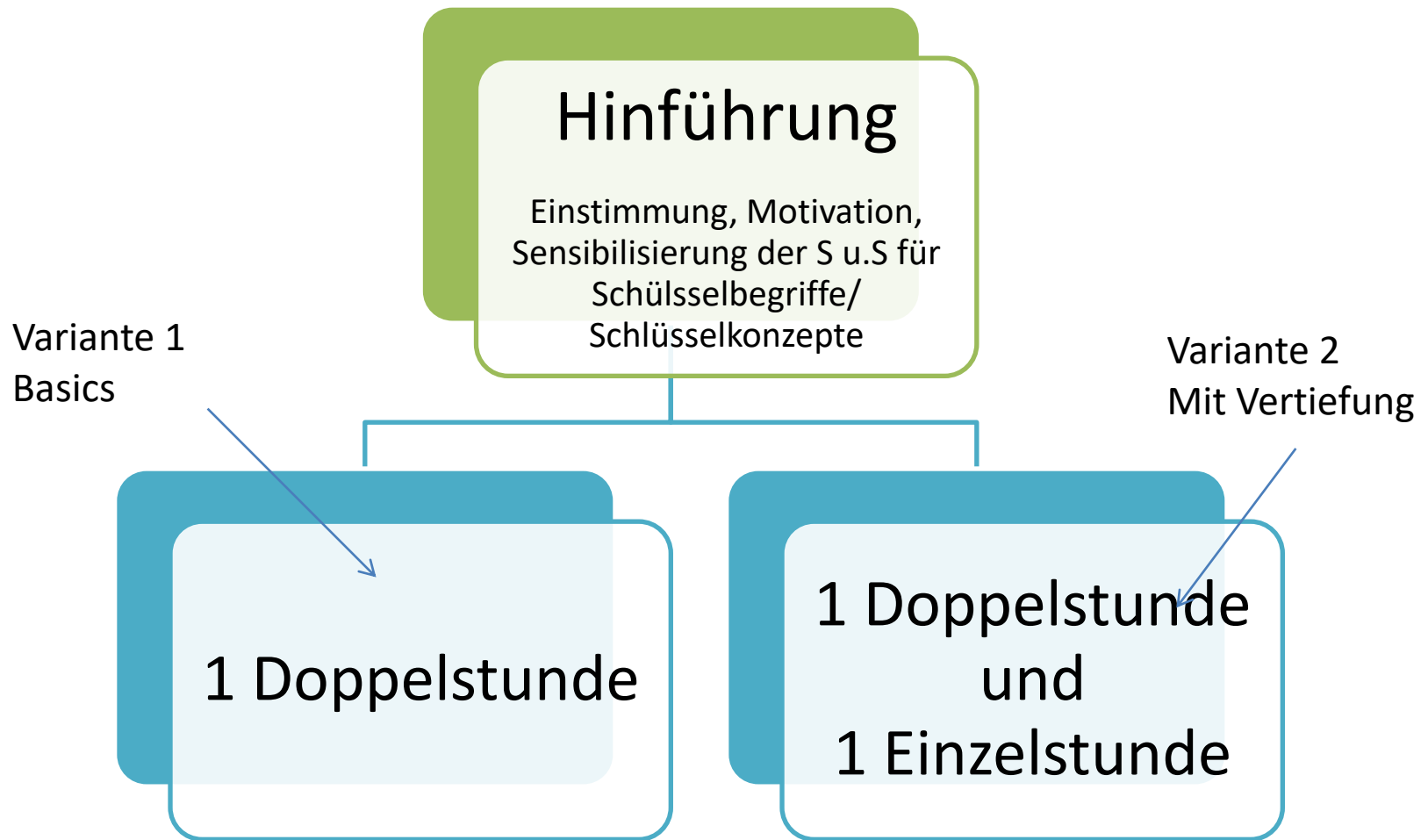


# Unterrichtsmodell

## The Shape of Things - Hinführung



# Hinführung

## Variante 1: Basics

1. *Spotlight on.... Alma*  
Kurze Infos Biographie Alma
2. Präsentation und Analyse des Alma songs 'Dye my hair'
3. *Questionnaire: How far would you go for love/for being popular?*
4. ...
5. *Maslow's hierarchy of needs (revisited)*
6. ...
7. Kurze Einführung in das Genre *drama/drama terms*.  
*Creative task: S. entwickeln Ideen für ein Drama zum Thema der Stunde (Hausaufgabe)*

