

## 3.1 YOUNG PEOPLE IN GERMANY

### What is life like for a German teenager?

<p><b>C3 Framework Indicator</b></p>	<p><b>D1.1.9-12.</b> Explain how a question reflects an enduring issue in the field.</p> <p><b>D2.Civ.10.9-12.</b> Analyze the impact and roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional, and human rights.</p> <p><b>D2.Geo.4.9-12.</b> Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.</p> <p><b>D2.His.3.9-12.</b> Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</p>	
<p><b>Staging the Compelling Question</b></p>	<p>Students will read authentic responses from German students and learn about their interests and perspectives, as well as their attitudes toward family, friends, and relationships.</p>	
<p><b>Supporting Question 1</b></p>	<p><b>Supporting Question 2</b></p>	<p><b>Supporting Question 3</b></p>
<p>What is it like to be a teenager in Germany?</p>	<p>What are some topics that are important to young people in Germany?</p>	<p>How do students’ responses from task #2 compare with the results of larger studies of young people in Germany?</p>
<p><b>Formative Performance Task</b></p>	<p><b>Formative Performance Task</b></p>	<p><b>Formative Performance Task</b></p>
<p>Students will read a series of answers given by one student in Germany.</p>	<p>Students will write a paragraph describing the common topics they recognize as being important to young people in Germany, based on evidence from the surveys.</p>	<p>Students should compare the trends they observed with the results of the Shell Youth Study 2015 in Germany.</p>
<p><b>Featured Sources</b></p>	<p><b>Featured Sources</b></p>	<p><b>Featured Sources</b></p>
<p><b>Source A:</b> Survey Responses from Individual Students in Germany (<b>Handout 3.1.2</b>)</p>	<p><b>Source A:</b> Students’ Answers Sorted by Question (<b>Handout 3.1.3</b>)</p>	<p><b>Source A:</b> <i>Shell Deutschland</i>  <b>Source B:</b> <i>TUI Stiftung</i>  <b>Source C:</b> <i>If It Were My Home.com</i></p>
<p><b>Summative Performance Task</b></p>	<p><b>Argument:</b> Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical or contemporary sources while acknowledging competing views.</p> <p><b>Extension 1:</b> Students will write and deliver a speech to the class in which they share what they personally have in common with a young person in Germany.</p> <p><b>Extension 2:</b> Students will create a bullet point list of what they understand German young people hope for their futures.</p>	
<p><b>Taking Informed Action</b></p>	<p><b>Understand:</b> Make a list of similarities and differences you recognize between the students in Germany whose answers you read and yourself.</p> <p><b>Assess:</b> Determine which of the similarities and differences you believe are personal preferences/characteristics and which ones may represent cultural influences.</p> <p><b>Act:</b> Create your own survey. Embark on a virtual exchange project with a German partner school and communicate directly with your peers in Germany.</p>	

## ? COMPELLING QUESTION

- What is life like for a German teenager?

### INQUIRY OVERVIEW

Students will read authentic responses from German students and learn about their interests and perspectives, as well as their attitudes toward family, friends, and relationships.

### TEACHER BACKGROUND

Contemporary youth culture can be unique in many ways to its nation or region, as well as universal in other ways across borders.

For an in-depth look into youth culture in Germany, refer to the Shell Youth Study 2015 Summary (or a summary of a more recent one, if available):

- Albert, Mathias, Klaus Hurrelmann and Gudrun Quenzel. "17th Shell Youth Study: Youth 2015." *Shell Deutschland*, October 2015, [https://www.shell.de/ueber-uns/die-shell-jugendstudie/multimediale-inhalte/\\_jcr\\_content/par/expandablelist\\_643445253/expandablesection.stream/1456210163885/397631785751b8d8d03471190f48d04494eb1dd7/flyer-zur-shell-jugendstudie-2015-auf-englisch.pdf](https://www.shell.de/ueber-uns/die-shell-jugendstudie/multimediale-inhalte/_jcr_content/par/expandablelist_643445253/expandablesection.stream/1456210163885/397631785751b8d8d03471190f48d04494eb1dd7/flyer-zur-shell-jugendstudie-2015-auf-englisch.pdf).



Further, we encourage you to read the authentic survey responses from students in Germany before facilitating this inquiry (**Handout 3.1.2** "Answers from Students in Germany—Sorted by Question/Topic").

