**Objectives**

## The children know how guide dogs are trained.

* The children know how to travel with a guide dog.

**German language goals**

* The children know dog commands *(Sitz! / Platz! / Halt! …)*.
* The children can give commands *(Sing ein Lied! / Spiel Fußball! / Tanz! / Fahr Auto! / Geh ins Bett! / Koch eine Suppe! / Trink Wasser! / Geh nach Hause! …)*.
* The children can follow commands *(Sing ein Lied! / Spiel Fußball! / Tanz! / Fahr Auto! / Geh ins Bett! / Koch eine Suppe! / Trink Wasser! / Geh nach Hause! …)*.
* The children can expand their active and passive German vocabulary *(der Blindenhund, hören, sehen, riechen, ruhig, nett, verlässlich, gehorsam …)*.

## \* Although the language of instruction is English, the lesson plan sequences highlighted in orange are taught in German.

**Materials**

* Laptop and projector
* Audio speakers
* Magnets
* Whiteboard and whiteboard markers / blackboard and chalk
* *Guide Dog* image card and word card
* *What do guide dogs learn? (Was lernen Blindenhunde?)* worksheet
* *What do guide dogs learn? (Was lernen Blindenhunde?)* answer key
* *Commands (Befehle)* image and word cards
* White paper
* Pencils
* My word bank sheet: *Guide Dogs (Blindenhunde)*
* Portfolios

