



LESSON PLAN

Theme 8: Autopilot (Autopilot) Session 1 (of 3)

Tipps and Tricks for your Club Session Lesson resources for Autopilot are here:

<https://kinderuni.goethe.de/mod/videoscore/view.php?id=5940>

- Watch the relevant video before the lesson:
<https://kinderuni.goethe.de/mod/videoscore/view.php?id=5940>
- Practise the key vocabulary before the session:
<https://kinderuni.goethe.de/mod/page/view.php?id=4475>

Objective

The learners know how driverless cars work. The learners know the verbs sehen, fahren, bremsen.

German Words/Phrases Learning Goals

- | | |
|-----------------|---------------|
| • das Auto | the car |
| • der Autopilot | the autopilot |
| • fahren | to drive |
| • bremsen | to brake |
| • sehen | to see |
| • das Auge | eye |
| • die Augen | eyes |
| • die Hand | hand |
| • die Hände | hands |
| • der Fuß | foot |
| • die Füße | feet |

Materials

- Interactive whiteboard with internet access and audio
- Whiteboard markers/chalk
- Toy cars
- My word bank sheet: Autopilot (Autopilot)"

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 previously.</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	In small groups	The learners can recall body parts vocabulary correctly in German.	<p>Warm up by playing a body part game. This revises the body parts vocabulary learnt previously.</p> <p>In small groups: One learner points to a body part and the other learners say what it is in German.</p> <p>Do an example for the learners.</p>		<p>Zuhören bitte. - Listen carefully.</p> <p>Wir spielen ein Spiel. - Let's play a game.</p> <p>Welcher Körperteil ist das? - Which body part is it?</p> <p>Ein Beispiel. - One example.</p> <p>Was ist das? - What is that? (<i>Pointing to the leg.</i>)</p> <p>Das ist das Bein. - That is the leg.</p>
4 mins	Whole group	The learners know the German word for car and can pronounce the verbs <i>sehen</i> , <i>fahren</i> and <i>bremsen</i> .	<p>The leader shows a toy car and asks: What is this? The learners respond and the leader introduces the German word <i>das Auto</i> and writes it on the board. The learners repeat to practice their pronunciation.</p> <p>Discuss: What body parts do I need to drive a car? What are these body parts called in German? Answer: Eyes (die Augen), hands (die Hände), feet (die Füße).</p> <p>Ask: What do the body parts do exactly? The eyes watch (Die Augen sehen). The hands drive (Die Hände lenken/fahren). The feet brake (Die Füße bremsen).</p>	<ul style="list-style-type: none"> • Whiteboard markers/chalk • A toy car • Pronunciation document 	<p>Zuhören bitte. - Listen carefully.</p> <p>Wir diskutieren.- Let's discuss.</p>



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
			Write the sentences on the board and practice the new vocabulary with the learners. Use the pronunciation document to listen to the word as well.		
4 min	In small groups	The learners can understand and pronounce the verbs <i>fahren</i> , <i>sehen</i> and <i>bremsen</i> .	<p>The leader tells the learners that they are going to play a game to test their understanding of the German verbs.</p> <p>They are going to mime the relevant action for each verb.</p> <p>For example, when one learner says "fahren", the other learners will pretend to drive around the room, without bumping into each other. When one learner says "bremsen", the other learners must suddenly stop. When the learners hear "sehen" they need to look through their imaginary windscreen.</p> <p>Do an example for the learners.</p>		<p>Wir spielen ein Spiel. - Let's play a game.</p> <p>Wir machen eine Bewegung zum Verb. - Let's mime the verb.</p> <p>Ein Beispiel. - One example.</p> <p>Ich sage "fahren" und wir fahren. - I say "to drive" and you pretend to drive. (<i>Miming driving.</i>)</p>
3 min	Whole group	The children know what an autopilot is. The children know the word <i>der Autopilot</i> and can pronounce it correctly.	<p>The leader asks the learners if we always need our hands while driving a car? The children share their ideas and may or may not mention an autopilot.</p> <p>In either case, the leader writes the word autopilot and the German word <i>der Autopilot</i> on the board, pointing out the similarity in how the two words are written and the difference in pronunciation. The learners think about what the word might mean. After a round of guessing, the leader writes <i>automat + pilot</i> under the word on the board and explains: An autopilot is a computer that automatically drives vehicles without the driver having to do anything.</p>	<ul style="list-style-type: none"> Whiteboard markers/chalk 	



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
			The leader asks if the children recognize this from any other context, for example flying, computer games, or driving cars.		
5 mins	Whole group	The learners know that a laser scanner and a computer are needed to drive a car with an autopilot.	<p>The leader tells the learners that they are going to watch a video to see what happens when an autopilot instead of a driver drives a car (minute 1:32 to 3:56): https://kinderuni.goethe.de/mod/videoscore/view.php?id=5940</p> <p>After watching the first sequence of the video the leader asks: Did you understand how this system works? The children explain what they understood and conclude (with the instructor's help, if necessary): with a laser. The instructor says: That's correct. So, all you need is a car, a computer, and a laser scanner on the roof of the car.</p>	<ul style="list-style-type: none"> Interactive whiteboard with internet access and audio 	Zuhören bitte. - Listen carefully.
5 min	Whole group	The learners know how to use laser technology to navigate cars.	<p>The leader puts a photo of a laser scanner on the board and writes "laser scanner" underneath. The leader draws red laser beams coming from the laser scanner and writes "laser beams" underneath, then invites the learners to watch the third part of the video (minute 3:56-6:30) to learn how laser beams work.</p> <p>After watching the third part of the video, the leader and the learners discuss the answer.</p>	<ul style="list-style-type: none"> Interactive whiteboard with internet access and audio Laser scanner (Laserscanner) photo Magnets 	
2 mins	Whole group	The learners 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 learners to repeat the German words from the lesson. Each learner then fills out "My word bank sheet: Autopilot (Autopilot)" and writes down the German words and chunks they learned in today's lesson.</p>	<ul style="list-style-type: none"> My word bank sheet: Autopilot (Autopilot)" 	<p>Toll gemacht. - Well done!</p> <p>The learners take part in the club's goodbye ritual.</p>



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