

Content

- Starting a tram
- Functioning of a station information display
- Passenger information
- Travel times

Target group

- Children ages 10 to 12
- Level: A1+/A2

Language goals

The children will be able to

- Understand a short (technical) film
- Find precise information in a text
- Expand their passive and active vocabulary
- Understand technical terminology in context
- Understand and answer simple thematic questions
- Formulate their ideas/opinions using simple language
- Use and develop learning strategies (use images as a learning tool, take notes, make and test conjectures, reconstruct processes, correctly spell words)
- Match pictures and sentences
- Form sentences out of words
- Understand and answer simple math problems
- Prepare and hold a short presentation for the group
- Understand and follow instructions

Word bank

Straßenbahn (tram), *Haltestelle* (stop), *Haltestellenanzeige* (station information display), *rennen* (to run), *die Bahn verpassen* (to miss the train/tram), *warten* (to wait), *die Straßenbahn einschalten* (to turn the tram on), *die Linie eingeben* (to enter the line), *den Stromabnehmer ausfahren* (to extend the electricity collector), *die Rückspiegel ausklappen* (to fold out the rear-view mirrors), *vor dem Bildschirm sitzen* (to sit in front of a screen), *Leitstelle* (control room), *Information* (information), *Bordrechner* (on-board computer), *Signal* (signal), *Antenne* (antenna), *Computer* (computer), *falsch parken* (to park illegally), *Ampel* (traffic signal), *Fahrgast* (passenger), *einsteigen* (to get on), *aussteigen* (to get off), *pünktlich* (on time), *verspätet* (delayed)

Materials

- Laptop and projector
- Audio speakers
- Blackboard and chalk/whiteboard and markers
- Students' notebooks
- Students' portfolios

Materials for printing and/or copying

- *Station information display, display in the tram, and route map at the tram station* photos
- *Who does what? (Wer macht was?)* worksheet
- *Who does what? (Wer macht was?)* answer key
- *Starting the tram (Die Straßenbahn starten)* pictures
- *Starting the tram (Die Straßenbahn starten)* sentence strips
- *The path of the signal (Der Weg des Signals)* worksheet
- *The path of the signal (Der Weg des Signals)* answer key
- *Passenger information (Fahrgastinformationen)* worksheet

- *Passenger information (Fahrgastinformationen)* answer key
- *Math problems (Rechenaufgaben)* worksheet
- *Math problems (Rechenaufgaben)* answer key
- *Station information display (Haltestellenanzeige)* word bank
- My word bank sheet *Station information display (Haltestellenanzeige)*
- *Now I know (Ich kann schon)* questionnaire

Materials for download

- Route map of tram 6 in Bremen: <https://goo.gl/LyTMTu>

Duration

3x45 minutes

Before the lecture/film		
Step	Content	Materials
1	Instructor shows the children three photos: <i>Station information display, display in the tram, route map at the tram station</i> . He or she asks where these sources of information can be found, whom they inform, and about what. He or she also asks whether there is information like this where the children live. The children discuss the answers as a group. Instructor writes the words "tram," "tram stop," "station information display," "information," and "passenger" on the board.	Laptop and projector; <i>Station information display, display in the tram, route map at the tram station</i> photos Blackboard and chalk/whiteboard and markers
2	Instructor draws the children's attention to the <i>station information display</i> by pointing to the photo and lets the children guess how the display knows when the tram will arrive. He or she writes the children's ideas on the board (<i>GPS, computer, walkie-talkie, telephone, cell phone, etc.</i>) and suggests that they watch the film (Minute: 1:32-2:56). The children are instructed to first watch carefully in order to understand the general ideas.	Laptop and projector; Audio speakers; <i>Station information display</i> photo
During the lecture/film		
Step	Content	Materials
3	After the film the instructor hands out the <i>Who does what? (Wer macht was?)</i> worksheet to the children and discusses the assignment with them.	<i>Who does what? (Wer macht was?)</i> worksheet
4	To check their work the instructor shows the film sequence again (Minute: 1:32-2:56). The answers are discussed as a group.	<i>Who does what? (Wer macht was?)</i> answer key
5	Instructor places pictures of how the tram is started from the film on the teacher's desk/floor. The children put the pictures in the order in which they appeared in the film.	<i>Starting the tram (Die Straßenbahn starten)</i> pictures
6	Then the instructor hands out sentence slips, and they are instructed to match them to the pictures. Instructor helps by reading the sentences once or multiple times.	<i>Starting the tram (Die Straßenbahn starten)</i> sentence strips