 **TIME:** 2–3 45 minute periods

### CONCEPTS LIST

- Youth culture
- Adolescents
- Norms
- Contemporary
- Integration
- Immigration

### INSTRUCTIONAL RESOURCES

- Survey for Young People (**Handout 3.1.1**)
- Answers from Individual Students in Germany (**Handout 3.1.2**)
- Answers from Students in Germany—Sorted by Question/Topic (**Handout 3.1.3**)
- Albert, Mathias, Klaus Hurrelmann and Gudrun Quenzel. "17th Shell Youth Study: Youth 2015." *Shell Deutschland*, October 2015, [https://www.shell.de/ueber-uns/die-shell-jugendstudie/multimediale-inhalte/\\_jcr\\_content/par/expandablelist\\_643445253/expandablesection.stream/1456210163885/397631785751b8d8d03471190f48d04494eb1dd7/flyer-zur-shell-jugendstudie-2015-auf-englisch.pdf](https://www.shell.de/ueber-uns/die-shell-jugendstudie/multimediale-inhalte/_jcr_content/par/expandablelist_643445253/expandablesection.stream/1456210163885/397631785751b8d8d03471190f48d04494eb1dd7/flyer-zur-shell-jugendstudie-2015-auf-englisch.pdf).

All handouts  
can be found at  
[www.goethe.de/  
germanyinfocus](http://www.goethe.de/germanyinfocus)

- “Compare Germany to the United States.” *If It Were My Home.com*, 2019, <https://www.ifitweremyhome.com/compare/DE/US>.
- *European Youth Forum*. Brussels, Belgium, last updated 20 February 2019, <https://www.youthforum.org/>.
- “German for Hire.” *Goethe Institute*, 2019, <https://www.goethe.de/germanforhire>.
- “The Young European Collective.” Official website of *Who, If Not Us?*, last updated 2015, <http://www.whoifnotus.eu>.
- “Transatlantic Outreach Program.” *Goethe Institute*, 2019, <http://www.goethe.de/top/>.
- “Young Europe 2017—The Youth Study of TUI Foundation.” *TUI Stiftung*, 4 May 2017, <https://www.tui-stiftung.de/en/media/young-europe-2017-the-youth-study-of-tui-foundation/>.
- “Youth Delegates to the UN.” Official website of the *United Nations Association of Germany*, last updated 2018, <https://en.jugenddelegierte.de/>.

## INTRODUCTORY ACTIVITY

Students should complete a short survey that is similar to what German teens have answered. (Sample questions: Who are your heroes? What kinds of music do you enjoy? What are your hobbies? Are you proud of your nationality? What comes to mind first when you think about Germany?)

In extension task one, students can use their own complete survey to compare their answers to those of their German peers.

### ► Resources

- Survey for Young People (**Handout 3.1.1**)

## ? SUPPORTING QUESTION #1

### *What is it like to be a teenager in Germany?*

#### ► Formative Performance Task

Have students read a series of answers given by one student in Germany. Using their own survey answers, students will make a list of what they have in common with that person, and which perspectives the German student wrote that do *not* match their own responses.

Students will meet with a partner and describe the perspectives of the person whose responses they read. Then they will listen to their partner’s descriptions of their student’s responses.

**\*Note:** Let your students know in advance that Germans tend to be more direct than North Americans. If they read a negative comment, they should not be offended or take the comment personally. Some of their answers are based on stereotypes and generalizations that some people in other countries believe about the United States and/or Canada. Remember, there are some stereotypes North Americans have about Germans too (e.g. Lederhosen, beer, and pretzels).

### ► Resources

- Survey Responses from Individual Students in Germany (**Handout 3.1.2**)

## ? SUPPORTING QUESTION #2

### *What are some topics that are important to young people in Germany?*

#### ► Formative Performance Task

Students will read one series of German students’ answers to the questions. They will then write a paragraph describing the common topics they recognize as being important to young people in Germany, based on evidence from the surveys.

### ► Resources

- Students' Answers Sorted by Question (**Handout 3.1.3**)

## ❓ SUPPORTING QUESTION #3

**How do students' responses from task #2 compare with the results of larger studies of young people in Germany?**

### ► Formative Performance Task

After evaluating German students' survey responses, students should compare the trends they observed with the results of one of the resources listed below. They should write down which perspectives they believe may be related to German culture, and which ones may be personal characteristics of the students who completed the survey. They will then write down any new questions they have about Germany or young people in Germany.

