



## LESSON PLAN

### Theme 6: Falling ants (Ameisensturz)

#### Session 1 (of 3)

#### Objective

The learners are taught why ants are not hurt when they fall. They can describe different animals.

#### Tipps and Tricks for your Club Session

Lesson resources for Falling ants are here:

<https://kinderuni.goethe.de/mod/videoscore/view.php?id=6036>

- Watch the relevant video before the lesson: <https://kinderuni.goethe.de/mod/videoscore/view.php?id=6036>
- Practise the key vocabulary before the session: <https://kinderuni.goethe.de/mod/page/view.php?id=4538>
- Download and cut out the relevant image cards etc. from the website.

#### German Words/Phrases Learning Goals

- |                               |                                     |
|-------------------------------|-------------------------------------|
| • Was ist dein Lieblingstier? | What is your favourite animal?      |
| • Wie ist dein Lieblingstier? | What is your favourite animal like? |
| • Mein Lieblingstier ist XXX. | My favourite animal is XXX.         |
| • die Waldameise              | the red wood ant                    |
| • groß                        | big                                 |
| • klein                       | small                               |
| • leicht                      | light                               |
| • schwer                      | heavy                               |
| • schnell                     | quick                               |
| • langsam                     | slow                                |
| • gefährlich                  | dangerous                           |
| • freundlich                  | friendly                            |

#### Materials

- Interactive whiteboard with internet access and audio
- Whiteboard markers / chalk
- Magnets / sticky tack
- Image cards of animals
- Red Wood Ants — True or False? question sheet, sentence slips, answer sheets
- 2x True and False (richtig und falsch) word cards
- My word bank sheet: Falling ants (Ameisensturz)

Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
2 mins	Whole group	The learners are able to greet each other in German.	<p>Leaders and learners greet each other with German greeting words learnt in the previous session.</p> <p>They move around the room, greeting as many people as possible. Leaders should be addressed as "Herr XXX" or "Frau XXX" to practise using those terms.</p>		<p>Hallo. - Hello.</p> <p>Guten Morgen. - Good morning.</p> <p>Guten Tag. - Good day.</p> <p>Learners could shake hands when greeting each other.</p>



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
5 mins	Whole group	The learners can recall animal vocabulary learnt previously.	<p>Warm up by asking the learners about their favourite animals.</p> <p>Display the image cards from the previous session and also provide the sentence starters as follows:</p> <ul style="list-style-type: none"> <li>Was ist dein Lieblingstier? – What is your favourite animal?</li> <li>Mein Lieblingstier ist XXX. – My favourite animal is XXX.</li> </ul> <p>Do an example for the learners.</p>	<ul style="list-style-type: none"> <li>Magnets / sticky tack</li> <li>Image cards of animals</li> <li>Whiteboard markers / chalk</li> </ul>	<p>Zuhören bitte. - Listen carefully.</p> <p>Was ist dein Lieblingstier? - What is your favourite animal?</p> <p>Mein Lieblingstier ist die Maus. – My favourite animal is the mouse. (<i>Pointing to the mouse image.</i>)</p>
7 mins	Whole group	The learners understand that ants can fall from a great height because they are so small and light.	<p>The leader tells the learners that they are going to learn about a new animal today. The red wood ant (die Waldameise).</p> <p>Watch the video here in full: <a href="https://kinderuni.goethe.de/mod/videoscore/view.php?id=6036">https://kinderuni.goethe.de/mod/videoscore/view.php?id=6036</a></p> <p>After watching the sequence, the leader says/asks: The film is about ants. Did you notice what type of ants they are?</p> <p>The learners respond. The leader introduces the German word <i>die Waldameise</i> and writes it on the board. The children repeat the word to practice their pronunciation.</p>	<ul style="list-style-type: none"> <li>Interactive whiteboard with internet access and audio</li> </ul>	<p>Zuhören bitte. - Listen carefully.</p> <p>Wir diskutieren.- Let's discuss.</p>
6 min	Whole group	The learners can guess whether a statement is true or not. The learners can compare their guesses with the correct solution. The learners know facts about ants.	<p>The leader puts a True and a False word card in two different corners of the classroom and on the board. The instructor takes out the <i>Red Wood Ants — True or False? Question sheet</i> and asks the children to gather in the middle of the classroom.</p> <p>The leader explains: I will read out some interesting statements about red wood ants. You have to decide whether the information is true or false. If you think the statement is true, you have to go to the section of the room with the "True" word card; if you think</p>	<ul style="list-style-type: none"> <li>Red Wood Ants — True or False? question sheet, sentence slips, and answer sheets</li> <li>2x True and False (richtig und falsch) word cards</li> <li>Magnets / sticky tack</li> </ul>	<p>Zuhören bitte. - Listen carefully.</p> <p>Wir diskutieren.- Let's discuss.</p>



