

Let's Chat! German

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CONVERSATION ACTIVITIES | THE PATHWAYS PROJECT

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Boise, Idaho



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Photo by Hue Herrick

Willkommen auf *Let's Chat! German*, a collection of interpersonal speaking activities for the German classroom.

WHY A COLLECTION OF INTERPERSONAL SPEAKING ACTIVITIES?

Many language students consider the most challenging aspect of language learning to be speaking. What makes it so difficult? Out of the four skills (reading, writing, speaking, and listening), speaking is the only skill that actively requires the presence of another person. And yet, while tough, conversation or an innate desire to connect with others is often why our students enroll in language courses in the first place. They picture themselves traveling to new destinations, experiencing the target culture and engaging with native speakers. How can we best prepare them for this “real-world” experience in a language classroom?

Designing fun, authentic, and engaging speaking activities is often a time-consuming process, and we must develop our students’ ability to be spontaneous communicators. As a result, many instructors find themselves relying more on interpretive and presentational activities in their classrooms. While these activities are important to build valuable language skills, in our globalized world it is more important than ever that our students gain

“the ability to use language in real-world situations in spontaneous interaction and non-rehearsed context and in a manner acceptable and appropriate to native speakers of the language” (ACTFL Proficiency Guidelines, 2012, p.4). We want them to have the necessary speaking and listening skills to thrive when they engage with native speakers outside of the classroom! Being able to confidently engage in spontaneous conversations is the best skill for students to be able to use their language skills in the real world.

Language learners need 720 instructional hours to reach the advanced level and only 320 of those are typical for most university foreign language programs (General Accounting Office). Even in a four year high school program, only “15% of students reach a proficiency level near Intermediate-Mid, even after approximately 720 hours of study” (CASLS 2010). In other words, it is critical that we provide our students with as many opportunities as possible to engage in interpersonal communication in their target language.

In our Let’s Chat! Series, we hope to make it easier for language teachers to implement spontaneous conversation into their curriculum by providing “classroom-ready” activities that are exciting and culturally relevant, with the goal of providing teachers interactive lessons that are easily adaptable in order to facilitate active language learning.

In this book, we’ve provided a foundation of over 100 activities that you can use with your students, but we hope that you won’t stop there! These activities are designed to be revised and remixed, meaning that we encourage you to adapt the materials to fit the needs of your students and add into new original content or from other open educational resources (OER). We encourage you to share your feedback and the materials you create by emailing us at Pathwaysproject@boisestate.edu. Together, we can build a comprehensive collection of German interpersonal speaking activities!

We look forward to hearing from you,

The Pathways Project Team

References

ACTFL. (2012). ACTFL Proficiency Guidelines 2012. <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>

Center for Applied Second Language Studies (CASLS), University of Oregon. (2010). How Many Hours of Instruction Do Students Need to Reach Intermediate-High Proficiency? <https://casls.uoregon.edu/wp-content/uploads/pdfs/tenquestions/TBQHoursToReachIH.pdf>

United States General Accounting Office (2002). Foreign Languages, Human Capital Approach Needed to Correct Staffing and Proficiency Shortfalls. (No.GAO-02- 375). Washington, DC: Author.

How to Use the Activities in this Book



Abby Cain, former Pathways Project team member, presents her project at the Pathways Project Showcase.

Each activity featured in this book is complete and ready to be implemented in your classroom.

Before you begin:

- Most activities are designed to be 30 minutes in duration, unless otherwise specified. Depending on the level of your students and size of the group you are working with, more or less time may be allocated.
- Be sure to read through the activity description and review the list of required materials.
- Every activity includes the required digital materials. For face-to-face activities, you may occasionally

need other supplies such as whiteboard markers or dice.

HOW TO FIND AN ACTIVITY



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://boisestate.pressbooks.pub/pathwaysgerman/?p=3871#oembed-1>

WHAT'S INCLUDED IN A PATHWAYS PROJECT ACTIVITY?

The following interactive photos will help you to learn more about what's included in each Pathways Project activity. Click on the + icon located next to the different activity sections to learn more.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

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REVISE FOR YOUR LANGUAGE CLASSROOM:

Revising an activity allows you to adapt the activity to meet the unique needs of your language classroom. You can modify the activity instructions, add or take away a portion of the activity, or make adjustments to the Google Slideshow. **We have provided editable versions of all Google Slideshows and Printable Activity materials.**

GOOGLE SLIDESHOWS:



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1. To begin, go to File -> Copy to create an editable version of the slideshow.
2. Once finished with your changes, please complete the following steps to share:
3. Click on Share
4. Who Has Access
5. Ensure link sharing is on and allow external access.

PRINTABLE ACTIVITY MATERIALS:



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<https://boisestate.pressbooks.pub/pathwaysgerman/?p=3871#oembed-3>

Most of our printable activity materials are developed using [Canva](#), a free online graphic design program. Before making changes to a material, you'll want to sign up for a free account.

If you're a K-12 educator, consider requesting a free [Canva for Education](#) account!

HOW TO REMIX AN ACTIVITY

Feeling creative? Language instructors sometimes feel reluctant to share back their great ideas, but we want to change that by making it easy to share back with the larger Pathways Project Community!

Try taking an activity to the next level by:

- Adding new content (something you've created or from another OER source)
- Additional activity suggestions
- New authentic materials

- Suggestions on implementing the activity in the classroom
- Localizing the content for a specific audience or group of learners



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<https://boisestate.pressbooks.pub/pathwaysgerman/?p=3871#oembed-4>

When you are ready to begin remixing the activity, simply look for the “**Remix This Activity**” link at the bottom of the activity page. This will then take you to a screen with a **NEW**, editable version of the activity. Please note that a free [OER Commons](#) account is required.

How are Pathways Activities Formatted?

ABOUT THE ACTIVITIES

The activities provided by the Pathways Project serve as interpersonal speaking activities which can be adapted by any language and scaled up or down on the proficiency scale. These activities seek to help students solidify their interpersonal speaking and interpretive skills through task-based situations or communicative activities and should be facilitated in the target language, for approximately 90% (or more), per the recommendation of the [American Council on the Teaching of Foreign Languages](#).



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysgerman/?p=3873#h5p-31>

Activity Format

1. We begin by introducing the **NCSSFL-ACTFL Can-Do Statements** for the activity and complete a **Warm-Up**. This helps students to prepare for the main activity, boost confidence and transition into the target language.
2. Next, we move on to a **Main Activity**. Time for a linguistic workout! The main activity is focused around tasks (i.e. the provided Can-Do Statements) and challenges students to use and apply what they are learning in class in a spontaneous manner.
3. Finally, we move on to a **Cool Down** and final review of the **NCSSFL-ACTFL Can-Do Statements**. The purpose of these final two activities is to help students to self-evaluate their progress on each of the can-

do statements and to boost confidence, hopefully ending on a happy note! (In other words, we hope to help students forget about how hard they just worked! 😊)

About the Pathways Project

ABOUT THE PATHWAYS PROJECT



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<https://boisestate.pressbooks.pub/pathwaysgerman/?p=6085#oembed-1>

The Pathways Project, an initiative from the [Department of World Languages](#) at Boise State University, is a collaborative network of open educational resources (OER) including instructional language teaching materials and professional development created by and uniquely for Idaho's K-16 language teachers and students.

Teachers and students participating in the Pathways Project come from different fields of study and schools across Idaho to create open (i.e., free), digital activities that support the teaching and learning of foreign languages and promote intercultural competence. We hope to impact the opportunities learners have to connect to the global world!

SUPPORT THE PATHWAYS PROJECT



Students and faculty involved in the Pathways Project work together to create high-quality open educational resources (OER) for Idaho's K-16 language classrooms. The activities, professional development, and other materials developed by the project are freely available to language instructors and students worldwide!

Your investment supports hiring undergraduate and graduate students who help to design and create OER and free/low-cost professional development for K-16 language instructors. It is because of you that we're able to make such an impact on the lives of many students, our community, and beyond.

[Give to the Pathways Project](#)

This link will take you to a direct page to give to the Pathways Project. Under designated funding source, "Pathways Project" should appear. If you do not see this as the designated source, please use the search button at the bottom of the page to search for "Pathways Project."

MEET THE PATHWAYS PROJECT TEAM

PROJECT CO-DIRECTORS

Kelly Arispe

Kelly Arispe (Ph.D. UC Davis), is an Associate Professor at Boise State University where she teaches upper-division Spanish Linguistics courses and Teacher Education courses in methods, literacy and assessment for pre-service language teachers. She is Program Coordinator for Language Secondary Education Majors and Director of the Graduate Certificate in [Computer Assisted Language Learning](#). Her primary research focuses on L2 pedagogy and CALL/MALL and intermediate and advanced language learners. Her current projects include using video tagging software to impact best practices in language teaching and the Pathways Project.



Amber Hoyer

Amber Hoyer (M.E.T), is the Director of the [World Languages Resource Center](#) at Boise State University where she supports faculty implementing educational technology and other innovative practice including OER, supervises an interdisciplinary team of student employees, and teaches a required course for language majors to prepare for attending graduate school or entering the workforce. Her current projects include supervising the creation of ancillary teaching materials in collaboration with university faculty, staff, students, and K-12 teachers, and managing the Pathways Project OER repository.



STUDENT TEAM MEMBERS (LISTED ALPHABETICALLY BY FIRST NAME)

This collection of activities would not be possible without the efforts of our student OER editors and conversation assistants! We invite you to learn more about present and past members of the Pathways team in this section.

*Note: The **World Languages Resource Center (WLRC)** at Boise State University is the hub for Pathways Project team members.*

(Listed alphabetically by first name)

Abby Cain

Conversation Assistant, OER Editor, and Lab Desk Assistant

Spanish Secondary Education Major

Language: Spanish

What are you up to now?

Teaching middle school Spanish in the West Ada School District in Boise, Idaho.

“Working at the WLRC throughout college prepared me so well for a career in education and gave me lifelong friendships I will always cherish.”

**Abby Daniels**

OER Editor

Global Studies Major, Korean Studies Minor

Language: Korean

“Working with the WLRC has inspired me and kept me inspired to learn Korean even when it is difficult because everyone that works here is so passionate about language learning.”

**Anna Gamino**

Conversation Assistant

English Major (Linguistics Emphasis), Arabic Studies Minor, Elementary and Intermediate Certificates in Arabic, French, and Spanish

Language: Arabic, French, Spanish



Annika Henderson*Conversation Assistant, Lab Desk Assistant*

German and Global Studies Major, Arabic Studies Minor

Languages: Arabic, German

"I love the community of learners at the WLRC. We are all language learners, we share a similar passion, and we are passionate about helping others and forming a better global relationship."

**Antoine Abjean***Conversation Assistant, Lab Desk Assistant*Mechanical Engineering Major,
Industrial Engineering Minor

Language: French

What are you up to now?

I am working in a career of project management and project engineering.



"[Working in the WLRC] was a great experience for me throughout, allowing me to grow in social aspects as well as develop my creativity."

Armilene Cabrerros*Conversation Assistant*

Communications Major, ASL & Ethnic Studies Minor

Languages: ASL, Tagalog

"I'm excited to be working here, because it allows me to gain experience for my future career, in the future I hope to be teaching secondary education in ASL. I also love being able to work here, because it allows for me to be able to share my love for this language with others!"



Ashlyn Nutting

Conversation Assistant, Lab Desk Assistant

Spanish and Linguistics Double Major, Global Studies Minor

Language: Spanish

"The WRLC has been an integral part of my academic career as a Spanish major, and I'm excited to contribute to other students' experiences by joining the conversation assistant team. I also think that language learning in general is awesome, and I'm really looking forward to helping to make it more accessible and available by creating free resources for educators."

**Ashley Johnson**

OER Editor, Team Lead Assistant

Strategic Communications Major,
German Minor

Language: German

"My time spent here at the WRLC has been amazing. I have loved working in such a positive and diverse environment. Working on OER and Pressbooks has been a fulfilling process and I am so excited that we get to share it with all of you 😊"

**Audra Dooley**

Conversation Assistant

Kinesiology Major, ASL Minor

Language: ASL

"I have loved learning ASL and think that learning any language should be accessible to everyone. Learning other languages is so important to be able to make communication easier and it should not be expensive to learn."



Berty Nlemvo*Conversation Assistant*

International Business Major, Marketing and French Minor

Language: French, Lari

I'm excited to be working here because I think it is a great experience to have. I think doing this so far has taught me that it is one thing to speak the languages and another thing to explain it. I'm learning new skills and excited to learn more!"

**Blake Simony***Conversation Assistant, Lab Desk Assistant*

Communications and Spanish Double Major, Psychology Minor

Language: Spanish

What are you up to now?

I work at a non-profit organization that helps Colorado residents and businesses find the best health insurance options for themselves. I do communications and marketing: writing technical documents, copywriting for the website, and assisting with internal communications.



"These conversation activities helped build language skills with the students I worked with, but they also improved my own Spanish proficiency and made me a better conversationalist."

Brooke Staszkw*Conversation Assistant, OER Editor*

Spanish Secondary Education Major with English Teaching Endorsement

Language: Spanish

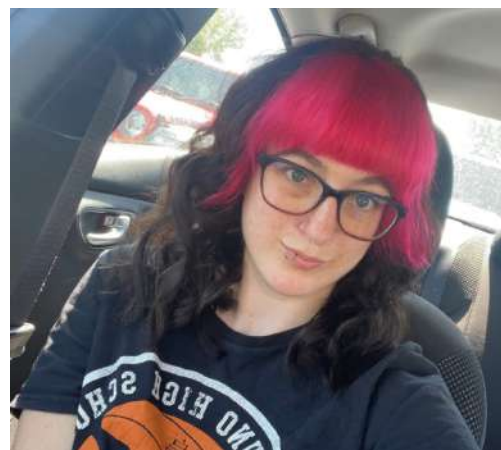


Bree Manchester*Conversation Assistant*

English Teaching Major, Japanese Studies Minor

Language: Japanese

"I personally love learning languages, and I love having the opportunity to experience art and culture outside of the small world I've grown up in. I'm excited to share these resources for students that want to expand their world the same way I did."

**Brenna McNeil***OER Editor*

German Secondary Education Major,

Global Studies Minor

Language: German

"[The WLRC is the] best group of people I have worked with! It is always so fun to get to share our love of languages together!"

**Camille Daw***OER Editor, Lab Desk Assistant*

History Major

Language: German

What are you up to now?

Currently I am focusing on my M.A. in Public History at Boise State. I am in the process of curating an exhibit on the Japanese American confinement experience during World War II to be displayed in the Albertson's Library and I work at the Old Idaho Penitentiary.

"I started in the WLRC as one of the earliest OER editors. Working alongside the team, everyone contributed so many ideas and input on this project. The e-books would not be where they are today without the hard work that everyone has put in over the years. Working at the WLRC was an amazing experience that exposed me to so many different languages, cultures, and ways to learn about these languages and cultures."

Cassy Ponga*Conversation Assistant*

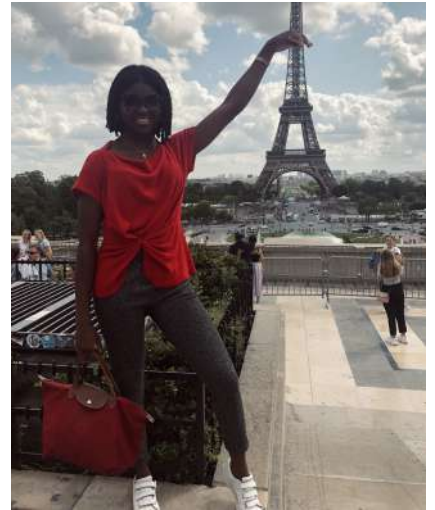
Molecular Biology Major with Biomed emphasis (pre-dental)

Language: French

What are you up to now?

I'm still an International student at Boise State, Junior standing and will apply for dental school in the Spring of 2022. I'm also a first year Resident Assistant (RA).

"It was really nice to connect and have conversations with people that are willing to learn more about another culture. I think having a conversation lab assistant allows students to become more confident, involved and accelerates their learning process."

**Chinatsu Kaneko***Conversation Assistant*

Sustainability Studies Major

Languages: Japanese and French a bit

"I know learning a new language is a hard thing because I am learning too. I want to help students who study Japanese and Japanese is a less commonly taught language so I want to be a part of promoting Japanese here. Also I am doing a similar thing (conversation assistant) in my university for international students, so I like to do this kind of thing!! It's interesting that I can know what students have interest in about Japan."

**Chloe Pampush***Conversation Assistant, Lab Desk Assistant*

Graphic Design Major, German Minor

Language: German

What are you up to now?

I am working as a WordPress Developer at a local marketing agency.

"I loved working at the WLRC! I built life-long friendships, was able to contribute to a larger cause, and developed leadership skills that are helping me to this day!"



Chloe Robinson

Conversation Assistant, Lab Desk Assistant
Spanish and Health Sciences Double Major
Language: Spanish

What are you up to now?
Continuing my studies at Boise State!

**Claire Oberg**

Conversation Assistant, OER Editor, Lab Desk Assistant
Dual Elementary Education and Special Education
Major, ASL Minor
Language: ASL

What are you up to now?
4th grade public school teacher

"Working at the WLRC for almost three years provided me with so much exposure to different cultures and languages. It provided me with a community of diverse people where we all came together to create conversation activities for Boise State language students but with the goal to support other language learners and teachers from all over!"

**Claire Werlin**

Conversation Assistant, Lab Desk Assistant
Elementary Education Major
Language: ASL

What are you up to now?
I am about to finish up my MEd through Boise State! After graduating, I will be pursuing a Kindergarten teaching position (hopefully at a bi-lingual school)!

"I look back so fondly on my time at the WLRC! It was such a valuable experience for me to develop my Spanish language skills and connect with others. I also loved working with such amazing coworkers!"



Collin Dauenhauer

Conversation Assistant

History Major, ASL Minor

I'm excited to be working here because I think it will be great experience for my future career which is hopefully teaching history and ASL! So this will prepare me to create activities for ASL and history in a sense. And it's also great to be working with such cool people!



Cora Lytle

OER Editor

International Business major, Japanese Studies Minor

Language: Japanese

"Some of my best academic experiences have been facilitated by language learning programs and alongside fellow language learners. Creating accessible and easy to use educational resources is so exciting because language builds community!"



Daum Jung

OER Editor, Conversation Assistant

Nursing Major

Language: Korean



Daniela Toledo

Conversation Assistant, Lab Desk Assistant

International Business Major, Entrepreneurship Minor

Language: Spanish

"I am excited to be a part of the WLRC because I love teaching other students my mother tongue, and having fun while learning a new language. I also like being part of the WLRC team and creating an impact by providing free language activities for K-16 teachers. I am learning a lot when I prepare for my labs about different Latin American cultures, similarities, and differences, and I know the knowledge I am developing is going to be helpful for my professional journey after I graduate."

**Danielle Snyder**

OER Editor

Psychology Major, Spanish Minor

Language: Spanish

Deana Nassans

Conversation Assistant, Lab Desk Assistant

Accounting and International Business Double Major, Japanese Studies Minor

Language: Japanese

What are you up to now?

I am currently working in San Jose as a tax accountant at one of the Big 4 accounting firms. I handle tax returns for Japanese expats who come to the US on assignments. I usually spend the weekends hanging out with my dog Buddy Boy!

"My experience at the WLRC has helped me improve my communication skills. It also helped me make new friends and open up to others."

**Delaney Obaldia**

Conversation Assistant, OER Editor, Lab Desk Assistant

Psychology Major, ASL Minor

Language: ASL

What are you up to now?

I am working full time and getting a Master's degree at Boise State in school counseling!

"I loved working at the World Language Resource Center, I met two of my best friends and my husband there. The WLRC will always be a special place for me!"



Denise Hutchins*Conversation Assistant*

Illustration (BFA) Major, Japanese Studies Minor

Language: Japanese

What are you up to now?

I'm currently finishing up my capstone illustration project, a bilingual picture book featuring animal onomatopoeia in Japanese and English. After I graduate in December, I'll continue this book project, illustrating all the main animal onomatopoeia, and getting the book published by a relevant publisher or through Kickstarter. After that, I will move on to my next illustrated book project!



"Connecting with people through our shared journey of learning a new language is a uniquely rewarding experience. No matter what other similarities or differences we may have, or whether we are on the teaching or learning side of the coin, when we're all aiming for the same language goals, we naturally end up having fun while making progress together. Having fun while learning is the ultimate educational experience, an experience I am grateful to have shared while working at the WLRC."

Derek Cross*OER Editor, Lab Desk Assistant*

History Major, Chinese Studies Minor

Language: Chinese

What are you up to now?

Working at the Gift Planning Office at UC Berkeley and looking into graduate programs.

**Elián Tovar***Conversation Assistant*

Elementary Education TESOL/ENL Major, Romance Languages Minor

Language: Spanish

"The opportunity that I have to be a part of the WLRC is amazing because this is helping me to get experience for when I am in my future classroom and teaching them how to speak a language."

Emily Blackburn

OER Editor, Lab Desk Assistant

French, Secondary Education Major, Visual Art Minor

Languages: French, Portuguese

What are you up to now?

I am now a high school French teacher in the Treasure Valley!

"Some of my best friends to this day are those that I met working at the WLRC. I worked with so many amazing people and learned so much that helped me become the educator I am today."

**Emily Hawley**

Conversation Assistant, Lab Desk Assistant

Spanish Secondary Education Major

Language: Spanish

Emily Muro

Conversation Assistant, OER Editor, Lab Desk Assistant

German Secondary Major, Spanish Minor

Languages: German and Spanish

"I'm very excited to help create free language activities for K-16 teachers, because I plan on teaching world languages! I believe learning languages helps us see into the minds of others and helps us build relationships. Learning languages has opened up a lot of doors for me, and I hope to provide my future students with the same, and more opportunities than I have had."

**Emma Eason**

OER Editor

German Secondary Education Major, History Minor and Teaching Endorsement

Language: German

"I loved the positive environment I worked in at the WLRC and all the new relationships I was able to make!"

**Emma Wilkinson**

Conversation Assistant, OER Editor, Lab Desk Assistant

Elementary Education Major (Literacy Endorsement), ASL Minor

Language: ASL

"Working in the WLRC is a great place for people who are invested in learning to not only work together but share their passion for language! It's been an incredible experience and one I wouldn't trade!"

Erica Laursen

Conversation Assistant, OER Editor

German Major, TESOL Certification

Language: German

What are you up to now?

I'm working at the city's local community center and fulfilling my passion of connecting and learning about others through my travels!

"I had an amazing time working in the WLRC! The tools and resources that I was introduced to have been so beneficial, not only in lesson planning and creating activities, but in my day to day life. I learned more than I thought I would and it was fun to see my growth in my abilities and knowledge. I am incredibly grateful for the amazing connections and life long friends that I made and I will be forever grateful for Amber and the time I spent working with the WLRC!"

**Ethan Hoggan**

Conversation Assistant, Lab Desk Assistant

English Major, Linguistics Emphasis, History Minor

Language: Japanese

What are you up to now?

I worked as a tutoring lead at CWI for a year, and am tentatively looking at graduate programs in crisis management.

"The best part of the WLRC was the people surrounding me. My coworkers were not only inspirational, but were also kind, enjoyable people. It was such a joy spending time each day with such incredible peers, and the WLRC is still one of my favorite places I've ever worked for."



Gabby Bates

Conversation Assistant, OER Editor, Lab Desk Assistant

Accountancy and Spanish Double Major

Language: Spanish

What are you up to now?

I am working at a public accounting firm in Portland, Oregon.

“The WLRC is such a fantastic place on Boise State’s campus. I am so lucky to have been a part of it for the 3 years that I was.”

**Gabrielle Mahias**

Conversation Assistant

History Major (Human and Social Sciences in my home country)

Languages: French, English, Turkish, German (and a little Spanish and Italian)

“It’s incredible to be able to share our knowledge to each other nowadays (one century ago it was not even imaginable). It’s crazy and I think it’s this opportunity that excite me the most!”

**Germán Tovar**

Conversation Assistant, Lab Desk Assistant

Electrical Engineering Major

Language: Spanish

“Working in WLRC as a conversation lab assistant is helping me be more confident at the time to talk. I’m a shy person!”



Grace McGrorty*Conversation Assistant, Lab Desk Assistant*

Global Studies Major, Japanese Studies Minor

Languages: Japanese, Korean, Latin and Spanish

"Learning Japanese is an ongoing process for me, and I believe that being part of the WLRC team will help me with my own language skills. I am also excited to be part of a friendly team that shares a passion for language learning. I have created free language learning resources for OER before, so I am looking forward to expanding upon those materials and creating more activities that can benefit more teachers and learners."

Halle Robertson*Conversation Assistant, Lab Desk Assistant*

Multidisciplinary Studies Major, Japanese Studies Minor, Leadership Certificate

Language: Japanese

"It has been a great time teaching and learning languages at the WLRC!"

**Hannah Steiner***Lab Desk Assistant*

Linguistics Major, Chinese Studies Minor, TESOL Certificate

Language: Chinese

What are you up to now?

I am about to enter my final semester of my MA TESOL and Applied Linguistics program at University of Wisconsin-Milwaukee. I am about to start my thesis project where I am creating an entire ESL writing program curriculum from scratch for a local adult education non-profit organization! After graduating with my MA, I plan to set off overseas and teach around Asia for a few years!

"I learned a TON working at the WLRC about creating quality, meaningful speaking activities for students learning foreign languages. As a graduate student I have been able to apply the skills I gained as a front desk assistant creating the Chinese speaking materials to my lesson plans and materials creation projects for classes. It has really given me a leg up over my peers who might not have any materials creation experience, and I am looking forward to using that knowledge and skill more creating lessons for my future students!"

**Hideaki Furukawa***Conversation Assistant*

Marketing Major

Language: Japanese



Ibrahim Alotaibi

Conversation Assistant, OER Editor

Master of Public Administration, Bachelor of Business Administration

Language: Arabic

“Working in the WLRC was one of my best experiences for learning about leadership, solving problems, and developing.”

**Iris Torres**

Conversation Assistant, Lab Desk Assistant

Spanish Secondary

Education Major

Language: Spanish

“The WLRC has given me a lot of experience to grow in my communicational and organizational skills. I love to meet other people who also love to learn languages and learn from them. It is a great place to do an internship or work. I am so thankful for this opportunity.”

**Jacob Steele**

Conversation Assistant

Kinesiology Major with Emphasis in Pre-Allied Health, ASL Minor

Language: ASL

What are you up to now?

Finishing up my undergrad and looking to pursue PA school as well as possibly pursuing interpreting school.

“The WLRC fosters learning, has friendly staff, great conversation assistants, and always has the best interest of language students.”



Jaelyn Quisel*OER Editor*

Spanish and Integrated Media and Strategic Double Major

Language: Spanish

"I'm excited to be involved because this project seems like the perfect intersection of my interests and skills by being able to write and edit content in Spanish. On top of that, I loved my Spanish teachers that used cultural engagement and artifacts to teach the language, and I am excited to help build resources for that kind of learning!"

**Jasmine Wall***Conversation Assistant, OER Editor*

French and Global Studies Double Major

Language: French

"I am excited to create free language activities for K-16 teachers, because I am passionate about foreign language education, and I can't wait to see how making these activities from my team accessible to such a wide range of fellow educators and students makes a difference in language learning across Idaho and beyond!"

**Jorge Corea***Conversation Assistant, OER Editor, Lab Desk Assistant*

International Business Major, French Minor

Languages: French, Spanish

What are you up to now?

