

Alja Lipavic Ostir

University of Maribor, Slovenia

Weil Schifoan is des leiwaundste

Identification with skiing in the Anthropocene – a module for German as a foreign language for upper secondary level

In various tasks, students deal with the future of skiing in low mountain ranges in view of the predicted lack of snow in the coming decades and the associated problems in tourism. They also explore the question of identification with skiing as a national sport. Will these weaken in the future?

skiing, low mountain ranges, identification, tourism, Anthropocene

Topic: Ski Culture

WHAT is it about? WHO is it about?

The primary objective of this learning scenario, designed as a module for upper secondary level GFL lessons, is to inform, encourage reflection, and generate creative solutions to address the issue of diminishing snowfall in low mountain ranges, particularly in the Alps or other regions. This problem (Gobiet & Strasser 2017) is already evident today, but will become even more relevant in the coming decades. It has various dimensions, some of which are addressed in the module: Winter tourism, especially skiing in the low mountain ranges, and, given the lack of snow even at higher altitudes, the question of skiing as a mass sport, a national sport and an important point of identifications. The term identifications is used because the old logic of identity (Hall 1994, 67, after Krönert & Hepp 2015,266) assumes a true, real self and means that people who identify in the same way all look the same, feel the same way and perceive themselves as the same (ibid, 74). This notion is no longer acceptable in contemporary societies, where individuals do not possess fixed identities but engage in an ongoing process of cultural identification.

In the module, learners should not only gain information on the topic and improve their German language skills, but should also think across disciplines, compare and be creative. The topic and the problem of the lack of snow are not only topical for the target group (upper secondary level), as it concerns the future of this age group, but are also economically and

culturally relevant. The module is introduced by getting to know three protagonists from different generations and, if necessary, these people can appear again in further parts of the module, but this is not didacticized in the module. The constructivist approach (Klein & Oettinger 2000) predominates in the module, with learners using various statements, data and considerations to either formulate their own points of view and discuss them in groups or pairs, thus constructing their own knowledge.

The module also features real people from the world of culture (Wolfgang Ambros), sport (Tina Maze) and science (Ulrike Pröbstl-Haider, Georg Kaser). These individuals were selected to align with the module's focus on Austria, which fills a frequent gap in GFL teaching, as it is generally known that the pluricentric character of German is given too little attention in GFL (Czinger 2009). Due to the topic of this module, an Austrian orientation is obvious – it is the country in the Alps that has been a leader in skiing for decades. This is also reflected in the choice of two Austrian, but internationally renowned researchers. The realistic reference sport to skiing is also represented by the choice of a specific female skier. Tina Maze from Slovenia was deliberately chosen, not only because of her outstanding achievements and great popularity, but also to show that other countries (e. g. smaller countries such as Slovenia) also achieve great success in skiing.

Didactics

The target group are learners at upper secondary level who are learning German as a (second/first) foreign language and are between levels A2 and B1. If they live in a country where skiing is possible and is also a socially relevant sport, they will be able to participate more competently in conversations and contribute their own experiences, viewpoints and emotions to the discussions. If this is not the case, the topic can be interpreted as part of regional studies.

Cooperation partners and experts are not planned. The module allows for flexible design, including the possibility of expert visits, which may be especially suitable for schools situated near low mountain range ski centers.

WHY is this topic relevant for CultureNature Literacy? WHERE is it going?

Learning objectives and skills of the module in relation to GFL teaching, Anthropocene competence and tourism:

- With the help of some fact sheets, learners compare the points of identification in the lives of different people.
- Learners get to know data on climate change and the lack of snow in the coming decades and think about their relevance for their country or region.
- Learners collect ideas for saving winter tourism in low mountain ranges and compare them with the ideas of well-known researchers on sustainability in ski regions.