## Variante 2: mit Vertiefung

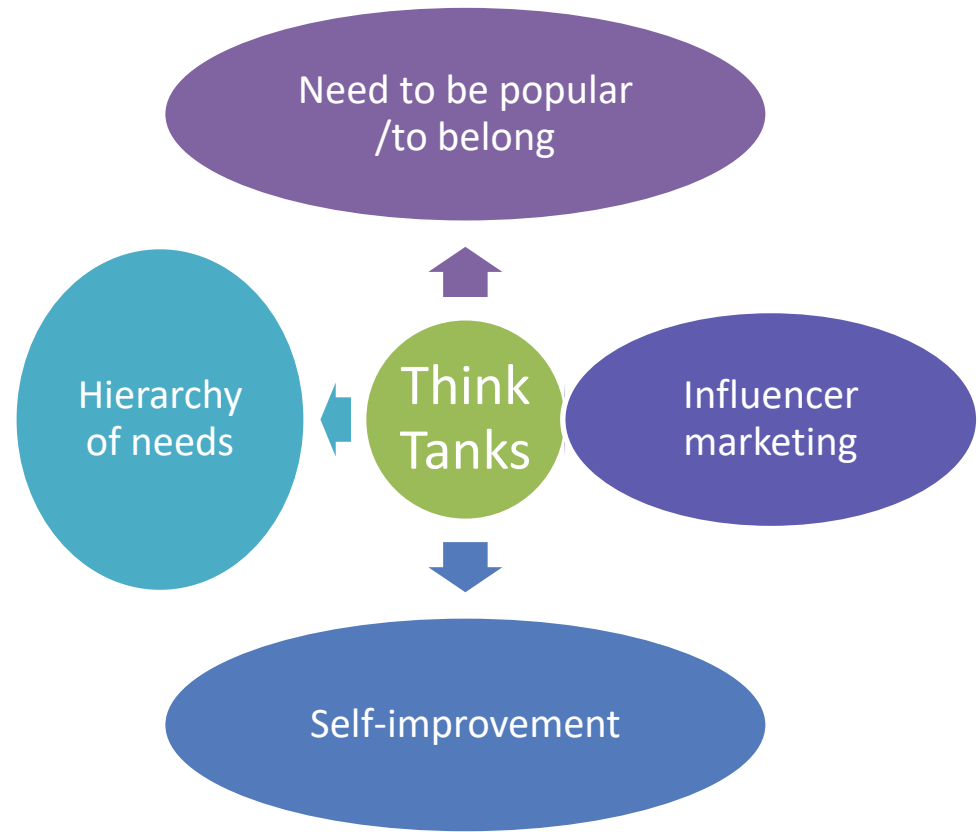
1. *Spotlight on.... Alma*  
Kurze Infos Biographie Alma
2. Präsentation und Analyse des Alma songs 'Dye my hair'
3. *Questionnaire: How far would you go for love / for being popular?*
4. *Self improvement as a business model wirtschaftliche/psychologische Aspekte der influencer-Kultur : youtube tutorials*
5. *Maslow's hierarchy of needs (revisited)*
6. *Populärwissenschaftlicher Sachtext über 'need to belong'*
7. Kurze Einführung in das Genre *drama/drama terms*.  
*Creative task: S. entwickeln Ideen für ein Drama zum Thema der Stunde (Hausaufgabe)*

