



## LESSON PLAN

### Lesson 2

#### Objective

To know introductory dialogue phrases and be able to present people. To learn about diversity.

#### 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

- |                                |                               |
|--------------------------------|-------------------------------|
| • die Diversität               | diversity                     |
| • sie                          | she                           |
| • er                           | he                            |
| • xier                         | gender-neutral pronoun, they  |
| • die Protagonisten            | the characters                |
| • die Freund:innen             | (male & female) friends       |
| • eine diverse Gruppe          | a diverse group               |
| • der Freundeskreis            | the circle of friends         |
| • Wie heißt du?                | What are you called?          |
| • Ich heiße XXX.               | I am called XXX.              |
| • Hast du einen Spitznamen?    | Do you have a nickname?       |
| • Ja! Alle nennen mich XXX.    | Yes! Everyone calls me XXX.   |
| • Was ist dein Pronomen?       | What is your pronoun?         |
| • Mein Pronomen ist XXX.       | My pronoun is XXX.            |
| • Woher kommst du?             | Where are you from?           |
| • Ich komme aus XXX.           | I am from XXX.                |
| • Welche Sprachen sprichst du? | Which languages do you speak? |
| • Was sind deine Hobbys?       | What are your hobbies?        |
| • Er/Sie/Xier heißt XXX.       | He/She/They are called XXX.   |
| • Er/Sie/Xier kommt aus XXX.   | He/She/They are from XXX.     |
| • Er/Sie/Xier spricht XXX.     | He/She/They speak XXX.        |
| • Er/Sie/Xier mag gerne XXX.   | He/She/They really like XXX.  |

#### Materials

What the Goethe-Institut will provide:

- "Ein Tag in Berlin" comics
- PPT file
- "Wer sind die Protagonisten?" worksheet A
- "Wir präsentieren uns!" worksheet B

What you will need to provide for session 2:

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

Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
5 min	Whole group	The students can recall key information from the previous session.	<p>The teacher welcomes the students to the club.</p> <p>They explain that they will recap what they learnt in session one.</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 zwei! – Welcome to session two!</p> <p>Wir wiederholen Lektion eins. – Let's recap session one!</p>



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
			<p>The teacher directs students to their comic books as support, as well as the key phrases on the board to structure their answers.</p> <p><b>Note</b> You can do this as a “think – pair – share” activity, if this will promote more confident answers, or encourage more students to get involved with the recap.</p>		<p>Wie heißen die Protagonisten? – What are the characters called?</p> <p>Wo sind sie? – Where are they?</p> <p>Was machen sie dort? – What are they doing there?</p> <p>Benutzt das Comic und die Redemittel hier als Hilfe. – Use the comics and the useful phrases here as support.</p>
2 min	Whole group	The students can understand the learning objectives for the session.	The teacher reads or asks a student to read out the learning objectives using <b>slide 3</b> .	<ul style="list-style-type: none"> <li>PPT slide 3</li> </ul>	<p>Was sind die Lernziele heute? – What are the learning objectives for today?</p> <p>XXX kannst du sie bitte vorlesen? – [Name] can you read them out, please?</p>
6 min	Whole group/In pairs	The students can understand pages 5-7 of the comic book story.	<p>The teacher tells the students to turn to <b>page 5</b> of the comic book. The teacher explains that they will now finish chapter 1.</p> <p><b>Note</b> The teacher should remind the students that the aim here is not to understand every single word, but to understand the gist.</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 4-13</li> <li><b>Comic pages 5-7</b></li> </ul>	<p>Bitte öffnet eure Comics auf Seite 5. – Please open your comic to page 5.</p> <p>Wir lesen den Rest von Kapitel 1. – Let’s read the rest of chapter 1.</p> <p>Es gibt ein Wortschatz als Hilfe. – There is a glossary to help you.</p> <p>Macht euch keine Sorgen, wenn ihr nicht alles versteht. – Don’t worry if you don’t understand everything.</p>