I graduated from Boise State and now I'm doing my OPT.

"Learning French was one of my most cherished experiences in Boise. Learning and teaching in the WLRC was an important part of my college career."

Josepha Sowanou*Conversation Assistant*

French Secondary Education Major

Language: French

"I loved teaching and interacting with students."

Julia Dryer

Conversation Assistant, Lab Desk Assistant

Global Students Major (Sustainable Futures Emphasis), Spanish Minor
Languages: German, Spanish

"I think the work being done in the WLRC is amazing! I am so impressed with the amount of materials there are across a variety of topics and levels. It makes it so fun to come to work!"

**Kailyn Phillips**

Conversation Assistant, Lab Desk Assistant

Psychology and Spanish Double Major
Language: Spanish

"I strongly believe that access to education and educational materials should be readily available to everyone! Learning is one of my greatest passions, and being a part of an organization that facilitates that process is something that I am super excited about!"

**Katherine Bukhantsov**

OER Editor

German Major, Linguistics, English Literature, and Global Studies minor
Languages: Russian and German

"I am always excited to be involved in anything language related, so this project is no exception. I'm also really glad to be a part of something that encourages others to learn other languages and provide resources that would help accomplish their language goals."

**Kaden Davis**

Conversation Assistant, Lab Desk Assistant

Computer Science Major, Japanese Minor
Language: Japanese

Kaho Otsuki

Conversation Assistant

Pre-Business Major
Language: Japanese

Kennedy Steinau

Conversation Assistant, Lab Desk Assistant

Biology with an emphasis in Ecology, Evolution, and Behavior Major, ASL Minor
Language: ASL

"ASL is such a useful language that is hardly taught because there are not a lot of teachers and options to teach it. I am excited to make ASL more accessible to everyone who wants to learn it and also bring attention to Deaf culture. It's such a beautiful language and culture! The world would benefit from even just having access to resources for ASL!"



Keslee Seegmiller

Conversation Assistant, Lab Desk Assistant

Creative Writing Major, Spanish Minor
Language: Spanish

"I am excited to strengthen my teaching and lesson creating skills, so I can one day teach my own children."

Lillie Cobb

Conversation Assistant

Spanish and Psychology Double Major
Language: Spanish

"I'm excited to be a part of the WLRC because I can practice my Spanish and provide evidence for why the language has the rules it does. I am also able to learn more about a language I truly have a passion for. While discovering a new love for teaching the language, I am actively learning more as well. This is such a unique experience—creating language activities for a broad spectrum of ages which have the opportunity to reach so many people and touch several lives. I'm eager to continue learning!"



Lily Nelson

Conversation Assistant, OER Editor

French Major

Languages: French

"I love fun and engaging curriculum! I think that being able to help create it sounds like so much fun, and provides so many opportunities to make language learning accessible to more people. As for conversation labs, I love being able to speak in French—it's my favorite language. :)"

**Madison Mackey**

Conversation Assistant

Biology (Biomedical, Molecular and Cellular)

Major, ASL Minor

Language: ASL

**Madalen Bieter Lete**

Conversation Assistant, Lab Desk Assistant

Spanish and Kinesiology (Exercise Science Emphasis) Double Major, Iberian Studies and Basque Studies Minors

Languages: Basque, Spanish

What are you up to now?

I will be receiving my Doctorate in Physical therapy and Master in Public Health in May 2022!

"I will always cherish the friends I made working at the WLRC both with other lab assistants and students in my conversation labs. It definitely helped keep my passion for languages & culture alive!"

Madelynn Ruther

Conversation Assistant

French Secondary Education Major

Language: French

Accessibility is so important in the classroom! It's important to me that teachers don't have to pay for access to learning. I also think this allows teachers access to fun, creative activities that they can spend less time editing rather than creating something entirely new!



Manon Pretesesille

Conversation Assistant

French Secondary Education Major

Language: French

"I absolutely love working as a French conversation assistant! I want to become a French Teacher and this experience has helped me improve my teaching skills and get to know Boise State's students who are learning French!"

Mardy Morales

Conversation Assistant, OER Editor, Lab Desk Assistant

Language: Spanish

Spanish, Secondary Education Major

What are you up to now?

I teach Spanish 1 and 2 at a high school in the West Ada School District.

"Working at the World Language Resource Center was one of the best experiences of my life. It helped me think about my career path for the future, learn more about technology and so much more!"



Mark Nelson

Conversation Assistant, Lab Desk Assistant

Spanish and Psychology Double Major

Language: Spanish

"I am excited to be a part of the WLRC because we encourage people to become bilingual in order to understand other cultures and languages. By understanding other cultures and languages, we double our understanding of the world around us and help us to be available for assistance to many more people, through verbal communication and cultural interpretations. In my short time at the WLRC I have learned about many different cultures and immersed myself with proficient Spanish speakers who have been extremely helpful on my journey to learning a new language. Being a lab assistant has been so rewarding on many levels."

**Mary Alania**

Conversation Assistant, Lab Desk Assistant

Writing, Rhetoric and Technical Communication Major

Language: Japanese

What are you up to now?

Client contract management at an accounting firm.

**Mary Berheim**

Conversation Assistant

German Secondary Education Major

Language: German

What are you up to now?

I am currently studying abroad at the Technische Universität Dortmund in Germany!

"I love how the WLRC turns studying a language into a community and provides the opportunity to meet peers both in your own language of study as well as in others."

**Maya Grubaugh**

Conversation Assistant, Lab Desk Assistant

Spanish Major, English Minor

Language: Spanish

"Even though I'm the one leading the labs, working at the WLRC has really helped me grow as a student. I've developed stronger speaking skills, a stronger command of the language overall, and I've had the incredible opportunity to work with Boise State's amazing language students! Thank you to everyone who has been part of my experience here!"

Megan Beiler

Conversation Assistant, Lab Desk Assistant

Health Sciences and Spanish Double Major

Language: Spanish

Where are you now?

I am in graduate school in Chicago, IL getting a doctorate in occupational therapy. Right now I am living in Ecuador and completing a clinical fieldwork rotation at a pediatric outpatient clinic (& using Spanish every day!)

"My whole experience working at the WLRC was amazing. I loved getting to meet and work with so many people, expand my knowledge, and confidence, using Spanish and learn skills that I still use to this day. Hands down one of the best jobs I've ever had."



Megan Joerger

Social Media Assistant

Nursing Major, Spanish minor

Language: Spanish

"I am looking forward to working in the WLRC because I love the encouraging, fun, and imaginative environment that students have created. This is an opportunity that will allow me to share people's diverse perspectives and voices and encourage people from all walks of life to want to learn another language!"

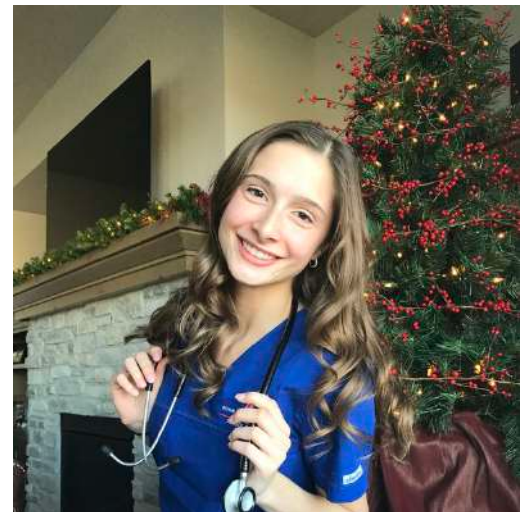
Miguel Mancias

Conversation Assistant, Lab Desk Assistant

Electrical Engineering Major

Language: Spanish

"I have learned so much about how languages are great at creating opportunities and new experiences."



Mimi Fahnstrom*OER Editor, Team Lead Assistant*

Criminal Justice and Psychology Major, Intermediate French Certificate

Language: French

"The WLRC is a place where I feel accepted and welcome. Language and culture are two things that always bring people together, so working at the WLRC is always filled with wonderful people and a fantastic atmosphere for learning and making connections with others."

**Monica Potts***Conversation Assistant*

Psychology and Art Double Major, ASL Minor

Language: ASL

"This is my second semester working as an ASL conversation lab assistant and I love helping my students learn signs and seeing them grow. This position has not only helped me maintain my signing capabilities but it has allowed me to fall in love with ASL all over again."

**Naia Robinson***Conversation Assistant*

Global Studies Major, Intermediate and Elementary German Certificates

Language: German

What are you up to now?

I am currently living in Australia. I work at the Australian – American Fulbright Commission, where I am passionate about promoting cross-cultural learning!

"I loved working in the WLRC. It really inspired a love for content creation and opened up a future for curriculum and language activity creation."



Natalie Mendoza

OER Editor

Social Work Major, Spanish and Family Studies Minors

Language: Spanish

"I am very excited to work at the WLRC because it gives me an opportunity to use my Spanish, whether it is speaking, reading, or writing it."



Océane Aubagnac

Conversation Assistant

International Business Major

Languages: French, and a bit of Spanish

"The most exciting part for me is sharing knowledge and culture, I really enjoy sharing what I can with people eager to learn. I give my time to these classes but I think it brings me a lot in return!"



Patrick Duvall

Conversation

Assistant, OER

Editor, Lab Desk

Assistant

Spanish Major,

Teaching

Certification

Language:

Spanish and

beginning to

study

Portuguese



"I am excited to be in the WLRC as it gives me a chance to help students better understand and speak a second language, and then from there themselves go on with a better understanding of other cultures and languages around the world! The United States is a Spanish speaking country as is much of the Americas and I am proud to help, even if just a little bit, students engage with this other aspect of the world, our country and the Americas as a whole!"

Reagan Solomon

Conversation Assistant, OER Editor, Lab Desk Assistant

German Major

Language: German

“Working at the World Languages Resource Center has been such an eye-opening experience and has taught me so much about what it is like to be a language teacher.”

Robin Wagner

Conversation Assistant, OER Editor, Lab Desk Assistant

English Education Major

Languages: French, German

“It was great to be working with all these awesome people while providing many opportunities to learn about different cultures.”

Robyn Holland

Conversation Assistant

Social Work Major, ASL Minor

Language: ASL

“I am excited to use ASL and help others learn about a language I am so passionate about.”

Ryan Byrd

Conversation Assistant, Lab Desk Assistant

Mechanical Engineering Major

Language: Spanish

What are you up to now?

I’m a field service engineer at turn-key medical, working on x-ray equipment.

“The WLRC is the best!”



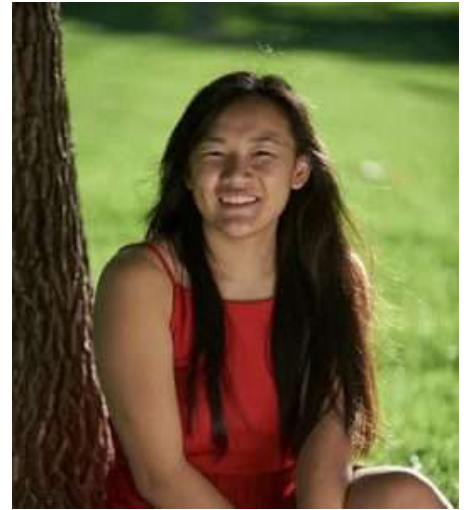
Rylie Wieseler

OER Editor

Global Studies Major, French Minor

Language: French

"I've loved working for the WLRC! Everyone is super kind and helpful, and I've found my passion for education through my work as a French OER editor."



Sara Bakari

Conversation Assistant, Lab Desk Assistant

Languages: Arabic



Serena Krause



Conversation Assistant

English Teaching Major, American Sign Language Minor

Language: ASL

"Working at the WLRC is such a rewarding experience! Utilizing our language skills and being able to teach those skills to others is what makes the job so enjoyable!"

Sharon Westbrook

OER Editor

French Major

Language: French

What are you up to now?

I am teaching junior high French in the Boise School district.

“The WLRC is an amazing resource for teaching as well as learning.”



Shawn Moak

OER Editor

German Major, History Minor

Language: German

“German is my major and the WLRC at Boise State has been an awesome resource. I have loved working on the OER project and can’t wait to use it as a German educator after University.”



Shelby Cole

OER Editor

Biology Major, Elementary and Intermediate

German Certificate

Language: German

“The atmosphere in the WLRC is amazing and it makes me feel like I am able to ask questions.”

Sophie Campbell

Lead Social Media Assistant

Communication Major, German Minor, Public Relations Certificate

Language: German



SophiaOrm

Conversation Assistant

Chemistry Major, ASL, Biology, and Criminal Justice Minor

Language: ASL

"I love expanding my understanding of different cultures and think it is something everyone should experience. I want to give students the opportunity to do the same."



Taylor Ewing

Conversation Assistant, Lab Desk Assistant

Interdisciplinary Studies Major, ASL and Business minors, Innovation and Design certificate

Language: ASL

"I enjoy practicing my ASL and watching the new students gain a better understanding of the language. While this does not directly help with my target career, being able to work with a variety of people and create activities for different skill levels are helpful tools for the future."

Tea Recanzone

OER Editor, Conversation Assistant

Spanish Secondary Education Major

Language: Spanish

What are you up to now?

I am currently studying abroad in Alicante, Spain for the Fall 2021 semester!

"I absolutely loved working at the WLRC because it gave me a good perspective of what it will be like to be a future high school Spanish teacher."



Thaïs Lacar

Conversation Assistant

Public Health Major, Spanish Minor

Language: Spanish

"I'm excited to be working here because this is a great opportunity to consistently speak in Spanish. Being comfortable in speaking Spanish will be a useful skill in my future career as healthcare systems continue to evolve and globalize in response to global health needs."



Theadora Callahan

Conversation Assistant

Linguistics Major, Japanese Studies Minor,
Elementary Arabic Certificate

Languages: Arabic and Japanese

What are you up to now?

I moved to Colorado! And work at the Nordstrom Ebar at the Park Meadows Mall.

"Working at the WLRC was life changing. My students, my coworkers, my boss, and all the opportunities that were given to me made all the hardships of college worth it."



Tori Fisher

Conversation Assistant, Lab Desk Assistant

Education, ASL Minor

Languages: Proficient in French and learning ASL

"As someone who wants to be a middle school teacher, I'm excited to have the opportunity to work on these activities and to be a part of such an enthusiastic and positive community!"



Yulilana Cisneros

Conversation Assistant, Lab Desk Assistant
Spanish Secondary Education Major
Language: Spanish

What are you up to now?
I'm a Spanish middle school teacher.



Yurim Lee

OER Editor, Conversation Assistant
Language: Korean
Intensive English Program (IEP) Student

"I'm excited to be working here because it is good opportunity for me. I can teach Korean and also learn English. And I can meet good people here!"



Zahra Akbari

OER Editor
Biology Major
Language: German

What are you up to now?
Planning to graduate next year!

"I love how everyone is always willing to help you in the WLRC!"



Additional Pathways Project Team Members

American Sign Language

- Amanda Adams

- Armilene Cabrerros
- Bridget Lawrence
- Carly Souhrada
- Emily Harrison
- Izabelle Finner
- Gabi Jones
- Kate Maryon
- Megan McAllister
- Rebecca Mulgrew
- Samantha Showers
- Sarra Foerster
- Tiana Gratiot

French

- Justin Snyder
- Samantha Lind

German

- Alexandria Crandall
- David Crasper
- Jacob Cortez
- Nicole Woychick
- Sarah Lausch
- Stephi Arth

Japanese

- Cation Jones
- Haruna Ishikawa
- Kaoru Mitsukude
- Sarah Dowd
- Yurika Mochida

Spanish

- Alexis Araiza
- Alejandra Garcia
- Alejandro Montoya
- Austin Robishaw

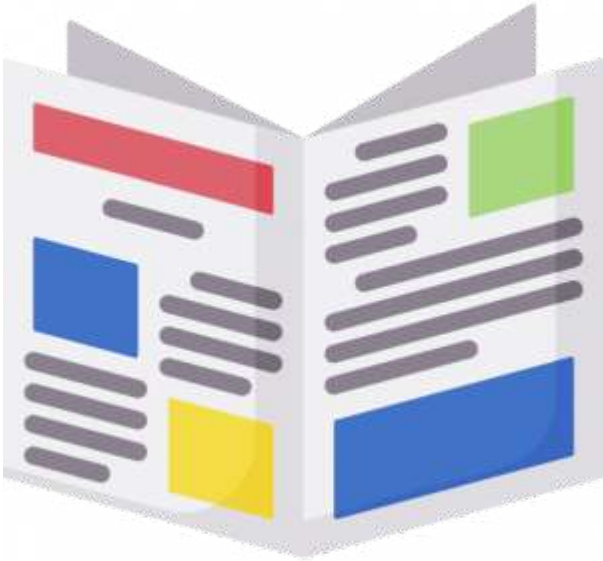
- Ashley Potzernitz
- Carla Lara
- Cecilia Morales
- Daniel Felix
- Jenna Del Toro
- Jordyn Preble
- Kimberly Murphy
- Ismenia Gallegos
- Linzy Carpenter
- Madi Goertzen
- Mariela Montoya
- Mayra Saldivar
- Nicholas Sulier
- Ninna Payne
- Sergio Sarmiento
- Sue Juarez
- Zachary Zaleski

Thematic Table of Contents

Looking for activities that cover a specific theme? This **Thematic Table of Contents** lists common themes (such as family, food, shopping, etc.) in world language classes and the associated activities in this Pressbook collection. Try using the search button below to find an activity!

Thematic Topic	Associated Keywords	Related Activities
	The Alphabet and Survival Phrases tongue-twisters, receptivity, spelling, useful phrases	German Level 4 Activity 8 Online , German Level 4 Activity 8 Online , German Level 1 Activity 1 , German Level 1 Activity 2 , German Level 4 Activity 8 Online , German Level 4 Activity 1 Online
	Around the House and Living Arrangements parts of a house, household chores, furniture, table settings, daily routines, apartments, dorms, room mates, budgeting, money matters	German Level 1 Activity 6 Online , German Level 1 Activity 7 , German Level 1 Activity 6 , German Level 3 Activity 7 , German Level 2 Activity 12 , German Level 3 Activity 7 Online

Thematic Topic	Associated Keywords	Related Activities
	The Arts, Movies, Music, etc. movies, music, art, TV shows, theater, museums	German Level 3 Activity 11 , German Level 3 Activity 1 , German Level 3 Activity 1 Online , German Level 1 Activity 5 , German Level 1 Activity 5 Online
	Everyday Life City Life	German Level 4 Activity 5 Online

Thematic Topic	Associated Keywords	Related Activities
	City Life	city life, errands, money, banking, post office, describing locations
	Current Events	politics, current events, the news, the media, podcasts, economy, radio, public opinion, global problems, speed limits, discussion strategies, sharing opinions German Level 4 Activity 10 Online

Thematic Topic	Associated Keywords	Related Activities
	Days of the Week, Months, Time, and Holidays	days of the week, schedules German Level 1 Activity 4
	Daily Routines/Chores	Chores and daily routines

Thematic Topic	Associated Keywords	Related Activities
	Describing Appearance and Personality nationalities, adjectives, physical appearance, personality, personal information, emotions	
	Directions prepositions, commands related to directions, landmarks, expressions used to give directions, stations/stops, addresses	

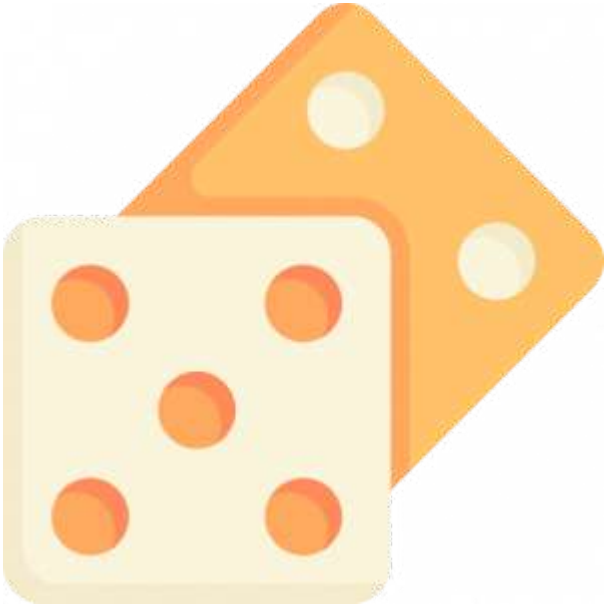
Thematic Topic	Associated Keywords	Related Activities
	The Environment and Outdoors nature, the environment, recycling, conservation, natural disasters , pollution	
	Family identifying people, family members, pets	

Thematic Topic	Associated Keywords	Related Activities
	Food	food, food descriptions, meals, restaurants, cooking, ingredients for cooking, kitchen equipment, cooking expressions, recipes, menus, food specialties, paying the bill, types of eating establishments German Level 4 Activity 6 Online
	Free Time and Hobbies	pastimes, sports, likes/dislikes, weekend activities, leisure time, clubs

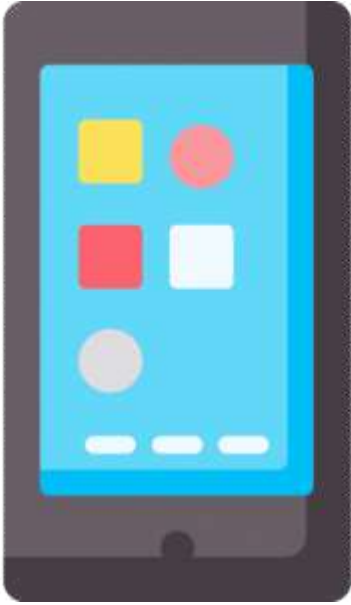
Thematic Topic	Associated Keywords	Related Activities
	Grab Bag	ice breakers, Learning about culture, fun quizzes, socializing, cognates, slang
	Greetings and Introductions	greetings, introductions, expressions of courtesy, manners, asking about someone's well-being, German Level 4 Activity 12 Online

Thematic Topic	Associated Keywords	Related Activities
	Health and the Body	health, medical terms, parts of the body, symptoms, medical conditions, health professions, well-being, exercise, physical activity, nutrition, hospitals
	Invitations/ Parties/Social Events/ Holidays	parties, celebrations, holidays, national holidays, stages of life, personal relationships, friendship, dating, invitations, accepting an invitation, rejecting an invitation, making plans German Level 4 Activity 7 Online , German Level 4 Activity 3 Online

Thematic Topic	Associated Keywords	Related Activities
	Jobs and Careers professions, occupations, workplace, job interviews, job hunting, business environments, job applications	German Level 1 Activity 3 , German Level 4 Activity 13 Online
	Characteristicstics stereotypes	German Level 4 Activity 9 Online

Thematic Topic	Associated Keywords	Related Activities
	Review Games	Jeopardy, Pirate Game, Heads up, Fly Swatter, Pictionary
	Seasons and Weather	climate, weather, time of year

Thematic Topic	Associated Keywords	Related Activities
	School	classroom, academic life, fields of study, academic subjects, days of the week, class schedules German Level 4 Activity 2 Online
	Shopping	clothing, shopping, negotiating a price, buying an item, markets, gifts, types of stores, shopping malls, weights and measures

Thematic Topic	Associated Keywords	Related Activities
	Story-Telling rumors, disasters, accidents, memories, talking about what happened	
	Technology home electronics, computers, the internet, cars, text messages, cellphones, social media, the future	

Thematic Topic	Associated Keywords	Related Activities
 Travel	travel, vacation, preparation, hotels, transportation, popular attractions, travel complications, planning a trip, buying a ticket, reserving a hotel room, asking for recommendations	German Level 4 Activity 4 Online , German Level 4 Activity 11 Online , German Level 4 Activity 12 Online

Credits: All icons on this page are from [Freepik.com](https://www.freepik.com).