# Prinzipien

## Kreative Aktivierung

- ✓ *Reversal of gender roles:*  
S und S schreiben Lyrics um/  
Perspektivenwechsel  
(Jungsperspektive)
- ✓ S und S entwickeln  
Ideen für ein Drama

## Kognitive Aktivierung



## Prinzipien

Schlüsselbegriffe – Schlüsselkonzepte  
eine Auswahl (language notebook box)

transformation process – self-improvement –  
gender roles – influencer marketing –  
hierarchy of needs – belonging – self-  
actualization – mate acquisition/retention –  
authenticity –  
personal/shallow/gender...identity/ies –  
attractiveness – popularity – mainstream  
culture – shallow surface appeal – social  
norms – extreme makeovers.....

# Spotlight on.....Alma

- Alma-Sophia Miettinen, singer-songwriter from Finland
- In 2013 she finished fifth on Finland's version of POP IDOL
- Strong, powerful voice, honest lyrics

*Picture of Alma*

# First viewing: Alma, *Dye my hair blonde*

## *Picture of Alma*

### 1. First impressions

- What do you see?
- What do you hear?
- What does the video make you think of?
- How does the video make you feel?

### 2. What is the song about?

- ### 3. Study the lyrics and rephrase/complete the answer you gave in task 2 if necessary

# Analysis: Alma, *Dye my hair blonde*

## Verse 1

- Flipping: What kind of girl **is** she? Describe.

## Verse 2

- Analyze the contrast in this verse.
- Give illustrations for the last two lines:  
How is such a girl raised?  
Describe the educational principles.  
What does/doesn't a free/independent girl do/think?  
How does/doesn't she behave?....

## Pre Chorus /Chorus

- Describe the transformation
- Describe the 'power' which brings about the transformation

# *Alma, Dye my hair blonde*

## Being creative - flipping gender roles

Let's find out what will happen when we flip the gender roles.

Imagine a boy was singing a similar song with the same kind of message. What kind of transformation would he sing about?

Maybe this guy.....

*Picture of Ed Sheeran*

1. Describe the boy before and after his transformation.
2. How does the girl succeed in transforming him? Where does her 'power' lie?

**Optional:** write one or more stanzas

What's typically male/female behavior?



# Questionnaire: How far would you go for love?

## Task:

Read through the following things people might do for somebody they think they love.

Imagine your boyfriend/girlfriend asked you to do the things in the list below.

Give each of them a number from 1 to 10.

1 I would definitely do this

10 I would never do this, even if this means losing the person I love

- ✓ Working out
- ✓ Losing weight
- ✓ Changing your haircut
- ✓ Doing plastic surgery
- ✓ Changing your eating habits
- ✓ Stop seeing one of your friends your partner doesn't like
- ✓ Doing something that you are actually afraid of (e.g. bungee jumping)
- ✓ .....

# How far would you go for love – Questionnaire-Procedure

**1** I would definitely do this  
**10** I would never do this,  
even if this means losing the person I love

Give each of the items  
a number from 1 to  
10

Compare your  
findings in groups of  
three and explain  
your choices

Report to the class:  
Where did your group  
agree more or less?  
Where did the  
opinions differ a lot?

# Think Tank

1. Why do some/many people go to such lengths for love/for being popular?
2. What kind of need lies behind that behavior?
3. What triggers that need?
4. What satisfies that need?
5. Considering that kind of behavior:  
Is there a distinction between  
male and female,  
young and old,  
between people of different cultures,  
between people having lived 20/50/100 years ago  
and people living today....?

# Self improvement

## Where does the need come from?

Describe the economic model **of influencer marketing**.  
Which influencers do you know? Why are influencers so popular?  
(Why) are we crazy about the surface appeal?



