



### Intercultural objectives

- The students can recognize a typical class schedule at a German school and compare it to their own.
- The students can recognize and compare daily life at school in Germany and in the US.
- (For older students: The students can identify one aspect of the German school system, the three-tier school system, and express their opinion about it.)

### German language objectives

- The students know the days of the week in German.
- The students know different subjects in German.
- The students can talk about their hobbies and their favorite subjects (*Was ist dein Hobby? / Mein Hobby ist ... Was ist dein Lieblingsfach? / Mein Lieblingsfach ist ...*).
- The students can ask and answer simple questions about a school schedule.

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

### Materials

- Whiteboard markers/chalk
- Laptop
- Projector
- Audio speaker
- PowerPoint slides
- Magnets
- *Weekdays (Wochentage)* word cards
- *Partner interview schedule* worksheet
- *Schools in the US and Germany (Schulen in den USA und Deutschland)* worksheet
- Ball
- Reflection sheet



Time	Social Form	Learning Objective	Content	Materials
10 min	Interactive classroom dialogue/ group work	The students know the days of the week in German.	<p>The instructor welcomes the students and introduces the goals of the lesson.</p> <p>The instructor hands out a word card to each student on which the days of the week are written either in German or in English. Each student finds his/her translation. If there are more than 14 students, the words can be complemented with <i>das Wochenende/the weekend, die Woche/the week, der Tag/the day</i>.</p> <p>Meanwhile, the instructor puts on the song <i>Wochentage auf Deutsch</i> by Detlev Cordes very softly so that the students can hear the correct pronunciation of the words.</p> <p>The students attach the word cards in the right order on the board.</p> <p>The students listen to the song again and try to sing along.</p>	Laptop Projector Audio speaker YouTube video <a href="https://www.youtube.com/watch?v=Q_8hwdOExDc">https://www.youtube.com/watch?v=Q_8hwdOExDc</a> PowerPoint slides <i>Weekdays (Wochentage)</i> word cards
10 min	Group work	The students can recognize a typical class schedule at a German school and compare it to their own. The students know different subjects in German.	The instructor shows a typical German schedule on the screen. S/he asks the students what they notice about it, especially in comparison to their own schedule (more subjects, different subjects every day, more foreign languages). S/he asks them to guess the subject on the schedule and helps to clarify the meaning of subjects they cannot guess. S/he writes all the subjects on the board. The students repeat the words to practice their pronunciation.	Laptop Projector PowerPoint slide Whiteboard markers



10 min	Interactive classroom dialogue	The students can talk about their hobbies and their favorite subjects ( <i>Was ist dein Hobby? / Mein Hobby ist ... Was ist dein Lieblingsfach? / Mein Lieblingsfach ist ...</i> ).	<p>The instructor says: <i>Last week we talked about hobbies and you learned to ask for someone's hobby in German. Who remembers the question in German?</i> One student repeats the question and the instructor writes it on the board. The instructor asks how to answer the question in German and writes the student's answer on the board. The instructor then writes: <i>Mein Lieblingsfach ist ...</i> and <i>Was ist dein Lieblingsfach?</i> on the board. S/he draws a heart over the word <i>Lieblingsfach</i> to illustrate the meaning of the word and asks a student to translate the question into English.</p> <p>The students practice the pronunciation of the chunks.</p> <p>The instructor invites the students to stand in a circle. S/he throws a ball to one student and asks him/her either about his/her favorite hobby or subject. The student answers the question and throws the ball to another student, again asking one of these two questions. They continue until every student has answered one of the questions at least once.</p>	Whiteboard markers Ball
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<p>10 min</p>	<p>Partner work</p>	<p>The students can ask and answer simple questions about a school schedule.</p>	<p>The instructor asks the students to sit down again. S/he shows the slide with the German school schedule on it and asks: <i>Wann hast du Englisch?</i> or <i>Was hast du am Montag?</i> and writes this questions on the whiteboard. Then the instructor answers the question: <i>Am Montag habe ich Englisch</i> and writes this answer on the whiteboard, too. S/he practices the question and response with the students by asking about different subjects and letting the students answer.</p> <p>Then the instructor asks the students to work in pairs. S/he hands out the <i>Schedule</i> worksheet by handing out version A to one student and version B to the other student working together. S/he asks them not to show the worksheets to each other. The students have to ask each other questions about their schedules to find the missing information on their sheets. The instructor walks around and helps the students as needed.</p>	<p>Laptop Projector PowerPoint slide Whiteboard markers <i>Partner interview schedule</i> (versions A and B) worksheet</p>
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<p>15 min</p>	<p>Partner work</p>	<p>The students recognize differences between school in Germany and in the US.</p>	<p>The instructor introduces a short video on YouTube, in which a young German student describes his typical day at school. The instructor divides the students into pairs and hands out a Venn diagram to each pair. The students write down differences and similarities they noticed between a German school and their own school. After 5 minutes, the students gather around the board. The instructor draws a Venn diagram on the board. Then the students discuss similarities and differences between a school day in Germany and in the US, and record them on the Venn diagram. The instructor provides some background information (e.g., about how German students often walk to school on their own, even at a young age, that there are no school busses, etc.) that can also be included on the Venn diagram. <i>Comment: For some groups it might be interesting to talk about the three-tier school system in Germany by showing a visualization of the German school system in PowerPoint. In this case, the advantages and disadvantages of this system, which separates students at a young age, can be discussed.</i></p>	<p>Laptop          Projector          Audio speaker          YouTube video  <a href="https://www.youtube.com/watch?v=z5ADDXZQs4M">https://www.youtube.com/watch?v=z5ADDXZQs4M</a>  <i>Schools in the US and Germany (Schulen in den USA und Deutschland) worksheet</i>          *Note: You can find background information about the German school system on <a href="https://www.howtoger-many.com/pages/germanschools.html">https://www.howtoger-many.com/pages/germanschools.html</a>.</p>
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A Glimpse of German(y)  
**Lesson 6: School**



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 students have learned in today's lesson.</b> Each student then fills out a reflection sheet for this unit.	Laptop Projector PowerPoint slide Reflection sheet
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