

HANDBOOK FOR TEACHERS



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REGISTERING FOR EXCHANGE AND ESTABLISHING CONTACT

In this phase you will find and establish contact with a partner school and decide on the number of students participating as well as the timings and frequency of the exchange meetings.

Step 1

Register for e-Space: UK-German Virtual Exchange by completing the short online registration form. Within the form you can indicate if you need assistance finding a partner school and we can provide you with access to our data-protected platform. Further details, including the registration form, can be found on the Goethe-Institut website:

Registration form e-space



Step 2

Establish contact with your partner school and decide on the number of students participating in the exchange as well as the timeline of the exchange activities. You will also have to decide whether you will have participating students complete this work during class or as an after school activity.

Step 3

Once you have decided which students will participate in the exchange, students on both sides should fill out a personal description form. This will enable you to pair up students based on interest. Feel free to use the personal description form that we have provided. Every participating student needs to complete a permission slip signed by parents.

CHECKLIST

- Register your exchange and indicate whether you need assistance finding a partner school and require access to a data-protected platform.
- Once you have chosen or have been assigned a partner school you should decide on the number of students that will participate.
- We recommend that you have your students fill out a personal description form so that students can be partnered based on interests.

MATERIAL

- online registration form
- permission slips from parents
- Personal Description Form

PLANNING WITH YOUR PARTNER COORDINATOR

In this phase you will assign each student an exchange partner, put them into mixed groups for exchange activities, choose an overall theme for the exchange, and choose which activities you will complete.

After you have a list of participating students and the personal description forms have been filled out by your students, work with your partner school's coordinator to match up the students. During your meeting, be sure to go over the following questions:

- **Who should be partnered with whom?**
- **How should the students communicate with one another?**
- **Which theme would you like to start with?**
- **Which activities will you choose to complete from the packet?**

▷ For those teaching German, at least one of the Getting-to-Know-You activities should be an English-speaking activity, the other should be an activity in German. The same goes for the exchange activities.

- **What is the order in which you will complete the activities?**
- **Which platform will you use for the exchange?**

▷ We can provide you with access to a data-protected platform, or you may choose a platform of your choice.

- **How will we divide students up for exchange activities?**

▷ Exchange activities are completed in mixed groups. Be sure to place students in the same group as their exchange partner.

CHECKLIST

- Each student has an exchange partner.
- A topic has been chosen as well as the specific activities that will be completed.
- The duration of the exchange has been decided upon.
- Mixed groups were formed for the exchange activity portion of the exchange.
- A platform or platforms for all activities has/have been chosen.

MATERIAL

- Personal description sheet
- Access to Resources
- List with suggested tools

STUDENT PREPARATION

In this phase you will prepare your students for the exchange by speaking with them about data protection and providing them with information about their exchange partner, as well as the topic you will be covering during the exchange.

During this week the students will be prepared for the exchange. After this week, the students should know how to handle **data protection**.

Have your students do a [commonsense.org](https://www.commonsense.org) activity.

In order to gain access to a lesson, you as a teacher need to register on their website. Once you have done that, you will be able to access the materials free of charge.

We recommend the following lesson:

www.commonsense.org/education/digital-citizenship/lesson/protecting-online-reputations

The students need to be told which platforms they will use for the exchange, which topic(s) will be dealt with and who their exchange partner is. They should also be told to write to their exchange partner at least once a week. This can be done via **social media**, for example.

CHECKLIST

- I have spoken with my students about digital diplomacy. They know that they are not allowed to post photos or information about their exchange partner on social media without their permission.
- All of my participating students have received an exchange partner. They are aware that they are supposed to communicate with their exchange student at least one time per week, whether that be via e-mail, what's app or social media.
- The students know which topic(s) will be discussed during the exchange.
- The students know which platforms will be used for the exchange.
- A platform or platforms for all activities has/have been chosen.

MATERIAL

- [commonsense.org](https://www.commonsense.org) -lesson on data protection
- List of exchange partners
- List of ideas: What should my exchange partner and I talk about?

GETTING-TO-KNOW-YOU PHASE

In this phase students will complete simple activities that allow them to get to know one another better through short, interactive activities.

For those in a German class, at least one activity should be in German, and the other should be in English.

Teachers are encouraged to participate in this phase of the exchange to help motivate their students.

CHECKLIST

- The students are assigned activities that allow them to get to know one another better.
- For German classes: at least one of the activities should be in German, and at least one should be in English.
- The students know which topic(s) will be discussed during the exchange.
- The students know which platforms will be used for the exchange.
- A platform or platforms for all activities has/have been chosen.