# Youtube tutorials

## Which needs do they satisfy?

### **Mirabelle Summers:**

How to attract men by being more feminine

*Picture of Mirabelle summers*

1. Summarize the tips she gives to women.
2. What's the ultimate goal?

### **Stephan Erdman:**

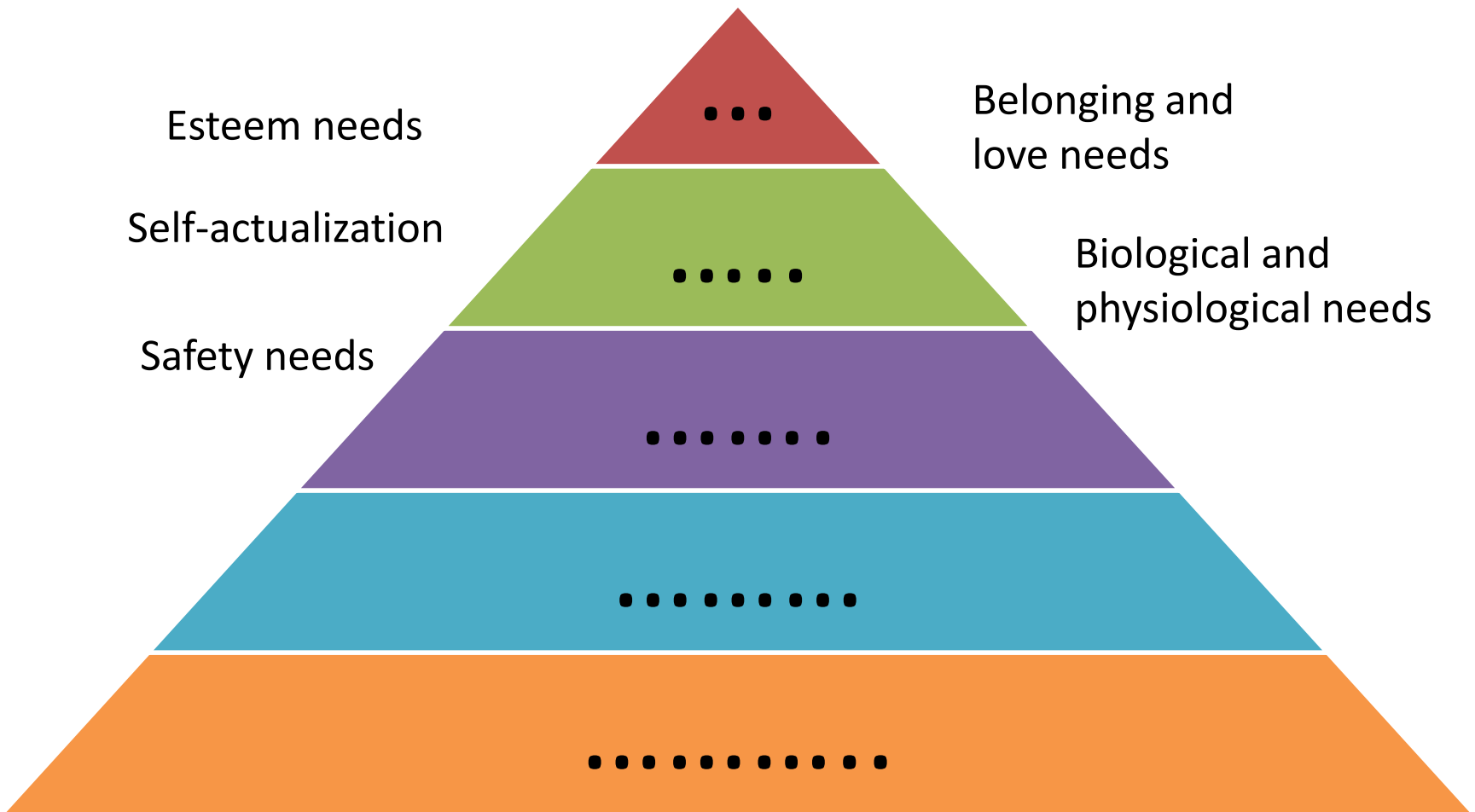
How to be more attractive to women (women love it if you do this)

