

BLUEPRINT FOR TEACHERS



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REGISTERING FOR EXCHANGE AND ESTABLISHING CONTACT



goethe.de/gave

In this phase you will find and establish contact with a partner school and decide on the number of students participating as well as the length of the exchange.

Step 1:

Register for the GAVE exchange on our website at goethe.de/GAVE. Indicate whether or not you need assistance finding a partner school, access to our data-protected platform, as well as whether or not you are applying for a \$500 technology stipend.

If you are applying for the stipend, attach the Cooperation Agreement form, which has to be signed by you and your principal.

Step 2:

Establish contact with your partner school and decide on the number of students participating in the exchange as well as the length of the exchange (minimum of 4 weeks). You will also have to decide whether you will have participating students complete this work during class or as an after school activity.

Step 3:

Once you have decided which students will participate in the exchange, students on both sides should fill out a personal description form. This will enable you to pair up students based on interest. Feel free to use the personal description form that we have provided.

CHECKLIST

- Register your exchange and indicate whether you need assistance finding a partner school, access to a data-protected platform, and the technology stipend.
- Once you have chosen or have been assigned a partner school to decide on the number of students that will participate.
- We recommend that you have your students fill out a personal description form so that students can be partnered based on interests.

MATERIAL

- Permission Slip
- Personal Description Form

PLANNING WITH YOUR PARTNER COORDINATOR

In this phase you will assign each student an exchange partner, put them into mixed groups for exchange activities, choose an overall theme for the exchange, and choose which activities you will complete.

After you have a list of participating students and the personal description forms have been filled out by your students, work with your partner school's coordinator to match up the students. During your meeting, be sure to go over the following questions:

- **Who should be partnered with whom?**
- **How should the students communicate with one another?**
- **Which theme packet would you like to work with?**

On the right side, please find the topics (Material Packets) that are available.

- **Which activities will you choose to complete from the packet?**
 - ▷ Minimum of 2 getting to know you activities and 2 exchange activities. For those teaching German, one of the Getting-to-Know-You activities should be an English-speaking activity, the other should be an activity in German. The same goes for the exchange activities.
- **What is the order in which you will complete the activities?**
- **Which platform will you use for the exchange?**
 - ▷ We can provide you access to a data-protected platform, or you may choose a platform of your choice.
- **How will we divide students up for exchange activities?**
 - ▷ Exchange activities are completed in mixed groups. Be sure to place students in the same group as their exchange partner.

CHECKLIST

- Each student has an exchange partner.
- A topic has been chosen as well as the specific activities that will be completed.
- The duration of the exchange has been decided upon.
- Mixed groups were formed for the exchange activity portion of the exchange.
- A platform or platforms for all activities has/have been chosen.

MATERIAL

- Personal description sheet
- Exchange packet
- List with suggested tools

GAVE TOPICS

- **Bullying**
- **Music and Technology**
- **Capitalism/Socialism**
- **Diversity**
- **Shopping/Sustainable Living**
- **Sports**
- **Remembrance History**
- **Food**
- **Daily Life**

STUDENT PREPARATION

In this phase you will prepare your students for the exchange by speaking with them about data protection and providing them with information about their exchange partner, as well as the topic you will be covering during the exchange.

During this week the students will be prepared for the exchange. After this week, the students should know how to handle **data protection**.

Have your students do a [commonsense.org](https://www.commonsense.org) activity.

In order to gain access to a lesson, you as a teacher need to register on their website. Once you have done that, you will be able to access the materials free of charge.

We recommend the following lesson:

www.commonsense.org/education/digital-citizenship/lesson/protecting-online-reputations

The students need to be told which platforms they will use for the exchange, which topic(s) will be dealt with and who their exchange partner is. They should also be told to write to their exchange partner at least once a week. This can be done via social media, for example.

CHECKLIST

- I have spoken with my students about digital diplomacy. They know that they are not allowed to post photos or information about their exchange partner on social media without their permission.
- All of my participating students have received an exchange partner. They are aware that they are supposed to communicate with their exchange student at least one time per week, whether that be via e-mail, what's app or social media.
- The students know which topic(s) will be discussed during the exchange.
- The students know which platforms will be used for the exchange.
- A platform or platforms for all activities has/have been chosen.

MATERIAL

- commonsense.org-lesson on data protection
- List of exchange partners
- List of ideas: What should my exchange partner and I talk about?

PHASE 3

GETTING-TO-KNOW-YOU PHASE

In this phase students will complete simple activities that allow them to get to know one another better through short, interactive activities.

For those in a German class, one activity should be in German, and the other should be in English. For non-German speakers, two activities may be completed in English.

Teachers are encouraged to participate in this phase of the exchange to help motivate their students.

CHECKLIST

- The students are assigned two activities that allow them to get to know one another better.
- *For German classes:* at least one of the activities should be in German, and at least one should be in English. For non-German classes, both activities should be activities in English.
- The students know which topic(s) will be discussed during the exchange.
- The students know which platforms will be used for the exchange.
- A platform or platforms for all activities has/have been chosen.

MATERIAL


- Getting-to-Know-You activities

Goal
You get to know the students from the partner class. You can see their everyday life from their perspective.


Language learning goal
You can describe everyday life that is different from yours and express your feelings about it.




IN YOUR SHOES

Imagine you slip into the role of your partner for a day. You are he/she, he/she is you.
You will experience it in this introductory activity.




YOUR ASSIGNMENTS


-  **1** Describe your regular school day. Also write down times and describe things that are normal for your routine. Also write down feelings. Find as many photos as possible for your normal day.
Example: 6:30 The alarm clock goes off for the third time already. Teeth brushing. Barn, clothes still in the washing machine.
6:45 Nutella sandwich, milk, biking to school. 25 minutes. It's raining again.
7:15 Just made it. First period - math. Forgot to do homework.