Table of Contents- Idaho GEM Course Sequencing

The following table of contents is formatted to align with the course sequencing used by [Idaho General Education Matriculation \(GEM\)](#) Courses:

FACE-TO-FACE



Photo by Yan Krukov, via Pexels

GERMAN 101, FACE-TO-FACE

- [First Year German, Activity 01 Aktivitätsorientierung /Activity Orientation \(Face to Face\)](#)

- [First Year German, Activity 02 Grüße und Einführungen / Greetings and Introductions \(Face to Face\)](#)
- [First Year German, Activity 03 Business-Schnitzeljagd / Business Scavenger Hunt \(Face to Face\)](#)
- [First Year German, Activity 04 Termine und Wochentage / Schedules and Days of the Week \(Face to Face\)](#)
- [First Year German, Activity 05 Verbhäufigkeit / Verb Frequency \(Face to Face\)](#)
- [First Year German, Activity 06 Möbel und Wohnen / Furniture and Living \(Face to Face\)](#)
- [First Year German, Activity 07 Haushaltsartikel und Einkaufen / Household Items and Shopping \(Face to Face\)](#)
- [First Year German, Activity 08 Zeit / Time \(Face to Face\)](#)
- [First Year German, Activity 09 Essen / Food \(Face to Face\)](#)
- [First Year German, Activity 10 Tägliche Routine / Daily Routine \(Face to Face\)](#)
- [First Year German, Activity 11 Freizeit / Free Time \(Face to Face\)](#)
- [First Year German, Activity 12 Familienstammbaum / Family Trees \(Face to Face\)](#)
- [First Year German, Activity 13 Kleidung / Clothing \(Face to Face\)](#)
- [First Year German, Activity 14 Abschließende Prüfung / Final Review \(Face to Face\)](#)

GERMAN 102, FACE-TO-FACE

- [First Year German, Activity 15 Einführungen / Introductions \(Face to Face\)](#)
- [First Year German, Activity 16 Reisen / Travel \(Face to Face\)](#)
- [First Year German, Activity 17 Sehenswürdigkeiten / Sightseeing \(Face to Face\)](#)
- [First Year German, Activity 18 Gesundes Leben / Healthy Living \(Face to Face\)](#)
- [First Year German, Activity 19 Zum Arzt Gehen / Going to the Doctor \(Face to Face\)](#)
- [First Year German, Activity 20 Menschen Beschreiben / Describing People \(Face to Face\)](#)
- [First Year German, Activity 21 Beziehungen / Relationships \(Face to Face\)](#)
- [First Year German, Activity 22 Arbeit und Leben / Work and Life \(Face to Face\)](#)
- [First Year German, Activity 23 Der Körper / The Body \(Face to Face\)](#)
- [First Year German, Activity 24 Der Körper, Gesundheit / Body Parts, Health \(Face to Face\)](#)
- [First Year German, Activity 25 In Der Stadt, Heimatstadt-Tour / In the City, Hometown Tour \(Face to Face\)](#)
- [First Year German, Activity 26 Leben in Deutschland / Living in Germany \(Face to Face\)](#)
- [First Year German, Activity 27 Reisen / Travel \(Face to Face\)](#)
- [First Year German, Activity 28 Verrückte Libs / Mad Libs \(Face to Face\)](#)

GERMAN 201, FACE-TO-FACE

- [Second Year German, Activity 01 Bingo / Bingo \(Face to Face\)](#)
- [Second Year German, Activity 02 Reisen / Travel \(Face to Face\)](#)
- [Second Year German, Activity 03 "Theme Karten / Theme Cards \(Face to Face\)](#)

- [Second Year German, Activity 04 Reisen durch Berlin / Traveling through Berlin \(Face to Face\)](#)
- [Second Year German, Activity 05 Ein Hotel Buchen / Booking a Hotel \(Face to Face\)](#)
- [Second Year German, Activity 06 Berufe / Professions \(Face to Face\)](#)
- [Second Year German, Activity 07 Monatliche Ausgaben und Lebenssituationen / Monthly Expenses and Living Situations \(Face to Face\)](#)
- [Second Year German, Activity 08 Kaffeegespräch / Coffee Talk \(Face to Face\)](#)
- [Second Year German, Activity 09 Soziale Medien und Technologie / Social Media and Technology \(Face to Face\)](#)
- [Second Year German, Activity 10 Nachrichten / News \(Face to Face\)](#)
- [Second Year German, Activity 11 Podcasts und Online-Medien / Podcasts and Online Media \(Face to Face\)](#)
- [Second Year German, Activity 12 Debatten / Debates \(Face to Face\)](#)
- [Second Year German, Activity 13 Musik / Music \(Face to Face\)](#)
- [Second Year German, Activity 14 Weihnachten / Christmas \(Face to Face\)](#)

GERMAN 202, FACE-TO-FACE

- [Second Year German, Einleitung / Activity 15 "Introduction \(Face to Face\)](#)
- [Second Year German, Activity 16 Schule and Studium / School and Studies \(Face to Face\)](#)
- [Second Year German, Activity 17 Cool Sein, Kultur / Being Cool \(Face to Face\)](#)
- [Second Year German, Activity 18 Liebe und Beziehungen / Love and Relationships \(Face to Face\)](#)
- [Second Year German, Activity 19 Alltag und Aberglaube / Everyday Life and Superstition \(Face to Face\)](#)
- [Second Year German, Activity 20 Entsetzen und Angst / Horror and Fear \(Face to Face\)](#)
- [Second Year German, Activity 21 Deutsche Städte und Essen / German Cities and Food \(Face to Face\)](#)
- [Second Year German, Activity 22 Feierlichkeiten / Celebrations \(Face to Face\)](#)
- [Second Year German, Activity 23 Science-Fiction / Science Fiction \(Face to Face\)](#)
- [Second Year German, Activity 24 Krimi / Crime \(Face to Face\)](#)
- [Second Year German, Activity 25 Betonen / Stress \(Face to Face\)](#)
- [Second Year German, Activity 26 Reisen / Travel \(Face to Face\)](#)
- [Second Year German, Activity 27 Stereotypen / Stereotypes \(Face to Face\)](#)
- [Second Year German, Activity 28 Tschüss, Auf Wiedersehen / Goodbye, Tschüss \(Face-to-Face\)](#)

ONLINE INSTRUCTION



Photo by: Matthew Henry, via Burst

GERMAN 101, ONLINE INSTRUCTION

- [First Year German, Activity 01 Orientierung / Orientation \(Online\)](#)
- [First Year German, Activity 02 Grüße und Einführungen / Greetings and Introductions \(Online\)](#)
- [First Year German, Activity 03 Geschäftliche Schnitzeljagd / Business Scavenger Hunt \(Online\)](#)
- [First Year German, Activity 04 Studienplan / School Schedule \(Online\)](#)
- [First Year German, Activity 05 Verbhäufigkeit / Verb Frequency \(Online\)](#)
- [First Year German, Activity 06 Möbel und Wohnen / Furniture and Living \(Online\)](#)
- [First Year German, Activity 07 Haushalt Einkaufen / Household Shopping \(Online\)](#)
- [First Year German, Activity 08 Zeit / Time \(Online\)](#)
- [First Year German, Activity 09 Essen / Food \(Online\)](#)
- [First Year German, Activity 10 Hobbys / Hobbies \(Online\)](#)
- [First Year German, Activity 11 Tägliche Routine / Daily Routine \(Online\)](#)

- [First Year German, Activity 12 Familie / Family \(Online\)](#)
- [First Year German, Activity 13 Abschließende Prüfung / Final review \(Online\)](#)
- [First Year German, Activity 14 Winterferien / Winter Holiday \(Online\)](#)

GERMAN 102, ONLINE INSTRUCTION

- [First Year German, Activity 15 Einführungstag / Orientation Day \(Online\)](#)
- [First Year German, Activity 16 Reisen / Travel \(Online\)](#)
- [First Year German, Activity 17 Besichtigung / Sightseeing \(Online\)](#)
- [First Year German, Activity 18 Gesundes Leben / Healthy Living \(Online\)](#)
- [First Year German, Activity 19 Zum Arzt Gehen / Going to the Doctor \(Online\)](#)
- [First Year German, Activity 20 Menschen Beschreiben / Describing People \(Online\)](#)
- [First Year German, Activity 21 Beziehung / Relationship \(Online\)](#)
- [First Year German, Activity 22 Arbeit und Leben / Work and Life \(Online\)](#)
- [First Year German, Activity 23 Rückblick vor den Frühlingsferien / Review Before the Spring Break \(Online\)](#)
- [First Year German, Activity 24 Eigenschaften und Werte /Characteristics and Values \(Online\)](#)
- [First Year German, Activity 25 In der Schule und Nach der Schule / In School and After School \(Online\)](#)
- [First Year German, Activity 26 Politik und die Umwelt / Politics and the Environment \(Online\)](#)
- [First Year German, Activity 27 Eine Reise durch Berlin / A Trip through Berlin \(Online\)](#)
- [First Year German, Activity 28 Reisen / Travel \(Online\)](#)

GERMAN 201, ONLINE INSTRUCTION

- [Second Year German, Activity 01 Bingo / Bingo \(Online\)](#)
- [Second Year German, Activity 02 Reisen / Travel \(Online\)](#)
- [Second Year German, Activity 03 Jeopardy mit Farben / Jeopardy with Colors \(Online\)](#)
- [Second Year German, Activity 04 Reisen durch Berlin / Traveling through Berlin \(Online\)](#)
- [Second Year German, Activity 05 Alltagsleben / Everyday Life \(Online\)](#)
- [Second Year German, Activity 06 Berufe / Jobs \(Online\)](#)
- [Second Year German, Activity 07 Monatliche Ausgaben und Lebenssituationen / Monthly Expenses and Living Situations \(Online\)](#)
- [Second Year German, Activity 08 Kaffeegespräch / Coffee Talk \(Online\)](#)
- [Second Year German, Activity 09 Soziale Medien und Technologie / Social Media and Technology \(Online\)](#)
- [Second Year German, Activity 10 Nachrichten / The News \(Online\)](#)
- [Second Year German, Activity 11 Podcasts und Online-Medien / Podcasts and Online Media \(Online\)](#)
- [Second Year German, Activity 12 Debatten / Debates \(Online\)](#)

- [Second Year German, Activity 13 Musik / Music \(Online\)](#)
- [Second Year German, Activity 14 Weihnachten / Christmas \(Online\)](#)

GERMAN 202, ONLINE INSTRUCTION

- [Second Year German, Activity 15 Einleitung / Introduction \(Online\)](#)
- [Second Year German, Activity 16 Schule und Universität / School and University \(Online\)](#)
- [Second Year German, Activity 17 Partnerschaft – Liebe – Beziehungen / Partnership – Love – Relationships \(Online\)](#)
- [Second Year German, Activity 18 Berlin! / Berlin! \(Online\)](#)
- [Second Year German, Activity 19 Alltag und Aberglaube / Everyday Life and Superstition \(Online\)](#)
- [Second Year German, Activity 20 Deutsche Städte und Essen / German Cities and Food \(Online\)](#)
- [Second Year German, Activity 21 Karneval / Carnival \(Online\)](#)
- [Second Year German, Activity 22 Zungenbrecher / Tongue Twisters \(Online\)](#)
- [Second Year German, Activity 23 Stereotypen / Stereotypes \(Online\)](#)
- [Second Year German, Activity 24 Krimi / Crime \(Online\)](#)
- [Second Year German, Activity 25 Reisen / Travel \(Online\)](#)
- [Second Year German, Activity 26 Deutsche Dialekte / German Dialects \(Online\)](#)
- [Second Year German, Activity 27 Berufe / Professions \(Online\)](#)
- [Second Year German, Activity 28 Tschüss, Auf Wiedersehen / Goodbye \(Online\)](#)

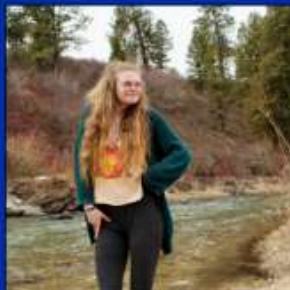
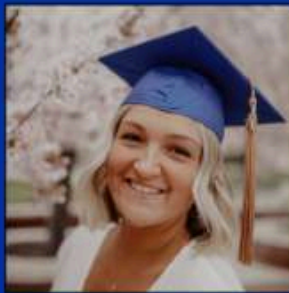
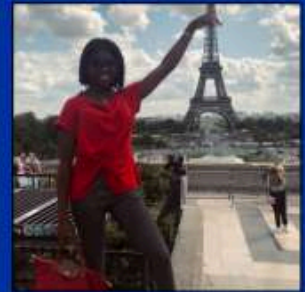
Frequently Asked Questions



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysgerman/?p=3875#h5p-32>

GERMAN LEVEL 1, FACE-TO-FACE ACTIVITIES



Photos of past and present Pathways Project student team members

😊 German Level 1, Activity 01: Aktivitätsorientierung / Activity Orientation (Face to Face)



Rashid Khreiss, Unsplash

Description: Students will learn more about how conversation activities will be facilitated and introduce

themselves to one another.

Semantic Topics: conversation guidelines, introductions, aktivitätsregeln, henker, informal, formal, formelle, informelle.

Products: Greetings with the formal you and the informal you in German. Grüße mit dem förmlichen Sie und dem informellen du auf Deutsch..

Practices: Proper greeting of contemporaries, elders, and authority figures in German. Zeitgenossen, Älteste und Autoritätspersonen auf Deutsch richtig begrüßen.

Perspectives: Respect for adults and persons of authority in German speaking countries are demonstrated through the use of du or Sie for you in German. Der Respekt gegenüber Erwachsenen und Autoritätspersonen wird im deutschsprachigen Raum durch die Verwendung von du oder Sie in deutscher Sprache demonstriert.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret spoken and written language on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to

share information, reactions, feelings, and opinions.

- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can introduce myself to others.
- I can use survival phrases to ask for help.
- I can understand class expectations and requirements.

Materials Needed:

- [Google Presentation](#)

WARM-UP

1. Go through the Activity 01 presentation which introduces conversation activities and some important guidelines. It discusses how activities are setup, Can-Do statements, and guiding principles (listed in the speaker notes), which we call S.P.E.A.K. (*Spontaneous, punctual, engaged, apply, kind*)

Gehen Sie durch die erste Woche Aktivität-Präsentation, die eine Orientierung für Studenten ist. Diskutieren Sie die Laborregeln und Philosophien (aufgeführt in den Sprechernotizen), die wir SPEAK nennen.

MAIN ACTIVITY

1. Introduce yourself to the students. Go over the proper way to introduce yourself in German and have the students introduce themselves.

Stelle dich vor. Gehen Sie die richtige Methode durch, um sich auf Deutsch vorzustellen, und lassen Sie sich von den Schülern vorstellen

Ich bin/heiße...

2. Go over survival phrases for the activity that you want students to use during the activities.

Gehen Sie Überlebensphrasen für das Aktivität durch, die die Schüler während der Übungen verwenden sollen.

- *Wie sagt man...?* (How do you say...?)
- *Ich verstehe nicht.* (I don't understand.)
- *Wie bitte?* (Excuse me?)
- *Wie spricht man ... aus?* (How to speak ... from?)
- *Langsamer, bitte* (Slower, please)

WRAP-UP

If there is extra time, help the students practice the German alphabet by playing hangman.

Wenn Zeit übrig ist, helfen Sie den Schülern, das deutsche Alphabet zu üben, indem Sie Galgenmännchen spielen.

Vogel

Buch

Wolken

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can introduce myself to others.
- I can use survival phrases to ask for help.
- I can understand class expectations and requirements.

CULTURAL RESOURCES

Linked here is an [article](#) discussing the importance of creating some stress free environments during language learning. As a helpful reminder for students, this article will be linked in the Cultural Notes section in the first activity of each section.. <https://languagelearnersjournal.com/2018/05/14/is-stress-impacting-your-language-learning-ability/>

How to Remix a Pathways Project Activity

Feeling creative? The Pathways Project needs your help in remixing activities for the K-12 classroom.

Try taking an activity to the next level by:

- Add new content (something you've created or another OER source)
- Contribute additional activity suggestions
- Integrate authentic materials such as videos, infographics, photos, etc.
- Suggest how to implement the activity in the classroom
- Customize the content for a specific audience or group of learners (for example, K-5 learners or to differentiate for student's needs)

We want to make it easy to share back with the larger Pathways Project Community! Simply, click this [link](#) to remix this activity.

Please consider sharing your remixed activity with us by emailing the activity link to Pathwaysproject@boisestate.edu so that Pathways continues to grow!

If this is your first time remixing, check out our [one minute tutorial](#) below:





One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://boisestate.pressbooks.pub/pathwaysgerman/?p=345#oembed-1>

👋 German Level 1, Activity 02: Grüße und Einführungen / Greetings and Introductions (Face to Face)



Free Vector

Description: Students will have a “Meet and Greet” party where they will pretend to be the person on their card, such as Heidi Klum. They will introduce themselves and greet other people, taking into account the times of the day, their feelings, and the different greetings.

Semantic Topics: greetings, grüße, introductions, einführungen, introductions, einleitung, hello, hallo, goodbye, auf wiedersehen, times of day, tageszeiten

Products: Various hello and goodbye sentences and everyday phrases in German. Diverse Hallo- und Auf Wiedersehen-Sätze und Alltagsphrasen auf Deutsch.

Practices: Practice different hello and farewell sentences and daily sentences in German. Üben Sie verschiedene Hallo- und Abschiedssätze und Tagessätze auf Deutsch.

Perspectives: German daily sentences and “Hello and Goodbye” sentences can take different forms depending on the time day and the relationship of the speakers . Deutsche Tagessätze und „Hallo und Auf Wiedersehen“-Sätze können je nach Tageszeit und Verwandtschaft der Sprecher unterschiedliche Formen annehmen.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret spoken and written language on a variety of topics.
- Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

Idaho State Content Standards:

- Objective: COMM 1.1- Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.

- Objective: COMP 1.1- Observe formal and informal forms of language.
- Objective: COMM 2.1- Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can say hello and goodbye to someone my age or younger, my professor, an adult, or someone I don't know.
- I can introduce myself and others.
- I can respond to an introduction.
- I can greet and take leave from someone using polite rehearsed behaviors.

Materials Needed

- [Google Presentation](#)
- iPad
- [German Person Cards](#)

Would you like to make changes to the materials? Access the template(s) below:

(Canva Template, free account required)

- [German Person Cards](#)

WARM UP

1. Begin by opening the Google Slideshow. Give a quick reminder about formal v. informal conjugations for introductions.

- *Öffnen Sie zunächst die Google Slideshow und stellen Sie die Can-Do's vor. Geben Sie eine kurze Erinnerung an formelle vs. informelle Konjugationen für Einführungen.*

2. For the warm-up, students will play hangman to review the times of the day.

- *Für das Warm-up spielen die Schüler Galgenmännchen, um die Tageszeiten zu überprüfen.*

3. Say the Can-Do statements and remind students about formal vs. informal conjugations (e.g. for introductions).

- *Sagen Sie die Can-Do-Aussagen, erinnern Sie die Schüler an formale vs. informelle Konjugationen (z.B. für Einführungen).*

Some hangman word options:

Einige Galgenmännchenwortoptionen:

- *Hallo*
- *Gute Nacht*
- *Schlaf gut*
- *Guten Tag*
- *Guten Abend*
- *Guten Morgen*
- *Freut mich, dich kennenzulernen*
- *Herzlich Willkommen*
- *Danke*
- *Bitte*
- *Tschüss*
- *Bis Morgen*
- *Auf Wiedersehen*
- *Greeting – Begrüßung*

MAIN ACTIVITY

Students will have a "Meet and Greet" party where they will pretend to be the person on their card.

- *Die Schüler werden eine "Meet and Greet" -Party haben, bei der sie vorgeben, die Person auf ihrer Karte zu sein.*

1. Each student gets an identity card that describes who they will be for the round.

- *Jeder Schüler erhält einen Personalausweis, der beschreibt, wer er für die Runde sein wird.*

2. The instructor will put a time of day on the projector or iPad which students must take into account in their answers.

- *Der Lehrer präsentiert eine Tageszeit auf dem Projektor oder dem iPad, die die Schüler in ihren Antworten berücksichtigen müssen.*

3. Students walk around and mingle with each other, asking each other questions and responding based on the information on their cards including the emotion displayed by the emoji.

- *Die Schüler laufen herum und mischen sich untereinander, stellen sich gegenseitig Fragen und antworten basierend auf den Informationen auf ihren Karten, einschließlich der Emotionen, die durch das Emoji angezeigt werden.*

Students should practice using the formal tense for their answers.

- *Die Schüler sollten üben, die formelle Zeitform für ihre Antworten zu verwenden.*

WRAP-UP

Ask the students the following questions to finish up the activity.

- *Was war am schwierigsten in dieser Aktivität für euch?* (What was the most difficult part of this activity for you?)
- *Welche Fragen habt ihr noch?* (What other questions do you have?)

END OF ACTIVITY:

Can-Do statement check-in... "Where are we?"

- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can say hello and goodbye to someone my age or younger, my professor, an adult, or someone I don't know.
- I can introduce myself and others.
- I can respond to an introduction.
- I can greet and take leave from someone using polite rehearsed behaviors.

CULTURAL RESOURCES

It is important in Germany to always be on time for any meeting. There is no such thing as “fashionably late” in German speaking countries. Here are links to two short videos; one on [Hallo](#) and one on [Good-bye](#) in German.



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<https://boisestate.pressbooks.pub/pathwaysgerman/?p=24#oembed-1>



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 German Level 1, Activity 03: Business-Schnitzeljagd / Business Scavenger Hunt (Face to Face)



freepik.com

Description: Students will receive business cards listing an address, profession and phone number. Based on the cards, students will practice asking each other questions to determine each other's information.

Semantic Topics: introductions, vorstellungen, questions, fragen, personal information, persönliche daten, phone number, telefonnummer, address, adresse, profession, beruf, business, geschäft, scavenger hunt, schnitzeljagd.

Products: Business Cards, Visitenkarten, Professions, Berufe

Practices: Learning how to read and use business cards in a German speaking country, Visitenkarten im deutschsprachigen Raum lesen und verwenden lernen.

Perspectives: In the German culture work is very important. Bei den Deutschen ist Arbeit sehr wichtig. Networking is important in the German speaking working world. Vernetzung ist wichtig in der deutschen sprechen Arbeitswelt. Respect for elders or persons in authority in German-speaking countries is important and can be achieved by addressing them correctly. Respekt gegenüber Ältesten oder Autoritätspersonen im deutschsprachigen Raum ist wichtig und kann durch die richtige Ansprache erreicht werden.

NCSSFL-ACTFL World-Readiness Standards:

- Standard: 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard: 1.2 Students understand and interpret written and spoken language on a variety of topics.
- Standard: 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Idaho State Content Standards:

- Objective: COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a

variety of topics.

- Objective: CLTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.
- Objective: CLTR 1.3: Function appropriately in diverse contexts within the target culture.

NCSSFL-ACTFL Can-Do Standards:

- I can provide personal information when asked.
- I can ask another person about their address and phone number.
- I can identify street addresses and phone numbers.

Materials Needed:

- [Google Presentation](#)
- [Business Cards](#)
- [Question Cards](#)

Would you like to make changes to the materials? Access the template(s) below:

(Canva template, free account required)

- [Business Cards](#)
- [Question Cards](#)

WARM-UP

1. Begin by opening the Google Slideshow and introduce the Can-Dos for the activity.

- *Öffnen Sie zunächst die Google Slideshow und stellen Sie die Can-Dos für die Aktivität vor.*

2. Using the icons on the business card slides, ask students whether they would use Sie or du based on the situation.

- *Fragen Sie die Schüler anhand der Symbole auf den Folien, ob sie Sie oder du je nach Situation verwenden würden.*

3. After students have finished answering whether they would use Sie or du, give students a verb to have them form full questions and responses using the correct conjugation.

- *Nachdem die Schüler mit der Antwort fertig sind, ob sie Sie oder du verwenden würden, geben Sie den Schülern ein Verb, damit sie vollständige Fragen und Antworten mit der richtigen Konjugation bilden können.*

Ex: *Wie heißen Sie? Wie geht es dir? etc.*

MAIN ACTIVITY

1. Give each student a person card and a question sheet.

- *Geben Sie jedem Schüler eine Personenkarte und ein Frageblatt.*

2. The students then have to go around asking questions to figure out which person the information belongs to.

- *Die Schüler müssen dann herumgehen und Fragen stellen, um herauszufinden, zu welcher Person die Informationen gehören.*

Ex: *Was ist deine Telefonnummer? Wo arbeiten Sie?*

3. Once they find who has the information they write down the name on the business card.

- *Sobald sie herausgefunden haben, wer die Informationen hat, notieren sie den Namen auf der Visitenkarte.*

They might not get to every spot on the sheet and that's fine!

- *Sie kommen vielleicht nicht an jede Stelle auf dem Blatt und das ist in Ordnung!*

WRAP-UP

Ask students the following question(s) to finish the activity:

- *Was ist deine Telefonnummer?* (What is your phone number?) (Students are welcome to make up a phone number)
- *Arbeiten Sie? Wo arbeiten Sie?* (Work? Where do you work?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can provide personal information when asked.
- I can ask another person about their address and phone number.
- I can identify different professions.

CULTURAL RESOURCES

Linked is an Easy German video, [*Job Interviews in Germany*](#).



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<https://boisestate.pressbooks.pub/pathwaysgerman/?p=340#oembed-1>

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- Suggest how to implement the activity in the classroom
- Customize the content for a specific audience or group of learners (for example, K-5 learners or to differentiate for student's needs)

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<https://boisestate.pressbooks.pub/pathwaysgerman/?p=340#oembed-2>

 German Level 1, Activity 04: Termine und Wochentage / Schedules and Days of the Week (Face to Face)



freepik.com

Description: Student will practice describing their schedule based on the different days of the week. Students will practice discussing different school subjects and their daily schedule.

Semantic Topics: schedule, zeitplan, calendar, kalender, weekdays, wochentage, weekend, wochenende,

school, schule, major, hauptfach, activity, aktivität.

Products: German calendar, Deutscher Kalender, U.S. Calendar, US-Kalender.

Practices: Get to know the differences between a calendar from a German speaking country and a calendar from the United States. Lernen Sie die Unterschiede zwischen einem Kalender aus dem deutschsprachigen Raum und einem Kalender aus den USA kennen. Understanding holidays from German speaking lands, the importance of them, and how they are celebrated. Verstehen Sie die Feiertage im deutschsprachigen Raum, ihre Bedeutungen und wie sie gefeiert werden.

Perspectives: Value and importance of holidays from German speaking countries. Wert und Bedeutung von Urlauben aus dem deutschsprachigen Raum.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.
- Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- Standard 3.1 Students reinforce and further their knowledge of other disciplines through German.

Idaho State Content Standards:

- Objective: COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to

share information, reactions, feelings, and opinions.

- Objective: COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- Objective: CLTR 1.3: Function appropriately in diverse contexts within the target culture.
- Objective: CONN 1.2: Relate information studied in other subjects to the target language and culture.

NCSSFL-ACTFL Can-Do Statements:

- I can talk about my weekly routine.
- I can talk about what I learn and do.
- I can list my classes and tell what time they start and end.
- In my own and other cultures, I can understand the similarities and differences between a class schedule in the United States and in Germany.

Materials Needed:

- [Google Presentation](#)
- [Days of the Week](#)
- [Schedules](#)
- Wet Erase Markers
- Towel and Spray Bottle

Would you like to make changes to the materials? Access the template(s) below:

(Canva Template(s), free account required)

- [Days of the Week Cards](#)
- [Schedules](#)

WARM-UP

1. Begin by opening the Google Slideshow and introduce the Can-Dos for the activity.

Öffnen Sie zunächst die Google Slideshow und stellen Sie die Can-Dos für die Aktivität vor.

2. Students will be given the days of the week cards.

Die Schüler erhalten Wochentagskarten.

3. Students will practice independently to put them in the correct order.

Die Schüler üben selbstständig, um sie in die richtige Reihenfolge zu bringen.

4. Afterwards show the correct order on the board and make sure that students have it correct.

Zeigen Sie anschließend die richtige Reihenfolge auf der Tafel an und stellen Sie sicher, dass die Schüler sie richtig haben.

MAIN ACTIVITY

1. Have students come up with as many school subjects they know and write them on the board as a word bank.

Lassen Sie die Schüler so viele Schulfächer wie möglich aufzählen und schreiben Sie sie als Wortsammlung an die Tafel.

2. Students will work in partners to build each other's schedules, asking what they have on each day at different times.

Die Schüler arbeiten in Partnerarbeit, um die Zeitpläne des anderen zu erstellen und zu fragen, was sie an jedem Tag zu verschiedenen Zeiten haben.

3. Students will record each other's schedule on the schedule cards.

Die Schüler werden den Zeitplan des anderen auf den Stundenplankarten aufzeichnen.

4. After students are done writing they will share with the group something about their partner's schedule.

Nachdem die Schüler mit dem Schreiben fertig sind, werden sie der Gruppe etwas über den Zeitplan ihrer Partner mitteilen.

WRAP-UP

Discuss with students the similarities and differences between a German calendar and an American one.

Besprechen Sie mit den Schülern die Ähnlichkeiten und Unterschiede zwischen einem deutschen und einem amerikanischen Kalender.

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can talk about my weekly routine.
- I can talk about what I learn and do.
- I can list my classes and tell what time they start and end.
- In my own and other cultures, I understand the similarities and differences between a class schedule in the United States and in Germany.

CULTURAL RESOURCES

Linked is a video about [German Ordinal and Cardinal](#) numbers. It is in both English and German.



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🎨 German Level 1, Activity 05: Jagd nach Kunst / Hunting for Art (Face to Face)



Daian Gans Pexels

Description: First, students will view a slide with works from German artists. They are going to describe

the art with old and new adjectives. There is a clue about art in the warm-up word slide, Deutsche Adjektive. (it is written in the colors of the rainbow and then the three primary colors). Then students put these new and old adjectives to use as they digitally search museums in Berlin, hunting for art that depicts certain adjectives. Finally, in the end students share about other types of German art they enjoy – music, architecture, design, etc.

Semantic Topics: art, kunst, artists, künstler, adjectives, adjektive, museums, museen, descriptions, beschreibungen.

Products: Language, Sprache, Words, Wörter, Adjectives, Adjektive, Museums of Berlin digital site, Staatliche Museen zu Berlin digitale Seite.

Practices: Hunting for art that depicts certain adjectives. Jagd nach Kunst, die bestimmte Adjektive darstellt.

Perspectives: Value of German art and artists. Wert deutscher Kunst und Künstler.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written language on a variety of topics.

- Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: CLTR: 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm of the target culture.
- Objective: COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can take a list of adjectives and apply them to different works of art
- I can describe different pieces of art to my peers
- I can answer questions about German art and artists

Materials Needed:

- [Google Presentation](#)
- [Digital link for the State Museums in Berlin](#)
- [Deutsches Kunstwerk](#)
- [List of German Adjectives](#)

WARM-UP

Before the activity, the instructor should print and cut out the list of German adjectives (located in the materials needed section). *Vor der Aktivität sollte der Lehrer die Liste der deutschen Adjektive ausdrucken und ausschneiden (befindet sich im Abschnitt benötigte Materialien).*

1. Begin by going over the Can-Do Statements. *Gehen Sie zunächst die Kann-Aussagen durch.*
2. Divide the students in groups of 2 or 3. *Teilen Sie die Schüler in 2er- oder 3er-Gruppen ein.*
3. Show the slide with the list of adjectives. Ask if there are any questions about the adjective list. *Zeigen Sie die Folie mit der Liste der Adjektive. Fragen Sie, ob Sie Fragen zur Adjektivliste haben.*

4. Randomly hand out the pre-cut adjectives to the group. *Verteilen Sie zufällig die vorgefertigten Adjektive an die Gruppe.*
5. Either print the slide containing the German artwork or have that slide displayed. *Drucken Sie entweder die Folie mit dem deutschen Bildmaterial aus oder lassen Sie sich diese Folie anzeigen.*
6. Have the students assign the correct adjectives to different artworks. *Lassen Sie die Schüler verschiedenen Kunstwerken die richtigen Adjektive zuordnen.*

MAIN ACTIVITY

Tell the students they are tasked with assisting an art curator in setting up a small, pop-up art exhibition. The curator needs different art types and styles to make a complete collection. *Sagen Sie den Schülern, dass sie die Aufgabe haben, einem Kunstkurator bei der Einrichtung einer kleinen Pop-up-Kunstaussstellung zu helfen. Der Kurator benötigt verschiedene Kunstarten und -stile, um eine vollständige Sammlung zu erstellen.*

1. Divide the students into groups of 2 or 3. Divide out the adjective cards among the groups. *Teilen Sie die Schüler in 2er- oder 3er-Gruppen auf. Teilen Sie die Adjektivkarten auf die Gruppen auf.*
2. Make sure each group can access the web: phones, iPad, laptop and have them access the digital link for the state museums in Berlin (located in the materials needed section). *Stellen Sie sicher, dass jede Gruppe auf das Internet zugreifen kann: Telefone, iPad, Laptop, und lassen Sie sie auf den digitalen Link für die Staatlichen Museen in Berlin zugreifen (befindet sich im Abschnitt „Benötigte Materialien“).*
3. Each group is responsible for finding a work of art that depicts at least four of the adjectives used in the warm-up. *Jede Gruppe ist dafür verantwortlich, ein Kunstwerk zu finden, das mindestens vier der im Warm-up verwendeten Adjektive darstellt.*
4. With about 10 minutes left have the students come back together and, using their adjectives, share about the artwork they found. *Nach etwa 10 Minuten kommen die Schüler wieder zusammen und tauschen sich unter Verwendung ihrer Adjektive über die Kunstwerke aus, die sie gefunden haben.*

WRAP-UP

Ask students the following question(s) to end the activity:

- *Welche deutsche Kunst / Künstler mögen Sie?* (What German art / artists do you like?)
- *Gibt es andere Arten von deutscher Kunst, die Sie mögen – Architektur, Musik, Design?* (Are there other types of German art you enjoy – architecture, music, design?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can take a list of adjectives and apply them to different works of art
- I can describe different pieces of art to my peers
- I can answer questions about German art and artists

CULTURAL RESOURCES

Linked is a video from the [Deutsches Historisches Museum](#) from Museums.love. This is an English video touring a little of the museum and talks about the great renovation that the museum is undertaking. The second video is a tour of [Museuminsel](#). It is all German with no subtitles, but good for a tour of Museuminsel.



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- Suggest how to implement the activity in the classroom
- Customize the content for a specific audience or group of learners (for example, K-5 learners or to differentiate for student's needs)

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German Level 1, Activity 05: How Often?/Wie Oft? (Face to Face)(Alternate)



Nubia Navarro (nubikini)

Description: First, students will identify some activities according to what the image looks like. They must match it with the appropriate verb. The main objective during this activity is for Students to practice

their ability to ask each other questions about how often they do certain activities. They will make sure to respond to these questions with full answers. Finally, students will end with answering which of the activities was their favorite and which one they do the most in their personal lives.

Semantic Topics: activities, Aktivitäten, free time, Freizeit, frequent, häufig, how often, wie oft.

Products: Language, Sprache, Words, Wörter, Nouns, Nomen, Verbs, Verben.

Practices: Identifying the frequency of doing an activity. Identifizieren wie oft einer ein Aktivität macht.

Perspectives: The importance of being involved and taking an interest in what other people might be doing. Die Wichtigkeit mit etwas beschäftigt zu sein und sich interessieren mit was Anderen zu tun haben.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, opinions

- Objective: COMM: 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can ask questions about how often others do activities.
- I can answer questions about how often I do activities.
- I can discuss the activities I do with others.

Materials Needed:

- [Google Slide Presentation](#)
- [Wie oft cards 1-10](#)
- [Wie oft cards 11-16](#)
- [Wie oft cards 17-20](#)
- [Wie Oft... Sheet](#)

Would you like to make changes to the materials? Access the template(s) below:

(Canva template, free account required)

- [Wie oft cards 1-20](#)
- [Wie Oft... Sheet](#)

WARM-UP

1. Match the picture with the correct verb.

Pass das Bild mit dem richtigen Verb.

MAIN ACTIVITY

1. Find the matching German and English verb pairs.
Finde die passende Deutsch und Englische Verbpaaren.
2. Ask a classmate a question about how often they do the activity.
Frage einen Klassenkamaraden wie oft sie das Aktivität machen
3. Then the teacher will ask this question to the student that found the pair.

Dann werde der Lehrer(in) der Student der die Paar gefunden hat, die Frage fragen.

WRAP-UP

1. Which activity do you do the most?
Welche Aktivität macht ihr am häufigsten?
2. Which activity do you do the least?
Welche Aktivität macht ihr am seltesten?

END OF ACTIVITY

- Read Can-Do statements once more and have students evaluate their confidence.
(Use thumbs up/thumbs down or download our student cards.)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can ask questions about how often others do activities.
- I can answer questions about how often I do activities.
- I can discuss the activities I do with others.

German Level 1, Activity 06: Möbel und Wohnen / Furniture and Living (Face to Face)



Pexels

Description: Students will work within a budget to find pieces of furniture to decorate their dorm room. Die Schüler werden innerhalb eines Budgets arbeiten, um Möbelstücke zu finden, um ihr Wohnheimzimmer zu dekorieren. Students will practice describing furniture and using terms related to money. Die Schüler üben die Beschreibung von Möbeln und die Verwendung von Begriffen, die mit Geld

zu tun haben.

Semantic Topics: money, geld, furniture, möbel, dorm, wohnheim, apartment, wohnung, furnish, einrichten, catalog, katalog, gender, geschlecht

Products: Furniture, Möbel, Apartments, Wohnungen, Houses, Häuser, Dormitories, Studentenwohnheime.

Practices: Understanding living standards and situations in German speaking countries. Lebensstandards und Situationen im deutschsprachigen Raum verstehen. Appreciating the differences in residences and furnishings. Schätzen Sie die Unterschiede in Wohnungen und Einrichtungsgegenständen.

Perspectives: Spatial and land restrictions determine the living situation in German-speaking countries. Räumliche und landwirtschaftliche Beschränkungen bestimmen die Lebenssituation im deutschsprachigen Raum.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret spoken and written language on a variety of topics.
- Standard 2.1 Students demonstrate an understanding of the relationship between the practices

and perspectives of the cultures studied.

Idaho State Content Standards:

- Objective: COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- Objective: CLTR 1.3: Function appropriately in diverse contexts within the target culture.

NCSSFL-ACTFL Can-Do Statements:

- I can identify types of furniture and rooms.
- I can work within a budget to solve a problem, such as purchasing furniture for a room.
- I can follow a description to find a solution.

Materials Needed:

- [Google Presentation](#)
- [Furniture Catalog](#) (Images from Ikea.com)
- Whiteboard and Markers

Would you like to make changes to the materials? Access the template(s) below:

(Canva Template(s), free account required)

- [Furniture Catalog](#)

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.

- *Beginnen Sie mit der Einführung der Can-Dos für die heutige Aktivität.*

2. Ask the following questions to introduce students to the vocabulary.

- *Stellen Sie die folgenden Fragen, um die Schüler in den Wortschatz einzuführen.*
- Do you live in an apartment, house, or dorm?
 - *Wohnt ihr in einem Haus, in einer Wohnung, oder in einer Wohngemeinschaft?*
- Do you live with your parents, partner, or friends?
 - *Wohnt ihr mit euren Eltern, mit einem/er Partner/in, oder mit Freunden?*
- Do you like to decorate your rooms?
 - *Dekoriert ihr eure Zimmer gern?*

MAIN ACTIVITY

1. Pair up students and give each pair a corresponding furniture catalog.

- *Paaren Sie die Schüler und geben sie jedem Paar einen entsprechenden Möbelkatalog.*

2. The students choose which furniture they would buy based off the descriptions on the card and a 1000 euro budget.

- *Ihr müsst mit einem/er Partner/in arbeiten. Ihr habt 1000€ um eure Studentenwohnung zu dekorieren.*

3. There is no "right" answer, but students should take into account the price of each thing and their budget.

- *Es gibt keine "richtige" Antwort, aber die Schüler sollten den Preis jeder Sache und ihr Budget berücksichtigen.*

4. Once students are done have the pairs present their decisions to the group, including why they chose which pieces of furniture and how the furniture fits into the budget.

- *Teilt uns mit was ihr gekauft habt und wie das mit dem Budget passt.*

5. If students finish quickly they can switch cards and do the activity again.

- *Wenn die Schüler schnell fertig sind, können sie die Aktivität mit anderen Karten wiederholen.*

WRAP-UP

Ask students the following question(s) to finish the activity:

1. *Welche Möbelstücke mögt ihr am liebsten?* (What was your favorite piece of furniture?)
2. *Wo kauft ihr gerne Möbel?* (Where do you like to buy furniture for your house/room?)
3. *Was ist wichtiger, Qualität oder Preis?* (What's more important? Quality or price?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities.

NCSSFL-ACTFL Can-Do Statements:

- I can identify types of furniture and rooms.
- I can work within a budget to solve a problem, such as purchasing furniture for a room.
- I can follow a description to find a solution.

CULTURAL RESOURCES

Linked are two videos The first over various living [accommodations](#) in Germany and the second, [apartment](#) living in Berlin.



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 German Level 1, Activity 07: Haushaltsartikel und Einkaufen / Household Items and Shopping (Face to Face)



freepik.com

Description: In this activity, students will practice shopping using a list to purchase a variety of household items. Half of the students will receive a shopping list and the other half will be a store-front. The students will ask each other questions to find items on their list.

Semantic Topics: shopping, einkaufen, household items, haushaltsartikel, selling, verkaufen, items, artikel, groceries, lebensmittel, asking questions, fragen stellen.

Products: Stores, Geschäfte, Household Goods, Haushaltswaren, Groceries, Lebensmittel.

Practices: Learning how to shop for food and household goods in a German speaking country. Erlernen des Einkaufens von Lebensmittel und Haushaltswaren im deutschsprachigen Raum.

Perspectives: Shops in German speaking countries are different than those in the U.S. and the shopkeepers expect to be addressed in specific manners. Shops im deutschsprachigen Raum unterscheiden sich von denen in den USA und die Ladenbesitzer erwarten eine spezifische Ansprache.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.
- Standard 2.1 Students demonstrate an understanding of the relationship between the practices

and perspectives of the culture studied.

Idaho State Content Standards:

- Objective: COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CLTR 1.3: Function appropriately in diverse contexts within the target culture.

NCSSFL-ACTFL Can-Do Statements:

- I can ask for and identify household items, such as items for the kitchen, office, etc.
- I can work with other students to solve a problem, such as shopping from a list.
- I can appropriately ask for the availability of any item when visiting a store.

Materials Needed:

- [Google Presentation](#)
- [Shopping List Cards](#)
- [Store Cards](#)
- Whiteboards and Markers

Would you like to make changes to the materials? Access the template(s) below:

(Canva Template(s), free account required)

- [Shopping List Cards](#)
- [Store Cards](#)

WARM-UP

1. Begin by introducing the Can-Dos for today's activity. Distribute a white board and a marker to each student.
 - *Beginnen Sie mit der Einführung der Can-Do's für die heutige Aktivität. Verteilen Sie ein Whiteboard und einen Marker an jeden Schüler.*
2. Write the name of each of the different rooms on the white board.

- *Schreiben Sie den Namen jedes der verschiedenen Räume auf die Weiße Tafel.*

3. Students will then have 45 seconds to 1 minute to come up with as many words as possible that relate to the room.

- *Die Schüler haben anschließend 45 Sekunden bis 1 Minute um sich möglichst viele Wörter zum Raum ausdenken.*

For example: *das Schlafzimmer*

- *Zum Beispiel: das Schlafzimmer*

Students: *Bett, Lampe, Nachttisch, Bettwäsche*

- *Studenten: Bett, Lampe, Nachttisch, Bettwäsche*

4. Repeat with the other rooms.

- *Wiederholen Sie mit den anderen Räumen*

MAIN ACTIVITY

1. Distribute a shopping list to half of the students. The other half will receive a store card.

- *Verteilen Sie an die Hälfte der Schüler eine Einkaufsliste. Die andere Hälfte erhält eine Store-Karte.*

2. The students with the shopping lists will go to the students with the store cards, trying to find the items on their lists. Go over the proper way to ask for something and how they, as the store owners, would respond. This can be written on the white board if necessary. Remind students about the Akkusativ.

- *Die Schüler mit den Einkaufslisten gehen zu den Schülern mit den Ladenkarten und versuchen, die Artikel auf ihren Listen zu finden. Geben Sie den korrekten Weg durch, um nach etwas zu fragen und wie sie als Ladenbesitzer reagieren würden. Dies kann bei Bedarf auf das Whiteboard geschrieben werden. Erinnern Sie die Schüler an Akkusativ-Formen.*

For example: *"Guten Tag, ich brauche eine Lampe" oder "Hallo, haben Sie eine Lampe?"*

- *"Ja, wir haben eine Lampe" oder "Nein, wir haben keine Lampe"*

(this is also good practice for the accusative since brauchen/haben go with akkusativ)

(dies ist auch eine gute Praxis für den Akkusativ, da brauchen/haben mit Akkusativ gebildet wird)

3. The students should talk with each person with a store card in order to find all the items on their list.

- *Die Schüler sollten mit jeder Person mit einer Store-Karte sprechen, um alle Artikel auf ihrer Liste zu finden.*

4. Once they have found everything, the two groups can switch. The students who had the store cards will now have the shopping lists and vice versa.

- *Sobald sie alles gefunden haben, können die beiden Gruppen wechseln. Die Schüler, die die Ladenkarten hatten, haben jetzt die Einkaufslisten und umgekehrt.*

5. If you have extra time, the students can switch shopping lists/stores again.

- *Wenn Sie mehr Zeit haben, können die Schüler die Einkaufslisten/Geschäfte wieder wechseln.*

WRAP-UP

Ask the following question(s) to finish the activity:

- *Welche Dinge von den Listen habt ihr?* (What things from the lists do you have?)
- *Welche nicht?* (Which ones do you not have?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSFFL-ACTFL Can-Do Statements:

- I can ask for and identify household items, such as items for the kitchen, office, etc.
- I can work with other students to solve a problem, such as shopping from a list.
- I can appropriately ask for the availability of any item when visiting a store.

CULTURAL RESOURCES

Linked is an Easy German video about [shopping](#) in Hamburg.



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 German Level 1, Activity 08: Zeit / Time (Face to Face)



Laura Lauch

Description: Students will practice telling the time from visual and verbal cues. They will also practice responding to situations with a schedule.

Semantic Topics: time, zeit, plans, pläne, clock, watch, uhr, second, sekunde, hour, stunde, minutes, minuten.

Products: Clocks, Uhren.

Practices: Telling the time as Germans tell the time. Die Zeit sagen, wie die Deutschsprachige die Zeit sagen. Understanding the German phrasing of time. Verstehe die deutsche Zeitformulierung.

Perspectives: The concept of time and the cultural concept of timeliness is important in German speaking countries. Der Begriff der Zeit und der kulturelle Begriff der Pünktlichkeit sind im deutschsprachigen Raum wichtig.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret spoken and written language on a variety of topics.
- Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

Idaho State Content Standards:

- Objective: COMM 1.1- Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMP 1.1- Observe formal and informal forms of language.
- Objective: COMM 2.1- Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- Understand the time when announced or shown to me.
- Identify movies and the times they take place on a schedule.
- Use simple information from someone's schedule to make a recommendation.

Materials Needed:

- [Google Presentation](#)
- [Movie Schedule](#)
- White Boards

Would you like to make changes to the materials? Access the template(s) below:

(Canva template(s), free account required)

- [Movie Schedule](#)

WARM-UP

1. Begin by introducing the Can-Dos for today's activity.

- *Beginnen Sie mit der Einführung der Can-Do's für die heutige Aktivität.*

2. Students will practice telling time from a clock.

- *Die Schüler üben, die Zeit von einer Uhr auszusagen.*

3. There are two types of questions: First, students will respond to a verbal reading of the time by writing the time on a whiteboard. These are the slides with the typed out times, and you shouldn't switch to that slide until you've said the time. Second, students will be shown a time on the clock and they must respond verbally with the correct time. These are the slides with pictures of clocks.

- *Es gibt zwei Arten von Fragen: Bei der ersten Art schreiben Student*innen die von Ihnen vorgelesene Uhrzeit auf ein Whiteboard. Dies sind die Folien mit den eingegebenen Zeiten, und Sie sollten nicht zu dieser Folie wechseln, bis Sie die Zeit angegeben haben. Bei der zweiten Art von Fragen werden Student*innen Uhrzeiten angezeigt und sie müssen verbal darauf antworten. Dies sind die Folien mit Bildern von Uhren.*
- Students write the time on their whiteboards and the teacher asks the question "What time is it?".
 - *Die Studenten schreiben die Zeit auf den Whiteboards und der Lehrer stellt die Frage, "Wie spät ist es?"*
- Students verbally respond.
 - *Die Studenten sprechen die Zeit aus.*

Make sure that students are using the correct format for time, and challenge them to use the more colloquial terms such as "quarter past...." or "half before..."

- *Stellen Sie sicher, dass die Schüler das richtige Format für die Zeit verwenden, und fordern Sie sie auf, auch die umgangssprachlicheren Begriffe wie "Viertel vor/nach ..." oder "halb..."*

1. 3:00 – *Drei Uhr*
2. 13:00 – *Dreizehn Uhr oder ein Uhr*
3. 2:30 – *Zwei Uhr dreißig oder halb drei*

MAIN ACTIVITY

1. Split students into pairs.

- *Teilen Sie die Schüler in Paare auf.*

2. Students will be given a schedule with different movie showings.

- *Die Schüler erhalten einen Zeitplan mit verschiedenen Filmvorführungen.*

3. They will be presented with a situation about someone who wants to see a movie.

- *Sie werden dann mit einer Situation über jemanden konfrontiert, der einen Film sehen möchte.*

4. They must find a movie that fits the situation.

- *Sie müssen dann einen Film finden, der zur Situation passt.*

WRAP-UP

Ask students the following question to finish the activity:

- *Welchen Film möchten ihr am liebsten sehen?* (Which movie do you want to see the most?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- Understand the time when announced or shown to me.
- Identify movies and the times they take place on a schedule.
- Use simple information from someone's schedule to make a recommendation.

CULTURAL RESOURCES

Letzt und dies (last and this – time reference) are always accusative articles needing the accusative ending. Here is a great extra video on telling [time](#) in German. The second is a good how-to video about learning [German through movies and TV shows](#).



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🍲 German Level 1, Activity 09: Essen / Food (Face to Face)



Lukas/Pexels

Description: Students will review vocabulary words relating to food, using a game of Heads Up. Then, they

will practice using those words with a card game that requires them to match words with the picture.

Semantic Topics: food, eating, essen, vocabulary game, vokabelspiel, matching pictures, passende bilder, groceries, lebensmittel.

Products: Traditional German products for breakfast, lunch, dinner, snack time. Traditionelle deutsche Produkte zum Frühstück, Mittag- und Abendessen, Snackzeit.

Practices: Understanding the cultural importance of meal times in German speaking countries. Die kulturelle Bedeutung von Essenszeiten im deutschsprachigen Raum verstehen.

Perspectives: Eating together with family and / or friends is important in the culture of the German-speaking world. Das gemeinsame Essen mit Familie und/oder Freunden ist in der Kultur des deutschsprachigen Raums wichtig.

NCSFFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret spoken and written language on a variety of topics.
- Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

Idaho State Content Standards:

- Objective: COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- Objective: CLTR 2.3: Justify the underlying beliefs or values of the target culture that resulted in the creation of the product.

NCSSFL-ACTFL Can-Do Statements:

- I can recognize food vocabulary when spoken to me.
- I can create simple sentences using food vocabulary.
- I can use high frequency and low frequency phrases related to food.

Materials Needed:

- [Google Presentation](#)
- [Kahoot](#)
- [Vocabulary Cards](#)
- [Picture Cards](#)

Would you like to make changes to the materials? Access the template(s) below:

(Canva Template(s), free account required)

- [Vocabulary Cards](#)
- [Picture Cards](#)

WARM-UP

1. Begin by opening the Google Slideshow and introducing the Can-Dos for today's activity.

- *Öffnen Sie zunächst die Google Slideshow und stellen Sie die Can-Dos für die heutige Aktivität vor.*

2. Students will play a Kahoot vocabulary game to warm up, click on the link to the Kahoot game in the google slideshow or in the materials needed sections.

- *Die Studenten werden ein Kahoot Vokabelspiel spielen zum Aufwarmen, klicken sie auf die Kahootspiel Link in dem Slideshow oder oben in "benötigte Materialien".*

MAIN ACTIVITY

1. Separate all the picture cards and place them face down in a group.

- *Trennen Sie alle Bildkarten und legen Sie sie verdeckt in eine Gruppe.*

2. Separate all the vocab cards and place them face down in another group.

- *Trennen Sie alle Vokabelkarten und legen Sie sie verdeckt in eine andere Gruppe.*

3. Students will take turns turning over a card from the picture group and a card from the vocab group and try to match them. The student should say both the word they turn over and the name of the object on the card.

- *Die Schüler wechseln sich ab, um eine Karte aus der Bildgruppe und eine Karte aus der Vokabelgruppe umzudrehen und versuchen, sie zuzuordnen. Der Schüler sollte sowohl das Wort, das er umdreht, als auch den Namen des Objekts auf der Karte sagen.*

4. If the cards don't match, they should turn them back over in the same spot, and then it is the next person's turn.

- *Wenn die Karten nicht übereinstimmen, sollten sie sie an der gleichen Stelle umdrehen, und die nächste Person ist dran.*

5. The other students should pay attention to the cards the student is turning over so they have a better chance of finding the matching cards.

- *Die anderen Schüler sollten auf die Karten achten, die der Schüler umdreht, damit sie eine bessere Chance haben, die passenden Karten zu finden.*

6. Once a student has found a match, they must use the word in a sentence in order to get the points.

- *Sobald ein Schüler eine Übereinstimmung gefunden hat, muss er das Wort in einem Satz verwenden, um die Punkte zu erhalten.*

7. Students are not allowed to use the same sentence as the students before them. Encourage them to be creative.

- *Die Schüler dürfen nicht den gleichen Satz wie die Schüler vor ihnen verwenden. Ermutigen Sie sie, kreativ zu sein.*

8. Whoever has the most points at the end wins!

- *Wer am Ende die meisten Punkte hat, gewinnt!*

WRAP-UP

Ask the following questions to finish the activity:

- *Was sind eure Lieblingsaktivitäten?* (What are your favorite activities?)
- *Wann esst ihr Frühstück? Mittagessen? Abendessen?* (When do you eat breakfast? Lunch? Dinner?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can recognize food vocabulary when spoken to me.
- I can create simple sentences using food vocabulary.
- I can use high frequency and low frequency phrases related to food.

CULTURAL RESOURCES

If you order a coffee – Kaffee – in Germany you will receive a cup of black coffee. Over 70% of people in

Germany, Switzerland and Austria drink coffee daily. Schorle is a German drink that combines juice or wine with sparkling water, lemonade or lemonlime soda. Apfelschorle (Apple juice mixed with sparkling mineral water) is the most common. Linked is a video about typical German [dishes](#) for German speaking lands. White asparagus or *Spargel* is delicious delicacy and in German speaking lands is known the “King of Vegetables”. Linked [here](#) and [here](#) are two interesting articles about this royal vegetable.



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 German Level 1, Activity 10: Hobbys / Hobbies (Face to Face)



Noel_Bauza

Description: Students will practice telling about their hobbies, their personal interests, and their free time activities.

Semantic Topics: hobbies, interests, hobbies, interessen, activities, aktivitäten, questions, fragen.

Products: Hobby activity materials, Materialien für Hobbyaktivitäten.

Practices: Understanding the desire for those in German speaking countries to wander in the hills and mountains. Den Wunsch der Menschen im deutschsprachigen Raum verstehen, in den Hügeln und Bergen zu wandern.

Perspectives: Those living in German speaking lands place value and importance on outdoor activities and care for their surroundings. Wer im deutschsprachigen Raum lebt, legt Wert auf Outdoor-Aktivitäten und pflegt seine Umgebung.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 1.1 : Interact and negotiate meaning (spoken, signed, written conversation) to

share information, reactions, feelings, opinions

- Objective: COMM: 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can talk about likes and dislikes.
- I can discuss my hobbies and free-time activities.

Materials Needed:

- [Google Presentation](#)

WARM-UP

1. Begin by introducing the Can-Dos for today's activity and ask students the following question:

- *Was machst du Lieber?* (What do you prefer to do?)

2. Students will be shown a variety of slides with two pictures. They can identify what the activities are in the pictures and identify which activity they would prefer to do.