*Picture of Stephan Erdman*

1. Which tip does he give to men?
2. What does he promise?

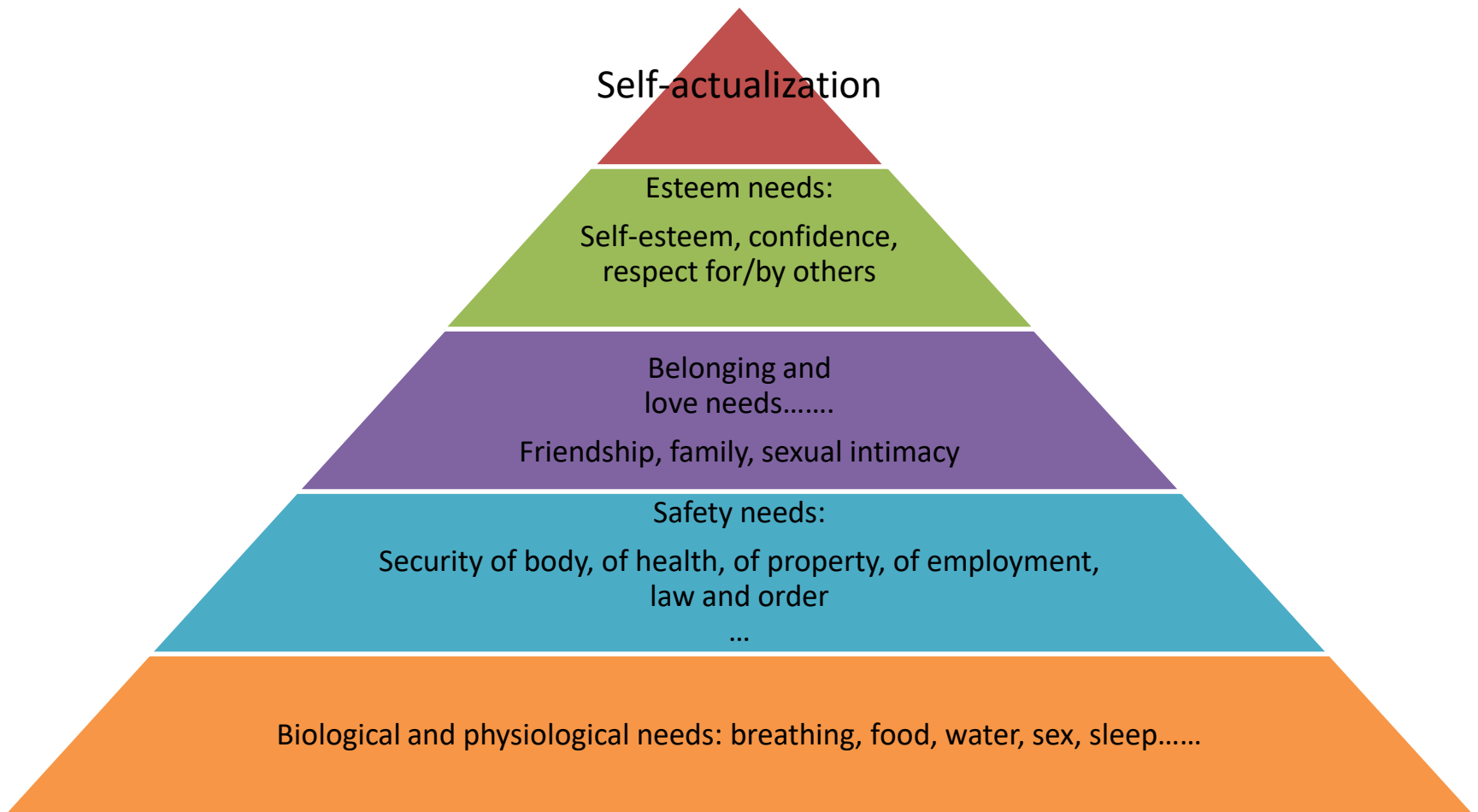
Are there (still/new) stereotypical expectations of masculinity/femininity?

