





LESSON PLAN

LESSON 6

LANGUAGE GOALS	ACTIVITIES	SOCIAL FORM*	TIME	MATERIAL**
Greeting	Teacher welcomes children.	-	-	Page 1
Can say how they are doing	Teacher tells the children to do a class walk and ask each other, how they are doing. . <i>(Students can possibly present their artworks/homework from the previous unit in small work groups.)</i>		5 min	Page 2
Can filter and understand information from a video	The teacher asks the children, if they remember, how sad Felix was in the beginning, because he was homesick. Well, let´s see, what lifted up his mood. The class watches a video and recaps the situation. ▷ Felix´s friends come to visit him in England. ▷ Felix is very happy and excited ▷ He gets to play with them. <i>Note: Stop video at 1:00min.</i>		5 min	Page 3, 4 Felix und Franzi (1): Kapitel 3 „Besuch aus Deutschland“

*** SOCIAL FORM**

-  = Plenum
-  = Group Activity
-  = Partner Activity
-  = Individual Activity



**** PHYSICAL AND DIGITAL MATERIAL LIST:**

- Presentation slides
- **Video:** Felix und Franzi (1): Kapitel 3 „Besuch aus Deutschland“
Link: <https://youtu.be/cLbvLBR3Fi4>
- Worksheet “My best friend”
- Worksheet “Reflection units”
- Markers, tapes, cards

Video



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Can present their best friend	<p>The teacher presents the profile for Felix’s best friend the giraffe. They ask, if the students have a best friend, too that they are always happy and excited to see.</p> <p>Then they hand out the worksheet and ask the children to fill out the information for their best friend.</p> <p><i>Note: During the activity, the teacher can walk around and help with missing vocabulary</i></p>		7 min	Page 6, 7 Worksheet “My best friend”
Can present their best friend	<p>The teacher forms small work groups and asks the children to present their best friends.</p>		7 min	Page 8 Worksheet “Family tree”

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Can reflect on the course	<p>Teacher explains, that this is the last unit. Therefore, the students should recap in small groups what they have learned so far.</p> <p>The teacher forms three work groups divided by units (mind and body/ nutrition/social connections). They ask the children to use cards to write down key words.</p> <p><i>Note: If groups finish earlier, the teacher can ask them to hang up their cards on the wall. At the end, the teacher should hang up the group names over the corresponding cards.</i></p> <p><i>The teacher should make sure that the cards for the units are clearly separated before starting the next activity.</i></p>		7 min	Page 9
Can reflect on the course	<p>Students hang up their key words and the class briefly reflects on the results. The teacher asks the children to stand next to the unit they liked the most, and then to the one they liked the least.</p>		7 min	Page 10
End unit	<p>Teacher possibly explains competition, ends class and thanks them for their work and creativity during the lessons.</p>		1 Min	Page 11

Competition Students create (individually/with a partner/ in teams) a “healthy” weekly schedule and make recommendations for three categories:

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