



## LESSON PLAN

### Lesson 1

#### Objective

To introduce the "Ein Tag in Berlin" comic book story and learn about some famous Berlin sights.

#### Tips and Tricks for each session

- Before each session, review the key learning goals, as well as the suggested teacher phrases and gestures.
- Prepare everything in advance – check you have all worksheets and test out any QR codes / links / audio files etc.
- Be positive – model correct use of language instead of correcting mistakes.
- Use all opportunities to practise pronunciation – and have fun with those really long words!
- Model each task before the students begin. Explain where they can find help and how to stretch themselves with challenge tasks.

#### German Words/Phrases Learning Goals

- Worum geht es in dem Comic?
  - die Geschichte
  - die Zusammenfassung
  - die Protagonisten
  - die Freund:innen
  - einen (Schüler-)Austausch machen
  - kennenlernen
  - besuchen / besichtigen
  - die Sehenswürdigkeiten
  - bekannt
  - Ich möchte XXX besichtigen.
  - Es ist interessant.
  - Es ist langweilig.
  - Ich mag Geschichte/Kunst/Musik/Architektur.
- What's the comic about?  
the story  
the summary  
the characters  
(male & female) friends  
to do a (school) exchange  
to get to know  
to visit  
the sights  
famous  
I would like to visit XXX.  
It is interesting.  
It is boring.  
I like history/art/music/architecture.

#### Materials

What the Goethe-Institut will provide:

- "Ein Tag in Berlin" comics
- PPT file
- "Die Sehenswürdigkeiten Berlins" worksheet

What you will need to provide for session 1:

- Interactive screen with internet access and audio
- iPads for group work
- German dictionaries
- Ball / small object (optional)

Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
3 min	Whole group	The students understand how their German club will work.	<p>The teacher welcomes the students.</p> <p>Students should write their names on their copies of the comic book and be reminded to bring them to every session.</p> <p>The teacher shares the tips and tricks for the club using <b>slide 2</b>.</p> <p><b>Note</b> If you'd prefer to keep the comic books for the students, that's also fine!</p>	<ul style="list-style-type: none"> <li>• PPT slides 1-2</li> <li>• "Ein Tag in Berlin" comic, one per student</li> </ul>	<p>Herzlich Willkommen zur Lektion eins! – Welcome to session one!</p> <p>Hier sind eure Comics. Schreibt eure Namen darauf (und bringt es zu jeder Lektion mit.) – Here are your comics. Write your names on them (and bring them to each session.)</p> <p>Hier sind meine Tipps und Tricks für unseren Club. – Here are my tips and tricks for our club.</p>



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
1 min	Whole group	The students know the learning objectives for the session.	The teacher presents the learning objectives using <b>slide 3</b> .	<ul style="list-style-type: none"> <li>PPT slide 3</li> </ul>	Was sind die Lernziele heute? – What are the learning objectives for today?
3 min	In small groups	The students share their prior knowledge about Berlin.	<p>The teacher displays some images of Berlin on <b>slide 4</b> and encourages students to quickly share their prior knowledge in small groups.</p> <p>The teacher can use the prompt questions to support the discussions e.g. Wo ist Berlin? Ist Berlin im Norden oder im Süden? = Where is Berlin? Is Berlin in the North or the South?</p> <p>After a minute, ask students to share their comments with the whole group.</p>	<ul style="list-style-type: none"> <li>PPT slide 4</li> </ul>	<p>Wo sind wir in dem Comic? – Where are we in the comic book?</p> <p>Was ist Berlin? – What is Berlin?</p> <p>Wo ist Berlin? – Where is Berlin?</p> <p>Was gibt es in Berlin? – What is there in Berlin?</p> <p>XXX was weißt du über Berlin? – [Name] what do you know about Berlin?</p>
5 min	In pairs / Whole group	The students can understand key vocabulary from the comic book story.	<p>The teacher tells the students to turn to <b>page 3</b>, and explains that this word cloud contains key vocabulary from the story.</p> <p>The teacher tells the students to work in pairs to find out the meaning of the words. They should be reminded to use a dictionary as support.</p> <p>Do an example before their begin.</p> <p>The teacher reviews the correct answers with the students.</p>	<ul style="list-style-type: none"> <li>PPT slide 5</li> <li><b>Comic page 3</b></li> </ul>	<p>Bitte öffnet eure Comics auf Seite 3. – Please open your comic books to page 3.</p> <p>Hier sind wichtige Vokabeln aus der Geschichte. – Here are some important words from the story.</p> <p>Was bedeuten diese Wörter? – What do these words mean?</p> <p>Arbeitet in Paaren und schreibt eure Ideen auf! – Work in pairs and write your ideas down.</p> <p>Benutzt ein Wörterbuch als Hilfe. – Use a dictionary to help.</p>