# Decide on your own hierarchy of needs

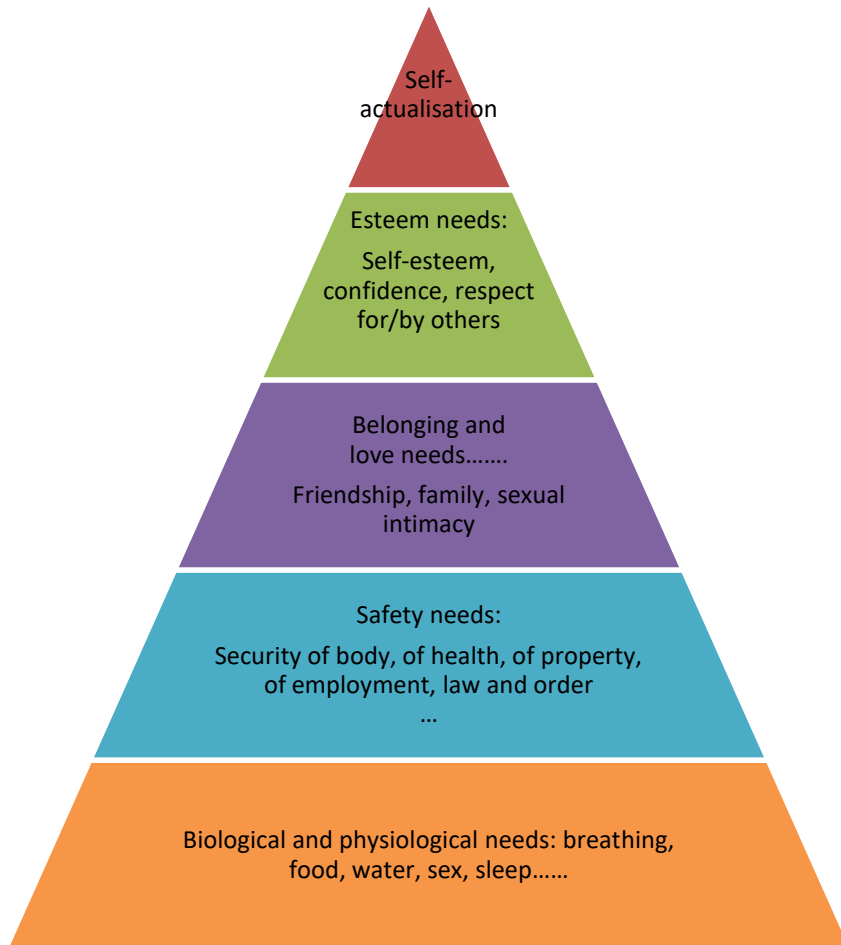


# Maslow's Hierarchy of needs

What light does the pyramid shed on our discussion about self-improvement?



