

Literatur und BNE – Analysing Dawn King's play "The Trials"

Linda Weiland



„The Trials“ ist ein dystopischer Dramentext. In einer überbevölkerten Welt post-Klimawandel werden Jugendliche zu Richtern und Richterinnen ihrer Elterngeneration. Einziges Kriterium ist die Frage, wie viel Schuld jeder und jede Einzelne am Klimawandel hatte. Wie viel Verantwortung hat jeder übernommen? Welche Prioritäten wurden gesetzt: Karriere? Luxus? Nachhaltigkeit? Und wie können die Angeklagten ihre Entscheidungen vor den zukünftigen Generationen rechtfertigen? Dies alles sind Fragen, die „The Trials“ den Lesenden bewusst macht und so zum Überdenken des eigenen Verhaltens anregt. Die Einheit begleitet die Lernenden in diesem Prozess und sensibilisiert sie dafür, dass sie als zukünftige Erwachsenen- generation immer noch die Chance haben, die Klimakatastrophe durch bewusst gelebte Nachhaltigkeit zu beeinflussen.

Auf einen Blick

1. Stunde

Thema: Introduction to the play – What is a fair trial?

M 1 “The Trials” – Pre-reading tasks / Theaterposter beschreiben und diskutieren; das Recht auf ein faires Verfahren reflektieren

Benötigt: Digitale Endgeräte und Internetzugang

2./3. Stunde

Thema: Defendant One (pp. 11–13)

M 2 **Defendant One** / Defendant Ones Verteidigung analysieren; ein Poster erstellen; den eigenen CO₂-Fußabdruck reflektieren

Benötigt: Digitale Endgeräte und Internetzugang

4.–7. Stunde

Thema: Deliberation One (pp. 13–37)

M 3 **Deliberation One** / Informationen über die Jury und den Zustand der Welt sammeln; sich mit einem IPCC-Bericht auseinandersetzen; Charakteristika der verschiedenen Generationen recherchieren; diskutieren, ob Defendant One schuldig oder unschuldig ist

Benötigt: Digitale Endgeräte und Internetzugang

8./9. Stunde

Thema: Defendant Two (pp. 38–41)

M 4 **Defendant Two** / Defendant Twos Verteidigung analysieren und bewerten; eine Rede schreiben

Benötigt: Digitale Endgeräte und Internetzugang

10.–12. Stunde

Thema: Deliberation Two (pp. 41–55)

M 5 **Deliberation Two** / Sich mit *intergenerational justice*, *human dignity* und *greenwashing* beschäftigen

Benötigt: Digitale Endgeräte und Internetzugang

13./14. Stunde

Thema: Lunch Break & Getting Some Focus (p. 55–64)

M 6 **Lunch Break & Getting Some Focus** / Den Vergleich mit den Nürnberger Prozessen diskutieren; Xanders Gedicht analysieren

Benötigt: Digitale Endgeräte und Internetzugang

15./16. Stunde

Thema: Defendant Three (pp. 65/66)

M 7 **Defendant Three** / Eine Fishbowl Diskussion durchführen und die Schuld von Defendant Three diskutieren

17./18. Stunde

Thema: Deliberation Three (pp. 67–77)

M 8 **Deliberation Three** / Das Ende des Stücks diskutieren; eine zusätzliche Szene schreiben

19./20. Stunde

Thema: "The Trials" in retrospect

M 9 **"The Trials" – Post-reading tasks** / Die Aussage und Wirkung des Stücks reflektieren; ein Buchcover gestalten; einen *viewing guide* erstellen; eine Präsentation zu Ansatzpunkten gegen den Klimawandel erstellen

Benötigt: Digitale Endgeräte und Internetzugang

M 1 "The Trials" – Pre-reading tasks

Tasks

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1. Work with a partner. Each of you looks at one production poster of the play "The Trials":
Partner A: <https://raabe.click/The-Trials-poster1>
Partner B: <https://raabe.click/The-Trials-poster2>
 - a) Describe your posters to each other.
 - b) Then discuss: What do they reveal about the plot? What kind of play do you expect? Collect ideas.
 2. According to the United Nations Universal Declaration of Human Rights, a fair trial is a universal human right.
 - a) Read the relevant articles of the declaration. Collect and explain the characteristics of a fair trial listed in the texts.
 - b) Reflect: Why do you think a fair trial should be a right guaranteed to all humans?

A fair trial according to the UN Universal Declaration of Human Rights

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

From: United Nations: Universal Declaration of Human Rights. <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

Defendant One

M 2

Tasks

1. Read Defendant One's defence statement.
 - a) Collect information about ...
 - Defendant One's situation, lifestyle and behaviour "back then".
 - the state of the world at the time of the play, i.e. the "now".
 - the state of the world before the time of the play, i.e. the "back then".
 - b) Analyse: Which arguments does Defendant One use to justify his behaviour and lifestyle "back then"? Which strategy does he use to convince his listeners of his innocence?
2. "I didn't really know how bad the situation was", Defendant One says (p. 13).
 - a) Research: How bad is the situation of the world today? And which role does human behaviour play in the world's present condition?
 - b) Decide on 10 facts that you think everybody should know. Design a poster that makes people aware of your 10 facts and compose a one-minute speech in which you present them.
 - c) Meet in groups of three and share your findings. Then discuss:
 - How does Defendant One's behaviour and lifestyle connect to your findings?
 - Which aspects of his behaviour are potentially harmful to the world's condition?
3. Defendant One mentions his carbon footprint (p. 12).
 - a) Research: What does the term mean? What does one's carbon footprint include?
 - b) Calculate your (or your family's) carbon footprint at:
<https://raabe.click/carbon-footprint>
 - c) Compare the questions you are asked in the carbon footprint calculator to your findings of task 2. Are there any new facts about the connection between the world's condition and human behaviour that you would like to note?
 - d) Critically reflect on your result:
 - What does it teach you about your own lifestyle?
 - How do you feel about your result? Shocked, worried, confused, embarrassed or inspired?
 - e) Look at your results from task 1b). Reflect (honestly): Do any of Defendant One's arguments and strategies apply to your own behaviour?
4. Reconsider your findings from task 1b) about Defendant One's defence arguments and strategy. How would you evaluate his reasoning? Has he lived a sustainable lifestyle?