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
5 min	In small groups	The students can answer questions about the story, and can understand the language "xier" and "Freund:innen".	<p>The teacher tells the students to work in small groups to discuss the questions on the board.</p> <p>The teacher should direct the students to the useful phrases in the support box, and also model the activity before starting the group work.</p> <p>The teacher should circulate to support with discussions, and then review the answers with the group.</p> <p><b>Note</b> This activity can be done in English or German depending on the level of the group.</p> <p>If you would like to research this topic in more detail before the session, you can use these websites here:</p> <ul style="list-style-type: none"> <li>• <a href="https://grenzenlos-deutsch.com/sozial/e1/15/erw/#qsc.tab=0">https://grenzenlos-deutsch.com/sozial/e1/15/erw/#qsc.tab=0</a></li> <li>• <a href="https://www.annaheger.de/pronomen/">https://www.annaheger.de/pronomen/</a></li> </ul>	<ul style="list-style-type: none"> <li>• PPT slide 14</li> </ul>	<p>Wir diskutieren im Team. – Let's discuss in teams.</p> <p>Warum ist Mo nervös? – Why is Mo nervous?</p> <p>Mos Pronomen ist „xier“. Was bedeutet das? – Mo's pronoun is "xier". What does this mean?</p> <p>Warum heißt es Freund:innen? – Why is it "Freund:innen"?</p> <p>Mo sagt: So eine diverse Gruppe! Wie divers ist dein Freundeskreis? – Mo says: It's such a diverse group! How diverse is your circle of friends?</p> <p>Benutzt die Redemittel hier als Hilfe. – Use the useful phrases here as support.</p> <p>Los geht's! – Let's go!</p>
7 mins	In pairs	The students can find personal details about the comic book characters, and can complete the character profiles.	<p>The teacher explains to the students that they are going to work in pairs to complete the personal profiles about each character on worksheet A.</p> <p>Do an example, showing the students how to find the information in the comic book and then add the details to the relevant profile.</p> <p>Remind the students that they might not know all answers yet, so can predict / use their imagination, if they wish. e.g.</p>	<ul style="list-style-type: none"> <li>• PPT slide 15-16</li> <li>• <b>"Wer sind die Protagonisten?" worksheet A</b></li> <li>• <b>"Wir präsentieren uns!" worksheet B</b></li> </ul>	<p>Hier ist ein Arbeitsblatt. – Here is a worksheet.</p> <p>Wir arbeiten in Paaren. – Let's work in pairs.</p> <p>Wir ergänzen die Steckbriefe für die Protagonisten. – Let's complete the personal profiles for the characters.</p> <p>Sucht die Informationen im Comic. – Look for the information in the comic.</p>



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
			<p>Name: Ricarda Pronomen: sie? kommt aus: Deutschland? Hobbys: Comics andere Informationen: ?</p> <p>As ever, the teacher should circulate to support the students in finding the answers, and then review the answers with the group afterwards.</p> <p>After this activity, the students should complete their own information on the worksheet B.</p>		<p>Schreibt sie in das Arbeitsblatt. – Write the information on the worksheet.</p> <p>Achtung! Manchmal müsst ihr eure Fantasie benutzen! – Careful! Sometimes you have to use your imagination.</p> <p>Zum Beispiel: Name: Ricarda – For example: Name: Ricarda.</p> <p>Pronomen: sie - vielleicht? – Pronoun: she - perhaps?</p> <p>Sie kommt aus: Deutschland - vielleicht? – She comes from Germany - perhaps?</p> <p>Hobbys: Comics – Hobbies: comic books.</p> <p>Und jetzt machen wir selber einen Steckbrief. – Let's do our own personal profile now.</p>
5 min	Whole group or In pairs	The students can match up German introductory questions and answers.	<p>The teacher explains to the students that they are going to learn how to have introductory conversations with new people.</p> <p>First, they need to learn the key question and answer combinations. Then they will practise using them in the next activity.</p>	<ul style="list-style-type: none"> <li>• PPT slide 17</li> <li>• iPads / interactive screen</li> <li>• <a href="https://learningapps.org/watch?v=p60xohka324">https://learningapps.org/watch?v=p60xohka324</a></li> </ul>	<p>Kombiniert die Fragen und Antworten. – Let's match up the questions and answers.</p> <p>Zum Beispiel... – For example...</p> <p>Also, was sind die richtigen Kombinationen? – So, what are the correct combinations?</p>