# Think Tank - Discuss

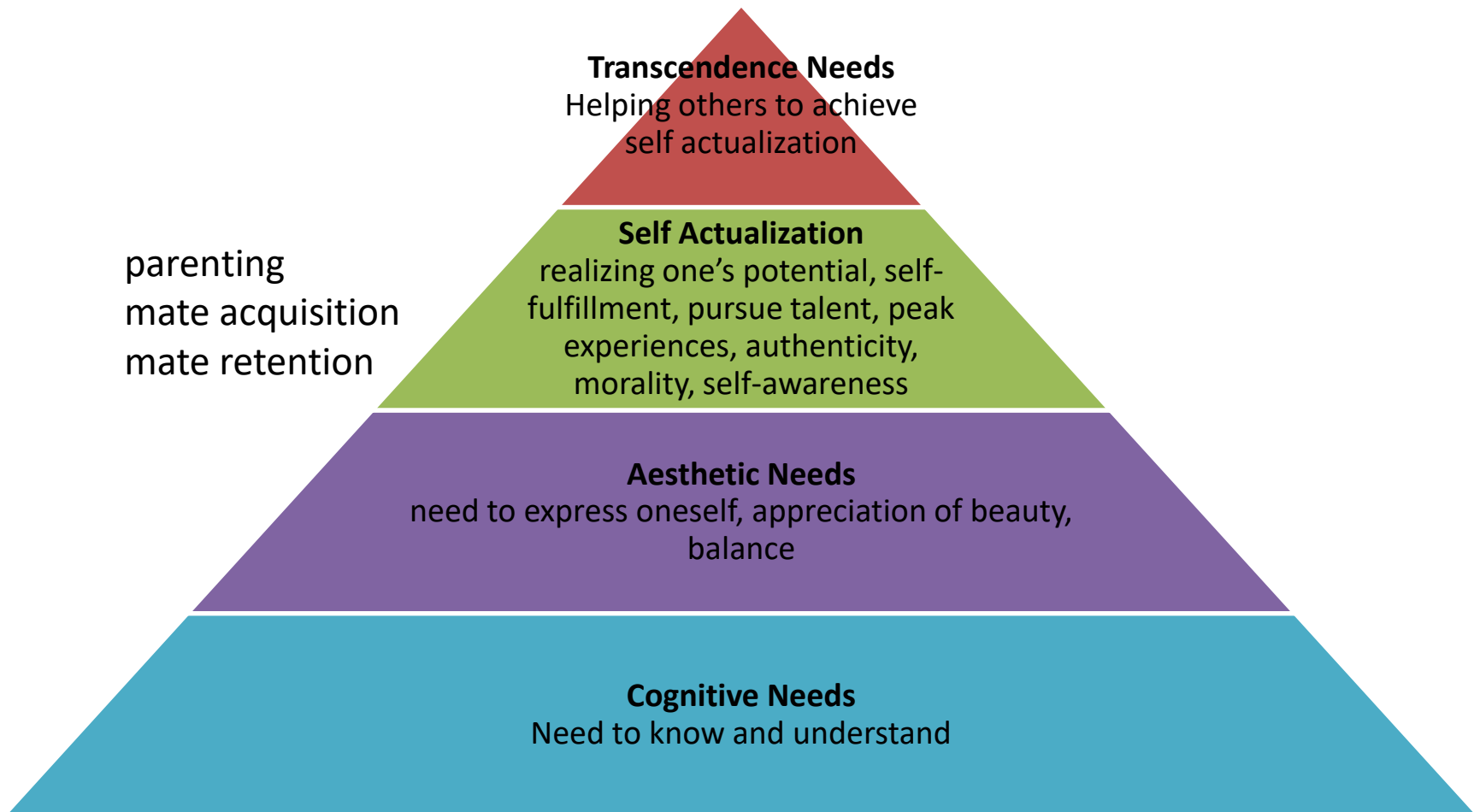


1. Human beings are motivated by unsatisfied needs.
2. The lower needs have to be satisfied before the higher needs can influence behavior.
3. All people are motivated to move up the hierarchy.
4. Progress is often disrupted by the inability to meet the lower level needs.



# Growth needs

Please give examples of people you know who, in your opinion, have met any or more of these growth needs. Describe how this is expressed in their lives.