### ► Resources

A more in-depth summary of the responses of German young people in the Shell Youth Study 2015 can be found here:

- Albert, Mathias, Klaus Hurrelmann and Gudrun Quenzel. "17th Shell Youth Study: Youth 2015." *Shell Deutschland*, October 2015, [https://www.shell.de/ueber-uns/die-shell-jugendstudie/multimediale-inhalte/\\_jcr\\_content/par/expandablelist\\_643445253/expandablesection/stream/1456210163885/397631785751b8d8d03471190f48d04494eb1dd7/flyer-zur-shell-jugendstudie-2015-auf-englisch.pdf](https://www.shell.de/ueber-uns/die-shell-jugendstudie/multimediale-inhalte/_jcr_content/par/expandablelist_643445253/expandablesection/stream/1456210163885/397631785751b8d8d03471190f48d04494eb1dd7/flyer-zur-shell-jugendstudie-2015-auf-englisch.pdf).
- "Young Europe 2017—The Youth Study of TUI Foundation." *TUI Stiftung*, 4 May 2017, <https://www.tui-stiftung.de/en/media/young-europe-2017-the-youth-study-of-tui-foundation/>.
- "Compare Germany to the United States." *If It Were My Home.com*, 2019, <https://www.ifitweremyhome.com/compare/DE/US>.



## ✔️ SUMMATIVE PERFORMANCE TASK

**What is life like for a German teenager?**

Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical or contemporary sources while acknowledging competing views.

### ⊕ EXTENSION (OPTIONAL) TASK #1

Students will write and deliver a speech to the class in which they share what they personally have in common with a young person in Germany, based on evidence from the sources and by comparing their own survey answers (from the introductory activity) to those of their German peers. If there are things that they believe differentiate themselves from someone living, and in Germany, share those points as well.

### ⊕ EXTENSION (OPTIONAL) TASK #2

Students should evaluate information shared by young people involved in German and European politics. They will create a bullet point list of what they understand German young people hope for their futures.

### ► Resources

- “Youth Delegates to the UN.” Official website of the *United Nations Association of Germany*, last updated 2018, <https://en.jugenddelegierte.de/>.
- “The Young European Collective.” Official website of *Who, If Not Us?*, last updated 2015, <http://www.whoifnotus.eu>.
- *European Youth Forum*. Brussels, Belgium, last updated 20 February 2019, <https://www.youthforum.org/>.



## ★ TAKING INFORMED ACTION

**UNDERSTAND** Make a list of similarities and differences you recognize between the students in Germany whose answers you read and yourself.

**ASSESS** Determine which of the similarities and differences you believe are personal preferences/characteristics and which ones may represent cultural influences.

**ACT** Create a survey with new questions you have for young people in Germany. Embark on a virtual exchange project with a German partner school and communicate directly with your peers in Germany. Determine creative ways you could share with each other about your lives and communities. Depending on time differences, making short video clips and sharing them on a platform like Flipgrid could be a convenient option.

For help connecting with a school in Germany, contact the Transatlantic Outreach Program (TOP) office in Washington, DC: <http://www.goethe.de/top/>.



### ► Modification

Invite a German exchange student to your class to share their reflections on the similarities and differences in youth culture in Germany and the United States or Canada.

The Goethe-Institut offers a free program that arranges for a young person from Germany to visit your classroom and speak with your students. To request a visit from a young ambassador at no cost to you, contact your local Goethe-Institut or submit your request here: <https://www.goethe.de/germanforhire>.



**‘German for Hire’** gives teachers the opportunity to invite German university students into their classrooms to give youth-oriented presentations on different topics in modern German life and culture. These young ambassadors will provide an authentic and interactive classroom session in German language, history, or social studies classes. Students will be able to discuss current events and experience German history first-hand through a personal encounter. They can connect with their German guests through their shared excitement for films, music, and sports. Any school in the United States is eligible to participate—all you need to do is contact us, and we will try to match you up with an ambassador near you.

**A special thank you to all the teachers and students that helped put together and answer the survey questions. Thank you to the teachers and students of the *Tagore-Gymnasium in Berlin*, *Wilhelm-Gymnasium in Braunschweig*, the *Staatliche Realschule für Mädchen in Neumarkt*, the *Freie Waldorfschule Schwerin*, and the *Jakob-Stoll-Schule in Würzburg*.**