- *Studenten werden Slides anschauen die zwei Bilder drauf haben von verschiedene Hobbies. Sie müssen identifizieren welchen sie lieber machen wurden.*

Possible answers for slides:

- Skiing, Winter, Outdoors, Cold, Snow, Mountains, Trails, Ice, Freezing, Fun, Fast, Danger
- *Skifahren, Winter, Outdoor, Kälte, Schnee, Berge, Trails, Eis, Gefrieren, Spaß, Schnelligkeit, Gefahr*
- Reading, Studying, Window, Light, Sunshine, Bed, Comfortable, Peaceful, Quiet
- *Lesen, Studieren, Fenster, Licht, Sonnenschein, Bett, Gemütlich, Friedlich, Ruhig*
- Travel, Flying, Bus, Plane, Train, Walking, Cities, Countries, Foreign, Domestic, Passport, Monuments, Sightseeing, Fun, Tired
- *Reisen, Fliegen, Bus, Flugzeug, Zug, Wandern, Städte, Länder, Ausland, Inland, Reisepass, Denkmäler,*

Sehenswürdigkeiten, Spaß, Müde

- Fish, Fishing, Lake, Sea, Pond, River, Stream, Friends, Family, Food, Dock, Fishing Pole
- *Fisch, Angeln, See, Meer, Teich, Fluss, Bach, Freunde, Familie, Essen, Dock, Angelrute*
- Hiking, Dog, Puppy, Hot, Trails, Mountains, Trees, Desert, Hat, Backpack, Water, Clouds, Exercise
- *Wandern, Hund, Welpen, heiß, Pfade, Berge, Bäume, Wüste, Hut, Rucksack, Wasser, Wolken, Bewegung*
- Knitting, Handicraft, Yarn, Needles, Sweater, Hat, Relaxing
- *Stricken, Basteln, Garn, Nadeln, Pullover, Mütze, Entspannen*
- Homework, Nap, Study, Studying, Coffee, Textbooks, Pen, Pencil, Desk, Dormitory, Finals, Exam
- *Hausaufgaben, Nickerchen, Lernen, Kaffee, Lehrbücher, Kugelschreiber, Bleistift, Schreibtisch, Schlafsaal, Abschlussarbeiten, Prüfung*
- Camping, Stars, Dark, Quiet, Friends, Campfire, Outdoors, Water, Land, Sea, Shooting Star, Moon
- *Lager, Camping, Sterne, Dunkel, Ruhe, Freunde, Lagerfeuer, Im Freien, Wasser, Land, Meer, Sternschnuppe, Mond*

3. Ask students to follow up with why they prefer one of the activities over the other.

- *Frage Studenten wieso sie diese Hobbies lieber haben als die anderen.*

MAIN ACTIVITY

1. Put the students in pairs/groups of 2 to 3.

- *Studenten sollen in Paaren oder Gruppen von 2 bis 3 Personen sein.*

2. Have them ask each other questions about their hobbies and which hobbies they do not like at all.

- *Sie müssen einander Fragen stellen über ihre Hobbies. Welche sie gern haben und welche nicht.*

3. Partners should also ask about how often the person does the activity.

- *Partnern sollen auch fragen wie oft sie diese Hobbies tun.*
- For example, if the person says they like to go hiking, there should be follow-up questions of where and how often the person does the activity. So the person could ask: where do you hike? How often do you go hiking?
- *Zum Beispiel, wenn Jemand sagt dass, sie wandern mögen, sie sollen Folgefragen stellen.*
 - I like to hike.
 - *Ich wandere gern.*
 - Where do you go hiking?

- *Wo gehst du wandern?*
- I go hiking in the Foothills.
 - *Ich gehe in den Foothills wandern.*
- How often do you go hiking?
 - *Wie oft gehst du wandern?*
- I go hiking twice a week.
 - *Ich gehe wandern zwei Mal pro Woche wandern.*

4. When students are done going through their hobbies, have them come back together . Ask students to talk about/introduce the hobbies of their partners.

- *Wenn sie fertig sind, sollen Student zurück zum kommen und müssen über die Hobbies von ihre Partnern sprechen.*

WRAP-UP

Ask students the following question to finish the activity:

- *Du bist ein Prominente, was würdest du machen?* (If you were famous, what hobbies would you have?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can talk about likes and dislikes.
- I can discuss my hobbies and free-time activities

CULTURAL RESOURCES

Here is a video in English, with German subtitles, on [German hikers](#). The second video is an Easy German video, [How do Germans Spend Their Summer](#).



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<https://boisestate.pressbooks.pub/pathwaysgerman/?p=382#oembed-1>



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☕ *German Level 1, Activity 11: Tägliche Routine / Daily Routine (Face to Face)*



Pixabay

Description: Students will talk and practice the daily routine by using flashcards and by asking questions

in their group from a groupmate.

Semantic topic: Breakfast, Frühstück, daily routine, tagesablauf, alltag, weekly plan, wochenplan, schedule, zeitplan.

Products: Breakfast, Frühstück, Daily Schedules, Tagliche.

Practices: Talk about breakfast in the U.S. and breakfast in German speaking countries. Become better acquainted with classmates through questions and answers about daily life. Sprechen Sie über Frühstück in den USA und Frühstück im deutschsprachigen Raum. Lernen Sie Ihre Kommilitonen durch Fragen und Antworten aus dem Alltag besser kennen.

Perspectives: German speaking countries have different traditional breakfast foods than we have in the U.S. In deutschsprachigen Ländern gibt es andere traditionelle Frühstücksgeschichte als in den USA.

NCSSFL-ACTFL World-Readiness Standards:

- STANDARD 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- STANDARD 1.2 Students understand and interpret written and spoken language on a variety of topics.
- STANDARD 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Idaho State Content Standards:

- Objective: COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CLTR 1.3: Function appropriately in diverse contexts within the target culture.

NCSSFL-ACTFL Can-Do Statements:

- I can discuss the differences between breakfast in Germany and breakfast in the U.S.
- I can discuss my daily routine.
- I can ask and answer questions relating to my day.

Materials Needed:

- [Google Presentation](#)
- [Question Cards](#)

Would you like to make changes to the materials? Access the template(s):

(Canva Template(s), free account required)

- [Question Cards](#)

WARM-UP

1. Begin by discussing the Can-Do statements.

- *Beginnen Sie mit der Diskussion der Can-Do-Aussagen*

2. Ask the students about their breakfast that morning. In case someone did not eat breakfast, have them think of a breakfast they might like to eat or what they normally eat.

- *Fragen Sie die Schüler nach ihrem Frühstück an diesem Morgen. Falls jemand nicht gefrühstückt hat, lassen Sie ihn an ein Frühstück denken, das er gerne essen würde oder was er normalerweise isst.*

3. Share the following German proverb: *"Eat your breakfast like an emperor, lunch like a king, and dinner like a pauper"*

- *Teilen Sie das folgende deutsche Sprichwort: "Iss dein Frühstück wie ein Kaiser, Mittagessen wie ein König, und Abendessen wie ein Bettler".*

4. Display the slide containing the German breakfast foods and discuss the differences between their breakfast and the typical German breakfast.

- *Zeigen Sie die Folie mit den deutschen Frühstücksspeisen und diskutieren Sie die Unterschiede zwischen ihrem Frühstück und dem typischen deutschen Frühstück.*

MAIN ACTIVITY

Discussion Questions

1. As you click on the slide with the orange tiles the questions will appear. Have a student read the question on the card out loud.

Wenn Sie auf die Folie mit den orangefarbenen Titeln klicken, werden die Fragen angezeigt. Lassen Sie einen Schüler die Frage auf der Karte laut vorlesen.

2. The other students will answer the question in full sentences.

Die anderen Studenten beantworten diese Frage in ganzen Sätzen.

3. Then click on the slide for a new card to appear, and the process will be repeated.

Klicken Sie dann auf die Folie, damit eine neue Karte erscheint, und der Vorgang wird wiederholt.

Questions:

- *Wann steht ihr auf?* (When do you wake up?)
- *Wann schlaft ihr ein?* (When do you sleep in?)
- *Was esst ihr zum Frühstück?* (What do you eat for breakfast?)
- *Wie kommt ihr zur Uni an?* (How do you get to school?)
- *Wann esst ihr Mittagessen?* (When do you eat lunch?)
- *Was esst ihr zum Abendessen?* (What do you eat for dinner?)
- *Wo ist das beste Essen in Boise?* (Where is the best food in Boise?)

- *Was sind eure Lieblingssüßigkeiten?* (What are your favorite candies?)
- *Wo kauft ihr essen?* (Where do you buy food?)
- *Kocht ihr gern?* (Do you like to cook?)
- *Was ist euer Lieblingsessen?* (What is your favorite food?)
- *Wie entspannt ihr euch?* (What relaxes you?)

WRAP-UP

Ask students the following question(s) to finish the activity:

- *Was ist etwas, das du jeden Tag machst?* (What is something you do every day?)
- *Was musst du in deinem Tag machen, das du nicht magst?* (What do you have to do in your day that you don't like to do?)
- *Es gibt jetzt einen neuen Tag in der Woche zwischen Sonntag und Montag. Was machst du mit dieser Zeit/ diesem neuen Tag?* (There is now a new weekday between Sunday and Monday. What would you do with this day/extra time?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can discuss the differences between breakfast in Germany and breakfast in the U.S.
- I can discuss my daily routine.
- I can ask and answer questions relating to my day.

CULTURAL RESOURCES

Here is a video over [A Day in the Lives of the Easy German Team](#). The second video is in English about a typical German breakfast: [Homeplate – Homestyle German Breakfast](#).



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👨👩👧 German Level 1, Activity 12: Familienstammbaum /
Family Trees (Face to Face)



Peggy_Marco

Description: Students practice using their family-related vocabulary to build each other's family trees.

Semantic Topics: family, Familie, relatives, Verwandte, Family Free, Ftammbaum, formal, formell, informal, informell.

Products: Family Tree, Google Doc, Students' families

Practices: Practice how family members are addressed. Üben Sie, wie Familienmitglieder angesprochen werden. Importance of family, Bedeutung der Familie. Finding your place in your family, Finde deinen Platz in deiner Familie. Learning the interconnectedness of family members. Die Vernetzung von Familienmitgliedern lernen.

Perspectives: German speaking countries show respect for their elders by using specific terms for addressing different members of their family and members of different generations. Die deutschsprachigen Länder zeigen Respekt vor den Älteren, indem sie spezifische Begriffe verwenden, um unterschiedliche Familienmitglieder und Mitglieder verschiedener Generationen anzusprechen.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 1: Interact with others in the target language and gain meaning from the interaction.
- Objective: COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can talk about the members of my family and ask about someone's family.
- I can say what someone is like.
- I can answer questions about who is in my family.

Materials Needed:

- [Google Presentation](#)
- Mini Whiteboards
- [Family Member Game](#)

WARM-UP

1. Begin by opening the Google Slideshow and introducing the Can-Dos for today's activity.

- *Öffnen Sie zunächst die Google Slideshow und stellen Sie die Can-Dos für die heutige Aktivität vor.*

2. Click on this link to access the [Family Member Game](#). Click the icon beneath the Flashcards, third from the left which shows a tic-tac-toe board.

- *Gehen Sie zu dieser [Website](#): Klicken sie auf das Symbol unter den Karteikarten, dritte von links dass ein Tic-Tac-Toe Brett zeigt.*

3. Ask students to pair the vocabulary with the correct vocabulary word in German to make a Tic-Tac Toe.

- *Bitten Sie die Schüler, den Wortschatz mit dem richtigen Vokabelwort auf Deutsch zu kombinieren, um einen Tic-Tac-Toe zu erstellen.*

MAIN ACTIVITY

Pass out whiteboards to students.

Verteilen sie die Mini-Whiteboards an den Studenten.

1. Explain to students that they will be working to build a family tree.

- *Erklären Sie den Schülern, dass sie daran arbeiten werden, einen Stammbaum zu erstellen.*

2. They are not building their OWN family tree, but rather the family tree of their partner.

- *Sie bauen nicht ihren EIGENEN Stammbaum auf, sondern den Stammbaum der Person, mit der sie zusammenarbeiten.*

3. Put students into partners and encourage them to ask questions to get information about their partner's family in order to build the family tree.

- *Teilen Sie die Studenten in Partner und ermutigen Sie sie, Fragen zu stellen, um Informationen über die Familie ihres Partners zu erhalten, um den Stammbaum zu bauen.*

For example:

- *Wie viele Geschwister hast du?* (How many siblings do you have?)
- *Wie viele Kinder hat deine Oma und Opa?* (How many kids do your Grandma and Grandpa have?)
- *Wie viele Onkeln/Tanten hast du?* (How many Uncles/Aunts do you have?)
- *Hast du Cousinsen?* (Do you have cousins?)

5. When Students are finished they will come back to the main group and share something about their partner's tree.

- *Wenn die Studenten fertig sind, kehren sie in die Hauptgruppe zurück und sagen etwas über den Baum ihres Partners.*

WRAP-UP

Ask students which family member they get along with the best on their family tree and why.

- *Fragen Sie die Studenten mit welchem Familienmitglied aus dem Familienstammbaum sie sich am besten verstehen und warum.*

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can talk about the members of my family and ask about someone's family.
- I can say what someone is like.
- I can answer questions about who is in my family.

CULTURAL RESOURCES

Here is an Easy German [video](#) about family in Germany.



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👔 German Level 1, Activity 13: Kleidung / Clothing (Face to Face)



Steinchen

Description: Students discuss clothing and play a Guess Who Game using clothing items for identification.

Semantic Topics: Clothing, Klamotten, Kleidung, guess who game, wer ist es spiel, Game, Spiel.

Products: Clothing, Klamotten, Kleidung, Guess Who Cards, Wer ist es Karten.

Practices: Discussing clothing in the German language. Diskussion über Kleidung in deutscher Sprache. Learning traditional dress from German speaking countries. Trachten lernen aus dem deutschsprachigen Raum.

Perspectives: Traditional clothing varies depending on the region and is important in the culture in German-speaking countries. Traditionelle Kleidung variiert je nach Region und ist wichtig in die Kultur im deutschsprachigen Raum.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret spoken and written language on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.

- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can recognize spoken clothing vocabulary.
- I can formulate questions using clothing vocabulary.
- I can use adjectives to describe clothing.

Materials Needed:

- [Google Presentation](#)
- [Clothing Item Cards](#)
- [Guess Who Cards](#)

Would you like to make changes to the materials? Access the template(s) below:

(Canva Template(s), free account required)

- [Clothing Item Cards](#)
- [Guess Who Cards](#)

WARM-UP

1. Begin by opening the Google Slideshow and introducing the Can-Dos for today's activity.

Öffnen Sie zunächst die Google Slideshow und stellen Sie die Can-Dos für die heutige Aktivität vor.

2. Pass out clothing item cards to each student.

Verteilen Sie Kleidungskarten an jeden Schüler.

3. The instructor will ask for a clothing item "I need a..."

Der Lehrer fragt dann nach einem Kleidungsstück "Ich brauche ein(-)..."

4. The students should look at their cards, see if they have the clothing item asked for, and if they do, give it to the instructor.

Die Schüler sollten sich ihre Karten ansehen, sehen, ob sie das gewünschte Kleidungsstück haben, und wenn ja, geben Sie es dem Lehrer.

5. This activity can go on until all the cards are used or the instructor thinks its been going on long enough.

Diese Aktivität kann so lange fortgesetzt werden, bis alle Karten aufgebraucht sind oder der Lehrer der Meinung ist, dass sie lange genug dauert.

MAIN ACTIVITY

1. Lay out all the *Guess Who* cards face up on the table.

Legen Sie alle "Wer ist es?"Karten mit der Bildseite nach oben auf den Tisch.

2. The first student chooses a card but doesn't tell anyone.

Der erste Schüler wählt eine Karte aus, sagt es aber niemandem.

3. The other students take turns asking questions, "20 Questions" style, to figure out which card was chosen.

Die anderen Schüler stellen abwechselnd Fragen im Stil von "20 Fragen", um herauszufinden, welche Karte ausgewählt wurde.

4. They should ask questions relating to the clothes that the person is wearing e.g. is the person wearing a red coat?

Sie sollten Fragen zu der Kleidung stellen, die die Person trägt, z.b. trägt die Person eine rote Jacke?

WRAP-UP

Have the students describe what they are wearing.

- *Lassen Sie die Schüler beschreiben, was sie tragen.*

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)

- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can recognize spoken clothing vocabulary.
- I can formulate questions using clothing vocabulary.
- I can use adjectives to describe clothing.

CULTURAL RESOURCES

Linked are videos about traditional dress. The first is in [English](#), and the second is in [German](#).



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🤔 German Level 1, Activity 14: Abschließende Prüfung / Final Review (Face to Face)



Pixabay

Description: Students play a game building sentences, Students ask and answer many life questions.

Semantic Topics: dice game, würfelsatzbildungsspiel, review, nachprüfen, good bye, tschüss, auf wiedersehen, personal questions, personalfragen, free time, freizeit

Products: Furniture, Möbel, Free-time Activities, Freizeitaktivitäten, Food, Lebensmittel, Clothing, Kleidung, Education, Ausbildung.

Practices: Discussing German clothing, furnishings, eating, and free-time activities. Diskutieren deutscher Kleidung, Einrichtung, Essen und Freizeitaktivitäten.

Perspectives: The German language has very specific rules and regulations about how a sentence should be structured. Die deutsche Sprache hat sehr spezifische Regeln und Vorschriften für den Aufbau eines Satzes.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: COMM 3.1 Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.

NCSSFL-ACTFL Can-Do Statements:

- I can effectively use the vocabulary I have learned throughout the semester.

- I can be interviewed in German and answer questions in detail.
- I can speak German for an extended period of time.

Materials Needed:

- [Google Presentation](#)
- [Dice Templates](#)
- [Question Cards](#)
- [Kahoot](#)

Would you like to make changes to the materials? Access the template(s):

(Canva Template(s), free account required)

- [Dice Template](#)
- [Question Cards](#)

WARM-UP

Kahoot with articles

- *Kahoot mit Artikeln*

Students have to guess the correct article that goes with the vocab word.

- *Die Schüler müssen den richtigen Artikel erraten, der zum Vokabelwort passt.*

MAIN ACTIVITY

Dice sentence building game

Würfelsatzbildungsspiel

1. A student will roll the die (Created from the print out included in the materials needed section).

Ein Schüler wird würfeln.

2. Depending on what topic the die lands on, the instructor reads a question from the corresponding topic.

Je nachdem, auf welches Thema der Würfel landet, liest der Lehrer eine Frage aus dem entsprechenden Thema vor.

3. The student must answer the question using the relevant vocabulary.

Der Schüler muss die Frage mit dem entsprechenden Vokabular beantworten.

Questions:

1. *Nenne vier Möbelstücke in diesem Zimmer!* (Name four pieces of furniture in this room!)

2. *Was findet man in einem Wohnzimmer?* (What do you find in a living room?)

3. *In welchem Zimmer verbringst du die meiste Zeit?* (Which room do you spend most of your time in?)

4. *Wo kaufst du deine Möbel?* (Where do you buy your furniture?)

1. *Was machst du gern in deiner Freizeit?* (What do you like to do in your free time?)

2. *Was machst du normalerweise am Wochenende?* (What do you normally do on the weekends?)

3. *Würdest du lieber ein Videospiel oder ein Brettspiel spielen? Warum? Welches?* (Would you rather play a video game or a board game? Why? Which?)

4. *Was würdest du machen, wenn du immer Freizeit hättest?* (What would you do if you always had free time?)

1. *Was isst du am liebsten?* (What is your favorite food?)

2. *Was isst/trinkst du jeden Tag?* (What do you eat or drink everyday?)

3. *Was kochst du am liebsten?* (What is your favorite thing to cook?)

4. *Wo kaufst du dein Essen?* (Where do you buy your food?)

5. *Wenn du nur eine Spiese essen könntest, was würdest du essen?* (If you could only eat one thing, what would you eat?)

1. *Was trägst du heute?* (What are you wearing today?)

2. *Was ist dein Lieblingskleidungsstück?* (What is your favorite piece of clothing?)
3. *Nenne fünf Farben.* (Name five colors.)
4. *Nenne drei Kleidungsstücke die du jeden Tag trägst.* (Name three pieces of clothing that you wear everyday.)

1. *Wie heißen deine Familienmitglieder?* (What are the names of your family members?)
2. *Beschreibe einen deiner Geschwister oder deine Mutter.* (Describe one of your siblings or your mother.)
3. *Was machst du gerne mit deiner Familie? Habt ihr Traditionen?* (What do you like to do with your family? Do you have any traditions?)
4. *Wie groß ist deine Familie?* (How big is your family?)

1. *Was studierst du an der Universität?* (What are you studying at University?)
2. *Wann beginnt deine Vorlesung? Wann endet sie?* (When does your lecture start? When does it end?)
3. *Wie viele Stunden pro Woche lernst du?* (How many hours per week do you study?)
4. *Um wie viel Uhr stehst du auf? ...Schläfst du ein?* (What time do you get up? Go to bed?)

WRAP-UP

Ask students the following question to finish the activity:

- *Was machst du diesen Winterferien?* (What are your Winter holiday plans?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can effectively use the vocabulary I have learned throughout the semester.
- I can be interviewed in German and answer questions in detail.
- I can speak German for an extended period of time.

CULTURAL RESOURCES

Linked is a fun Easy German video about [Small Talk](#) in German speaking countries.



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👋 German Level 1, Activity 02: Grüße und Einführungen / Greetings and Introductions (Face to Face) Remix by Heidi Muri

Remix by Heidi Muri

Description: I wanted students to have authentic examples of these greetings before they practice them so I added some videos of Germans greeting each other in various forms. I also wanted to add German music playing in the background just to give students a feeling of being in Germany.

Semantic Topics: greetings, grüße, introductions, einführungen, introductions, einleitung, hello, hallo, goodbye, auf wiedersehen, times of day, tageszeiten

Products: Various hello and goodbye sentences and everyday phrases in German. Diverse Hallo- und Auf Wiedersehen-Sätze und Alltagsphrasen auf Deutsch.

Practices: Practice different hello and farewell sentences and daily sentences in German. Üben Sie verschiedene Hallo- und Abschiedssätze und Tagessätze auf Deutsch.

Perspectives: German daily sentences and "Hello and Goodbye" sentences can take different forms

depending on the time day and the relationship of the speakers . Deutsche Tagessätze und „Hallo und Auf Wiedersehen“-Sätze können je nach Tageszeit und Verwandtschaft der Sprecher unterschiedliche Formen annehmen.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret spoken and written language on a variety of topics.
- Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

Idaho State Content Standards:

- Objective: COMM 1.1- Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMP 1.1- Observe formal and informal forms of language.
- Objective: COMM 2.1- Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can say hello and goodbye to someone my age or younger, my professor, an adult, or someone I don't know.
- I can introduce myself and others.
- I can respond to an introduction.
- I can greet and take leave from someone using polite rehearsed behaviors.

Materials Needed:

[Google Slideshow](#)

[Youtube Video](#)

- [German Greetings in Different Dialects](#) | Super Easy German (116) by Easy German, included under Fair Use as described by [CBPFUOER](#)

INTERPRETIVE WARM UP

Students will watch the video about introductions in different dialects and take notes about how different greetings are said in different locations.

Hör zu und mach Notizen. Was sagen die Deutschen in Hamburg? Köln? Leipzig, usw.

INTERPERSONAL MAIN ACTIVITY

Students will have a “Meet and Greet” party where they will pretend to be the person on their card.

- *Die Schüler werden eine “Meet and Greet”-Party haben, bei der sie vorgeben, die Person auf ihrer Karte zu sein.*

1. Each student gets an identity card that describes who they will be for the round.

- *Jeder Schüler erhält einen Personalausweis, der beschreibt, wer er für die Runde sein wird.*

2. The instructor will put a time of day on the projector or iPad which students must take into account in their answers.

- *Der Lehrer präsentiert eine Tageszeit auf dem Projektor oder dem iPad, die die Schüler in ihren Antworten berücksichtigen müssen.*

3. Students walk around and mingle with each other, asking each other questions and responding based on the information on their cards including the emotion displayed by the emoji.

- *Die Schüler laufen herum und mischen sich untereinander, stellen sich gegenseitig Fragen und antworten basierend auf den Informationen auf ihren Karten, einschließlich der Emotionen, die durch das Emoji angezeigt werden.*

Students should practice using the formal tense for their answers.

- *Die Schüler sollten üben, die formelle Zeitform für ihre Antworten zu verwenden.*

WRAP UP

There was one person at the meet and greet that you didn't get a chance to talk to but you really wanted to meet them, so you write a little note about yourself and slip it to them on your way out. Tell them:

Your name, age, where you're from and spell out your phone number for them.

END OF ACTIVITY:

Can-Do statement check-in... "Where are we?"

- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can say hello and goodbye to someone my age or younger, my professor, an adult, or someone I don't know.
- I can introduce myself and others.
- I can respond to an introduction.
- I can greet and take leave from someone using polite rehearsed behaviors.

CULTURAL RESOURCES

It is important in Germany to always be on time for any meeting. There is no such thing as "fashionably late" in German speaking countries. Here are links to two short videos; one on [Hallo](#) and one on [Good-bye](#) in German.

👤 *German Level 1, Activity 03: Business-Schnitzeljagd / Business Scavenger Hunt (Face to Face) Remix by Shawn Moak*



Remixed by Shawn Moak
Boise State University, Pre-Service Teacher

Description: The students will be doing a pre-during-and post-reading activities about a Birkenstock plant opening in Pasewalk. This activity is set for Novice Level. Good to help understand German industry by discussing a popular cultural product.

Semantic Topics: Schuhhersteller, Shoe Manufacturer, Fabrik, Factory, Sandalen, Sandals, Monate, Month, Beschäftigte, Employees, Fußbett, Footbed, Industriegebiet, Industrial Area, Länder, Countries, hergestellten, manufactured, herzustellen, to manufacture, Beteiligungsgesellschaft, Investment Company, verkauft, sold, verkaufen, to sell, gegründet, founded.

NCSSFL-ACTFL World-Readiness Standards:

- Standard: 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard: 1.2 Students understand and interpret written and spoken language on a variety of topics.
- Standard: 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Idaho State Content Standards:

- Objective: COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CLTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.
- Objective: CLTR 1.3: Function appropriately in diverse contexts within the target culture.

NCSSFL-ACTFL Can-Do Statements:

- I can identify the topics of business and jobs and work.
- I can recognize some practiced or memorized words, phrases, and simple sentences in texts that are spoken or written about jobs or professions or work.
- I can provide personal information when asked.
- I can ask another person about their address and their phone number
- I can identify different professions.

Materials Needed:

- Prepare for this activity by wearing a pair of Birkenstocks (with socks! 😊 a must) and ask students if they have any Birkenstocks to wear them or bring them to class the next period. You might also bring a few pairs of socks for the extra Birkenstocks for the tik-tok activity.
- You can find cheap, worn-out Birkenstocks at Goodwill for the final activity if no students have any.
- Link: <https://www.n-tv.de/wirtschaft/Birkenstock-Werk-in-Pasewalk-eroeffnet-article24374757.html>
- Site Name: NTV – Birkenstock-Werk in Pasewalk eröffnet – Birkenstock Plant in Pasewalk opens.
- Print the article here & copy 1 per student: <https://docs.google.com/document/d/1sVXfoOnOxMkCw2a5JScb3uQezMdJQVjxk1iLJomEGR4/edit?usp=sharing>
- Print this graphic organizer, 1 per student, for the during-reading activity: https://www.canva.com/design/DAFvj9D7JP0/Qlu0nCxdUQhtROoPeRve-w/edit?utm_content=DAFvj9D7JP0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
- Print the Logographic photos from the NTV Article, 1 per group of 4, to be used in the pre-reading activity. https://docs.google.com/document/d/1hxp3gXHWylyY_QobhG9JysfJQcRcXj6ZeBU2TRgQ/edit?usp=sharing
- Students will need a red pen and pink, orange, green, yellow, blue, and purple highlighters for steps 5 & 6.
- [Google Slides](#)

The news story and all photos in this activity are from NTV, a German free-to-air Television News Channel, FreelinterTV.com.

ACTIVITY INSTRUCTIONS

1. Pre Pre-Reading: Watch this video, it's music only – no words, about How Birkenstocks are made. <https://www.youtube.com/watch?v=wGB3liIVgvo>. Divide the students into groups of four and give each student or group a copy of the photos about a new Birkenstocks factory in Pasewalk.
2. Pre-Reading: Using the Logographic clues, each group makes a prediction about what the text is about. Have 1 student from each group share.
3. Pre-Reading: Use a collaborative big white board, every student writes down words (German or English) they think associate with the photos. Then you can feed off these words to provide an introduction in German about what is to come. Use everything – visual cues, body language, target-language equivalents, common associations. – be slow and simplifying to use German to help them understand the photos. Many new words and ideas with this. Leave these words on the board. Tell them the more words they come up with in this activity, the easier the reading will be.
4. **Instructions:** Pass out the copy of the news article from NTV and the reading graphic organizer. Divide the groups into pairs. Each student will read the first, then second, then third, then fourth paragraphs separately. Do the post-reading, Step 6 after each paragraph.
5. During Reading: Have each student quietly skim the paragraph and underline in red any word from the pre-reading, Step 3, activity. Then read the paragraph.

