



A Glimpse of German(y)  
**Lesson 1: Welcome to German(y)**



### Intercultural objectives

- The students can identify greetings and farewells in their own culture and the German culture. The students can describe what they already know about Germany.
- The students can greet someone in a German-speaking country in a polite and appropriate way.
- The students know that German is spoken in several European countries and is spoken by more than 100 million people as a first language.
- The students can identify products regarded as typically German.
- The students can create posters depicting stereotypical images of Germany.
- The students can recognize similarities between the German and English languages.

### German language objectives

- The students can say their names and ask for someone's name in German (*Wie heißt du? Ich heiße...*).
- The students can greet someone (*Hallo, Guten Morgen, Guten Tag, Guten Abend, Servus, Grüß Gott*).
- The students can say goodbye (*Tschüss, Auf Wiedersehen, Servus*).
- The students can recognize some German cognates.
- The students can expand their active and passive German vocabulary.

**\* Although the language of instruction is English, the lesson plan sequences highlighted in orange are taught in German.**

### Materials

- Laptop
- Projector
- PowerPoint slides with 5 personal pictures (added by the instructor)
- A3 posters
- Magnets
- Whiteboard markers
- Crayons
- (Hand) puppets
- *Greeting/leave-taking (Begrüßung/Abschied)* word cards
- *German words (Deutsche Wörter)* image cards
- Small ball
- Reflection sheet



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Time	Social Form	Learning Objective	Content	Materials
5 min	Interactive classroom dialogue	The students know the goals of the "A Glimpse of German(y)" program. The students know the instructor.	The instructor welcomes the students to "A Glimpse of German(y)" and presents the objectives of the program. The instructor presents himself/herself with the help of 5 pictures and explains what German(y) means to him/her.	Laptop Projector PowerPoint slides
5 min	Interactive classroom dialogue	The students can say their names in German. The students can ask for someone's name in German.	The instructor says: <i>Now, I am excited to get to know you. Let's learn how to introduce ourselves in German.</i> The instructor writes a personal introduction on the board: <i>Ich heiÙe .... Wie heiÙt du?</i> The students repeat the chunks. The instructor and students form a circle. The instructor says: <i>Ich heiÙe ...</i> , throws a ball to one student and asks: <i>Wie heiÙt du?</i> The student answers the question, throws the ball to another student, and asks for the student's name. The game continues until every student has had a turn.	Whiteboard markers Small ball
10 min	Interactive classroom dialogue	The students know that German is spoken in several European countries and is spoken by more than 100 million people as a first language.	The instructor explains: <i>We are going to learn how to greet someone in German and how to say goodbye. Germany is one country; however, people greet each other with different words in different regions and in different situations. And then there are other countries in which German is the first language. Who can name another country where people speak German?</i> The students	PowerPoint slides (Hand) puppets Greeting/leave-taking ( <i>BegrüÙung/Abschied</i> ) word cards/slides