| **Time** | **Social Form** | **Learning Objective** | **Content** | **Materials** |
| --- | --- | --- | --- | --- |
| 3 min | Interactive classroom dialogue | The children can activate their prior knowledge of the topic.  The children know the word *der Blindenhund* and can pronounce it correctly. | The instructor welcomes the children and  says: *Last week we talked about blood donations that can help people who have a serious illness. Today we are going to learn about something else that can help people who need support in their everyday lives.*  The instructor hangs the guide dog image card on the board. The children are supposed to guess what type of dog it is. The instructor introduces the word *der Blindenhund* and writes it on the board. The children repeat the word. The instructor asks children whether they know someone who has a guide dog or if they have ever seen guide dogs helping people. | *Guide Dog* image card and word card  Magnets  Whiteboard and whiteboard markers / blackboard and chalk |
| 3 min | Interactive classroom  dialogue | The children can activate their prior knowledge of the topic.  The children know how guide dogs learn to help blind people. | The instructor asks: *How do you think a guide dog learns to help a blind person?* The children share their ideas.  The instructor says: *To find out the answer, let’s watch a short film sequence* (minute 0:55-1:07). The instructor and the children discover together that guide dogs learn how to help blind people from trainers at the guide dog school. | Laptop and projector  Audio speakers |
| 6 min | Interactive classroom  dialogue | The children know characteristics of a guide dog *(Ein Blindenhund sollte ruhig, nett, gehorsam … sein)*. | The instructor asks: *Do you think any dog can be a guide dog? What characteristics should a guide dog have?* The children share their guesses.  The instructor translates the children’s ideas into German and writes them on the board:  *Ein Blindenhund sollte ruhig, net … sein*.  If the children do not name characteristics that appear in the next film sequence, the instructor adds the following words to the list: *verlässlich, gehorsam*, and *nicht* *zu wild*.  The children and the instructor read out the sentences together.  The children memorize the sentences. The instructor wipes away the sentences one after the other, and the children repeat them from memory.  To test this, the children watch the next film sequence (until minute 4:08). | Laptop and projector  Audio speakers  Whiteboard and whiteboard markers / blackboard and chalk |
| 7 min | Individual work | The children know the developmental stages of guide dogs. | The children watch the sequence again (until minute 4:08). This time they should fill out the *What do guide dogs learn?* worksheet while watching:  a) what the puppies learn  b) what a one-year-old dog learns  c) what a two-year-old dog learns  They compare the results afterwards in class. | Laptop and projector  Audio speakers  *What do guide dogs learn? (Was lernen Blindenhunde?)* worksheet  *What do guide dogs learn? (Was lernen Blindenhunde?)* answer key |
| 3 min | Interactive classroom dialogue | The children know what guide dogs can do better than humans.  The children know the words *hören, sehen,* and *riechen*, and can pronounce them correctly. | The instructor asks: *What can (guide) dogs do better than humans?* The instructor writes the three words: HEAR, SEE, SMELL on the board and introduces the German words *HÖREN, SEHEN, RIECHEN*. The instructor writes the words on the board. The children repeat the words. The children make guesses and then watch the next film sequence (until minute 4:30). After watching the film, the children compare their guesses to the information in the film, and the instructor underlines the answers: hear and smell / *hören und riechen*. Afterwards they discuss how dogs see: in black and white and not as clearly. | Laptop and projector  Audio speakers  Whiteboard and whiteboard markers / blackboard and chalk |
| 5 min | Interactive classroom dialogue | The children know how guide dogs help blind people. | The instructor and the children watch the last part of the film and discuss how Cross helps Mr. Schäfer. They then think about more ways guide dogs support blind people using the Think – Pair – Share method. The children think individually about the question for one minute (Think), they then share their ideas with a partner for two minutes (Pair), then eventually share their ideas with the class (Share). The instructor and the children create a mind-map on the board from their ideas. | Laptop and projector  Audio speakers |
| 3 min | Interactive classroom dialogue | The children know dog commands *(Sitz! / Platz! / Halt! …)*. | The instructor says: *While training a dog, the dog learns to listen to our commands. What are typical commands you give a dog?*  The children share their ideas. The instructor translates them into German and writes them on the board. The children repeat the commands. | Whiteboard markers / chalk |
| 8 min | Interactive classroom dialogue | The children know how to give commands in the second person singular *(Sing ein Lied! / Spiel Fußball! / Tanz! / Fahr Auto! / Geh ins Bett! / Koch eine Suppe! / Trink Wasser! / Geh nach Hause!)*. | The instructor says: *Let’s learn how to give each other commands*. The instructor writes the expression *nach Hause gehen* on the board and crosses out the verb ending -en (geh~~en~~). The instructor then explains that the verb moves to the beginning of the sentence when we want to give a command: *Geh nach Hause.*  The instructor attaches image cards to the board and passes out a word card to each child. The children match the word cards to the corresponding picture cards. The children then form commands *(e.g., Sing ein Lied)*. The instructor writes the commands underneath the word and picture cards. | Whiteboard and whiteboard markers / blackboard and chalk  *Commands (Befehle)* image and word cards |
| 6 min | Partner work | The children can write a command. | The instructor divides the class into pairs. Each pair receives a piece of paper and writes their own command. They draw a picture that depicts the meaning of their command. The instructor helps them to translate it into German if necessary. | White paper  Pencils |
| 2 min | Interactive classroom dialogue | The children can present their commands to the class. | The children present their commands to the class and attach them to the board. | Magnets |
| 5 min | Partner work | The children can give commands.  The children can follow commands. | The instructor divides the class into pairs. The partners practice giving commands: Partner A gives a command; Partner B acts out the command out. Then they change roles. |  |
| 5 min | Interactive classroom dialogue | The children reflect on what they learned in today’s lesson and repeat the German words they learned today. | The instructor and the children end the unit with a reflection round in which they discuss what they learned. The instructor encourages the children to repeat the German words from the lesson. Each child then fills out “My word bank sheet: *Guide Dogs (Blindenhunde)*” for this lecture and writes down the German words and chunks they learned in today’s lesson. | My word bank sheet: *Guide Dogs (Blindenhunde)* |
| 3 min | Interactive classroom dialogue | The children know how they can continue working on the topic. | The instructor encourages the children to complete the online tasks for this lecture at home. The instructor previews the topic of the next lesson and ends the lesson.  The children file today’s materials in their portfolios. | Portfolios  Worksheets |