



Intercultural objectives

- The students understand the definition of “ecological footprint” and can compare their own country’s ecological footprint to others.

German language objectives

- The students know human body parts in German (*das Auge, der Mund, die Nase, die Haare, das Ohr, der Arm, die Hand, der Fuß, das Bein, der Bauch*) and can pronounce the words correctly.
- The students know that German nouns have grammatical genders that show in the definite articles *der, die* and *das*.
- The students can use the possessive articles *mein/meine*.
- The students know some special sounds and letters in the German language, such as “ß”, “ä”, “ö”, and “ü”, and know how to pronounce them.
- The students understand simple sentences and words about energy-saving measures in German.

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

Materials

- Whiteboard markers
- Laptop
- Projector
- Audio speaker
- PowerPoint slides
- Magnets
- Posters
- Markers
- *Body parts (Körperteile)* worksheet
- *My ecological footprint (Mein ökologischer Fußabdruck)* worksheet
- *Reducing my ecological footprint (Meinen ökologischen Fußabdruck reduzieren)* worksheet
- *Comparing ecological footprints (Vergleich ökologischer Fußabdrücke)* cards
- Reflection sheet



Time	Social Form	Learning Objective	Content	Materials
5 min	Interactive classroom dialogue/ group work	The students know the months of the year.	The instructor welcomes the students. S/he divides the students into two teams. The teams line up in front of two posters and compete in a relay race: The first player on each team goes to the poster and writes down the first month of the year. S/he then hands the marker to the next person in line, who steps forward to write down the second month of the year. If a player doesn't know the next month, s/he immediately hands the marker to the next player in line. A player can also correct another player's mistake instead of writing down a new word. The activity continues until the first team has written down all the months of the year. The team that wrote down more months correctly wins.	2 posters Markers Magnets/blue tape



8 min	Interactive classroom dialogue/ partner work	<p>The students know human body parts in German (<i>das Auge, der Mund, die Nase, die Haare, das Ohr, der Arm, die Hand, der Fuß, das Bein, der Bauch</i>) and can pronounce the words correctly. The students understand the concept of a grammatical gender in German. The students can use the possessive articles <i>mein/meine</i>.</p>	<p>The instructor shows a slide with a human body and hands out worksheets with the same image and a word list: <i>das Auge, der Mund, die Nase, die Haare, das Ohr, der Arm, das Bein, der Bauch, die Hand</i>. The students work in pairs to match the words to the body parts on their worksheets. The instructor helps if necessary. S/he points out the different articles <i>der, die</i> and <i>das</i> in German to refer to the grammatical gender of a word and explains that this has nothing to do with the real gender (e.g. <i>das Mädchen</i>).</p> <p>The instructor points to his/her nose and says: <i>Das ist meine Nase</i>. The instructor writes the sentence on the board. The students repeat. The instructor points to his/her mouth and says: <i>Das ist mein Mund</i>. The instructor writes the sentence on the board. The students repeat. The instructor points to his/her hair and says: <i>Das sind meine Haare</i>. The instructor writes the sentence on the board, the students repeat.</p> <p>The instructor points to his/her eye and encourages the students to answer using the chunk <i>Das ist mein/meine ...</i>. The instructor asks them to try to formulate a rule that explains when to use <i>mein/meine</i>.</p> <p><u>Note:</u> This discussion should take place in English. It is sufficient if the students realize that they have to use <i>mein</i> with nouns that are used with the article <i>das/der</i> and <i>meine</i> with nouns that are used with the article <i>die</i>.</p>	Laptop Projector PowerPoint slides Body parts worksheet
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5 min	Interactive classroom dialogue	The students know some special sounds and letters in the German language, such as "ß", "ä", "ö", and "ü", and know how to pronounce them.	<p>The instructor shows a slide with a footprint on it and says: <i>This is called der Fußabdruck in German and writes down the word. Let's have a closer look at this word. Do you notice a strange letter in it?</i> The students point out the letter "ß". The instructor asks: <i>How do you pronounce this letter?</i> The students guess and the instructor explains that this letter is typical for the German language and that it is called a "scharfes s" or a "sharp s" or "eszett" in English. S/he asks: <i>Apart from this letter, the German language has some more special sounds and letters that cannot be found in English. As you have already encountered some of them, I would like to ask you to name some of these letters.</i> The students should come up with "ä", "ö", and "ü". The instructor shows the slide with those letters and some words in which they are used. Together with the students, s/he finds a rule for the pronunciation and practices the pronunciation. The instructor can support the students by demonstrating the mouth positions for these sounds.</p>	Laptop Projector
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12 min	Interactive classroom dialogue/ group work	The students understand the definition of "ecological footprint" and can compare their own country's ecological footprint to others.	The instructor returns to the slide with the footprint and asks: <i>The word footprint can refer to more than the shape of your foot in the sand. Who of you has ever heard of the term "ecological footprint"? What do you think this could mean?</i> The students answer this question. The instructor shows the definition of ecological footprint on a slide and a short film about the ecological footprint. S/he asks the students to think of examples of how their own lives have an impact in the four different areas of <i>food, energy, transportation, and consumer goods</i> . The students work in groups. Each group looks at one of these four areas, thinks of examples in that area, and make notes on the <i>My ecological footprint</i> worksheet. The instructor supports where necessary. After 5 minutes, the groups present their findings to the rest of the class and they discuss them.	Laptop Projector PowerPoint slides Audio speaker YouTube video: https://www.youtube.com/watch?v=fACkb2u1ULY <i>My ecological footprint</i> worksheet
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A Glimpse of German(y)
Lesson 8: Sustainability