6. During Reading: Have the students complete the graphic organizer where they identify key components of the text. They also highlight the information in different colors to indicate the “who,” “what,” “when,” and “why” of the text. If possible make sure every student has a pink, yellow, orange, green, blue, and purple highlighter. This will match the graphic organizer colors.
7. Post-Reading: Using the Key Word Recall activity. You will select 15 key words (from the appropriate words in Step 3)and write them on the big board or overhead. In Groups of 4 have the students write a summary of their reading using the keywords you selected.
8. Post-Reading: Have each group of 4 create a tiktok advertisement for Birkenstocks. Hopefully you will have enough Birkenstocks from the preparation activity – if not the students can use the photo from the activity. Have each group share their tiktok.

NCSSFL-ACTFL Can-Do Statements:

- I can identify the topics of business and jobs and work.
- I can recognize some practiced or memorized words, phrases, and simple sentences in texts that are spoken or written about jobs or professions or work.
- I can provide personal information when asked.
- I can ask another person about their address and their phone number
- I can identify different professions.

 German Level 1, Activity 04: Termine und Wochentage / Schedules and Days of the Week (Face to Face) Remix by Heidi Muri



By Heidi Muri
Meridian High School

Description

Student will practice interpreting an authentic German schedule (World Cup 2022), and describing their own schedule based on the different days of the week. Students will practice discussing different school subjects and their daily schedule.

Die Schüler interpretieren einen authentischen deutschen Stundenplan. Anschließend üben sie, ihren eigenen Zeitplan zu beschreiben

Semantic Topics

Schedule, zeitplan, calendar, kalender, weekdays, wochentage, weekend, wochenende, school, schule, major, hauptfach, activity, aktivität.

Products

World Cup 2022 Schedule, German calendar, Deutscher Kalender, U.S. Calendar, US-Kalender

Practices

Get to know the differences between a calendar/schedule from a German speaking land and a calendar/schedule from the United States. Lernen Sie die Unterschiede zwischen einem Kalender aus dem deutschsprachigen Raum und einem Kalender aus den USA kennen. Understanding holidays from German speaking lands, the importance of them, and how they are celebrated. Verstehen Sie Feiertage im deutschsprachigen Raum, ihre Bedeutung und wie sie gefeiert werden.

Perspectives

Value and importance of soccer and holidays from German speaking countries. Wert und Bedeutung von Fußball und Ferien aus dem deutschsprachigen Raum.

NCSSFL-ACTFL World-Readiness Standards

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.
- Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- Standard 3.1 Students reinforce and further their knowledge of other disciplines through German.

Idaho State Content Standards

- Objective: COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- Objective: CLTR 1.3: Function appropriately in diverse contexts within the target culture.
- Objective: CONN 1.2: Relate information studied in other subjects to the target language and culture.

NCSSFL-ACTFL Can-Do Statements

- I can talk about my weekly routine and list what time my classes start and end.
- In my own and other cultures, I understand the similarities and differences between a class schedule in the United States and in Germany.
- In my own and other cultures I can interpret simple schedules and consider how people think about time.

Materials Needed:

- [Google Presentation](#)
- [Days of the Week Cards](#)
- [Schedules](#)
- [School subject vocabulary](#)
- World Cup Schedule (attached below)
 - [PDF Spielplan ausdrucken zur Fußball WM 2022 in Katar](#) by fussballwm.com, included under fair use as described in the [CBPFUOER](#)

- Wet Erase Markers
- Towel and Spray Bottle

World Cup Schedule:

[PDF](#)

WARM-UP

1. Begin by opening the Google Slideshow and introduce the Can-Dos for the activity.
Öffnen Sie zunächst die Google Slideshow und stellen Sie die Can-Dos für die Aktivität vor.
2. Pass out the World Cup 2022 schedule (this was originally used during the World Cup play but can easily be used after the fact, just preface it with “imagine it’s 2022 and the beginning of the World Cup”...etc.).
Geben Sie den Schüler den Weltmeisterschaft Spielplan.
3. Ask the students what type of information they can gather from the schedule. Then ask specific questions like: When does Germany play Japan? Or: “Who does Germany play on Monday?” etc. You can also preview/review telling time by asking questions about when they play!
Stellen Sie Fragen an den Schüler wie: “Was können wir von dem Spielplan lernen? Wann spielen Deutschland und Japan? Wen spielt Deutschland am Montag? Um wieviel Uhr spielt Deutschland und Costa Rica am Montag. Was bedeutet “MO, DI, MI, DO, usw.?”
4. Students will be given the days of the week cards.*Die Schüler erhalten Wochentagskarten.*
5. Students will practice independently to put them in the correct order.
Die Schüler üben selbstständig, um sie in die richtige Reihenfolge zu bringen.
6. Afterwards show the correct order on the board and make sure that students have it correct.
Zeigen Sie anschließend die richtige Reihenfolge auf der Tafel an und stellen Sie sicher, dass die Schüler sie richtig haben.
7. Drag and drop: print off enough copies of slide 6 for students to work with a partner. They will cut out the flag icons, then going back to the World cup schedule, they will drag and drop the flag under the days of the week that each team plays
Die Schüler stellen die Pfannen den Ländern unter die Tage der Woche sie spielen.

MAIN ACTIVITY

1. Have students come up with as many school subjects they know and write them on the board as a word bank.
Lassen Sie die Schüler so viele Schulfächer wie möglich aufzählen und schreiben Sie sie als Wortsammlung an die Tafel.
2. Students will work in partners to build each other’s schedules, asking what they have on each day at different times.*Die Schüler arbeiten in Partnerarbeit, um die Zeitpläne des anderen zu erstellen und zu fragen, was sie an jedem Tag zu verschiedenen Zeiten haben.*
3. Students will record each other’s schedule on the schedule cards.*Die Schüler werden den Zeitplan des anderen auf den Stundenplankarten aufzeichnen.*

4. After students are done writing they will share with the group something about their partner's schedule. *Nachdem die Schüler mit dem Schreiben fertig sind, werden sie der Gruppe etwas über den Zeitplan ihrer Partner mitteilen.*
5. Show the Zetiplan example in the presentation and ask students questions in German: **"Wann hat diese Person Deutsch?"** Discuss similarities and differences between a school schedule in Germany and in the US.

WRAP-UP

1. Discuss with students the similarities and differences between a German calendar and an American one. *Besprechen Sie mit den Schülern die Ähnlichkeiten und Unterschiede zwischen einem deutschen und einem amerikanischen Kalender.*
2. Have students take notes on the video for "How to say German dates correctly". *Die Schüler schauen das Video an und machen Notizen!*

Cultural Notes

Linked below is a video about [German Ordinal and Cardinal](#) numbers. It is in both English and German.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://boisestate.pressbooks.pub/pathwaysgerman/?p=6130#oembed-1>

End of Activity

- Read Can-Do statements once more and have students evaluate their confidence.
(Use thumbs up/thumbs down or download our student cards.)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can talk about my weekly routine and list what time my classes start and end.
- In my own and other cultures, I understand the similarities and differences between a class

schedule in the United States and in Germany.

- In my own and other cultures I can interpret simple schedules and consider how people think about time.

🍲 German Level 1, Activity 09: Essen / Food (Face to Face) Remixed By Emily Muro



Remix by Emily Muro
Boise State University, Pre-Service Teacher

Description: Students will be asked to interpret a menu, and using the information from the menu, be able to recommend foods based on the customers preference and allergies.

Semantic Topics: food, essen, allergies, allergien, vegetarian, vegetarisch, price, preis, meat, fleisch, appetizer, vorseise, main dish, hauptgericht, drink, getränk.

NCSFFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret spoken and written language on a variety of topics.
- Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

Idaho State Content Standards:

- Objective: COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- Objective: CLTR 2.3: Justify the underlying beliefs or values of the target culture that resulted in the creation of the product.

NCSSFL-ACTFL Can-Do Statements:

- I can create simple sentences using food vocabulary.
- I can use high frequency and low frequency phrases related to food.
- I can recognize food from a menu.
- I can recommend food dishes for people with certain allergies and preferences.

Materials Needed:

[During Reading Graphic Organizer](#)

[Cards for students](#)

[Google slides](#)

[Menu website](#)

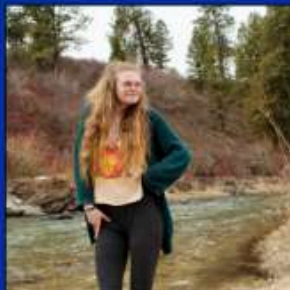
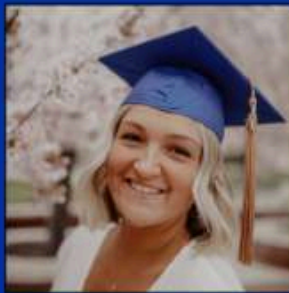
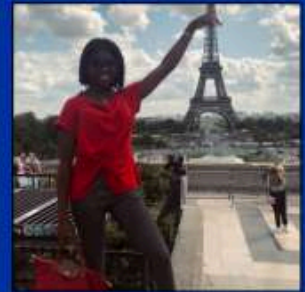
INSTRUCTIONS

1. Read out the can-do statements. *Lesen Sie die "Can-Do Statements" vor.*
2. Have students answer the questions on the aufwärmen slides in their table groups or as a whole class. *Die Studenten werden die aufwärmen Fragen in Gruppen oder mit der ganzen Klasse antworten.*
3. Before we read the menu. Ask students with words or foods they think would be in a menu? Have them discuss and write down the english translations on the board for them. If they haven't learned the vocabulary for these words yet, go over them. *Bevor Sie die Speisekarte lesen, fragen Sie die Studenten was sie denken auf eine Speisekarte sein wird. Lassen sie die Studenten diskutieren und schreiben Sie die übersetzungen auf der Tafel. Wenn die Studenten diese Wörter noch nicht kennen, wiederholen Sie die Wörter.*
4. Have printed copies of this menu and the reading graphic organizer. Have students go through the menu and categorize the different foods into the organizer, this will help them with the main activity. *Drücken Sie das Menü und Graphic Organizer aus. Lassen Sie die Studenten durch das Menü gehen und die verschiedenen Essen in dem Graphic Organizer organisieren.*
5. Every student needs a person card, students will get into partner groups and ask each other which preferences and allergies the other has. *Jeder Student brauch eine Person-Karte, die Studenten werden in partner arbeiten und einander fragen welche Vorlieben und Allergien sie haben.*
6. After students find out this information, they will then recommend an appetizer, main dish, and drink to their friend. *Nachdem sie diese Informationen herausfinden , werden die Studenten eine Vorspise, Hauptgericht und Getränk für den Partner empfehlen.*
7. Afterwards, have students reflect on if they would eat the food recommended to them or not and why. *Am Ende werden die Studenten entscheiden ob sie das empfohlenes Essen essen möchte oder nicht und warum.*

NCSSFL-ACTFL Can-Do Statements:

- I can create simple sentences using food vocabulary.
- I can use high frequency and low frequency phrases related to food.
- I can recognize food from a menu.
- I can recommend food dishes for people with certain allergies and preferences.

GERMAN LEVEL 1, ACTIVITIES DESIGNED FOR ONLINE INSTRUCTION



Photos of past and present Pathways Project student team members

😊 German Level 1, Activity 01: Orientierung / Orientation (Online)



Rashid Khreiss Unsplash

Description: Students will learn more about how conversation activities will be facilitated and introduce

themselves to one another. If there is enough time the students will strengthen their knowledge of the German alphabet by playing Hangman.

Semantic topics: orientation day, einführungstag, hangman, henker, formal, formell, informal, informelle, present tense, präsens

Products: Greetings with the formal you and the informal you in German. Grüße mit dem förmlichen Du und dem informellen Du auf Deutsch.

Practices: Properly greeting contemporaries, elders, and those in authority in German. Zeitgenossen, Älteste und Autoritätspersonen auf Deutsch richtig begrüßen.

Perspectives: Respect for adults and persons of authority, in German speaking countries, are demonstrated in the use of du or sie for you in German. Der Respekt gegenüber Erwachsenen und Autoritätspersonen wird im deutschsprachigen Raum durch die Verwendung von du oder sie in deutscher Sprache für Sie demonstriert.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret spoken and written language on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 1.1- Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM 2.1- Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can introduce myself to others.
- I can use survival phrases to ask for help.
- I can review the class activities.

Materials Needed:

[Google Presentation](#)

WARM-UP

1. Go through the Activity 01 presentation which introduces conversation activities and some important guidelines. It discusses how activities are setup, Can-Do statements, and guiding principles (listed in the speaker notes), which we call S.P.E.A.K. (*Spontaneous, punctual, engaged, apply, kind*)

Gehen Sie durch die erste Woche Aktivität-Präsentation, die eine Orientierung für Studenten ist. Diskutieren Sie die Laborregeln und Philosophien (aufgeführt in den Sprechernotizen), die wir SPEAK nennen.

MAIN ACTIVITY

1. Go over survival phrases that you want students to use during class.

- How do you say...?
- *Wie sagt man...?*
- I don't understand.
- *Ich verstehe nicht.*
- Excuse me?
- *Wie bitte?*
- How to speak ... from?
- *Wie spricht man ... aus?*

- Slower, please
- *Langsamer, bitte*

2. Next, introduce yourself. Go over the proper way to introduce yourself in German and have the students introduce themselves.

- *Als nächstes machen Sie Einführungen von sich selbst. Gehen Sie den richtigen Weg durch, um sich auf Deutsch vorzustellen und lassen Sie die Schüler sich vorstellen.*
- *Ich bin/heiße...*

WRAP UP

If there is extra time, help the students to practice the German alphabet by playing hangman.

- *Wenn es extra Zeit gibt, übe die deutsche Buchstaben mit der Hangman Spiel.*
- *Vogel*
- *Buch*
- *Wolken*

END OF ACTIVITY:

- Ask students how they felt they did, if they are not comfortable with telling you directly, they can type their answer in the chat.
- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can introduce myself to others.
- I can use survival phrases to ask for help.
- I can review the class activities.

CULTURAL RESOURCES

Linked here is an [article](#) discussing the importance of creating some stress free environments during language learning. As a helpful reminder for students, this article will be linked in the Cultural Notes section in the first activity of each section.. <https://languagelearnersjournal.com/2018/05/14/is-stress-impacting-your-language-learning-ability/>

How to Remix a Pathways Project Activity

Feeling creative? The Pathways Project needs your help in remixing activities for the K-12 classroom.

Try taking an activity to the next level by:

- Add new content (something you've created or another OER source)
- Contribute additional activity suggestions
- Integrate authentic materials such as videos, infographics, photos, etc.
- Suggest how to implement the activity in the classroom
- Customize the content for a specific audience or group of learners (for example, K-5 learners or to differentiate for student's needs)

We want to make it easy to share back with the larger Pathways Project Community! Simply, click this [link](#) to remix this activity.

Please consider sharing your remixed activity with us by emailing the activity link to Pathwaysproject@boisestate.edu so that Pathways continues to grow!

If this is your first time remixing, check out our [one minute tutorial](#) below:





One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://boisestate.pressbooks.pub/pathwaysgerman/?p=23#oembed-1>

👋 German Level 1, Activity 02: Grüße und Einführungen / Greetings and Introductions (Online)



Free Vector

Description: Students will have a “Meet and Greet” party where they will pretend to be the person on their card, such as Heidi Klum. They will introduce themselves and greet other people, taking into account the times of the day and their feelings to review the different greetings.

Semantic Topics: greetings, grüße, introductions, einführungen, hello, hallo, goodbye, auf wiedersehen, time, tageszeiten, meet and greet, treffen, formal, formell, informal, informell, present tense, präsens.

Products: Various hello and goodbye sentences and everyday phrases in German. Verschiedene Hallo- und Auf Wiedersehen-Sätze und Alltagsphrasen auf Deutsch.

Practices: Practice different hello and farewell sentences and daily sentences in German. Üben Sie verschiedene Hallo- und Abschiedssätze und Tagessätze auf Deutsch.

Perspectives: German daily sentences and “Hello and Goodbye” sentences can take different forms depending on the time day and the relationship of the speakers . Deutsche Tagessätze und „Hallo und Auf Wiedersehen“-Sätze können je nach Tageszeit und Verwandtschaft der Sprecher unterschiedliche Formen annehmen.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret spoken and written language on a variety of topics.
- Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

Idaho State Content Standards:

- Objective: COMM 1.1- Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.

- Objective: COMP 1.1- Observe formal and informal forms of language.
- Objective: COMM 2.1- Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can say hello and goodbye to someone my age or younger, my professor, an adult, or someone I don't know.
- I can introduce myself and others.
- I can respond to an introduction.
- I can greet and take leave from someone using polite rehearsed behaviors.

Materials Needed

- [Google Presentation](#)
- [Link for People Cards](#)

WARM UP

1. Begin by opening the Google Slideshow and introducing the Can-Dos for today's activity.

- *Öffnen Sie zunächst die Google Slideshow und stellen Sie die Can-Dos für die heutige Aktivität vor.*

2. Students will be asked the time of day that appears in the pictures (morning, evening, and night). Then, the students will be asked what one says during these times of the day.

- *Die Schüler werden nach der Tageszeit gefragt, die auf den Bildern erscheint (morgens, mittag und abends). Dann werden die Schüler gefragt, was man zu diesen Tageszeiten sagt*

Hello – *Hallo*

Good Night– *Gute Nacht*

Sleep well – *Schlaf gut*

Good Day – *Guten Tag*

Good Afternoon – *Guten Abend*

Good Morning – *Guten Morgen*

I am pleased to meet you.– *Freut mich, dich kennenzulernen.*

Warm Welcome– *Herzlich Willkommen*

Thank you– *Danke*

Please – *Bitte*

Bye – *Tschüss*

Till Tomorrow – *Bis Morgen*

Good-Bye– *Auf Wiedersehen*

Greeting – *Begrüßung*

3. Depending on their comfort level, share options for them to choose from in the chat.

- *Abhängig von ihrem Komfortniveau können Sie Optionen teilen, aus denen sie im Chat auswählen können.*

MAIN ACTIVITY

Students will have a “Meet and Greet” party where they will pretend to be the person on their card.

- *Die Schüler werden eine “Meet and Greet”-Party haben, bei der sie vorgeben, die Person auf ihrer Karte zu sein.*

1. The instructor will share the card link with students in the chat. Each student will either be assigned or may choose an “identity” to assume.

- *Der Lehrer teilt den Kartenlink mit den Schülern im Chat. Jedem Schüler wird entweder eine “Identität” zugewiesen oder er kann eine “Identität” wählen, die er annehmen möchte.*

2. The instructor will put students in break out rooms with partners.

- *Der Lehrer wird die Schüler mit Partnern in Break-Out-Räume bringen.*

3. Have students leave breakout rooms voluntarily when they are done with their interaction, and assign new breakout rooms so they can talk with as many of their classmates as possible!

- *Lassen Sie die Schüler Breakout-Räume freiwillig verlassen, wenn sie mit ihrer Interaktion fertig sind, und weisen Sie neue Breakout-Räume zu, damit sie mit so vielen ihrer Klassenkameraden wie möglich sprechen können!*

It may be a good idea to have them pick a new identity for every new breakout room to keep the conversation fresh.

- *Es kann eine gute Idee sein, dass sie für jeden neuen Breakout-Raum eine neue Identität auswählen, um die Unterhaltung frisch zu halten.*

4. Students will discuss with each other, asking each other questions and responding based on the information on their cards including the emotion displayed by the emoji.

- *Die Schüler diskutieren miteinander, stellen sich gegenseitig Fragen und antworten basierend auf den Informationen auf ihren Karten, einschließlich der Emotionen, die durch das Emoji angezeigt werden.*
- *Wie heißt du?* (What is your name?)
- *Wie alt bist du?* (How old are you?)
- *Woher kommst du?* (Where are you from?)

5. The students should practice using the formal tense for their answers.

- *Die Schüler sollten üben, die formale Zeitform für ihre Antworten zu verwenden.*

WRAP UP

Play Hangman with students.

- *Spielen sie Henker mit den Schülern.*

END OF ACTIVITY:

- Read can-do statements and have students evaluate their confidence. (Use thumbs up/thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can say hello and goodbye to someone my age or younger, my professor, an adult, or someone I don't know.
- I can introduce myself and others.
- I can respond to an introduction.
- I can greet and take leave from someone using polite rehearsed behaviors.

CULTURAL RESOURCES

Here are links to two short videos; one on [Hallo](#) and one on [Good-bye](#) in German.



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 *German Level 1, Activity 03: Sie oder Du / You, Formal or You, Informal (Online)*



freepik

Description: Students will get to practice using the informal and formal versions of “you” in German by doing a role-play activity.

Semantic Topics: informal, informell, formal, formell, professions, berufe, jobs, family members, familienmitglieder.

Products: Words of introduction, Einleitende Worte, Questions asked of new acquaintances. Fragen an neue Bekannte.

Practices: Understanding the difference between the formal "Sie" and the informal "du". Den Unterschied zwischen dem formellen „Du“ und dem informellen „Du“ verstehen.

Perspectives: In the German culture respect is very important. Bei den Deutschen ist Respekt sehr wichtig. Respect for elders or persons in authority in German-speaking countries is important and can be achieved by addressing them correctly. Respekt gegenüber Ältesten oder Autoritätspersonen im deutschsprachigen Raum ist wichtig und kann durch die richtige Ansprache erreicht werden.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret spoken and written language on a variety of topics.
- Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

Idaho State Content Standards:

- Objective: COMM 1.1- Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.

- Objective: COMP 1.1- Observe formal and informal forms of language.
- Objective: COMM 2.1- Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can introduce myself when I meet people.
- I can ask introductory questions.
- I can ask informational questions.

Materials Needed

- [Google Presentation](#)
- [Student Slides](#)

Copyright Note:

The following images come from:

- Student by monkik from the Noun Project
- Teacher by Musavvir Ahmed from the Noun Project
- Friends by Sewon Park from the Noun Project
- Relationship by BomSymbols from the Noun Project
- Colleagues by Sewon Park from the Noun Project
- Clerk by Made from the Noun Project

WARM UP

Review Introductions

- *Review Einführungen*

1. Show the students the various icons on the slides and ask them whether they would use Sie or du based on the situation.

- *Zeige die Studenten die verschiedene Ikonen auf der Präsentation und frage ob sie "Sie" oder "du" nutzen würden.*

2. Before the activity: *Wann benutzt man du? Wann benutzt man Sie?*

- *Vor der Aktivität: Wann benutzt du dich? Wann benutzt du sie?*

3. Give them a verb and then have them form full questions or responses using the correct form,

- *Gebe sie einen Verb und dann, haben Sie die Studenten ganze Sätze oder Fragen formen mit der richtige "Sie" oder "du" form.*

ex: *Wie heißen Sie? Wie geht es dir?* Etc.

- *Lehren (Sie)*
- *machen (du)*
- *möchten (du)*
- *planen (Sie)*
- *kochen (du oder Sie kommt darauf an)*
- *Spielen (du)*

MAIN ACTIVITY

Each student gets assigned a role (students should take account of the general age and whether one should use "Sie" or "du.")

- *Jede Studenten bekommt eine Rolle (sie sollten über die generale Alter nachdenken und ob sie "Sie" oder "du" benutzen.)*
- *Lehrer/in*
- *Mutter/Vater*
- *Chef/in*
- *Ärzt/in*
- *Kind (5 Jahre alt)*
- *Kind (14 Jahre alt)*
- *Mann/Frau (35 Jahre alt)*
- *Oma/Opa*

1. Students should ask about made-up personal information using the correct *“Sie” oder “du.”*

- *Studenten sollten über erfundene personal Informationen fragen.*
- Ex: *Wie ist deine Telefonnummer? Wo arbeiten Sie?*

2. Then review how to say these things altogether.

- *Sie sollten nachschauen wie man diese Sachen insgesamt sagen können.*

3. Share the slide with the questions on it with students, so they can reference it in the breakout room.

- *Teile Sie die Slides die Fragen darauf haben mit Studenten, damit sie in reference nachschauen können.*

4. Students will be put in breakout rooms with one other person to start.

- *Um anzufangen werden die Studenten in Breakout Zimmern mit Partner gesetzt.*
- As students finish with their first pairing, bring them back to the main room.
- *Bring sie zurück wenn Studenten mit Ihren erste Paar fertig sind.*

5. Ask a few questions to make sure they were on task and to check understandings.

- *Frage ein Paar Fragen um zu sehen ob sie bei der Aufgabe mitgemacht haben und ob sie alles verstanden haben.*

6. Give the students new roles and create new breakout rooms so that they have a chance to talk to as many people as possible.

- *Geben Sie den Schülern neue Rollen und schaffen Sie neue Breakout-Räume, damit sie die Möglichkeit haben, mit so vielen Menschen wie möglich zu sprechen.*

WRAP UP

Ask students the following question(s) to finish the activity:

- *Was ist dein Lieblings Heißgetränk?* (What is your favorite hot drink?)
- *Welche Fernsehprogramms schaust du?* (Which TV shows do you watch?)
- *Was ist dein Lieblingshobby?* (What is your favorite hobby?)

If you have extra time:

- Play hangman using the words: *Adresse, Lehrerin, Freizeit*
 - *Spielen Sie Henker mit den Worten: Adresse, Lehrerin, Freizeit*
- Make sure to clarify the meaning of these words, especially if the students are confused while guessing letters!
 - *Stellen Sie sicher, dass Sie die Bedeutung dieser Wörter klären, besonders wenn die Schüler beim Erraten von Buchstaben verwirrt sind!*

END OF ACTIVITY:

- Read can-do statements and have students evaluate their confidence.
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can introduce myself when I meet people.
- I can ask introductory questions.
- I can ask informational questions.

CULTURAL RESOURCES

Linked is an Easy German video [Du oder Sie!](#)



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German Level 1, Activity 04: Studentenplan / School Schedule (Online)



Shawn Moak

Description: Students will practice the days of the week and describe their daily/weekly schedule.

Semantic Topics: school, schule, schedules, zeitpläne, daily life, alltag, routines, routinen, days of the week, wochentage, dative, dativ.

Products: German calendar, Deutscher Kalender, U.S. Calendar, US-Kalender.

Practices: Get to know the differences between a calendar from a German speaking country and a calendar from the United States. Lernen Sie die Unterschiede zwischen einem Kalender aus dem deutschsprachigen Raum und einem Kalender aus den USA kennen. Understanding holidays in German speaking countries, the importance of them, and how they are celebrated. Verstehen Sie Feiertage im deutschsprachigen Raum, ihre Bedeutung und wie sie gefeiert werden.

Perspectives: German-language calendars differ slightly from US calendars. Deutschsprachige Kalender unterscheiden sich geringfügig von US-amerikanischen Kalendern.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret spoken and written language on a variety of topics.
- Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

Idaho State Content Standards:

- Objective: COMM 1.1- Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMP 1.1- Observe formal and informal forms of language.
- Objective: COMM 2.1- Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements

- I can talk about my weekly routine.
- I can talk about what I learn and do.
- I can list my classes and tell what time they start and end.

- I understand the similarities and differences between a calendar and student schedule in the United States and in Germany.

Materials Needed

- [Google Presentation](#)
- [Helpful Vocabulary](#)

WARM UP

Put the days in order:

- *Ordne die Tage im richtigen Reihenfolge.*

1. Students will look at the slide with the days of the week on them.

- *Studenten werden das Slide mit die Tage der Woche anschauen.*

2. They then have to work independently to put them in the correct order on a piece of paper or in a private chat with the instructor.