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			<p><b>Note</b> If the students have questions about "xier" and "Freund:innen", these terms will be clarified in later sessions.</p> <p>You can also use the internet to show images of items the students might not be familiar with e.g. half pipe, Berliner Weisse etc. Just be aware that some recent articles about Görlitzer Park are about issues with drug dealing.</p>		Was bedeuten diese Wörter? – What do these words mean?
7 min	Whole group / In pairs	The students can understand the first page of the comic book story, and can predict what the story might be about.	<p>The teacher tells the students to turn to <b>page 5</b> of the comic book.</p> <p>The teacher explains to the students that the aim is not to understand every single word, but to understand what is happening in general.</p> <p>The teacher explains that they will now read the beginning of the story. As they read, students should try to work out what the story might be about and who the characters might be.</p> <p>They should be directed towards the glossary on page 26 / the PPT screen.</p> <p>As ever, clarify any difficult words and practise the pronunciation.</p>	<ul style="list-style-type: none"> <li>PPT slides 6-10</li> <li><b>Comic page 5</b></li> </ul>	<p>Wir lesen Seite 5 zusammen. – Let's read page 5 together.</p> <p>Macht euch keine Sorgen, wenn ihr nicht alles versteht. – Don't worry if you don't understand everything.</p> <p>Was meint ihr? Worum geht es in dem Comic? – What do you think? What is the comic about?</p> <p>Wie heißen die Protagonisten? – What are the characters called?</p> <p>Was machen sie in Berlin? – What are they doing in Berlin?</p>





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			<p>After reading, the teacher asks the students to discuss the prompt questions in pairs and share their ideas afterwards.</p> <ul style="list-style-type: none"> <li>Wie heißen die Protagonisten? – What are the characters called?</li> <li>Was machen sie in Berlin? – What are they doing in Berlin?</li> </ul>		
5 min	Whole group	The students can understand what the story will be about.	<p>The teacher tells the students that they will now find out the answers to their questions by reading the summary on <b>page 4</b>.</p> <p><b>Note</b> The teacher could read this aloud to model correct pronunciation or ask students to read.</p>	<ul style="list-style-type: none"> <li>PPT slide 11</li> <li><b>Comic page 4</b></li> </ul>	<p>Also, was ist richtig? Worum geht es in dem Comic? – So, what's right? What is the comic about?</p> <p>Wir lesen jetzt die Zusammenfassung auf Seite 4. – Now let's read the summary on page 4.</p>
3 min	In pairs	The students can identify some key Berlin sights.	<p>The teacher reminds the students that the story takes place in Berlin.</p> <p>In pairs, the students are encouraged to speculate about the sights on <b>page 5</b> of the comic book.</p> <p><b>Note</b> Direct the students to the useful phrases in the support box.</p>	<ul style="list-style-type: none"> <li>PPT slide 12</li> <li><b>Comic page 5</b></li> </ul>	<p>Die Geschichte findet in Berlin statt. – The story takes place in Berlin.</p> <p>Wie heißen die Sehenswürdigkeiten? Spekuliert in Paaren. – What are these sights called? Have a guess in pairs.</p> <p>Benutzt die Redemittel als Hilfe. – Use the useful phrases as support.</p>
3 min	Whole group / In small groups	The students can identify some key Berlin sights.	In small groups with iPads, or as a whole group on the main screen, the students match up the sights with their names using the interactive activity.	<ul style="list-style-type: none"> <li>PPT slide 13</li> <li><a href="https://learningapps.org/watch?v=pzg84gne524">https://learningapps.org/watch?v=pzg84gne524</a></li> <li>iPads (optional)</li> </ul>	<p>Was sind die richtigen Antworten? – What are the correct answers?</p> <p>Kombiniert die Sehenswürdigkeiten korrekt. – Let's match up the correct sights.</p>



