

September 2020

## Ergänzung der Materialien zum selbstständigen standardorientierten Lernen in der gymnasialen Oberstufe im Fach Englisch – *Text production*

### Sample text: Mediation task based on two texts<sup>1</sup>

**Text 1:** Pfannkuch, Katharina. „Neuer YouTube-Kanal: Hier lernen Flüchtlinge, wie Deutschland geht“. *Die Welt*. 5. November 2016. Zugriff am 10. Mai 2016 von

<http://www.welt.de/vermischtes/article148490989/Hier-lernen-Fluechtlinge-wie-Deutschland-geht.html>.

**Text 2:** Eichelmann, Christine. „Wenn Deutsche und Flüchtlinge über den Tellerrand kochen“. *Berliner Morgenpost*. 29. Dezember 2014. Zugriff am 5. September 2016 von

<http://www.morgenpost.de/berlin/article135821382/Wenn-Deutsche-und-Fluechtlinge-ueber-den-Tellerrand-kochen.html>.

**Task:** For an international youth project on human migration in the 21st century, participants are asked to present initiatives that promote integration in their countries.

Write an article for the project website in which you outline the information on the two initiatives reported on in the articles by Katharina Pfannkuch and Christine Eichelmann.

#### How to support refugees in the 21st century

Germany has become the new home for many immigrants and refugees who often struggle with integration into their new environment. This can be problematic as they may feel isolated and excluded or even face prejudices.

In the following, two initiatives aimed at making new arrivals feel at home and welcome in Germany will be presented. The information on these projects were taken from the newspaper articles “Neuer YouTube-Kanal: Hier lernen Flüchtlinge ...” by K. Pfannkuch, published in “Die Welt” on November 5, 2016, and “Wenn Deutsche und Flüchtlinge über den Tellerrand kochen” by C. Eichelmann, published in the “Berliner Morgenpost” on December 29, 2014.

The first initiative is that of a German woman and an immigrant from Syria. Together, they started a YouTube channel called “Germany for beginners,” which provides videos in Arabic that explain aspects of daily life in Germany that might seem strange to an immigrant. The reason why they started the channel is that before refugees can start taking language or integration classes, they have to be granted legal status, which can take up to 9 months. Until then, they have to figure out everything on their own.

The second initiative, “Cooking beyond boundaries,” is a project founded by four Berlin university students that makes it possible for Berliners with and without a foreign background to cook together and share their dishes and stories. These cooking courses are held twice a month and are a way to explore new cultures and expand one’s horizons. The founders received the “Funpreneur” prize for a booklet with recipes from the participants.

These initiatives illustrate that in Germany there are quite a few interesting projects for immigrants or refugees aimed at helping them with integration into German culture, while sharing some of their own culture.

<sup>1</sup> Dieser leicht geänderte Schülertext wurde von Fr. Dr. Nöth (Johann-Gottfried-Herder-Gymnasium, Berlin-Lichtenberg) zur Verfügung gestellt. Die Verfasserin hat der Veröffentlichung zugestimmt.