



LESSON PLAN

Lesson 8

Objective

To be able to invent and write the next chapter in storyboard format.

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

- | | |
|-------------------------------------|----------------------------|
| • Wo? | Where? |
| • Wer? | Who? |
| • Warum? | Why? |
| • Wo war Mos Handy? | Where was Mo's phone? |
| • Wer hat Mos Handy versteckt? | Who hid Mo's phone? |
| • Was ist die richtige Reihenfolge? | What is the correct order? |
| • Was passiert als nächstes? | What happens next? |
| • Sie fragen nach dem Weg. | They ask for directions. |
| • Cem wird krank. | Cem becomes ill. |
| • das nächste Kapitel | the next chapter |
| • verstecken | to hide |

Materials

What the Goethe-Institut will provide:

- "Ein Tag in Berlin" comics
- PPT file
- Handout "Was ist die richtige Reihenfolge?" – one set of cards per pair

What you will need to provide for session 8:

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

Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
5 min	Whole group	The students can recall opinions about modes of transport in German.	The teacher welcomes the students to the club, and explains that the students are going to revise opinions about modes of transport in German. The teacher explains that the students are going to work in pairs, to do a dialogue expressing preferences about modes of transport.	<ul style="list-style-type: none"> • PPT slides 1-2 • "Ein Tag in Berlin" comic, one per student 	<p>Herzlich Willkommen zur Lektion acht! – Welcome to session eight!</p> <p>Wir wiederholen die Transportmittel und unsere Präferenzen auf Deutsch! – Let's recap modes of transport and our preferences in German!</p> <p>Wir sprechen in Paaren. – Let's speak in pairs.</p>



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
			<p>The students should be encouraged to use the example dialogue, as support.</p> <p>As a challenge, they can be encouraged to add more details, including opinion phrases, such as "Mein Lieblingstransportmittel ist das Taxi!!" = My favourite mode of transport is tax.</p> <p>As ever, do an example for the students before they begin, and then circulate to pick up on any common errors.</p> <p>After a few minutes, practise any pronunciation issues or review any common mistakes.</p>		<p>Welche Transportmittel nutzt ihr? – What modes of transport do you use?</p> <p>Benutzt den Dialog hier als Hilfe. – Use the dialogue here as support.</p> <p>Los geht's! – Let's begin!</p>
1 min	Whole group	The students can understand the learning objectives for the session.	The teacher reads out the learning objectives using slide 3 .	<ul style="list-style-type: none"> PPT slide 3 	Was sind die Lernziele heute? – What are the learning objectives for today?
6 min	In small groups	The students can speculate about what might have happened to Mo's phone.	<p>The teacher reminds students that Mo had lost their phone at the end of the last chapter.</p> <p>They ask students to speculate about what might have happened. To make this task more engaging, there are various ways to do this.</p> <p>Option 1: Students write down their ideas on paper at their group tables. The texts can then be displayed and students can circulate, reviewing the options and marking their</p>	<ul style="list-style-type: none"> PPT slide 4 Paper / notebooks iPads German dictionaries Sticky dot 	<p>Das letzte Mal hat Mo sein Handy verloren. – Last time Mo had lost his phone.</p> <p>Wo ist Mos Handy? – Where is Mo's phone?</p> <p>Spekuliert im Team und macht Notizen. – Discuss in your teams and make notes.</p>