- Learners weigh the pros and cons of two potential solutions to address the issue of diminishing snowfall in low mountain ranges in the coming decades.
- Learners evaluate the possibilities of transferring tourism products from the summer season to the winter months.
- Learners assess to what extent the identification with skiing will be weaker in the future.
- Using some examples, learners check their understanding of the terms skiing nation, national sport, identification with skiing, popularity of skiing, culture of skiing.

For learners from countries where skiing plays a socially relevant role, the local component and their own experiences are relevant. For them and also for those from countries where skiing is not present, identification with protagonists of the same age is possible, which teachers can also modify and adapt to their target groups.

The module is thematically linked to the foreign language learning chapter CNL & Fremdsprachenunterricht in the CultureNature Literacy manual.

There are links between the module and GreenComp (Bianchi, Pisiotis & Cabrera 2022) in the following points: Reflecting (and identifying, explaining) on personal values (competences 1.1, 1.2), Considering sustainability issues (competence 2.1), Critical thinking competence (2.2), Visions or competences 3.1, 3.2 and 3.3, Competences for action (4.1, 4.2 and 4.3).

The last part of the module is dedicated to the social component of skiing, focusing on the identification with this sport in certain countries and regions. Culture and nature are in a direct relationship here, which also contains negative traits from a sustainability perspective (negative impact of ski resorts on nature, traffic, etc.). The module addresses the problems of the lack of snow in low mountain ranges and the necessary adjustments in tourism, but consequently also the question of identification with skiing in the future. This question remains open and learners should not only present their own opinions, but also discuss the topic.

WHEN, in which period does this take place?

The length of the module cannot be clearly defined because it depends very much on the learners' FS and German language skills. Additionally, it is influenced by the language objectives set by the teachers. The module consists of a content structure on the topic of skiing in the Anthropocene and, if necessary, individual sections can be extended with language lessons, which depends heavily on the curriculum in the respective country.

HOW to proceed?

The learning scenario uses worksheets (WS 1–3) for which teachers prepare shorter presentations as required. Various media are used. Methodologically, the learning scenario is implemented in the classroom in the following steps:

Step 1: (WS 1) Profiles of three people, these are the sisters Emma (16 years old, lives in Graz) and Hannah (17 years old, lives in Graz) and their grandma Maria (75 years old, lives in a small town in Styria). In addition to the photos, the profiles also contain some information about the

priorities that are currently or constantly most important in the lives of the people or with which they identify:

Grandma Maria (retired kindergarten teacher): Family – Styrian – Austrian – very good with children – very good cook – has a well-kept garden – likes hiking

Emma: Austrian – Styrian – friends – karate – very environmentally aware – school

Hannah: Austrian – Styrian – success at school – science competitions – friends – cycling

The profiles are only looked at briefly and learners should consider to what extent the information or identifications in the lives of the individual people differ from one another. The profiles serve as an aid for further listening to a text, whereby learners should think about which points of identification listed in the profiles are addressed. If necessary, the term *Identifikation* should be explained.

Text:

Emma und Hannah kommen in den Sommerferien für eine Woche zu ihren Großeltern. Die Oma Maria freut sich auch deswegen, weil sie sehr gut kocht und beide Enkelinnen von ihrem Essen immer begeistert waren. Aber diesmal ist es anders! Beim Frühstück am ersten Tag meckert Emma über die Milch („Ist das Bio-Milch, Oma?“), über die Butter („Wieso kaufst du keine Bio-Butter, Oma?“) und über das Brot („Selbstgebacken? Schmeckt sehr gut, aber ist das Mehl bio?“). Die Oma ist ein wenig enttäuscht, weil sie Emmas Fragen mit *nein* und *nicht* beantworten muss. Aber dann denkt sie, beim Mittagessen wird es anders sein, weil sie eins der Lieblingsgerichte der Enkelinnen kochen wird, nämlich die Marillenknödel. Für den Teig hat sie die Kartoffel aus ihrem Garten und die Marillen hat sie bei einer Bäuerin gekauft. Stolz stellt sie die Marillenknödel auf den Mittagstisch. Diesmal meckert nicht nur Emma, sondern auch Hannah: „Sind das bio Marillen? Bist du sicher, dass die Bäuerin keine Chemie verwendet? Hat sie ein Zertifikat?“ Dazu stellt noch Emma ihre Fragen zum Bio-Mehl und Bio-Eiern aus der artgerechten Tierhaltung ... Nach dem Essen sitzt die Oma ein wenig verzweifelt im Wohnzimmer und der Opa versucht sie zu trösten: „Ich habe die Garage aufgeräumt und Emma ist vorbeigekommen und hat sich die alten Skier von ihr angeschaut. Im Dezember geht es wieder los, da kommst du Ski fahren, habe ich ihr gesagt. Nein, Opa, auf keinen Fall. Skifahren verpestet die Luft und so lange es nicht nachhaltig ist, soll man es nicht praktizieren. Außerdem gibt es in einigen Jahren keinen Schnee mehr hier auf unserem Berg. Das ist alles Klimawandel, Opa.“

Step 2: (WS 2) Is Emma right about the snow? Learners read the article entitled “Winter sports in the climate dilemma”, which can be found on the Austrian Broadcasting Corporation’s website (Stories, <https://orf.at/stories/3296493/>). They only read the text up to the chapter Sustainability appeals to guests. While reading, they should consider and discuss with each other whether the data and the situations described are relevant to their country (or region).

Step 3: Learners imagine that they are working in tourism in the foothills of the Alps. They manage a hotel in a ski region (600 m – 1300 m) where summer tourism is also developed (hiking, cycling, guided nature tours, life on the mountain pasture etc.). Learners work in groups or pairs to collect ideas for saving winter tourism. After collecting their ideas, they present them to the class and engage in a mutual evaluation process, assigning points ranging from 0 to 3 to each idea.

Step 4: Learners compare their ideas (step 3) with two statements (<https://orf.at/stories/3296493/>) and tell what they discover:

Ulrike Pröbstl-Haider (Universität für Bodenkultur (BOKU) in Wien): „Von den Seilbahnen, den Hotels und der Gastronomie wird mehr Nachhaltigkeit und Engagement bei der Klimaneutralität und der klimaschonenden Mobilität am Urlaubsort erwartet.“

Dr. Georg Kaser (Universität Innsbruck): „Bisher bin ich auf den Menüplänen von Skihütten auf sehr fantasielose Gerichte gestoßen, dabei gibt es fantastische Möglichkeiten für vegetarische Gerichte.“
[...] „Ein ganz, ganz großer und sehr einfacher Schritt, um Emissionen zu sparen, wäre, wenn die Hotelfachschulen Köchen bei der Ausbildung beibringen würden, wie man vegetarische Gerichte kocht.“

Step 5: Learners discuss in groups (or pairs if the group is relatively small) two proposals for saving winter tourism in a low mountain region where there will be less and less snow in the coming decades. They look for pro and con arguments for both statements, comment on the statements and present their positions in padlet. The positions are then discussed by the whole class.

Aussage A: Wenn wir wegen Schneemangel im Winter weniger Gäste haben werden, dann werden wir uns Mühe geben, damit wir mehr Gäste in der Sommersaison haben.

Aussage B: Wir bieten im Winter diejenigen touristischen Produkte der Sommersaison an, die man auch im Winter anbieten kann.

Step 6: On the Almenland website (<https://www.almenland.at/skifahren/>), learners search for information about the Eibisberg ski area in Styria. It is a small ski area (approx. 3 km of pistes) located at an altitude of approx. 1000 m above sea level. The ski area is located in the Almenland Nature Park, 61 km north-east of Graz. Due to its altitude, it will certainly be affected by the lack of snow. The summer offer in Almenland can be found on the same website. Students consider to what extent this offer can be transferred to winters with little or no snow. Would adjustments be necessary? Learners draw up lists and present them in padlet, followed by a discussion with the whole class.

