein Fitnessprogramm)**   1. Welche Aktivitäten verfolgst du in deinem Leben? (z.B. Medizin, Kalorien, Schritte, usw?) 2. Welche Apps benutzt du, um diese Aktivitäten zu folgen und aufzuzeichnen? 3. Welchen Effekt habe diese Apps? Beeinflussen sie dein Benehmen? 4. Wie oft bewegst du dich am Tag (30 Minuten, 50 Minuten, 3 Stunden ?) 5. Was ist Laune? Was beeinflusst meine Laune? 6. Bist du zufrieden mit deinem Bewegungsplan? Erreichst du deine Ziele? Wo gibt es noch Lücken?   As a class, determine a free German “Tracking App für Fitness, Aktivitäten und Gesundheitsdaten” (e.g. Withings Health Mate / dacadoo, etc.). For three weeks (21 days), students keep track of their activities on the selected app and in a journal. They should track their fitness on the app and in the journal, they should write in complete sentences addressing:   1. the various forms of physical activity that day and how much time was devoted to each activity 2. mood check-in: two times throughout the day (please use German mood descriptor list – “positive, negative & neutrale Gefühle). Briefly describe how you are feeling and what was going on at that time. \*Do not try and remember how you felt.   Write a reflection about your journal:  At the end of the unit, students will review their “Bewegungstagebuch” and assess their activities and corresponding moods:   1. Was hast du gelernt in dem du deine Bewegung und deine Laune verfolgt hast? 2. Hast du Verbindungen zwischen den zwei Gebieten erkannt? Welche? 3. Wie bewertest du dein Engagement? Bist du zufrieden mit deinem Bewegungslebenstil? Wenn ja, warum? Wenn nicht, warum nicht? 4. Welche Ziele hast du? Was möchtest du verbessern? Kleine Ziele? Große Ziele? 5. Wie wirst du deinen Plan verwirklichen?   **Dortmund Fußball Museum – “Ich benenne den nächsten Fußballspieler zur Ruhmeshalle”.**   1. Interessierst du dich für Fußball? Warum oder warum nicht? 2. Brainstorming: Welche Vokabeln assozierst du mit Fußball? 3. Was weißt du über Fußball in Deutschland? 4. Wie wird man als Sportler zur Ruhmeshalle genannt? Welche Kriterien gehören zur Selektion?   Each student will read biographical information on female or male players in the German soccer federation. The student will follow a small group of players on social media and also in the newspapers/news programs. Throughout this process, the student will need to fill out a chart to detail that particular player’s successes and then decide on one player to be named the next “Fußballspieler zur Ruhmeshalle”. This would be a good way to highlight how to write a compelling argument in German using also conjunctions such as *weil, damit, denn*, etc.  **Assignment:** The instructor determines if the argument should be offered in written or in presentational form.  *🡪 Consult* <https://hof.fussballmuseum.de/hall-of-fame/> |
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