

I.E.3.6

The English-speaking world

Visiting the spiritual heart of Australia – Eine kultursensible Reise zum Uluru planen (Klasse 9–11)

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Am Beispiel des Uluru (Ayers Rock) untersuchen die Schülerinnen und Schüler Spannungen zwischen Tourismus und indigenen Religionen. Sie setzen sich mit Mythen der Schöpfungszeit auseinander und planen kostenbewusst eine umwelt- und sozialverträgliche Familienreise in das geografische und spirituelle Herz Australiens.

KOMPETENZ

Klassenstufe/Lernjahr: 10 (G8), 9–11 (G9)

Dauer: 8 Stunden





Kompetenzen: 1. Lesese-/Hörsehverstehen: ausgewählte Texte zur Weltsicht/Religion der Anangu und zum Uluru-Tourismus verstehen; 2. Interkulturelle Kommunikation: Interesse zeigen und nachfragen; Gemeinsamkeiten suchen 3. Recherchieren und planen: Familienreise zum Uluru

Thematische Bereiche: Australien, Tourismus, Aborigines, Kulturbegegnungen



Materialien: Texte, Bildimpulse, zwei alternative Lernerfolgskontrollen

Auf einen Blick

1./2. Stunde

Thema:	A very special place – understanding the significance of Uluru in Anangu culture
  ZM 1a/b	Useful links and literature / Sammlung von Links und Literaturverweisen zur thematischen Vertiefung und Erweiterung
M 1	Sacred sites / bildgeleiteter Austausch über angemessenes Verhalten in Kirchen, in Moscheen und am Uluru (Think – Pair – Share)
M 2a–c	Trying to understand Tjukurpa / arbeitsteilige Erarbeitung von Video- und Textmaterialien zu Weltsicht und Normen der Anangu
  ZM 2	Transcript: Video (M 2a)
ZM 3/ZM 4	Additional texts: Trying to understand Tjukurpa / zwei ergänzende Texte zu Weltsicht und Normen der Anangu (Differenzierung)
M 3	Not a theme park / Vertiefung von landeskundlichem Hintergrundwissen zum Uluru-Kata-Tjuta-Nationalpark (finiter und infinitiver Verformen)
Homework:	Complete M 3 (Not a theme park) with the correct verb forms.
Benötigt:	<input type="checkbox"/> OH-Projektor bzw. Beamer/Whiteboard <input type="checkbox"/> Folienleiste bzw. digitale Lösung von M 1 <input type="checkbox"/> Abspielgeräte für das Video (M 2a) in ausreichender Anzahl, Kopfhörer, Internetanschluss

3./4. Stunde

Thema:	Not a theme park – learning about tourists and Uluru
M 3	Not a theme park / Überprüfen der Hausaufgabe (Selbst- oder Partnerkorrektur)
  M 4	Uluru impressions / Auswertung von Touristenimpressionen
ZM 5	More Uluru impressions / weitere Texte zum <i>skimming</i> als Ergänzung zu M 4 (Differenzierung)
M 5	Planning a family visit to Uluru (role cards) / Vorgaben für Gruppenarbeit in der 5. und 6. Stunde
Homework:	Study your role card. Go to the websites of Uluru-Kata Tjuta National Park and Ayers Rock Resort. Find three things you would do in the role assigned to you.
Benötigt:	<input type="checkbox"/> ggf. OH-Projektor bzw. Whiteboard zum Festhalten der Ergebnisse zu M 4, Task 2

5./6. Stunde

Thema: Planning a family visit to Uluru National Park

M 5–M 7 **Planning a family visit to Uluru – Our itinerary – Our cost** / Erarbeitung und Vorstellung einer Reiseplanung anhand von Rollenkarten und Übersichtsblättern

ZM 1a **Useful links for M 5 (Planning a family visit to Uluru)** / thematische Linksammlung mit QR-Codes für die Gruppenarbeit zur Reiseplanung

Homework: Do at least one of the tasks on task sheet M 8 (Something very special).