Step 7: The following questions are answered in this step: Alternative offers for the winter season in the low mountain range can be prepared and the winter season can be saved to

some extent. But what about skiers? Are they prepared to settle for something else, an alternative tourist offer? Probably not. They will look for ski resorts at higher altitudes, where skiing will be more expensive and therefore even less accessible to the general population. So will ski destinations such as Austria, Slovenia and Switzerland ski less and less over time and will their identification with this sport become weaker and weaker? Learners write down short answers to this question in Mentimeter.

Step 8: (WS 3): To illustrate the terms *Skination*, *Nationalsport*, *Identifikation mit Skifahren*, *Popularität vom Skifahren*, four different examples are looked at or read

Example A: Who sings along?

Learners will read the lyrics to the song *Schifoan* by Wolfgang Ambros (Internet). The text only serves as a listening aid and should not be worked on. The teacher should only briefly explain that this song from 1976 is considered the Austrian winter sports anthem. The class watches a video together in which Wolfgang Ambros sings his song live (<https://www.youtube.com/watch?v=lpYBPQdDd28>). Learners should observe how the popularity of the song manifests itself.

Example B: Who is Tina Maze?

Learners read the text about the Slovenian skier Tina Maze and consider what influence successful athletes have on the popularity of a sport in a country. They should illustrate this influence with examples from other sports and from their own country.

Text:

Geboren am 2.5.1983 in Slovenj Gradec. Auf den umliegenden Hügeln und Pisten ihrer Heimatstadt Črna na Koroškem lernte sie Skifahren seit sie drei Jahre alt war. In der Grundschule trainierte sie neben dem Skifahren auch Volleyball und lernte Klavier.

Nach der Grundschule besuchte sie die gymnasiale Oberstufe in Ravne na Koroškem und wurde gleichzeitig in die Damen-B-Skimannschaft aufgenommen. Das war das erste Mal, dass sie an FIS-Rennen teilnahm. In nur zwei Tagen erreichte sie mit den Startnummern 121 und 125 den 2. und 1. Platz.

Viele schöne Erinnerungen sind mit diesen Zeiten verbunden, aber auch einige harte. Das war die Zeit (2000), als sie begann, im Weltcup zu fahren. Sie zeigte großes Potenzial, vor allem im Riesenslalom, aber sie kam nie an das Niveau ihrer Jugendfreundin Janica Kostelič heran. Aufgrund vieler Teamwechsel wollte sie ihre Skikarriere fast beenden.

Doch dann entwickelte sie eine brillante Idee. Im Jahr 2008 gründeten sie und Andrea Massi (Trainer) ein eigenes Team mit dem Namen Team to aMAZE. Sie schlugen einen anderen Weg ein. Die

Entscheidung erwies sich als richtig und brachte großen Erfolg. Seitdem ist sie nie wieder ohne eine Medaille von Weltmeisterschaften oder Olympischen Spielen nach Hause gefahren.

Besonders stolz ist sie darauf, dass es diesem kleinen Team gelungen ist, mit minimalen Mitteln maximale Ergebnisse zu erzielen. Das richtige Maß an Vertrauen mit Andrea zu finden, hat zu unglaublichen Fortschritten im Sport geführt. Die Zusammenarbeit mit ihm hat ihr sehr geholfen. Sie hat gelernt, dass es einen großen Unterschied macht, ob man Zweiter oder Sieger ist.

Tina hat in ihrer Karriere 26 Weltcup-Rennen gewonnen, was sie zur besten alpinen Skiläuferin in der Geschichte Sloweniens macht. Insgesamt gewann sie 13 Medaillen bei Weltmeisterschaften und Olympischen Spielen. Sie ist Weltrekordhalterin – 2414 Punkte in einer Weltcup-Saison (Männer und Frauen). In dieser bahnbrechenden Saison nahm sie auch einen Song auf – *My way is my decision*.