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
			<p>The teacher and students use the interactive activity to match up the correct introductory questions and answers.</p> <p>Make sure to do an example before the students begin and, once the task has been successfully completed, practise the correct pronunciation too.</p> <p><b>Note</b> This can be done as a group or in pairs, depending on your access to iPads / computers.</p>		Wiederholen, bitte. – Let's repeat / practise the pronunciation.
8 mins	In pairs	The students can complete their own character profile, and can ask and answer personal questions with a partner.	<p>The teacher explains to the students that they are now going to ask and answer these questions with a partner and complete the second activity on the worksheet.</p> <p>Finally, they will use the questions and answers on their sheets to present each other.</p> <p>As ever, do an example before students begin working in pairs and direct students to the key phrases on the board.</p> <p><b>Note</b> Depending on time left in the session, the pairs can present to the teacher once they are ready. Alternatively, they can simply rehearse before presenting to the whole group when everybody is ready.</p>	<ul style="list-style-type: none"> <li>PPT slide 18</li> <li><b>"Wir präsentieren uns!" worksheet B</b></li> </ul>	<p>Hier ist ein Arbeitsblatt. – Here is a worksheet.</p> <p>Wir arbeiten in Paaren. – Let's work in pairs.</p> <p>Dann machen wir ein Partnerinterview. Hier sind die Fragen. – Then we'll do a partner interview. Here are the questions.</p> <p>Wir schreiben auf dem Arbeitsblatt. – Let's write on the worksheet.</p> <p>Zum Beispiel... – For example...</p>
5 mins	Whole group/small groups	The students can present personal information about	The teacher explains that the students are going to present their partner's personal information to the group (small groups or	<ul style="list-style-type: none"> <li>PPT slide 19</li> </ul>	Jetzt präsentieren wir uns! – Let's present each other now!



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
		a partner.	<p>whole group depending on the size of the class).</p> <p>They should be directed to the useful phrases on the board and should use the information gathered from the previous activity.</p> <p>Do an example for students before they begin, and practice difficult pronunciation, as required.</p> <p><b>Note</b> If you want students to have more practice with the question and answer combinations instead, this task could be changed into the performance of question/answer interviews.</p>		<p>Benutzt die Redemittel hier als Hilfe. – Use the useful phrases here as support.</p> <p>Zum Beispiel: Er heißt [Bob] und er kommt aus [England]. – For example: He is called [Bob] and he comes from [England].</p>
If time	Whole group	The students can use a range of German introductory questions and answers.	<p>The teacher explains that the students are going to do a “getting to know you” game.</p> <p>They are going to move around the room while the music plays. When it stops, they must ask and answer questions with the person nearest to them.</p> <p>They carry on when the music starts again. When it stops again, they interview another person, etc.</p> <p><b>Note</b> The students can use their worksheet notes as support, if required.</p>	<ul style="list-style-type: none"> <li>• PPT slide 20</li> <li>• Music for game</li> </ul>	<p>Wir machen eine Kennenlernrunde. – Let’s do a “getting to know you” game.</p> <p>Wenn die Musik stoppt, sprechen wir. – When the music stops, <i>[mime freezing]</i> we speak.</p> <p>Zum Beispiel, wie heißt du? Ich heiße [name]. – For example, what are you called? <i>[miming another person]</i> I am called [name].</p> <p>Wenn die Musik beginnt, bewegen wir uns wieder. – When the music begins, we start again moving <i>[miming moving around again]</i>.</p>



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
2 mins	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 21-22</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>