1 LESSON PLAN

Lesson Topic
Animals. How do you distinguish between different types of animals?

Subject	Class	Curriculum Links
German	9th grade Age:15 years Level:beginners	German national curriculum ICT

Context	
Project Name	**Creating an Innovative Platform of Communication and Teaching in a Digital Society**
Links with *previous* lesson(s)	German nouns: gender, singular and plural forms; the verbs "haben" and "mögen". Students use link https://h5p.org/node/740202?feed_me=nps and search for 23 words in order to activate their vocabulary (see Appendix 1).
Links with *future* lesson(s)	Creative writing: Where do animals come from? Kinds of animals. Discussion: What do you know you know about animals?Describe your own pet or your favourite animal. Vocabulary related to animals and pets
Cross curricular links *before* the lesson	Digital skills: students can use H5P- app and LearningApp
Cross curricular links *after* the lesson	Biology and ICT skills

Learning Objective:

- Students should be able to understand simple phrases related to ANIMALS /PETS and solve a crossword puzzle;

- Students should be able to talk and report on animals;

- Students should be able to understand and write a text about animals/pets;

- Students should be able to use nouns paying attention to gender, singular or plural forms;

- Students should be able to use the verbs "haben" and "mögen" correctly;

- Students learn to use computer apps;

- Students enrich their vocabulary related to the topic.

Learning Outcomes:

1. Refreshing topic-related vocabulary

2. Expanding topic-related vocabulary

3. Learning how to use the verbs "haben" and "mögen"

4. Learning to work in groups

5. Learning how to write a text about animals/pets

6. Learning how to use nouns (gender, singular/ plural forms)

7. Improving experience with LearningApps and H5P

8. Comprehending reports on animals prepared by classmates.

Pre Lesson Preparation	ICT Resources
Create a crossword puzzle/grid; word search game	Projector, screen, laptop

Alternative exercises: flashcards	

Prior Learning / Assessment to inform planning

Ability to exchange information on matters relating to students' interests.

Ability to express opinion in discussions by providing relevant explanations, arguments and comments.

Key Vocabulary

Vocabulary related to animals and pets: Kanarienvogel, Hamster, Maus, Hund, Tiger, Wolf, Pferd, Bison, Kuh, Spinne, Känguru, Antilope, Lama, Katze, Kaninchen, Ente, Papagei, Fuchs, Löwe

Key competencies development:

- 1. **Linguistic competence:**1.1.Listening: listening and understanding German speakers; 1.2. Speaking: talking on the topic, 1.3. Reading: understanding and accomplishing the assignment. 1.4. Writing: writing a topic-related text for homework.
- 2. **Digital competence:** use of LearningApp and H5P.
- 3. **Learning to learn:** learning to effectively manage individual and group learning.
- 4. **Social and personal competencies:** learning to participate effectively in the performance of an assignment; teamwork, collaboration, distribution of tasks.
- 5. **Sense of initiative:** showing creativity in translating ideas into relevant action.

Non-formal methods applied in the lesson:

Game /energizer "Tiere"(see Appendix 2)

LESSON STRUCTURE & DETAILED PLAN OF ACTIVITIES

Time	Link to Learning Outcome number	Teacher Activity Objectives & Outcomes, Teaching Activities, Revisiting Outcomes & Consolidation	Learner Activity Identify the techniques used to differentiate for ALL Learners	Assessment Strategies Used to Ensure Progress of All Learners	Resources e.g. TEL, Other Adults, Materials and Equipment
7 min	**1,4**	Energizer			*see Appendix 2
10 min	**1,4,6,7**	Lead-in The learners are given tasks related to this unit. In the beginning, the teacher activates them with an energizer. They are expected to remember the names of animals/pets. Next, the learners are divided into groups of four or five by means of cards with school items on them. Each student picks a card and looks for his/her partner. The teams then sit around separate desks. Their next assignment is to follow the link https://h5p.org/node/740202?feed_me=nps The purpose of this exercise is to activate the topic-related vocabulary. Then students are required to classify the animals into wild and domestic/pets.	Sharing answers in small groups	Reporting to the whole group on the results of the discussion	Teacher
13min	**2,3,4,5, 6,7**	The next task requires to follow link https://learningapps.org/display?v=pu1zrowx517and solve the crossword puzzle. Students are not allowed to use textbooks and dictionaries. The allotted	Sharing answers in small groups	Reporting to the group what has been	*see Appendix3 Teacher, writing materials,lapt

		time is limited to 13 minutes during which students are required to find 13 animals and solve the puzzle.		discusse. The results are shown on the screen	top, projector
10min	**5,7**	The crossword puzzle is shown on a multimedia screen and discussed.	Sharing answers	The teacher comments on the answers and suggests corrections, if necessary	The teacher leads the discussion
25min	**2,4,5,8**	The next task involves the use of Flashcards (see Appendix 4). Students are instructed to match text and picture. . .	Students discuss their findings and write together a text about the animal of their choice. The groups show their results and read aloud the texts they	The teachers monitors the students' work by making comments, correcting mistakes etc.	*see Appendix4 Teacher, writing materials flashcards

			have written.		
10 min	**7**	The teacher asks the students to comment on the flashcards and the written texts.	Students express opinions	The teacher monitors the discussion.	
5 min		Explaining the homework assignment: watch the video and write about your pet or favourite animal: Mein Haustier ist - YouTube			

Home Learning/Homework

Write about your pet or favourite animal. You can create an interactive exercise with the app you choose according to the topic.

2 LESSON EVALUATION

What was successful / not so successful? What was the impact of this on student progress?