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
			<p>it is false, you have to go to the section with the "False" word card.</p> <p>After the learners decide whether a statement is true or false, the leader puts each statement under the "True" or "False" word card on the board. If a statement was wrong, the instructor reads out the correct statement from the <i>Red Wood Ants answer sheet</i>.</p> <p>Discuss: Why are ants not hurt when they fall so far? Answer: It is because they are light (leicht).</p>		
5 mins	Whole group	The learners know adjectives to describe animals.	<p>The leader tells the learners that they will now learn some other adjectives in German.</p> <p>The leader writes the following adjectives on the board and reads them out loud:</p> <ul style="list-style-type: none"> <li>• klein</li> <li>• groß</li> <li>• leicht</li> <li>• schwer</li> <li>• schnell</li> <li>• langsam</li> <li>• gefährlich</li> <li>• freundlich</li> </ul> <p>The leader also displays the animal image cards of the previous lesson as well as the image card of the red wood ant and invites the learners to match image card and adjective on the board.</p> <p>The leader then asks the children to describe the animals in full sentences e.g. die Waldameise ist leicht.</p>	<ul style="list-style-type: none"> <li>• Whiteboard</li> <li>• Magnets / sticky tack</li> <li>• Image cards of animals</li> <li>• Whiteboard markers / chalk</li> </ul>	<p>Wir lernen Adjektive auf Deutsch. - Let's learn some adjectives in German.</p> <p>Zuhören bitte. - Listen carefully.</p> <p>Wiederholen bitte. - Repeat please.</p>



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
3 mins	Whole group, then in pairs	The learners can use German adjectives to describe their favourite animal.	<p>The leader tells the learners that they are going to use German adjectives to describe their favourite animal.</p> <p>Discuss: Which adjective would describe your favourite animal?</p> <p>Provide the sentence starters as follows:</p> <ul style="list-style-type: none"> <li>Wie ist dein Lieblingstier? – What is your favourite animal like?</li> <li>Mein Lieblingstier ist XXX. – My favourite animal is XXX.</li> </ul> <p>Do an example for the learners.</p>	<ul style="list-style-type: none"> <li>Magnets / sticky tack</li> <li>Image cards of animals</li> <li>Whiteboard markers / chalk</li> </ul>	<p>Zuhören bitte. - Listen carefully.</p> <p>Wie ist dein Lieblingstier? - What is your favourite animal like?</p> <p>Mein Lieblingstier ist die Maus. - My favourite animal is the mouse. (<i>Pointing to the mouse image.</i>)</p> <p>Mein Lieblingstier ist klein. - My favourite animal is small. (<i>Miming something small.</i>)</p> <p>Wir arbeiten in Paaren. - Let's work in pairs.</p>
2 mins	Whole group	The learners reflect on what they learned and can say goodbye in German.	<p>The leader recaps what the learners have achieved in the session and congratulates them on their work.</p> <p>The leader encourages the children to repeat the German words from the lesson. Each child then fills out "My word bank sheet: Falling ants (Ameisensturz)" for this lecture and writes down the German words and chunks they learned in today's lesson.</p> <p>The learners leave the session saying goodbye in German.</p>	<ul style="list-style-type: none"> <li>My word bank sheet: Falling ants (Ameisensturz)</li> </ul>	<p>Toll gemacht. - Well done!</p> <p>The learners take part in the club's goodbye ritual.</p> <p>Tschüss. - Goodbye.</p> <p>Learners can also say goodbye to Frau</p>



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
					Schlau and Herr Einstein.