7./8. Stunde

Thema: What you have learned – thinking about your own trip

M 8 **Something very special** / Vorstellen und Besprechen der Hausaufgabe
M 9 (M 3, M 4) **Visiting the spiritual heart of Australia – Vocabulary practice** / Wortschatz- und Wiederholungsübung

Homework: Learn the new words and phrases

LEK

Thema: Culture Clash in the Desert

Alternative LEK

ZM 6 To climb is not to climb

Minimalplan

Die Grammatik (M 3) und die Doppelstunde (M 8/M 9) können bei Zeitmangel entfallen.

M 1

Sacred sites

Cathedral



Mosque



Uluru



Von links oben nach rechts unten: © www.colourbox.com, © recep-bg/E+, Foto: Steel Wool, Foto: Mauritius Images

Task

Write down do's and don'ts for tourists visiting (a) a church, (b) a mosque, (c) Uluru.

Consider: entering/moving around the site, wearing appropriate dress (including footwear/covering), touching objects, eating, drinking, smoking, taking photos/videos, using mobile phones, shouting, laughing. Are there different rules for men and women?

- Decide on the four most important guidelines for the sites assigned to you (Think – Pair – Share).
- You have 15 minutes. If you finish early, choose one of the other sites.

Planning a family visit to Uluru

M 5

Imagine you are an Australian family planning a low-budget visit to Uluru in the spring holidays (September/October). You want to stay for four days/three nights.

Father: You are looking for something that is very different from your busy and hectic city life.

Mother: You have heard good things about the Sounds of Silence dinners and the Valley of the Winds. You are afraid of snakes.

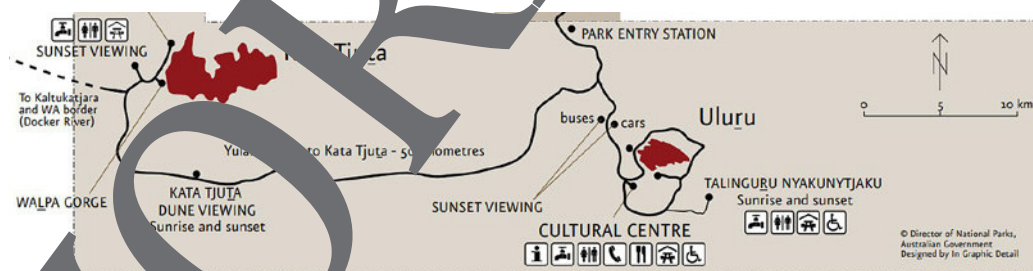
Teenage son/daughter (aged 17): You are interested in astronomy and rock-climbing. If you cannot climb Uluru, you would like to take a helicopter ride and see Uluru from above.

Teenage son/daughter (aged 15): You would like to try a camel ride. You do not like to get up early in the morning.

Tasks

- In your group, use the Internet to find information for Uluru and Kata-Tjuta tours (for useful links see ZM 1a). Then work out a family itinerary. Decide who does what in your group. Appoint a timekeeper who makes sure your group finishes in time.
 - Decide how much time you want to spend on learning about the original culture.
 - Decide what things you want to do together as a family and what you want to do on your own.
 - You have **40 minutes** to work out as much of the itinerary as you can. → M 6
 - Add up the total cost in Australian dollars (AUD).
- Put your itinerary up in the classroom and do a gallery walk. Conduct a poll in class:
 - Which itinerary is the most complete?
 - Which itinerary offers the best insight into the spiritual heart of Australia?
 - Which itinerary best balances family and individual time?
 - Which itinerary is most eco-friendly?
 - Which itinerary is best value for money?