7	Instructor and children read the sentences together in the correct order. Instructor explains to the children: This is the path of the signal, by means of which the station information display is informed about where the tram is.	
8	Instructor hands out the <i>The path of the signal</i> (Der Weg des Signals) worksheet. They work first individually, and then discuss their answers with their neighbors. At the end they check their answers with the help of the answer key, which the instructor projects on the board.	<i>The path of the signal</i> (Der Weg des Signals) worksheet; <i>The path of the signal</i> (Der Weg des Signals) answer key
9	Instructor says: <i>So Ms. Pötenlücke starts the tram. Mr. Früh, who sits in the control room, sees this. But what exactly does he see on the screen?</i> Instructor stops the film at minute 2:58 and asks the children what they think the numbers and colors mean. Instructor and children discuss the answer: <i>Numbers: tram numbers, Colors: green - on time, yellow - slightly delayed; red - very delayed.</i>	Laptop and projector; Audio speakers
10	Instructor asks the children to list reasons why the tram might be late. The children formulate their ideas and the instructor records them on the board, e.g.: <i>traffic accident, breakdown, power outage, old people/too many people/handicapped people getting on and off, cars in the way, traffic jam, etc.</i>	Blackboard and chalk/whiteboard and markers
11	Instructor suggests that they continue to watch the film (Minute:2:58-6:53), to find out whether Christoph's tram is on time.	Laptop and projector; Audio speakers
12	After the film, the children compare their ideas with the reasons for a delay in the film: <i>traffic lights, lots of passengers getting on and off, an illegally parked car.</i>	
After the lecture/film		
Step	Content	Materials
13	Instructor says: <i>Christoph received a message about the station information display from Mr. Früh in the control room: „Hello Christoph, the tram is about to arrive.“ But this was only for fun. Normally this option is only used to convey important information to passengers.</i> Instructor divides the children into groups. Each group is given a copy of the <i>Passenger information</i> (Fahrgastinformationen) worksheet. The instructor and the children discuss the assignment. The instructor helps if needed.	<i>Passenger information</i> (Fahrgastinformationen) worksheet
14	The children compare their answers with the answer key, which the instructor projects on the board/wall. They then select 3-4 pieces of information that they would like to remember and copy these into their notebooks.	Laptop and projector; <i>Passenger information</i> (Fahrgastinformationen) answer key; Students' notebooks

15	Instructor shows the children the route map of tram 6 in Bremen (https://goo.gl/LyTMTu). The children are instructed to calculate the travel times between each stop and determine how long it takes for the tram to get from the first station to the last station. Each child calculates individually and then the children compare their results.	Laptop and projector
16	Instructor invites the children to solve a math problem that he or she projects on the board/wall. The instructor hands out the <i>Math problems (Rechenaufgaben)</i> worksheet to the children. The children work in pairs and the fastest pair wins.	Laptop and projector; <i>Math problems (Rechenaufgaben)</i> worksheet and answer key
17	Instructor hands out the <i>Station information display (Haltestellenanzeige)</i> word bank sheet. He or she projects the <i>Station information display (Haltestellenanzeige)</i> word bank and asks the children to select 10 words that they find important and interesting and write them on their word bank sheet.	Laptop and projector; <i>Station information display (Haltestellenanzeige)</i> word bank; My word bank sheet <i>Station information display</i>
18	Instructor and children end the unit with a reflection round, in which they discuss what they have learned. Each child then fills out the <i>Now I know (Ich kann schon)</i> questionnaire to find out whether they have achieved the learning objectives. Instructor also gives feedback on student performance.	<i>Now I know (Ich kann schon)</i> questionnaire
19	The children hold onto the following in their portfolios: <ul style="list-style-type: none"> - <i>The path of the signal (Der Weg des Signals)</i> worksheet - <i>Who does what? (Wer macht was?)</i> worksheet - My word bank sheet <i>Station information display</i> - <i>Now I know (Ich kann schon)</i> questionnaire 	Portfolios

Further ideas for subject matter or CLIL teaching (natural sciences, math):

- Photo project about various public transportation stops with different types of passenger information
- Route map contest: Who searches for and finds information the fastest?
- Visit to a depot, and discussion with a tram driver.
- Serious and funny display boards for the school - Where should they be displayed? What should they inform people about and whom should they inform?

Suggestion for the children at the end of the learning scenario

At the very end, the children gather around a computer or the instructor projects a computer desktop onto a screen. They look at the home page of the German Digital Kinderuniversity together. The instructor explains to the children that they now have completed the *Station Information Display* (Haltestellenanzeige) lecture in the *Humankind* faculty together and draws their attention to the fact that there are many more interesting lectures in this faculty and in the *Technology* and *Nature* faculties.

The instructor and the children click together on the At Home link and discover how the website works. As an example, the instructor logs in and goes to the lecture that they just worked through.

The instructor shows the children that the lecture begins with an introduction by Professor Einstein and Ms. Schlau and that their work is supported by Jowo and Christoph, the field researcher. Professor Einstein and Ms. Schlau also wrap up all the lectures and thereby frame the work on each theme.

The instructor explains to the children that they can re-watch the film at home and can even set the subtitles to German or English. That way, they can “catch” key words while watching and use these to collect points and solve three exercises and a bonus exercise on the film. The children can also get help from their parents or grandparents, from registering to solving the exercises. The whole family can have fun learning and everyone gradually becomes a professor at the Kinderuni.