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			<p><b>Note</b> The teacher explains that they will find out more information about each sight in the next activity.</p>		
10 min	In small groups	The students can understand information about some Berlin sights.	<p>The teacher explains that the students are now going to work in 5 groups to do some research about each sight.</p> <p>Provide the links below as a starting point, and show them how to change between English and German using the language options in the top right corner.</p> <p>Group A – der Musikclub S036 <a href="#">S036   visitBerlin.de</a></p> <p>Group B – der Fernsehturm <a href="#">Berlin Television Tower   visitBerlin.de</a></p> <p>Group C – der Alexanderplatz <a href="#">Alexanderplatz in Berlin: sights, history &amp; more   visitBerlin.de</a></p> <p>Group D – das Molecule Men-Monument <a href="#">Molecule Men   visitBerlin.de</a></p> <p>Group E – die Oberbaumbrücke <a href="#">Oberbaumbrücke in Berlin   visitBerlin.de</a></p> <p>The teacher provides the <b>Worksheet “die Sehenswürdigkeiten Berlins”</b>, with additional information.</p>	<ul style="list-style-type: none"> <li>PPT slide 14</li> <li>iPads</li> <li>Suggested links for research: <a href="#">S036   visitBerlin.de</a> ; <a href="#">Berlin Television Tower   visitBerlin.de</a> ; <a href="#">Alexanderplatz in Berlin: sights, history &amp; more   visitBerlin.de</a> ; <a href="#">Molecule Men   visitBerlin.de</a> ; <a href="#">Oberbaumbrücke in Berlin   visitBerlin.de</a></li> <li><b>Worksheet “die Sehenswürdigkeiten Berlins”</b></li> </ul>	<p>Warum sind die Sehenswürdigkeiten bekannt? – Why are these sights famous?</p> <p>Recherchiert in kleinen Gruppen. – Research in small groups.</p> <p>Die wichtige Fragen sind: Was ist es? Wo liegt es in Berlin? Warum ist es bekannt? – The important questions are: what is it? Where is it located in Berlin? Why is it famous?</p> <p>Hier ist eine gute Website. Man kann die Infos auf Englisch oder Deutsch lesen. – Here is a good website. You can read the information in English or German.</p> <p>Hier ist auch ein Arbeitsblatt mit Infos. – Here is a worksheet with information too.</p>



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			<p>After each group has researched their famous sight, the teacher puts the students into new groups with one "expert" per sight per group (as shown in the diagram). Everyone in the new group now presents their sight, sharing their "expert knowledge".</p> <p>Circulate to support, as required.</p> <p><b>Note</b> Depending on the level of the group, the students can do this activity in English or German. It is recommended to do this activity in English unless the students have a more advanced level.</p> <p>The number of students per group is flexible. If you only have, say, five students, the students would work individually in task 1 and form just one group in task 2.</p>	<p>Group activity (how it works):</p> <p>1.</p>  <p>2.</p> 	
4 min	In small groups	The students can explain which sights they would like / not like to visit and why.	<p>The teacher tells the students that they are now going to explain which sights they would like to visit (in the same groups as for the previous activity).</p> <p>Circulate to support, as required.</p> <p><b>Note</b> The teacher should encourage the students to use the phrases on the worksheet, as this activity should be done in German.</p>	<ul style="list-style-type: none"> <li>PPT slide 15</li> <li><b>Worksheet "die Sehenswürdigkeiten Berlins"</b></li> </ul>	<p>Welche Sehenswürdigkeiten möchtet ihr besichtigen? – Which sights would you like to visit?</p> <p>Benutzt die Redemittel auf dem Arbeitsblatt. – Use the phrases on the worksheet.</p> <p>Zum Beispiel... - For example...</p>



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
1 min	Whole group	The students can recall key content from the session.	<p>The teacher recaps the learning objectives from the session.</p> <p>Depending on your preferences for a plenary / the level of the group, the teacher could throw a ball around asking students key questions from the session.</p> <p>Congratulate all pupils on their work and then dismiss them in German.</p>	<ul style="list-style-type: none"> <li>PPT slides 16-17</li> <li>Ball / small object (optional)</li> </ul>	<p>Haben wir unsere Lernziele erreicht? – Have we achieved our learning objectives?</p> <p>Wir machen ein kurzes Quiz. – Let's do a quick quiz.</p> <p>Schließt die Comics! – Shut the comic books.</p> <p>Wir haben viel gelernt. – We've learnt a lot!</p> <p>Toll gemacht. – Well done!</p> <p>Tschüss. – Bye.</p> <p>Auf wiedersehen. – Goodbye.</p>