-  **2** Get in touch with your partner and describe your day to him/her. Give him/her your notes. Together, clarify things that are unclear.
-  **3** Imagine: You change roles for a day. You are he/she. He/she is you. Take your partner's notes, go through his/her day and use the photos to create a photo story of that day.
-  **4** Form a group with another team and show each other your photo stories. Do they come close to reality? In what way? Why not? Talk about your experiences changing roles.

SCHÜLERARBEITSBLATT
Kennenlernen
IN YOUR SHOES

GAVE GERMAN AMERICAN VIRTUAL EXCHANGE

 **GERMAN AMERICAN PARTNERSHIP PROGRAM**

 **GOETHE INSTITUT**

 **KULTUSMINISTER KONFERENZ**
Pädagogischer Austauschdienst

PHASE 4

EXCHANGE PHASE

During this phase students will work together on projects in mixed groups that are related to the topic that you have chosen.

These activities allow students to work together with other students and learn more about the target culture as well as use the foreign language in context.

Students will work in the groups that you have assigned them. **Make sure they are in a group with their exchange partner!** These activities are more work-intensive than the Getting-to-Know-You activities. At the end of each exchange project there will be an end product.

CHECKLIST

- The students are divided into the mixed groups that you assigned them to with your exchange teacher. (Students should be in the same group as their assigned exchange partner).
- *For German classes:* One activity should be completed by both groups in English, the other in German.

MATERIAL

- Exchange activities
- List of assigned groups

Goal
In exchange with the partner class, you can reflect on reasons for a lack of civil courage and develop strategies for more civil courage.

Language Learning Goal
You can talk about key messages from a German poem, describe strategies and make recommendations.

DARE TO BE COURAGEOUS

Civil courage can also be translated as "social courage". What it means is that people have the courage to intervene in conflicts and acts of violence and to provide help.

Civil courage means that despite possible disadvantages, risks and dangers, you stand up for other people.

YOUR ASSIGNMENTS

- 1**

Read the poem by Erich Fried in your group and consider:

Why is this a text about civil courage?

In which lines is the fear of a risk or a disadvantage expressed?

In which lines is the fear of "standing alone" expressed?

Formulated in your own words: What reasons are given for not doing anything?

Consider: Why does Erich Fried see the real danger in looking away and looking for excuses?
- 2**

Think together. Instead of looking away and looking for excuses: Which strategies can be used to show more civil courage? Also discuss: Are there differences between your countries?
- 3**

Create a flyer with strategies to help you practice more civil courage.
- 4**

Post your flyer. Read the flyers by the other groups.

SCHÜLERARBEITSBLATT
Austausch
DARE TO BE COURAGEOUS

GAVE GERMAN AMERICAN VIRTUAL EXCHANGE

GERMAN AMERICAN
PARTNERSHIP PROGRAM

GOETHE
INSTITUT

KULTUSMINISTER
KONFERENZ
Pädagogischer
Austauschdienst

Gründe

Weil das alles nicht hilft
Sie tun ja doch, was sie wollen

Weil ich mir nicht nochmals
die Finger verbrennen will

Weil man nur beiden wird;
Auf dich haben sie gewartet
Und warum immer ich?
Kalther wird es mir danken

Weil da niemand mehr durchsieht
sondern höchstens noch mehr kaputt geht

Weil jedes Schicksal
vielleicht auch ein Glück ist

Weil es Sache des Standpunktes ist
und Überzeugt, wenn man glauben?

Weil auch bei den anderen nur
mit Wasser glückt wird

Weil ich das lieber
Begrüßungen überlasse

Weil man nie weiß
wie einem das schaden kann

Weil sich die Mühe nicht lohnt
weil sie alle die gar nicht wert sind

Das sind Todsursachen
zu schreiben auf unsere Gräber
die nicht mehr eingetriben werden
wenn das die Ursachen sind

Erich Fried, 1996

PHASE 5 REFLECTION/ CONCLUSION

Prepare your students for meeting with your exchange class. Your students should first fill out the reflection form that we have provided. This will allow them to reflect on what they have learned before they have to discuss this with the group. Students can also present results of their projects at the meeting as well. Having them create a mind-map before the presentation could be helpful.

In mixed groups the students can present their projects and reflect on the overall exchange.

CHECKLIST

- Groups meet in a group to discuss the results of the exchange.
- *For German classes:* One activity should be completed by both groups in English, the other in German.
- Fill out form to request certificates for students

MATERIAL

- Reflection questions
- Methods glossary
- Student presentations

The reflection form is titled "REFLEXIONS-FRAGEN für Schüler/innen". It contains five numbered sections for reflection:

1. I really like this / I found this motivational / This was interesting.
2. This is what I learned about the foreign language.
3. I learned this about another culture.
4. I had fun doing this.
5. I did not understand this / I would like to learn more about this.

At the bottom, it includes logos for GAPP (German American Partnership Program), GAVE (German American Virtual Exchange), and EME (Erasmus Mundus Exchange).

PHASE 6 AFTER THE EXCHANGE

After the exchange, please fill out the following form

<https://www.goethe.de/ins/us/en/spr/eng/gpp/vir/ext/zer.html>

so that you and your students can receive certificates of participation.

Note: Your German partner school should contact the PAD to request certificates.

The screenshot shows the "EXCHANGE DOCUMENTATION FOR PARTICIPATION CERTIFICATES GAPP/GAVE" form on the Goethe Institute website. The form includes the following fields:

- Name and address of American school *
- Name of American coordinator *
- E-mail address of coordinator *
- Total number of students that participated in GAVE on the American side *
- Student gender: Please enter the total number of students per category *