Nach ihrer professionellen Sportkarriere schloss sie die Pädagogische Hochschule ab, sie arbeitet mit der Skimarke Stöckli, mit Eurosport TV, wirbt stolz für ihr Land Slowenien und andere Marken, hält manchmal Motivationsreden, aber vor allem lebt sie endlich den Traum einer Mutter! Skifahren und Sport bleiben ihre Leidenschaft und ihre tägliche Routine.

Source: <http://www.tina-maze.com/>

To illustrate the popularity of Tina Maze, you can also listen to her song *My Way Is My Decision*. Link: <https://www.youtube.com/watch?v=0qcEVMS4sFI>

Example C: National sport and mass sport?

Learners read a short text with data on the popularity of skiing in Austria and compare this data with demographic data for Austria to determine whether skiing is also a mass sport in Austria.

Studien zufolge sollen dagegen in der Saison 2018/19 insgesamt drei Millionen Österreicher Ski oder Snowboard gefahren sein, was natürlich die 139.000 Vereins-Skifahrer in den Schatten stellt. Doch die Österreicher schnallen sich nicht nur gern die Bretter unter die Füße, sondern sehen den Sport zur Saison auch in großen Zahlen im Fernsehen an, wenn Wettkämpfe wie etwa die Vierschanzentournee anstehen. Wintersport hat bei den Österreichern nun einmal einen ganz wichtigen Platz im Herzen.

Quelle: <https://www.sport-oesterreich.at/beliebteste-sportarten>

Example D: What makes up the culture of skiing?

Learners read the short text on skiing as a national sport, which ends with a reference to the cultural significance of skiing. They then explore the question of what constitutes skiing culture. They use AI (e.g. Chat GPT) and ask sub-questions about individual countries and regions such as Austria, Switzerland, Slovenia and Bavaria. In class, they discuss the extent to which they can understand the AI's answer.

Was bedeutet es, ein Nationalsport zu sein? Der Sport, der am meisten gesehen wird? Die Sportart mit den meisten registrierten Sportlern? Der Sport mit den meisten Freizeitsportlern? Die Sportart mit dem größten Medieninteresse? Die Sportart mit der größten Tradition und Geschichte? Die Sportart mit den besten Ergebnissen? Der Sport, der das meiste Geld umsetzt? Die Sportart mit den meisten Prominenten auf der Tribüne? Wahrscheinlich ein bisschen von allem, aber Tatsache ist, dass der Nationalsport viel mehr ist als bloße Zahlen. Der Nationalsport ist ein Teil der Kultur einer bestimmten Nation.

WHAT do you work with?

Materials: Worksheets 1–3, audio text, video clips, various websites

Digital tools: padlet, Mentimeter, AI

WHERE does the learning scenario take place?

The learning scenario takes place in the classroom or seminar room.

Literature

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Quality criteria | SDGs

Sustainability: Education for sustainability is the goal of this activity.

Inclusion: Children with special needs are included in all activities. With additional professional support from inclusive educational staff, we can reduce learning deficits.

Digitality: Digital resources are used for research, selection of images and apps.

Target-group suitability: Individuality can be adapted to different groups of learners.

SDGs: SDG 4 (Quality Education)

Author

Alja Lipavic Ostir, Prof. Dr.

Researcher in the fields of sociolinguistics, German language, CLIL and multilingualism since 1994. Since 2004 lecturer in German language and since 2019 professor of German language at the University of Maribor, Slovenia, and at the UCM in Trnava, Slovakia. Visiting professor at the University of Bern (2017), at the University of Vilnius (2017, 2019), guest lectures at many universities in Europe. Numerous publications and leader/collaborator on many projects. Currently head of the first project on climate communication in Slovenia. Founder of the first children's university in Slovenia (MUF). Active in language and school policy in Slovenia.

Contact: alja.lipavic@um.si

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