To start you off



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<https://parksaustralia.gov.au/uluru/>



▶ <https://play.google.com/store/apps/details?id=com.parksaustralia.uluru&hl=de>



Our itinerary

M 6

Task

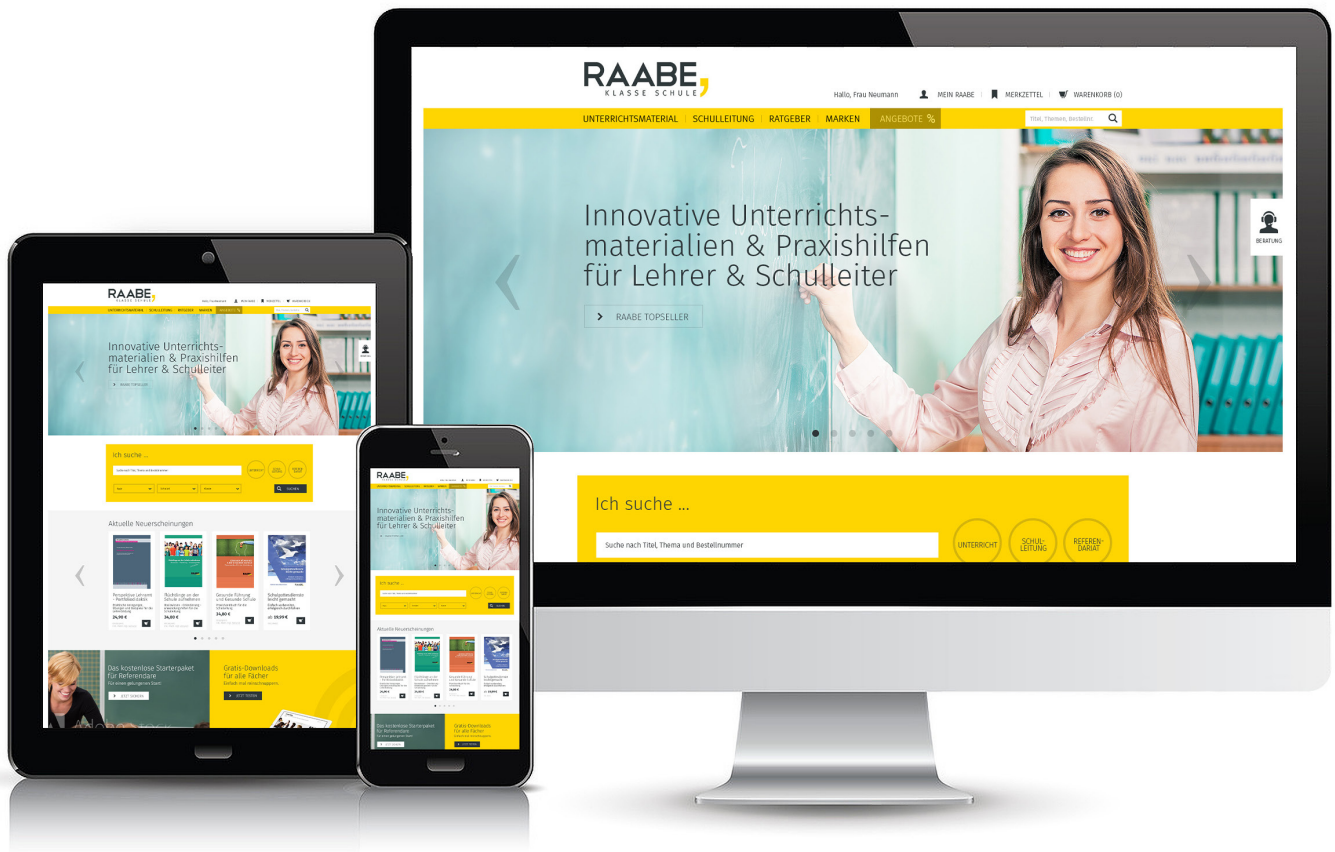
Use this form to write down the itinerary you have agreed upon in your group.



Group: _____

Day 1	Morning	Arrive Ayers Rock Airport (Connellan Airport), shuttle transfer to Ayers Rock Resort (Ayers Rock Resort)
	Afternoon	
	Evening	
Day 2	Morning	
	Afternoon	
	Evening	
Day 3	Morning	
	Afternoon	
	Evening	
Day 4	Morning	
	Afternoon	Shuttle transfer to Ayers Rock Airport (Connellan Airport), depart

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