MATERIAL

- Getting-to-Know-You activities

Goal
You can get creative and have an enriched discussion on the subject of music.

Important Learning Goal of music:
You can write a poem.
You can present your results.
You can ask questions about music and discuss the questions.

LET'S TALK ABOUT MUSIC

In a group of 3-4 with your classmates, you will prepare and present creative mini-projects on the topic of music.

You will write a short fun poem, make musical instruments, play a game about your favorite singers, and collect questions about music that you would like to ask the partner class.

YOUR ASSIGNMENTS

1 Write a Cinquain poem („Elfrchen“) about music that describes what music means to you. You will use it to introduce yourself later in the video chat.

Note: A cinquain poem adheres to specific structural features: eleven words must be arranged in a certain order.

Structure:	Example:
Line 1: one word	Music
Line 2: two words	Every day
Line 3: three words	Every single hour
Line 4: four words	Loud, calming, fast, quiet
Line 5: one word	Emotional

2 Start a Recycled Band/Orchestra. Using items from the recycling bin and other found objects, experiment with making different sounds. Create instruments for your group and then practice a well known melody with them, which you will later play for the other group. What song will you play?

SEITE 1 VON 3

SCHÜLER*INNENARBEITSBLATT
Klassenlernen
LET'S TALK ABOUT MUSIC

Department for Education

e-Space
@UK-German Connection

Imagine
Learn German

GOETHE INSTITUT

PHASE 4

EXCHANGE PHASE

During this phase students will work together on projects in mixed groups that are related to the topic that you have chosen.

These activities allow students to work together with other students and learn more about the target culture as well as use the foreign language in context.

Students will work in the groups that you have assigned them. Make sure they are in a group with their exchange partner! These activities are more work-intensive than the Getting-to-Know-You activities. At the end of each exchange project there will be an end product

CHECKLIST


- The students are divided into the mixed groups that you assigned them to with your exchange teacher. (Students should be in the same group as their assigned exchange partner).
- For German classes: At least one activity should be completed by both groups in English, the other in German.

MATERIAL

- Exchange activities
- List of assigned groups

Goal
You know about sights and sounds of your partner school's town and can shed light on their interesting, unusual, and common features.
Challenge
You can take the point of view of the students in the partner class and talk about the places and people they have chosen.

LIVE REPORT
Your school asked you to report on very special places and people in the community of the partner school, particularly those not known to everyone and about which nothing can be found on the Internet.
Create a report about one aspect of your partner school as assigned by your teacher.
The presentation will take place in a video conference.



YOUR ASSIGNMENTS

1 As a group, you are responsible for one of the following aspects. The teacher has assigned you a topic.

1. The 3-5 most exciting/beautiful places in the streets of the partner students:	5. 3-5 most visited places:
2. The 3-5 chilliest places:	6. 3-5 historical places:
3. 3-5 hidden and unknown places:	7. The 3-5 coolest places around our school:
4. The 3-5 places with the most beautiful view:	8. The 3-5 absolute favorite places:





Write a report the way you would hear it on the radio.
This report can consist of various elements: photos, interviews, narratives.
You can also contact individual groups or students again to request more details or to ask further questions.

2 Together with your teacher, determine the order in which you want to present in the video conference.

3 Practice your report several times if possible. Determine who says what.
If you want to interview one or more people from the partner class or have them report "live", tell them about it and determine how long they should speak.

4 Now conduct the video conference.
Let the partner class give you feedback on how you have presented the places and people and how their perspective on them may have changed.

SEITE 1 VON 1
SCHÜLERINNENARBEITSBLATT
Austausch
LIVE REPORT

PHASE 5

REFLECTION/ CONCLUSION

Prepare your students for meeting with your exchange class. Your students should first fill out the reflection form that we have provided. This will allow them to reflect on what they have learned before they have to discuss this with the group. Students can also present results of their projects at the meeting as well. Having them create a mind-map before the presentation could be helpful.

In mixed groups the students can present their projects and reflect on the overall exchange.

PHASE 6

AFTER THE EXCHANGE

After the exchange, you will be asked to fill in an online evaluation form that we will provide, so that you and your students can receive certificates of participation.

CHECKLIST

- Groups meet in a group to discuss the results of the exchange.
- *For German classes:* One activity should be completed by both groups in English, the other in German.
- Fill out the online evaluation form to request certificates for students

MATERIAL

- Reflection questions
- Methods glossary
- Student presentations