



LESSON PLAN

Theme 2: Braille Alphabet (Blindenschrift) - Session 2 (of 3)

Tipps and Tricks for your Club Session

Lesson resources for Braille Alphabet are here:

<https://kinderuni.goethe.de/mod/page/view.php?id=1178>

- Watch the relevant video before the lesson:
<https://kinderuni.goethe.de/mod/videoscore/view.php?id=7002>
- Practise the key vocabulary before the session:
<https://kinderuni.goethe.de/mod/page/view.php?id=4424>
- Download the attachment and cut out the relevant image cards etc.
- For more information about blind or partially-sighted people in the UK see the RNIB site: <https://www.rnib.org.uk/>
- For more details of German Braille letters:
<https://www.dbsv.org/wie-die-brailleschrift-funktioniert.html>
- For more information about Braille, see the RNIB website here:
<https://www.rnib.org.uk/living-with-sight-loss/education-and-learning/braille-tactile-codes/learning-braille/braille-resources-for-schools/>

Objective

The learners can introduce themselves in German and spell their name in German and Braille.

German Words/Phrases Learning Goals

- Wie heißt du? What are you called?
 - Ich heiße XXX. I am called XXX.
- Science words:
- die Maus the mouse
 - der Bus the bus
 - das Zebra the zebra
 - das Haus the house
 - das Gold the gold
 - der Zoo the zoo
 - die Rose the rose

Materials

- Interactive whiteboard with internet access and audio
- Whiteboard markers / chalk
- Magnets
- German Alphabet (Deutsches Alphabet) information sheet
- The Braille alphabet (Blindenschrift) character table for each child
- Image and word cards
- Dots (die Punkte) image cards
- Coloured paper (8.5 x 5.5)
- Pens
- Ball (or any throwable object)

Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
3 mins	Whole group	The learners are able to greet each other in German.	<p>Learners enter the room listening to the German alphabet song.</p> <p>Leaders and learners greet each other with German greeting words learnt in the previous sessions and, as before, they move around the room, greeting as many</p>	<ul style="list-style-type: none"> • Interactive whiteboard with internet access and audio • German alphabet song: https://youtu.be/zxQxEyMMC0E?si=qDhilagd27Riwv6I • German Alphabet (Deutsches Alphabet) information sheet 	<p>Hallo. - Hello.</p> <p>Guten Morgen. - Good morning.</p> <p>Guten Tag. - Good day.</p>



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
			<p>people as possible. Leaders should be addressed as "Herr XXX" or "Frau XXX" to practise using those terms.</p> <p>Leader and learners sing the alphabet song.</p>		<p>Learners could shake hands.</p> <p>Wir singen das Alphabet. – Let's sing the Alphabet.</p>
10 min	In pairs	The learners can read and write German words in braille. The learners know the words der Bus, das Zebra, das Haus, das Gold, der Zoo, die Rose and can pronounce them correctly.	<p>The leader distributes a braille alphabet character table to each child.</p> <p>Next, the instructor shows them an image card of a mouse, points to it, and says "die Maus." The children repeat. The instructor shows the word card die Maus and writes the word in braille while the children spell the word in German. The instructor introduces more image cards and words (der Bus, das Zebra, das Haus, das Gold, der Zoo, die Rose). The children repeat and spell the words.</p> <p>The instructor invites several children to choose one word and write it in braille. The other children guess which word it is.</p>	<ul style="list-style-type: none"> Whiteboard markers/chalk Magnets Image and word cards Character table The Braille Alphabet (Blindenschrift) German Alphabet (Deutsches Alphabet) information sheet 	Wir buchstabieren. – We spell.
7 mins	Whole group	The learners understand how to introduce themselves and how to ask for someone else's name. The learners can spell their names.	<p>The leader explains that we need the alphabet to spell words. We can also use the alphabet to spell our name, so let's learn how to say and spell our name in German.</p> <p>The leader introduces the German question and answer: Wie heißt du? – What are you called? Ich heiße XXX. – I am called XXX.</p> <p>The learners copy down the phrases. The leader then throws the ball to one learner and asks "Wie heißt du?" The learner responds and throws the ball to another student. The activity continues until every child has had a turn.</p>	<ul style="list-style-type: none"> Whiteboard markers / chalk Ball (or any throwable object) 	<p>Zuhören bitte. - Listen carefully.</p> <p>Wir schreiben. - Let's write.</p> <p>Wir sprechen. - Let's speak.</p>



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
			Note: If there is enough time, the children can come up with fantasy names. They walk through the classroom, find a partner and ask for their partner's name. The partner replies and spells his/her name. This activity continues for several minutes.		
8 mins	In pairs	The learners can write their names in braille. The learners can spell their names written in braille.	<p>The leader explains that they will now write down their names in braille. The children receive coloured paper and write their first names in braille.</p> <p>Do an example with one of the learners before they begin.</p> <p>After 5 minutes the leader collects the papers from the children and pins them on the classroom walls.</p> <p>The leader then divides the class into pairs. Each pair chooses one paper and tries to identify the name on it by spelling it in German. They then choose another paper and repeat the activity.</p>	<ul style="list-style-type: none"> German Alphabet (Deutsches Alphabet) information sheet Character table The Braille Alphabet (Blindenschrift) Optional: coloured paper and pens Coloured paper (8.5 x 5.5) and Pens 	<p>Wir schreiben unseren Namen in Blindenschrift. – We write our names in braille.</p> <p>Ein Beispiel. – An example.</p> <p>Wir arbeiten in Paaren. – Let's work in pairs.</p> <p>Wir buchstabieren die Namen. – Let's spell out our names.</p>
2 mins	Whole group	The learners reflect on what they learned in today's lesson and repeat the German words they learned today. The learners can say	<p>The leader recaps what the learners have achieved in the session and congratulates them on their work.</p> <p>The instructor encourages the children to repeat the German words from the lesson. Each child then fills out "My word bank sheet: Braille Alphabet (Blindenschrift)" for this lecture and writes down additional German words and chunks they learned in today's lesson.</p>	<ul style="list-style-type: none"> "My word bank sheet: Braille Alphabet (Blindenschrift)" 	<p>Toll gemacht. – Well done!</p> <p>The learners take part in the club's goodbye ritual.</p> <p>Tschüss. – Goodbye.</p>



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
		goodbye in German.	The learners leave the session saying goodbye in German.		Learners can also say goodbye to Frau Schlau and Herr Einstein.