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		<p>The students can identify greetings and farewells in their own culture and in the German culture, and recognize regional differences. They can greet or say goodbye to someone using polite, rehearsed behaviors. Greeting someone: (<i>Hallo, Hi/Hey, Na?, Guten Morgen, Guten Tag, Guten Abend, Servus, Grüß Gott, Moin</i>). Saying goodbye: (<i>Tschüss, Ciao, Mach's gut, Bis dann, Schönen Tag noch, Schönen Abend noch, Auf Wiedersehen, Servus</i>).</p>	<p>try to answer this question, the instructor supports. Then s/he shows the slide with information about German-speaking countries and talks about it. The instructor says: <i>Now, let's talk about how we greet each other here in the US. Who wants to demonstrate?</i> The teacher presents two (hand) puppets, which are used for demonstrating greetings and farewells. Two students take one puppet each and act out the following situations while the instructor shows the corresponding slides: (1) A mother greets her child after s/he returns from school. (2) You greet your best friend. (3) An adult greets his/her next-door neighbor. (4) Two adults greet each other at a job interview. Then, the instructor asks if the students know any regional differences between how people greet each other in the US (e.g., "Howdy?" in the South). The instructor explains that there are different ways of greeting someone in German-speaking countries, too. Sometimes they depend on the age, relationship, and social status of the two people, sometimes on the region. <b>The instructor shows the slides/word cards with images and words of greetings and farewells. S/he invites the students to repeat the word and, for each picture, asks if the students would like to try to find a "rule" or general observation (e.g., in German members of a family often greet each other by...).</b> The instructor also points</p>	
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			out words that are only used in certain regions, such as <i>Servus</i> and <i>Grüß Gott</i> (South) and <i>Moin</i> (Northern Germany) and shows those on the map (PPP). The instructor writes down these general observations on the whiteboard.	
5 min	Interactive classroom dialogue	The students can greet someone ( <i>Hallo, Guten Morgen, Guten Tag, Guten Abend, Servus, Grüß Gott...</i> ). The students can say goodbye ( <i>Tschüss, Auf Wiedersehen, Servus</i> ). The students know about different ways to greet someone.	During the next activity, the students practice how to greet someone in German using the “rules” they discovered in the last activity. The instructor presents a situation, such as (1) A mother greets her child after s/he returns from school. (2) You greet your best friend. (3) An adult greets his/her next-door neighbor. (4) Two adults greet each other at a job interview. For every situation, two different students illustrate a possible greeting using the (hand) puppets.	(Hand) puppets
10 min	Interactive classroom dialogue	The students realize that they already understand some German words. The students can recognize similarities between the German and English languages. The students can	The instructor introduces the next activity by pointing out that there are many similarities between German and English as both languages are so-called Germanic languages. S/he puts up image cards in the classroom and explains the “Guess the word” game. The instructor divides the group into two teams that compete in this game. The instructor calls out German words that refer to the image cards. Each team sends	German words ( <i>Deutsche Wörter</i> ) image cards



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		expand their active and passive German vocabulary.	<p>one player to pick the correct image card. The player who picked the card first can keep it. The team that collects the most image cards wins.</p> <p>At the end of the game, the students reflect on the activity and realize that there are some words that are very similar in German and English, and that they can already understand some German.</p>	
5 min	Interactive classroom dialogue	The students can identify some products that reveal a stereotype or exaggerated view of different cultures and nationalities, including their own.	<p>The instructor says: <i>As you can see, you already know some German, and it's only our first lesson! What else do you already know about Germany or what do you think you know? Let's talk about stereotypes. Who knows what a stereotype is? The students try to answer this question. The instructor listens and comments on the answers, then gives the definition of stereotype: a fixed idea or image that many people have about a particular type of person or thing, but which often is not true in reality. We will have a look at national stereotypes, i.e., things believed to be true and typical of different nations and people. Now here is a joke (shows slide on the PPP): Heaven is where the cooks are French, the police are British, the mechanics are German, the lovers are Italian, and everything is organized by the Swiss. Hell is where the cooks are British, the police are German, the mechanics are French, the lovers are Swiss, and everything is organized by the Italians. What does this say about the different nations, which</i></p>	PPP Whiteboard markers



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			<i>national stereotypes can you find? Do you find a joke like this funny or offensive, simply humorous, or dangerous? Why? Can we collect national stereotypes that are attributed to Americans? Let's make a word cloud on the board.</i>	
10 min	Partner work	The students can describe what they already know about Germany.	The instructor divides the students into pairs and hands out A3 posters and crayons. The instructor asks the students to create a poster that illustrates what they (believe to) know about Germany and consider typically German (about the culture, the language, the people, the geography, the food, famous people, history, sports...).	A3 poster Crayons
5 min	Interactive classroom dialogue	The students can present their poster to the class. They can identify some products that reveal a stereotype or exaggerated view of a culture.	The instructor invites each pair to present their posters. For the presentations, the posters are attached to the board so that everyone can see them. After the presentations, the students and the instructor discuss which of the topics on their posters could be described as stereotypes. The instructor collects the posters at the end of the lesson (they will be used again for the last unit).	Magnets
5 min	Interactive classroom dialogue/ individual work	The students reflect on what they learned in today's lesson and repeat the German words they learned today.	The instructor and students end the unit with a reflection round in which they discuss what they have learned. <b>The instructor encourages the students to repeat the German words they can remember from the lesson. The instructor shows a PowerPoint slide with all the German words and chunks the</b>	Laptop Projector PowerPoint slide Reflection sheet



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			students have learned in today's lesson. Each student then fills out a reflection sheet for this unit.	
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