# The deep need to belong

**What could the text focus on?**

**Speculate**

the  
evolutionary  
driver

attachment  
theory

social  
punishment

limits

individual  
taste

## **Procedure**

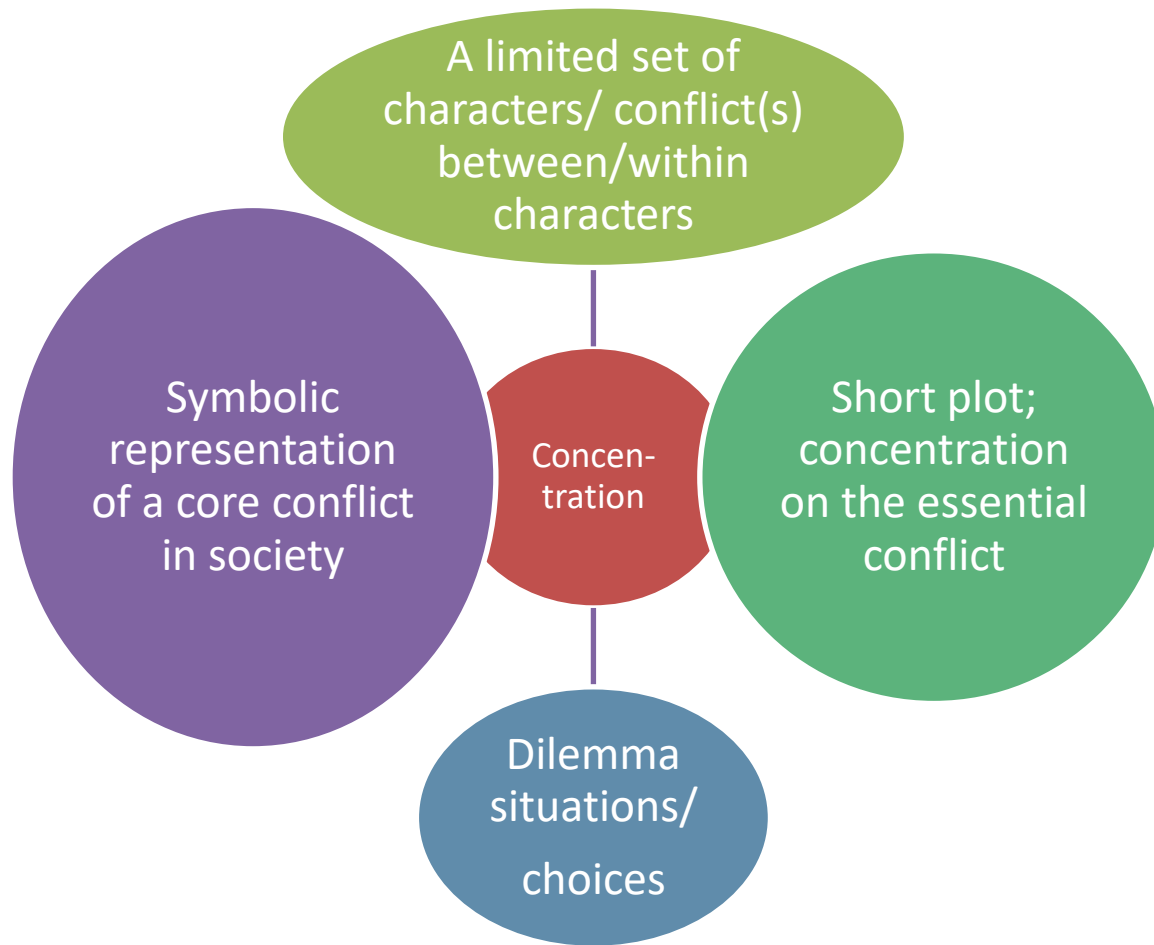
1. Form teams of three
2. Skim the text and the tasks individually
3. Distribute the tasks among your team members
4. Work on your tasks individually
5. Exchange the solutions
6. Discuss:  
Which task needs clarification in class?  
Which issue/aspect would you like to talk about in class?

# The need to belong Tasks

1. Please explain: 'Living in the tribe does have its costs.'
2. Please visualize the main information (ll. 16-19)
3. Please explain:  
'Belonging need is stronger than esteem need.'
4. According to the text, what makes people conform?
5. Please explain: 'Identity tension'.
6. According to the text,  
what do you have to do to influence someone?

Extra: find collocations

# Short drama: concentration



# Task: You are the playwright!

On the basis of what we have dealt with today, create an outline for a short drama. Develop characters and a short plot which leads to the dilemma situation(s) in which characters experience moments of individual decision

*Use ideas from box 1  
(language notebook)*

- Set of characters
- Information about the characters
- Short plot
- Conflict(s) which mirror debates in present-day society
- Dilemma situation(s); concentration on one crucial moment in the character's life
- Choices/decisions