8 min	Partner work	The students understand simple sentences and words about energy-saving measures in German.	The instructor says: <i>At the end of the video, you saw some recommendations for reducing your footprint: Buy organic. Bring your own bag. Use public transportation. Of course, there are more ways in which each one of us can reduce our footprint. Let's look at some of them. S/he hands out the Reducing your ecological footprint worksheet, then asks the students to work in pairs, match the sentences to the pictures, and translate them into English.</i> After 5 minutes, they compare the results in class and discuss further ideas for reducing one's ecological footprint.	<i>Reducing your ecological footprint worksheet</i>
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17 min	Interactive classroom dialogue	The students understand the definition of "ecological footprint" and can compare their own country's ecological footprint to others. The students can identify and compare sustainable practices in everyday life in Germany and their own country.	The instructor says: <i>As you learned in the video, you speak of an individual ecological footprint as well as the ecological footprint of an entire country. And you can compare the ecological footprints of different countries. If you think of the ecological footprint of the United States, where do you think it stands compared to the ecological footprints of other countries? Which countries do you think have very big or very small ecological footprints?</i> The students try to answer this question. The instructor shows a world map with the ecological footprints of different countries in the PowerPoint presentation and they discuss the findings and the list. The instructor then shows the slide <i>How many worlds ...</i> and says: <i>There is another way of talking about the demand of resources and production of waste. You can ask how many worlds would be needed if everybody in the world used as many resources and produced as much trash as the citizens of one particular country. You can see on this list that we would need 5 worlds if everybody lived like the average American citizen lives. Do you have any idea why the US is on top of this list? As you can see, Germany, like many other European countries, is also quite high on the list. Even if everybody lived like the average German, we would need 3 worlds. It is still lower than the US. Do you have any idea why the ecological footprint of the US is so much higher than that of the average European country? I</i>	Laptop Projector PowerPoint slide <i>Comparing ecological footprints</i> cards
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			<i>want to ask you to work in a group of four and try to match different statements on these cards to the US and Europe. The students work in groups of four, and the instructor supports where necessary. After 5 minutes, they compare their findings with the rest of the class.</i>	
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. 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. Each student then fills out a reflection sheet for this unit.	Laptop Projector PowerPoint slide Reflection sheet