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
			<p>favourite (with a sticky dot / tick / their initials etc.)</p> <p>Option 2: Each table writes down a sentence about what happened. The paper / notebook is then passed to the next table. The group reads the sentence aloud, and either edits it or continues writing. This continues until all groups have contributed to the paper. Then the ideas can be discussed and a vote taken.</p> <p>Note Remind students that the phrases in the support box use the gender-neutral pronoun in the possessive form.</p>		<p>Benutzt das Wörterbuch oder iPad als Hilfe. – Use the dictionary or iPad as support.</p> <p><i>[Adapt your instructions depending on your choice of Option 1 or Option 2.]</i></p> <p>Also, was meint ihr? – So, what do you think?</p>
8 min	Whole group	The students can understand pages 17-19 of the comic book story.	<p>The teacher tells the students to turn to page 17 of the comic book, explaining that they are going to read the rest of the story. Also that they will find out where Mo's phone actually was.</p> <p>The teacher asks students to read out sections of the comic book story, and can also read more difficult sections themselves, to model correct pronunciation.</p> <p>Note 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>	<ul style="list-style-type: none"> PPT slides 5-13 Comic page 17-19 	<p>Bitte öffnet eure Comics auf Seite 17. – Please open your comic to page 17.</p> <p>Heute lesen wir den Rest des Comicbuchs. – Today we are reading the rest of the comic book story.</p> <p>Wir finden auch heraus wo Mos Handy war. – We'll also find out where Mo's phone was.</p> <p>Es gibt eine Wortschatz-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
			As ever, clarify any difficult words and practise the pronunciation.		
4 min	In small groups	The students can answer questions about the story.	<p>The teacher tells the students to work in groups to discuss the questions on the board.</p> <p>The teacher should circulate to support with discussions, and then review the answers with the group.</p>	<ul style="list-style-type: none"> PPT slide 14 	<p>Wir diskutieren im Team. – Let's discuss in teams.</p> <p>Wo war Mos Handy? – Where was Mo's phone?</p> <p>Wer hat Mos Handy versteckt? Warum? – Who hid Mo's phone? Why?</p>
5 min	In pairs or in small groups	The students can recall the correct order of the story.	<p>The teacher reminds students that they have now read the whole comic, and explains that they are now going to recap the complete story.</p> <p>They put the students into pairs (or small groups) and distribute the sets of cards for ordering.</p> <p>The students work together to put the cards into the correct order: 1 to 10.</p> <p>As ever, the teacher can circulate to support students.</p> <p>Once all groups have completed the task, the teacher uses slide 16 to confirm the correct order of events.</p>	<ul style="list-style-type: none"> PPT slides 15-16 Handout "Was ist die richtige Reihenfolge?" – one set of cards per pair 	<p>Das war das Ende des Comics. – That was the end of the comic book story.</p> <p>Was ist in dem Comic passiert? Könnt ihr euch erinnern? – What happened in the comic? Can you remember?</p> <p>Hier gibt es zehn Karten. – Here are ten cards.</p> <p>Was ist die richtige Reihenfolge? Wir arbeiten in Paaren / in kleinen Gruppen. – What is the correct order? Let's work in pairs / small groups.</p> <p>Los geht's! – Let's begin!</p> <p>Also, was ist die richtige Reihenfolge? – So, what is the correct order?</p>
15 min	In small groups	The students can write the next	The teacher explains that the students will now write their own comic, outlining what they think will happen next.	<ul style="list-style-type: none"> PPT slide 17 Comic page 20-23 iPads 	Was passiert als nächstes? Was meint ihr? – What will happen next? What do you think?



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
		chapter of the story in German.	<p>The students can use the comic book template on pages 20-23. Alternatively, students can also use the iPads if they would prefer to use an online comic book creator. For example:</p> <ul style="list-style-type: none"> https://www.storyboardthat.com/comic-maker https://www.pixton.com/welcome <p>Brainstorm some ideas with the students before they begin, and also demonstrate how to use simple language and speech bubbles to make their story come to life.</p> <p>As ever, they can use their dictionaries and their iPads to support them with the language. They can also re-read the comic for ideas on how to write their speech bubble content etc.</p> <p>Optional If time, you could ask students to present their comic strips to the whole group. You could even vote on the best story!</p>	<ul style="list-style-type: none"> German dictionaries 	<p>Jetzt schreiben wir das nächste Kapitel des Comicbuchs! – Now let's write the next chapter of the comic book!</p> <p>Zum Beispiel: Haben Mo und Ricarda ein Date? Findet die Gruppe die Half Pipe? Läuft alles nach Plan... oder nicht? – For example: Do Mo and Ricardo go on a date? Do the group find the half pipe? Does everything go to plan... or not?</p> <p>Wir zeichnen auf den Seiten zwanzig bis dreiundzwanzig. – Let's draw on pages 20-23.</p> <p>Oder wir benutzen die iPads und die Website hier. – Or let's use the iPads and the website here.</p> <p>Zum Beispiel: – For example:</p> <p>Los geht's! – Let's begin!</p>
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"> PPT slides 18-19 Ball / small object (optional) 	<p>Haben wir unsere Lernziele erreicht? – Have we achieved our learning objectives?</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>

GERMAN CLUB
**EIN TAG
IN BERLIN**