Lesson Topic	Subject
Animals. How do you distinguish between different types of animals?	German

Evaluator
German Department

Evaluation
The majority of students achieved the learning objectives. The teacher measured their progress on the basis of the texts they created in class, the use of new vocabulary in the exchange of opinions, and in their homework.
Teaching & Classroom Management   The teacher created a favourable study environment in which the students were relaxed and motivated to participate in the topic-related discussions and other exercises.

Planning & Subject Knowledge

How could you further develop pedagogy to address errors and misconceptions in your planning?

How could you develop imaginative and creative approaches to further match individual needs and interests?

What I originally intended to do was to show my students that revision lessons, when prepared using a new method, can be anything but boring. In my view, such lessons can change the attitude of learners towards the traditional study of vocabulary, especially when they are offered more visual aids and games. They feel more confident and motivated to participate actively in class. The higher their motivation and interest, the faster they will memorize grammar and vocabulary. I plan to diversify my future lessons by applying more creativity, more dynamics, and visuality in order to facilitate and enhance the process of acquisition.

Next Steps in Learning

The experience I have had with this lesson is very positive. It was also well received by my students. The only problem they had was typing the link which took a long time.

It would be a good idea to create a QR code to get to the page faster so that students could work in groups using cell phones.

Appendix 1

- Schmetterling
- Pinguin
- Schildkröte
- Meerschweinchen
- Kanarienvogel
- Hamster
- Maus
- Hund
- Tiger
- Wolf
- Pferd
- Bison
- Kuh
- Spinne
- Känguru
- Antilope
- Lama
- Katze
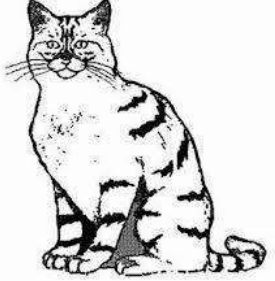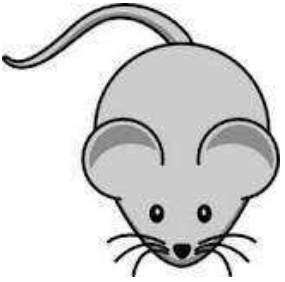- Kaninchen
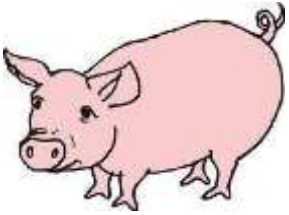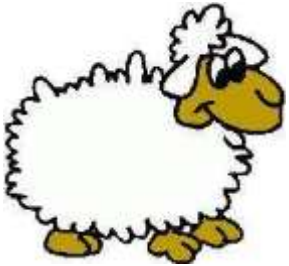- Ente
- Papagei
- Fuchs
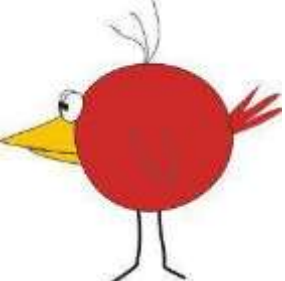- Löwe

Appendix 2

Tiere
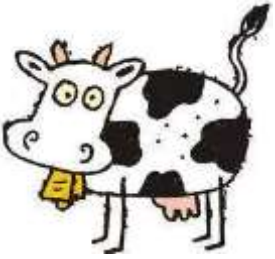
- **Themes** – vocabulary association

- **Level of complexity**: 1

- **Age**: 15 years old(6 years and above)

- **Duration** : 5 to 10 min at the beginning of the lesson

- **Group size** -20-25students

- **Type of activity-** warm-up activity

- **Objectives –** introduction to the lesson topic *"Tiere"*

- **Preparation** : students sit on chairs in a circle

- **Materials:** chairs

- **Instructions:** the teacher chooses 6-7 words for animals from the previous lesson. The students sit on the chairs with the exception of one, who stands in the middle of the circle. The teacher explains the game and gives an example. For example he divides the class in 6 groups each standing for a different animal – **Löwe, Kaninchen, Schmetterling, Katze, Hund, Spinne.** The student in the middle has to call out one of these animals, the students, who have been given this animal, have to change their place (they should move to another chair). The student in the middle tries to sit down on a free chair. When the student in the middle says **TIERE** everyone has to change his place and start from the beginning. Every student tries to catch a chair, if he/she doesn't get a chair, is loosing the game. **It depends how much time the teacher gave, on the end the student, who didn't catch a chair, who isn't sitting is the looser.**

- **Discussion and evaluation:** short discussion on the associations the students have made. For example you can ask – Was it difficult for you to catch a chair? Or Did you make any associations with your classmates and the animals that they get? etc.

  Tips for the facilitator: Depending on the theme of the lesson this game can be used on different topics as warm – up – activity for activating the vocabulary.

Appendix 3

Appendix 4

Flashcards

		Sie ist weich und lieb und ein beliebtes Haustier.Sie kann schnurren.	
Er ist treu und kann bellen. Viele Leute haben ihn als Haustier.		Sie ist klein und grau oder braun. Sie kann piepsen und liebt Käse.	
Die Deutschen essen das Fleisch von diesem rosa Tier sehr gern.		Die Iren lieben das Fleisch von dieser Kuh. Sie kann Milch geben.	
Es ist weich und weiß oder braun. Wir brauchen es für Wolle. In Irland gibt es viele.		Sie ist sehr langsam und lebt in meinem Garten mit ihren vielen Geschwistern.	
Es ist braun, schwarz oder weiß. Man kann auf ihm reiten		Er lebt in Bäumen und kann fliegen. Wir hören ihn im Park oft singen.	