- *Sie müssen selber arbeiten um die Tage im richtigen Reihenfolge zu ordnen. Dann schreiben sie es auf ein Blatt Papier oder schicken das Lehrer(in) einen Chat.*

3. Afterward, the student and instructor will put the days in order altogether.

- *Dannach können die Studenten und der Lehrer die Tage zusammen ordnen.*

MAIN ACTIVITY

1. Have students come up with as many school subjects they know and write them in their notes.

- *Studenten sollten eine Liste von so viele Schulsubjekten nachdenken wie möglich und sie in ihre Notizen schreiben.*

2. Place students in breakout rooms to work in partners to build each other's schedules, asking what they have on (day of the week, time of day.)

- *Setzen Sie die Studenten in Breakout Zimmern mit Partnern. Sie sollten einander ihre Zeitpläne bauen und dazu Fragen stellen.*

3. They should write their schedules in their notes.

- *Sie sollten die Termine in ihrem Notizen schreiben.*

4. After students are done writing they will share with the group something about their schedule.

- *Wenn sie damit fertig sind, können sie einander etwas von ihre Termine teilen.*

WRAP UP

If there's enough time, discuss the similarities and differences between a German calendar and an American one. For example, German calendars begin the week on Monday, and have different Holidays.

- *Wenn es genug Zeit gibt, diskutiere Ähnlichkeiten und Unterschiede zwischen einen deutsch Kalender und amerikanische Kalender. Zum Beispiel, deutsche Kalender beginnen die Woche mit Montag und haben unterschiedliche Feiertage.*

END OF ACTIVITY:

- Read can-do statements and have students evaluate their confidence. (Use thumbs up/thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can talk about my weekly routine.
- I can talk about what I learn and do.
- I can list my classes and tell what time they start and end.
- I understand the similarities and differences between a calendar and student schedule in the

United States and in Germany.

CULTURAL RESOURCES

Linked is a video about [German Ordinal and Cardinal](#) numbers. It is in both English and German.



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🎨 German Level 1, Activity 05: Hunting For Art/Jagd nach Kunst (Online)



Daian Gans Pexels

Description: In the Warm-Up students will view a slide with works from German artists. They are going to

describe the art with old and new adjectives. There is a clue about art in the warm-up word slide, Deutsche Adjektive. (it is written in the colors of the rainbow and then the three primary colors) The students then put these new and old adjectives to use as they digitally search museums in Berlin, hunting for art that depicts certain adjectives. Finally, in the end have students share about other German art types they enjoy – music, architecture, design...

Semantic Topics: art, kunst, museums, museen, adjectives, adjektive, colors, farben

Products: Language, Sprache, Words, Wörter, Adjectives, Adjektive, Museums of Berlin digital site, Staatliche Museen zu Berlin

Practices: Hunting for art that depicts certain adjectives. Jagd nach Kunst, die bestimmte Adjektive darstellt.

Perspectives: Value of German art and artists. Wert deutscher Kunst und Künstler.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written language on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or

readers on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: CLTR: 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm of the target culture.
- Objective: COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can take a list of adjectives and apply them to different works of art.
- I can describe different pieces of art to my peers.
- I can answer questions about German art and artists.

Materials Needed

- [Google Presentation](#)
- [Digital link for the State Museums in Berlin](#)
- [Deutsches Kunstwerk](#)
- [List of German Adjectives](#)

WARM UP

1. Begin by discussing the Can-Do statements.

- *Beginnen Sie mit der Diskussion der Can-Do-Aussagen.*

2. Show the slide with the list of adjectives. Ask if there are any questions about the adjective list.

- *Zeigen Sie die Folie mit der Liste der Adjektive. Fragen Sie, ob Sie Fragen zur Adjektivliste haben.*

3. Divide the students into breakout rooms with groups of twos or threes.

- *Teilen Sie die Schüler in Zweier- oder Dreiergruppen in Breakout Rooms ein.*

4. Randomly assign 4 or 5 adjectives to each room.

- *Ordnen Sie jedem Raum zufällig 4 oder 5 Adjektive zu.*

5. Display the slide containing the German artwork and have it available for each breakout room.

- *Zeigen Sie die Folie mit dem deutschen Kunstwerk und halten Sie sie für jeden Breakout Room bereit.*

6. Have the students assign the correct adjectives to different artworks.

- *Lassen Sie die Schüler verschiedenen Kunstwerken die richtigen Adjektive zuordnen.*

7. Bring the students back together to talk about their different adjectives and what adjectives they attributed to each artwork.

- *Bringen Sie die Schüler wieder zusammen, um über ihre verschiedenen Adjektive zu sprechen und darüber, welche Kunstwerke sie den einzelnen Adjektive zugeschrieben haben.*

MAIN ACTIVITY

1. Tell the students they are tasked with assisting an art curator in setting up a small, pop-up art exhibition. The curator needs different types of art and styles to make a complete collection.

- *Sagen Sie den Schülern, dass sie die Aufgabe haben, einem Kunstkurator bei der Einrichtung einer kleinen Pop-up-Kunstaussstellung zu helfen. Der Kurator benötigt verschiedene Kunstarten und -stile, um eine vollständige Sammlung zu erstellen.*

2. Divide the students into breakout rooms of 2 or 3.

- *Teilen Sie die Schüler in Breakout Rooms von 2 oder 3 auf.*

3. Have each breakout room open the digital link for the state museums in Berlin (located in the material's needed section).

- *Lassen Sie in jedem Breakout Room den digitalen Link für die Staatlichen Museen zu Berlin öffnen (befindet sich in der erforderlichen Rubrik des Materials).*

4. Each breakout room is responsible to find a work of art that depicts at least four of the adjectives used in the warm-up.

- *Jeder Breakout Room ist dafür verantwortlich, ein Kunstwerk zu finden, das mindestens vier der im Warm-up verwendeten Adjektive darstellt.*

5. With about 10 minutes left have the students come back together and, using their adjectives, share about the artwork they found.

- *Nach etwa 10 Minuten kommen die Schüler wieder zusammen und tauschen sich unter Verwendung ihrer Adjektive über die Kunstwerke aus, die sie gefunden haben.*

WRAP UP

Ask students the following question(s) to end the activity:

- *Welche deutsche Kunst / Künstler mögen Sie?* (What German art / artists do you like?)
- *Gibt es andere Arten von deutscher Kunst, die Sie mögen – Architektur, Musik, Design?* (Are there other types of German art you enjoy – architecture, music, design?)

END OF ACTIVITY:

- Read can-do statements and have students evaluate their confidence. (Use thumbs up/thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can take a list of adjectives and apply them to different works of art.
- I can describe different pieces of art to my peers.
- I can answer questions about German art and artists.

CULTURAL RESOURCES

Linked is a video from the [Deutsches Historisches Museum](#) from Museums.love. This is an English video touring a little of the museum and talks about the great renovation that the museum is undertaking. The second video is a tour of [Museuminsel](#). It is all German with no subtitles, but good for a tour of Museuminsel.



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German Level 1, Activity 06: Möbel und Wohnen / Furniture and Living (Online)



Pexels

Description: Students will work within a budget to find pieces of furniture to decorate their dorm room.

Semantic topics: furniture, möbel, living space, wohnraum, decorating, dekoration, budget.

Products: Furniture, Möbel, Apartments, Wohnungen, Houses, Häuser, Dormitories, Schlafsäle.

Practices: Understanding living standards and situations in German speaking countries. Lebensstandards und Situationen im deutschsprachigen Raum verstehen. Appreciating the differences in residences and furnishings. Die Unterschiede in Wohnungen und Einrichtungsgegenständen Schätzen.

Perspectives: Spatial and land restrictions determine the living situation in German-speaking countries. Räumliche und landwirtschaftliche Beschränkungen bestimmen die Lebenssituation im deutschsprachigen Raum.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret spoken and written language on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 1.1- Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM 2.1- Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can identify types of furniture and rooms.
- I can work within a budget to solve a problem, such as purchasing furniture for a room.

- I can follow a description to find a solution.

Materials Needed

- [Google Presentation](#)
- [Furniture Catalog](#)

WARM UP

Warm-Up Questions:

1. *Wohnt ihr in einem Haus, in einer Wohnung, oder in einer Studentenwohnheim?* (Do you live in an apartment, house, or dorm?)
2. *Wohnt ihr mit euren Eltern, mit einem/er Partner/in, oder mit Freunden?* (Do you live with your parents, partner, or friends?)
3. *Dekoriert ihr euer Zimmer gerne?* (Do you like to decorate your rooms?)
4. *Erkläre zu Studenten was eine WG ist. Zeige Photos und förder Fragen.* (Describe what a WG is for students. Show pictures and allow them to ask questions.)

MAIN ACTIVITY

Furniture Shopping

- *Möbel Shopping*

1. Pair students off and have each pair open the furniture catalog link.

- *Paare Studenten zusammen und jedes Paar bekommt einen Möbel Kataloge.*

2. The students choose which furniture they would buy based on the descriptions on the catalog page and a 1000 euro budget.

- *Studenten müssen dann entscheiden welche Möbelstücke sie kaufen würden, Grund von die Beschreibungen und die €1000 Haushaltsplan.*

3. There is no "right" answer, but students should take into account the price of each thing and their budget.

- *Es gibt kein "richtiges" Antwort, aber Studenten sollen der Preis von jedes Ding und ihr Haushaltplan nicht vergessen.*

4. Once students are done, have the pairs present their decisions to the group, including why they chose which pieces of furniture and how they fit into the budget.

- *Wenn Studenten fertig sind, die Paaren sollen ihre Entscheidungen präsentieren. Sie müssen erklären wieso sie es gekauft haben und wie es ins Haushaltsplan passt.*

5. If students finish quickly they can do the activity again.

- *Wenn die Schüler schnell fertig sind, können sie die Aktivität wiederholen.*

WRAP UP

Ask students the following question(s) to finish the activity:

- *Welche Möbelstücke mögt ihr am liebsten?* (What was your favorite piece of furniture?)
- *Wo kauft ihr gerne Möbel?* (Where do you like to buy furniture for your house/room/office?)
- *Was ist wichtiger, Qualität oder Preis?* (What's more important? Quality or price?)

END OF ACTIVITY:

- Read can-do statements and have students evaluate their confidence. (Use thumbs up/thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can identify types of furniture and rooms.
- I can work within a budget to solve a problem, such as purchasing furniture for a room.
- I can follow a description to find a solution.

CULTURAL RESOURCES

Linked are two videos The first about various living [accommodations](#) in Germany and the second, [apartment](#) living in Berlin.



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German Level 1, Activity 07: Haushalt Einkaufen / Household Shopping (Online)



freepik.com

Description: In this activity, students will practice shopping using a list to purchase a variety of household

items. The students will ask each other questions to find items on their list.

Semantic Topics: shopping, purchase, einkaufen, household, haushalt, furniture, möbel, questions, fragen.

Products: Stores, Geschäfte, Household Goods, Haushaltswaren, Food, Lebensmittel.

Practices: Learning how to shop for good and household goods in a German speaking country. Erlernen des Einkaufens von Waren und Haushaltswaren im deutschsprachigen Raum.

Perspectives: Understanding the correct way to interact with shopkeepers in German speaking countries. Den richtigen Umgang mit Ladenbesitzern im deutschsprachigen Raum verstehen.

NCSSFL-ACTFL World-Readiness Standards:

- STANDARD 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions."
- STANDARD 1.2 Students understand and interpret written and spoken language on a variety of topics."
- STANDARD 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Idaho State Content Standards:

- Objective: COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CLTR 1.3: Function appropriately in diverse contexts within the target culture.

NCSSFL-ACTFL Can-Do Statements:

- Ask for and identify household items, such as items for the kitchen, office, etc.
- Work with other students to solve a problem, such as shopping from a list.
- I can appropriately ask for the availability of any item when visiting a store.

Materials Needed

- [Google Presentation](#)

WARM UP

Vocab Brainstorm

- *Vokabel-Brainstorming*

1. Brainstorm the types of rooms in a house.

- *Überlege die verschiedene Zimmern eines Haus.*
- Compile a list of their ideas to be referenced later, which can be typed in the chat.
- *Mach eine Liste von euer Ideen damit ihr später nachschauen können.*

2. For the different types of rooms, ask students to come up with things that can be found in that room. They have 1 minute to compile a list on their own and then ask them to share ideas with the group.

- *Für jedes Zimmer, sollen die Studenten überlegen was für Sachen man in dem Zimmer finden kann. Sie haben eine Minute um eine Liste selber zu bauen und danach können sie mit der Gruppe teilen.*
- For example: *das Schlafzimmer.*

- Students: *das Bett, die Lampe, der Nachttisch, die Bettwäsche.*

3. Repeat with the other rooms.

- *Wiederhole das mit den anderen Zimmern.*

MAIN ACTIVITY

Household Shopping list

- *Einkaufsliste für Haushalte*

1. Have students create their own shopping lists by choosing four items from the larger list.

- *Studenten sollen ihre eigene Einkaufsliste machen mit vier Sachen aus der großen Liste.*

2. Go over the proper way to ask for something and how they, as the store owners, would respond.

- *Wiederhole die richtige Art wie man nach etwas fragt, und wie sie, als Ladenbesitzer antworten würden.*

3. This can be written in the chat if necessary. Remind students about the *Akkusativ*.

- *Dies kann bei Bedarf im Chat geschrieben werden. Schüler an den Akkusativ erinnern.*
- For example: *"Guten Tag, ich brauche eine Lampe" oder "Hallo, haben Sie eine Lampe?"*
- *"Ja, wir haben eine Lampe" oder "Nein, wir haben keine Lampe"*
 - (this is also good practice for the accusative since *brauchen/haben* go with *Akkusativ*)
 - *(dies ist auch eine gute Übung für den Akkusativ, da brauchen/haben mit Akkusativ gehen)*

4. Put students into breakout rooms. Assign a few of them be sellers and a few of them be buyers.

- *Studenten sollen in Zoom Breakoutzimmern gehen. Weisen Sie einige von ihnen als Verkäufer und einige als Käufer zu.*

5. Have the students who are buying ask the sellers if they have an item on their list. The seller will check their own list they have made and if they have also chosen that item, then they can say they have the item.

- *Studenten sollen die Ladenbesitzern fragen ob sie die Sachen die auf ihre Liste sind haben. Die Ladenbesitzer*

werden ihre eigene Liste anschauen um zu sehen ob sie diese Sachen haben, wenn ja, können sie sagen dass sie es haben.

- They might also choose to add how much the item costs.
- *Sie können auch entscheiden ob sie den Preis des Sachen dazufügen.*

6. Then close the break-out rooms and re-pair students and have them go over this again.

- *Dann schließe die Breakoutzimmern und mache neue Paaren damit Studenten alles wiederholen können.*

WRAP UP

Ask students the following question(s) to finish the activity:

- *Welche Dinge auf deiner Liste hast du gekauft? Welche nicht?* (What things on your list did you buy? Which ones did you not?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate thumbs up/thumbs down. (Use thumbs up/thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- Ask for and identify household items, such as items for the kitchen, office, etc.
- Work with other students to solve a problem, such as shopping from a list.
- I can appropriately ask for the availability of any item when visiting a store.

CULTURAL RESOURCES

Linked is video about [shopping](#) in Hamburg.



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🕒 *German Level 1, Activity 08: Zeit / Time (Online)*



Laura Lauch

Description: Students will practice telling the time from visual and verbal cues. They will also practice responding to situations with separable prefix verbs.

Semantic topic: time, zeit, plans, pläne, clock, watch, uhr, second, sekunde, hour, stunde, minutes, minuten.

Products: Clocks, Uhren.

Practices: Telling the time as speakers of German tell the time. Die Zeit sagen, wie die Deutschsprachige die Zeit sagen. Understanding the German phrasing of time. Verstehe die deutsche Zeitformulierung.

Perspectives: The concept of time and the cultural concept of timeliness is important in German speaking countries. Der Begriff der Zeit und der kulturelle Begriff der Aktualität sind im deutschsprachigen Raum wichtig.

NCSSFL-ACTFL World-Readiness Standards:

- STANDARD 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- STANDARD 1.2 Students understand and interpret written and spoken language on a variety of topics.
- STANDARD 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Idaho State Content Standards:

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- Objective: CLTR 1.3: Function appropriately in diverse contexts within the target culture.

NCSSFL-ACTFL Can-Do Statements:

- I can understand the time when announced or shown to me.
- I can identify movies and the times they take place on a schedule.
- I can use simple information from someone's schedule to make a recommendation.

Materials:

- [Google Presentation](#)
- [Movie Schedule](#)

Would you like to make changes to the materials? Access the template(s) below:

(Canva Template(s), free account)

- [Movie Schedule](#)

WARM UP

Practice telling time

1. What time is it?

- *Wie spät ist es?*

2. Students will practice telling time.

- *Die Studenten werden versuchen die Zeit zu sagen.*
- *Es ist (drei) Uhr. Wie spät ist es?* (students write the time in the Chat)

- *Wie spät ist es?* (students verbally respond)

3. Make sure that students are using the correct format for a time, and challenge them to use the more colloquial terms as well such as “quarter past...” or “half before...” In order to do this, when students tell the instructor the time in the most basic form, ask them what another way to say it could be.

- *Sei sicher dass die Studenten die richtige Form von Zeit benutzen und fordere sie heraus die ungangssprachliche Art auch zu benutzen. Um das zu erreichen, fragen sie die Studenten wie man das anders sagen könnte, wenn sie nur die einfache Art sagen.*
- *3:00 – Drei Uhr*
- *13:00 – Dreizehn Uhr oder ein Uhr*
- *2:30 – Zwei Uhr dreißig oder halb drei.*

MAIN ACTIVITY

1 Put the students in partners in breakout rooms

- *Stellen sie die Studenten in Partnern in breakout rooms.*

2. Have one student from each breakout room access the “movie schedule” (from the Materials Needed Section) and have pen/pencil & paper available.

- *Lassen Sie einen Schüler aus jedem Breakout-Raum auf den „Filmplan“ zugreifen (aus dem Abschnitt „Benötigte Materialien“) und halten Sie Stift/Bleistift und Papier bereit.*

3. Display the Google Presentation questions about movies. Each slide for about 90 seconds.

- *Zeigen Sie die Google-Präsentation Fragen zu Filmen an. Jede Folie für etwa 90 Sekunden.*

4. They must find a movie that fits the situation. Share the answer before moving on to the next slide.

- *Sie müssen einen Film finden, der zur Situation passt. Teilen Sie die Antwort, bevor Sie mit der nächsten Folie fortfahren.*

WRAP-UP

Ask students the following question to finish the activity:

- *Welchen Film möchten ihr am liebsten sehen?* (Which movie do you want to see the most?)

END OF ACTIVITY:

- Read can-do statements and have students evaluate their confidence. (Use thumbs up/thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, ask questions, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can understand the time when announced or shown to me.
- I can identify movies and the times they take place on a schedule.
- I can use simple information from someone's schedule to make a recommendation.

CULTURAL RESOURCES

Letzt und dies (last and this – time reference) are always accusative articles needing the accusative ending. Here is a great extra video on telling [time](#) in German. Second is a good how-to video about learning [German though movies and TV shows](#).



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🍲 German Level 1, Activity 09: Essen / Food (Online)



Lukas/Pexels

Description: Students will review new vocabulary words by identifying the ingredients of a meal.

Semantic Topics: food, essen, restaurants, meal, hauptgericht, appetizer, vorspeise, dessert, nachtisch, foods, lebensmittel.

Products: Traditional German products for breakfast, lunch, dinner, and snack time, Traditionelle deutsche Produkte zum Frühstück, Mittag- und Abendessen, und Snackzeit.

Practices: Understanding the cultural importance of meal times in German speaking countries. Die kulturelle Bedeutung von Essenszeiten im deutschsprachigen Raum verstehen.

Perspectives: Eating together with family and / or friends is important in the culture of German speaking countries. Das gemeinsame Essen mit Familie und/oder Freunden ist in der Kultur des deutschsprachigen Raums wichtig.

NCSSFL-ACTFL World-Readiness Standards:

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Idaho State Content Standards:

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- Objective: CLTR 1.3: Function appropriately in diverse contexts within the target culture.

NCSSFL-ACTFL Can-Do Statements:

- I can recognize food vocabulary when spoken to me.
- I can produce food vocabulary that corresponds to a category (meats, dairy products, fruit, etc.)
- I can identify ingredients in a dish.

Material:

- [Google Presentation](#)

WARM UP

Making a Vocabulary list

1. Show the students the warm-up slide with the varieties of food (meats, dairy products, etc.) .

- *Zeigen Sie den Schülern die Aufwärmfolie mit den verschiedenen Nahrungsmitteln (Fleisch, Milchprodukte usw.) .*

2. Give them about five minutes to think of words for these categories.

- *Geben Sie ihnen etwa fünf Minuten Zeit, um sich Wörter für diese Kategorien auszudenken.*

2. Come back together and see what everyone has thought of.

- *Komme zurück und teile was Jeder gedacht hat.*

3. Use the whiteboard feature on zoom to write down the words.

- *Nutze das "whiteboard" auf Zoom und schreibe die Wörter darauf.*

MAIN ACTIVITYIngredients / **Zutaten**

1. Show a picture of a meal.

- *Zeig ein Bild von einer Mahlzeit.*

2. Have the students identify as many ingredients as they can.

- *Lassen Sie die Schüler so viele Zutaten wie möglich identifizieren.*

WRAP-UP

Create a meal from the items in the shopping cart.

- *"Koche" ein Essen von die Sachen im Warenkorb.*

END OF ACTIVITY:

- Read can-do statements and have students evaluate their confidence. (Use thumbs up/thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, ask questions, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can recognize food vocabulary when spoken to me.
- I can produce food vocabulary that corresponds to a category (meats, dairy products, fruit, etc.)
- I can identify ingredients in a dish.

CULTURAL RESOURCES

If you order a coffee – Kaffee – in Germany you will receive a cup of black coffee. Over 70% of people in Germany, Switzerland and Austria drink coffee daily. Schorle is a German drink that combines juice or wine with sparkling water, lemonade or lemonlime soda. Apfelschorle (Apple juice mixed with sparkling mineral water) is the most common. Linked is a video about typical German [dishes](#) for German speaking

countries. White asparagus or *Spargel* is delicious delicacy and in German speaking countries is known as the “King of Vegetables”. Linked [here](#) and [here](#) are two interesting articles about this royal vegetable.



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German Level 1, Activity 10: Hobbys / Hobbies (Online)



Noel_Bauza

Description: Students will practice telling about their hobbies, their personal interests, and their free time activities.

Semantic topic: hobbies, interests, hobbies, interessen, activities, aktivitäten, questions, fragen

Products: Hobby activity materials, Materialien für Hobbyaktivität.

Practices: Understanding the desire for those in German speaking countries to hike in the hills and mountains. Den Wunsch der Menschen im deutschsprachigen Raum verstehen, in den Hügeln und Bergen zu wandern.

Perspectives: Those living in German speaking countries place value and importance on outdoor activities and care for their surroundings. Wer im deutschsprachigen Raum lebt, legt Wert auf Outdoor-Aktivitäten und pflegt seine Umgebung.

NCSSFL-ACTFL World-Readiness Standards:

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- STANDARD 1.2 Students understand and interpret written and spoken language on a variety of topics.
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Idaho State Content Standards:

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- Objective: COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CLTR 1.3: Function appropriately in diverse contexts within the target culture.

NCSSFL-ACTFL Can-Do Statements:

- I can talk about my activity preferences.
- I can discuss my favorite hobbies with my peers.
- I can ask and answer questions relating to hobbies.

Material needed:

- [Google Presentation](#)

WARM UP

What do you prefer to do?

- *Was machst du lieber?*

1. Students will be shown a variety of slides with two pictures. They can identify what the activities are in the pictures and which activity they would prefer to do.

- *Studenten werden Slides anschauen die zwei Bilder drauf haben von verschiedene Hobbies. Sie müssen identifizieren welchen sie lieber machen wurden.*

Possible answers for slides:

- *Skifahren, Winter, Outdoor, Kälte, Schnee, Berge, Trails, Eis, Gefrieren, Spaß, Schnelligkeit, Gefahr* (Skiing, Winter, Outdoors, Cold, Snow, Mountains, Trails, Ice, Freezing, Fun, Fast, Danger)
- *Lesen, Studieren, Fenster, Licht, Sonnenschein, Bett, Gemütlich, Friedlich, Ruhig* (Reading, Studying, Window, Light, Sunshine, Bed, Comfortable, Peaceful, Quiet)
- *Reisen, Fliegen, Bus, Flugzeug, Zug, Wandern, Städte, Länder, Ausland, Inland, Reisepass, Denkmäler, Sehenswürdigkeiten, Spaß, Müde* (Travel, Flying, Bus, Plane, Train, Walking, Cities, Countries, Foreign, Domestic, Passport, Monuments, Sightseeing, Fun, Tired)
- *Fisch, Angeln, See, Meer, Teich, Fluss, Bach, Freunde, Familie, Essen, Dock, Angelrute* (Fish, Fishing, Lake, Sea, Pond, River, Stream, Friends, Family, Food, Dock, Fishing Pole)
- *Wandern, Hund, Welp, heiß, Pfade, Berge, Bäume, Wüste, Hut, Rucksack, Wasser, Wolken, Bewegung* (Hiking, Dog, Puppy, Hot, Trails, Mountains, Trees, Desert, Hat, Backpack, Water, Clouds, Exercise)

- *Stricken, Basteln, Garn, Nadeln, Pullover, Mütze, Entspannen* (Knitting, Handicraft, Yarn, Needles, Sweater, Hat, Relaxing)
- *Hausaufgaben, Nickerchen, Lernen, Kaffee, Lehrbücher, Kugelschreiber, Bleistift, Schreibtisch, Schlafsaal, Abschlussarbeiten, Prüfung* (Homework, Nap, Study, Studying, Coffee, Textbooks, Pen, Pencil, Desk, Dormitory, Finals, Exam)
- *Lager, Camping, Sterne, Dunkel, Ruhe, Freunde, Lagerfeuer, Im Freien, Wasser, Land, Meer, Sternschnuppe, Mond* (Camping, Stars, Dark, Quiet, Friends, Campfire, Outdoors, Water, Land, Sea, Shooting Star, Moon)

2. Ask students to follow up with why they prefer one of the activities over the other.

- *Frage die Studenten wieso sie diese Hobbies lieber als den anderen haben .*

MAIN ACTIVITY

1. Put students in breakout rooms. Have students in pairs/groups of 2 to 3.

- *Studenten sollen in Breakout Zimmern gehen. Sie sollen in Paaren oder Gruppen von 2 bis 3 Personen sein.*

2. Have them ask each other questions about their hobbies and which hobbies they do not like at all.

- *Sie müssen einander Fragen stellen über ihre Hobbies. Welche sie gern haben und welche nicht.*

3. Partners should also ask about how often the person does the activity.

- *Partnern sollen auch fragen wie oft sie diese Hobbies tun.*
- For example, if the person says they like to go hiking, there should be follow-up questions of where and how often the person does the activity. So the person could ask: Where do you hike? How often do you go hiking?
- *Zum Beispiel, wenn Jemand sagt dass, sie wandern mögen, sie sollen Folgefragen stellen.*
 - *Ich wandere gern.* (I like to hike.)
 - *Wo gehst du wandern?* (Where do you go hiking?)
 - *Ich gehe in den Foothills wandern.* (I go hiking in the Foothills.)
 - *Wie oft gehst du wandern?* (How often do you go hiking?)
 - *Ich gehe zwei Mal pro Woche wandern.* (I go hiking twice a week.)

4. When students are done going through their hobbies, have them come back to the main room. In the main room, ask students to talk about/introduce the hobbies of their partners.

- *Wenn sie fertig sind, sollen die Studenten zurück zum Hauptzimmer kommen und über die Hobbies von ihre Partnern sprechen.*

WRAP UP

Ask students the following question to finish the activity:

- *Wenn du ein Prominente wärst, was wären deine Hobbys?* (If you were famous, what hobbies would you have?)

END OF ACTIVITY:

- Read can-do statements and have students evaluate their confidence. (Use thumbs up/thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future labs!

NCSSFL-ACTFL Can-Do Statements:

- I can talk about my activity preferences
- I can discuss my favorite hobbies with my peers
- I can ask and answer questions relating to hobbies.

CULTURAL RESOURCES

Here is a video in English, with German subtitles, on [German hikers](#). The second video is an Easy German video, [How do Germans Spend Their Summer](#).





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- Customize the content for a specific audience or group of learners (for example, K-5 learners or to differentiate for student's needs)

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☕ *German Level 1, Activity 11: Tägliche Routine / Daily Routine (Online)*



Pixabay

Description: Students will talk and practice the daily routine by using flashcards and by asking questions

in their group from a groupmate.

Semantic topic: breakfast, frühstück, daily routine, tagesablauf, alltag, weekly plan, wochenplan, schedule, zeitplan

Products: Breakfast, Frühstück, Daily Schedules, Tagesablauf.

Practices: Talk about breakfast in the U.S. and breakfast in German speaking countries. Become better acquainted with classmates through questions and answers about daily life. Sprechen Sie über Frühstück in den USA und Frühstück im deutschsprachigen Raum. Lernen Sie Ihre Kommilitonen durch Fragen und Antworten aus dem Alltag besser kennen.

Perspectives: German speaking countries have different traditional breakfast foods than we have in the U.S. In deutschsprachigen Ländern gibt es andere traditionelle Frühstücksgerichte als in den USA.

NCSSFL-ACTFL World-Readiness Standards:

- STANDARD 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- STANDARD 1.2 Students understand and interpret written and spoken language on a variety of topics.
- STANDARD 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Idaho State Content Standards:

- Objective: COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CLTR 1.3: Function appropriately in diverse contexts within the target culture.

NCSSFL-ACTFL Can-Do Statements:

- I can discuss my daily breakfast routine and the traditional German breakfasts.
- I can discuss my daily routine.
- I can ask and answer questions relating to my day.

Materials:

- [Google Presentation](#)
- [Question Cards](#)

Would you like to make changes to the materials? Access the template(s):

(Canva Template(s), free account required)

- [Question Cards](#)

WARM UP

1. Begin by discussing the Can-Do statements.

- *Beginnen Sie mit der Diskussion der Can-Do-Aussagen*

2. Ask the students about their breakfast that morning. In case someone did not eat breakfast, have them think of a breakfast they might like to eat or what they normally eat.

- *Fragen Sie die Schüler nach ihrem Frühstück an diesem Morgen. Falls jemand nicht gefrühstückt hat, lassen Sie ihn an ein Frühstück denken, das er gerne essen würde oder was er normalerweise isst.*

3. Share the following German proverb: *"Eat your breakfast like an emperor, lunch like a king, and dinner like a pauper"*

- *Teilen Sie das folgende deutsche Sprichwort: "Iss dein Frühstück wie ein Kaiser, Mittagessen wie ein König, und Abendessen wie ein Bettler".*

4. Display the slide containing the German breakfast foods and discuss the differences between their breakfast and the typical German breakfast.

- *Zeigen Sie die Folie mit den deutschen Frühstücksspeisen und diskutieren Sie die Unterschiede zwischen ihrem Frühstück und dem typischen deutschen Frühstück.*

MAIN ACTIVITY

Discussion Questions

1. As you click on the slide with the orange tiles the questions will appear. Have a student read the question on the card out loud.

Wenn Sie auf die Folie mit den orangefarbenen Titeln klicken, werden die Fragen angezeigt. Lassen Sie einen Schüler die Frage auf der Karte laut vorlesen.

2. The other students will answer the question in full sentences.

Die anderen Studenten beantworten diese Frage in ganzen Sätzen.

3. Then click on the slide for a new card to appear, and the process will be repeated.

Klicken Sie dann auf die Folie, damit eine neue Karte erscheint, und der Vorgang wird wiederholt.

Questions:

- *Wann steht ihr auf?* (When do you wake up?)
- *Wann schlaft ihr ein?* (When do you sleep in?)
- *Was esst ihr zum Frühstück?* (What do you eat for breakfast?)
- *Wie kommt ihr zur Uni an?* (How do you get to school?)
- *Wann esst ihr Mittagessen?* (When do you eat lunch?)
- *Was esst ihr zum Abendessen?* (What do you eat for dinner?)
- *Wo ist das beste Essen in Boise?* (Where is the best food in Boise?)

- *Was sind eure Lieblingssüßigkeiten?* (What are your favorite candies?)
- *Wo kauft ihr essen?* (Where do you buy food?)
- *Kocht ihr gern?* (Do you like to cook?)
- *Was ist euer Lieblingsessen?* (What is your favorite food?)
- *Wie entspannt ihr euch?* (What relaxes you?)

WRAP UP

Ask students the following question(s) to finish the activity:

- *Was ist etwas, das du jeden Tag machst?* (What is something you do every day?)
- *Was musst du in deinem Tag machen, das du nicht magst?* (What do you have to do in your day that you don't like to do?)
- *Es gibt jetzt einen neuen Tag in der Woche zwischen Sonntag und Montag. Was machst du mit dieser Zeit/ diesem neuen Tag?* (There is now a new weekday between Sunday and Monday. What would you do with this day/extra time?)

END OF ACTIVITY:

- Read can-do statements and have students evaluate their confidence. (Use thumbs up/thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can discuss my daily breakfast routine and the traditional German breakfasts.
- I can discuss my daily routine.
- I can ask and answer questions relating to my day.

CULTURAL RESOURCES

Here is a video over [A Day in the Lives of the Easy German Team](#).



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👨👩👧 *German Level 1, Activity 12: Familie / Family (Online)*



Peggy_Marco

Description: Students will learn how to talk about their family members, and describe them.

Semantic topic: family member, familienmitglied, sibling, geschwister, parents, eltern, grandparents, großeltern, aunt, tante, uncle, onkel, formal, informal, formell, informell

Products: Family, Familie, Parents, Eltern, Siblings, Geschwister, Uncle & Aunt, Onkel & Tante, Cousins, Cousinen, Children, Kindern.

Practices: Practice how family members are addressed. Üben Sie, wie Familienmitglieder angesprochen werden. Importance of family, Bedeutung der Familie. Finding your place in your family, Finde deinen Platz in deiner Familie. Learning the interconnectedness of family members. Die Vernetzung von Familienmitgliedern lernen.

Perspectives: German speaking countries show respect for their elders by using specific terms to address different members of their family and members of different generations. Die deutschsprachigen Länder zeigen Respekt vor den Älteren, indem sie spezifische Begriffe verwenden, um unterschiedliche Familienmitglieder und Mitglieder verschiedener Generationen anzusprechen.

NCSSFL-ACTFL World-Readiness Standards:

- STANDARD 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- STANDARD 1.2 Students understand and interpret written and spoken language on a variety of topics.
- STANDARD 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Idaho State Content Standards:

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- Objective: COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a

variety of topics.

- Objective: CLTR 1.3: Function appropriately in diverse contexts within the target culture.

NCSSFL-ACTFL Can-Do Statements:

- I can talk about the members of my family and ask about someone else's family.
- I can describe what someone is like.
- I can answer questions about who is in my family.

Materials:

- [Google Presentation](#)
- [Jamboard](#)
- [Game](#)

WARM UP

Tic-Tac-Toe Game with family vocabulary

- Have the students go to this website: <https://www.lingohut.com/en/v773522/german-lessons-extended-family-members> (Click on the icon underneath the flashcards in the middle that looks like a tic tac toe board).
- Ask students to pair the vocabulary with the correct vocabulary word in German to make a Tic-Tac-Toe
 - *Studenten sollen mit die richtigen Vokabel auf Deutsch beantworten damit sie ein Tic-Tac-Toe machen können.*

MAIN ACTIVITY

Building a Family Tree

1. Explain to students that they will be working to build a family tree.

- *Die Studenten werden einen Stammbaum bauen.*

2. They are not building their OWN family tree, but rather the family tree of their partner.

- *Sie werden nicht ihre eigenen Stammbaum bauen, sie müssen der Stammbaum ihres Partners bauen.*

3. Once students are in Breakout Rooms, encourage them to ask questions to get more information in order to build the tree.

- *Wenn die Studenten in ihre Breakoutzimmern sind, können sie mehrere Fragen stellen um weitere Informationen über die Familien zu erhalten.*
- *Wie viele Geschwister hast du?*
- *Wie viele Kinder hat deine Oma und Opa?*
- *Wie viele Onkeln/Tanten hast du?*
- *Hast du Cousinsen?*

4. They will go to the [Jamboard](#) and use their own board to create the tree, either with pictures, writing, or sticky notes

- *Sie werden auf das Jamboard gehen und werden ihre eigene Tafeln benutzen mit Bilder, Schrifte, oder Klebernotiezen um der Stammbaum zu bauen.*

5. Students will come back to the main room and share something about their partner's tree.

- *Studenten werden zurück in dem Hauptzimmer kommen und ein paar Fakten von ihr Partner's Stammbaum teilen .*

WRAP UP

Ask students which family member they get along with the best on their family tree and why.

- *Fragen Sie die Studenten mit welchem Familienmitglied aus dem Familienstammbaum sie sich am besten verstehen und warum.*

END OF ACTIVITY:

- Read can-do statements and have students evaluate their confidence. (Use thumbs up/thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities.

NCSSFL-ACTFL Can-Do Statements:

- I can talk about the members of my family and ask about someone else's family.
- I can describe what someone is like.
- I can answer questions about who is in my family.

CULTURAL RESOURCES

Here is an Easy German [video](#) about family in Germany.



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🤔 *German Level 1, Activity 13: Abschließende Prüfung / Final review (Online)*



Freepik.com

Description: Students will practice answering open-ended questions using vocabulary from the past

chapters.

Semantic Topics: school, schule, clothing, kleidung, food, essen, schedules, zeitpläne, articles, artikel

Products: Furniture, Möbel, Free-time Activities, Freizeitaktivitäten, Food, Essen, Lebensmittel, Clothing, Kleidung, Education, Ausbildung.

Practices: Discussing clothing, furnishings, eating, and free-time activities in German. Diskussion über Kleidung, Einrichtung, Essen und Freizeitaktivitäten auf Deutsch.

Perspectives: The German language has very specific rules and regulations about how a sentence should be structured. Die deutsche Sprache hat sehr spezifische Regeln und Vorschriften für den Aufbau eines Satzes.

NCSSFL-ACTFL World-Readiness Standards:

- STANDARD 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- STANDARD 1.2 Students understand and interpret written and spoken language on a variety of topics.
- STANDARD 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Idaho State Content Standards:

- Objective: COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CLTR 1.3: Function appropriately in diverse contexts within the target culture.

NCSSFL-ACTFL Can-Do Statements:

- I can effectively use the vocabulary I have learned throughout the semester in conversation.
- I can answer questions about myself and give my opinions on various subjects.
- I can speak German for an extended period of time.

Materials:

- [Google Presentation](#)
- [Random Dice Generator](#)

WARM-UP

Practice with articles

- *Üben mit Artikeln*

Students have to guess the correct article that goes with the vocab word.

- *Schüler müssen den richtigen Artikel erraten, der zum Vokabelwort passt.*
- *das Handy* (The cell phone)
- *die Kinder* (The children)
- *der Mann* (The man)
- *das Spiel* (The game)
- *das Konzert* (The concert)
- *die Butter* (The butter)
- *der Anzug* (The suit)

MAIN ACTIVITY

1. Using the Jeopardy game in the Google Presentation students will choose a topic and a certain value.

- *Mit dem Jeopardy-Spiel in der Google-Präsentation wählen die Schüler ein Thema und einen bestimmten Wert.*

2. They will “roll a die” virtually. If they roll a number 1-3 they must answer the question. If they roll a number 4-6 they must ask someone else the question (that person would get the points if they answer correctly.)

- *Sie werden eine Würfel werfen. Wenn es auf eine Nummer von 1 bis 3 landet müssen sie die Frage antworten. Wenn es auf eine Nummer von 4 bis 6 landet müssen sie jemand anders die Frage stellen.*

3. They will need to answer the question given. There is no wrong answer.

- *Sie müssen die Frage antworten. Es gibt keine falsche Antworten.*

4. Questions:

- *Was studierst du an der Universität?* (What are you studying at the university?)
- *Um wie viel Uhr stehst du auf? ...schläfst du ein?* (What time do you get up?...do you fall asleep?)
- *Was hast du letztes Wochenende gemacht?* (What did you do last weekend?)
- *Was hast du nächstes Jahr vor?* (What are you going to do next year?)
- *Wie groß ist deine Familie?* (How big is your family?)
- *Wie heißen deine Familienmitglieder?* (What are your family members' names?)
- *Wie hilfst du in deiner Haushalt?* (What help do you do in your household?)
- *Was machst du mit deiner Familie? Habt ihr Traditionen?* (What do you do with your family? Do you have any traditions?)
- *Nenne fünf Farben.* (Name five colors.)
- *Was trägst du heute?* (What are you wearing today?)
- *Beschreib dein Lieblingskleidungsstück.* (Describe your favorite piece of clothing.)
- *Beschreibe eine Kleidung “Trend” was denkst du davon?* (Describe a clothing trend? What do you think of it?)
- *Was willst du zum Frühstück jeden Tag essen?* (What do you want to eat for breakfast every morning?)
- *Wo kaufst du dein Essen ein?* (Where do you buy your food?)
- *Was ist das schlimmste Essen und warum?* (What is the worst food and why?)
- *Was ist dein Lieblingsrezept?* (What is your favorite recipe?)

- *Was machst du normalerweise am Wochenende?* (What do you normally do on the weekends?)
- *Was würdest du machen, wenn du immer Freizeit hättest?* (What would do if you always had free time?)
- *Was machst du wenn dir langweilig ist?* (What do you do when you are bored?)
- *Du bist reich. Was würdest du in deiner Freizeit machen?* (You are rich. What would you do in your free time?)

WRAP-UP

Ask students the following question to finish the activity:

- *Was machst du diesen Sommer?* (What are your summer plans?)

END OF ACTIVITY:

- Read can-do statements and have students evaluate their confidence. (Use thumbs up/thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, ask questions, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can effectively use the vocabulary I have learned throughout the semester in conversation.
- I can answer questions about myself and give my opinions on various subjects.
- I can speak German for an extended period of time.

CULTURAL RESOURCES

Linked is a fun Easy German video about [Small Talk](#) in German speaking lands.



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German Level 1, Activity 14: Winterferien / Winter Holiday (Online)



Adobe Stock

Description: Students will practice comprehension skills by answering questions related to German Christmas activities.

Semantic Topics: holiday, vacation, urlaub, trip, reise, christmas, weihnachten, krampus, st. nikolaus, questions, fragen

Products: Christmas, Weihnachten.

Practices: Christmas traditions in German speaking countries. Weihnachtstraditionen im deutschsprachigen Raum.

Perspectives: German speaking countries have many cultural Christmas traditions. Im deutschsprachigen Raum gibt es viele kulturelle Weihnachtstraditionen.

NCSSFL-ACTFL World-Readiness Standards:

- STANDARD 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- STANDARD 1.2 Students understand and interpret written and spoken language on a variety of topics.
- STANDARD 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Idaho Content Standards for World Languages:

- Objective: COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CLTR 1.3: Function appropriately in diverse contexts within the target culture.

NCSSFL-ACTFL Can-Do Statements:

- I can discuss German Christmas traditions with my peers
- I can answer questions related to Christmas traditions in Germany
- I can talk about my personal holiday traditions

Material:

- [Google Presentation](#)
- [Kahoot](#)

WARM UP

Prior knowledge

- *Vorkenntnisse*

What do you already know about German Christmas traditions?

- *Was kennst du schon über Deutsche Weihnachtstraditionen?*

MAIN ACTIVITY

Kahoot

1. Students will learn a few facts about German Christmas traditions.

- *Die Studenten werden ein Paar Fakten über Deutsche Weihnachtstraditionen lernen.*

2. They will need to remember what they learned in order to play the Kahoot game and win points.

- *Sie müssen erinnern was sie gelernt haben um das Kahoot zu spielen.*

3. They will answer questions related to what they learned.

- *Sie werden Fragen antworten im Bezug auf was sie früher gelernt haben.*

Questions:

- *Wie sagt man "Christmas" auf Deutsch?* (How does one say "Christmas" in German?)
- *Der St. Nikolaus kommt wann?* (St. Nicholas comes when?)
- *Richtig oder Falsch? Weihnachtsmärkte fangen am 1. Dezember an.* (Right or wrong? Christmas markets start on 1 December.)
- *Das Getränk trinken viele bei Weihnachtsmärkte.* (Many people drink this drink at Christmas markets.)
- *Welche Stadt hat den größten Weihnachtsmarkt?* (Which city has the largest Christmas market?)
- *Welche Stadt hat den ältesten Weihnachtsmarkt?* (Which city has the oldest Christmas market?)
- *Richtig oder Falsch? Der Weihnachtsmann bringt Geschenke am 24. Dezember.* (Right or wrong? Santa Claus brings gifts on December 24.)

- *Wer ist das Christkind?* (Who is the Christ Child?)
- *Was ist ein traditionelles Weihnachtsessen?* (What is a traditional Christmas dinner?)
- *Wer bestraft die bösen Kinder?* (Who punishes the evil children?)

WRAP-UP

- *Beschreiben Sie einige Ihrer eigenen Feiertagstraditionen.* (Describe some of your holiday traditions)

END OF ACTIVITY:

- Read can-do statements and have students evaluate their confidence. (Use thumbs up/thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, ask questions, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can discuss German Christmas traditions with my peers
- I can answer questions related to Christmas traditions in Germany
- I can talk about my personal holiday traditions

CULTURAL RESOURCES

Here are two videos over Christmas in Germany. The first is over [Weihnachtstraditionen](#) in German. The second is about [Christmas traditions](#) in Germany, in English but with German subtitles.



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GERMAN LEVEL 2, FACE-TO-FACE ACTIVITIES



Photos of past and present Pathways Project student team members

😊 German Level 2, Activity 01: Einführungen / Introductions (Face to Face)



Rashid Khreiss Unsplash

Description: In this activity, students will answer questions about themselves. In addition, they will have the opportunity to share information about their hometown with the rest of the group.

Semantic Topics: introduction, einführung, questions, fragen, hometown, heimatort, college, university, universität, preferences, vorlieben

Products: German words, phrases, and sentences. Deutsche Wörter, Phrasen und Sätze.

Practices: Introducing yourself and learning about others in the classroom. Sich vorstellen und über andere im Klassenzimmer lernen .

Perspectives: Friendly learning environments are key to successfully learning a foreign language. Freundliche Lernumgebungen sind der Schlüssel zum erfolgreichen Erlernen einer Fremdsprache.

NCSSFL-ACTFL World-Readiness Standards:

- Standard: 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret spoken and written language on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.

- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can introduce myself and describe a little bit about myself.
- I can ask and answer questions about preferences.

Materials Needed:

- [Google Presentation](#)
- [Question Cards](#)
- White Boards & Markers

Would you like to make changes to the materials? Access the template(s):

(Canva Template(s), free account required)

- [Question Cards](#)

WARM-UP

1. Introduce yourself using the picture collage to aid understanding (collage optional).

Stellen Sie sich mit der Bildcollage vor, um das Verständnis zu verbessern (Collage optional).

2. Have students make a name tag with their name and a picture or word they feel represents them.

Lassen Sie die Schüler ein Namensschild mit ihrem Namen und einem Bild oder Wort erstellen, von dem sie glauben, dass es sie repräsentiert.

3. Go around the group and have each student introduce themselves.

Gehen Sie durch die Gruppe und lassen Sie jeden Schüler sich vorstellen.

MAIN ACTIVITY

1. Give a whiteboard and a marker to each student.

Geben Sie jedem Schüler eine Weißwandtafel und einen Marker.

2. They will play the game “one word.” The rule is that the students can only use one word to answer the question.

Sie werden das Spiel “ein Wort” spielen. Die Regel ist, dass die Schüler nur ein Wort verwenden können, um die Frage zu beantworten.

Students can also practice asking each other the questions using the cards provided, or the instructor can use the questions below:

Die Schüler können auch üben, sich gegenseitig die Fragen mit den bereitgestellten Karten zu stellen, oder der Lehrer kann die folgenden Fragen verwenden:

- *Was ist eure Lieblingsfarbe?* (What is your favorite color?)
- *Was ist euer Lieblingsrestaurant in Boise?* (What is your favorite restaurant?)
- *Woher kommt ihr?* (Where are you from?)
- *Was ist euer Lieblingssport?* (What is your favorite sport?)
- *Wie alt seid ihr?* (How old are you?)
- *Um welche Uhrzeit steht ihr auf?* (What time do you get up in the morning?)
- *Wie viele Geschwister habt ihr?* (How many siblings do you have?)
- *Was ist euer Lieblingsessen?* (What is your favorite food?)
- *Was ist euer Lieblingsgetränk?* (What is your favorite drink?)
- *Was ist euer Lieblingskurs?* (What is your favorite class?)
- *Was studiert ihr?* (What are you studying?)
- *Wer ist euer Lieblingsmusiker/in?* (Who is your favorite music artist?)
- *Was macht ihr gerne in eurer Freizeit?* (What do you like to do in your free time?)
- *Wohin reist ihr gerne?* (Where do you like to travel?)
- *Habt ihr ein Haustier? Ja? Was?* (Do you have a pet?)
- *Was esst ihr zum Frühstück?* (What do you eat for breakfast?)
- *Was ist euer Lieblingsfilm?* (What is your favorite movie?)

WRAP-UP

1. Have the students share about their summer.

- *Lassen Sie die Schüler von ihrem Sommer erzählen.*

2. Have the students share one goal for the upcoming semester.

- *Lassen Sie die Schüler ein Ziel für das kommende Semester teilen.*

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can introduce myself and describe a little bit about myself.
- I can ask and answer questions about preferences.

CULTURAL RESOURCES

Linked here is an [article](https://languagelearnersjournal.com/2018/05/14/is-stress-impacting-your-language-learning-ability/) discussing the importance of creating a stress free environment during language learning. As a helpful reminder for students, this article will be linked in the Cultural Notes section in the first activity of each section.. <https://languagelearnersjournal.com/2018/05/14/is-stress-impacting-your-language-learning-ability/>

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✈️ German Level 2, Activity 02: Österreich Reisen / Travel (Face to Face)



Joe Ambrogio

Description: In this activity, students will practice talking about travel and where they would like to visit. Students will pretend to be another person and respond to questions about travel as if they were that person.

Semantic Topics: travel, reisen, character, charakter, person, globe, globus, vacation, urlaub, dative, dativform

Products: Maps, Landkarten, Knowledge of an area in the Österreich., Kenntnisse in einem Gebiet in Österreich..

Practices: Supporting a German speaking individual to plan a trip to Österreich. Unterstützung einer deutschsprachigen Person bei der Planung einer Reise in Österreich.

Perspectives: "If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart." — Nelson Mandela „Wenn man mit einem Mann in einer Sprache spricht, die er versteht, steigt ihm das zu Kopf. Wenn man ihn in seiner Sprache anspricht, geht es ihm zu Herzen." - Nelson Mandela Helping others in their native language is one benefit of learning a foreign language. Anderen in ihrer Muttersprache zu helfen, ist ein Vorteil beim Erlernen einer Fremdsprache.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret spoken and written language on a variety of topics.
- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
- Standard 3.1 Students reinforce and further their knowledge of other disciplines through German.

Idaho State Content Standards:

- Objective: COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.

- Objective: COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- Objective: CLTR 1.3: Function appropriately in diverse contexts within the target culture.
- Objective: CONN 1.1: Compare and contrast information acquired from other content areas.
- Objective: CONN 1.2: Relate information studied in other subjects to the target language and culture.

NCSSFL-ACTFL Can-Do Statements:

- I can plan a trip.
- I can talk about travel details.
- I can understand other people's preferences and plan accordingly.

Materials Needed:

- [Google Presentation](#)

WARM-UP

1. Begin by opening the Google Slideshow and introducing the Can-Do Statements for today's activity.

Öffnen Sie zunächst die Google Slideshow und stellen Sie die Can-Do-Statements für die heutige Aktivität vor.

2. Ask the students the following questions for the warm-up.

Stellen Sie den Schülern die folgenden Fragen für das Warm-up.

- *Wohin seid ihr in den USA gereist?* (Where have you travelled in the USA?)
- *Was nehmt ihr mit, wenn ihr reist?* (What do you take with you when you travel?)
- *Würdet ihr lieber in einem Hotel oder Airbnb übernachten?* (Would you prefer to stay at a hotel or Airbnb?)
- *Womit fahrt ihr lieber? (Mit dem Bus, mit dem Auto, mit der Bahn usw.)* (How do you prefer to travel? (By bus, by car, by train.))

MAIN ACTIVITY

There are four people who want to travel to Salzburg. Read through to see what people like. You should find a perfect place that your person would definitely like.

Hier sind vier Personen, die nach Salzburg reisen wollen. Lest mal durch, um zu sehen was die Personen mögen. Ihr sollt einen perfekten Ort finden, den eure Person bestimmt mögen würde.

1. Divide students into pairs.

Teilen Sie die Schüler in Paare auf.

2. Each pair will be assigned a person from the slideshow (Michael, Saskia, Sebastian or Jule).

Jedem Paar wird eine Person aus der Diashow zugewiesen (Michael, Saskia, Sebastian oder Jule).

3. The students then have to come up with activities for the person to do in whichever city in Austria they choose.

Die Schüler müssen sich dann Aktivitäten einfallen lassen, die die Person in der von ihnen gewählten Stadt in Österreich durchführen kann.

4. iPads can be used.

iPads können verwendet werden.

5. The students should make sure to include where the person will be staying, what they will be doing, what they should bring, and anything else and write it on the whiteboard.

Die Schüler sollten sicherstellen, dass sie angibt, wo sich die Person aufhalten wird, was sie tun werden, was sie mitbringen sollen und alles andere und es auf der Weißwandtafel schreiben.

6. The students then share with the group.

Dann werden die Schüler mit der Gruppe teilen.

WRAP-UP

Ask students the following question(s) to finish the activity:

- *Wohin wollt ihr gerne reisen?* (Where do you want to travel?)
- *Was macht ihr, wenn ihr im Urlaub seid?* (What do you do when you're on vacation?)

- *Was ist eure Lieblingsstadt?* (What is your favorite city?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can plan a trip.
- I can talk about travel details.
- I can understand other people's preferences and plan accordingly.

CULTURAL RESOURCES

Easy German video on [traveling by train](#) in Germany.



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German Level 2, Activity 03: Sehenswürdigkeiten / Sightseeing (Face to Face)



Xu Chen

Description: Students will work together to match German sights to their descriptions and try to find interesting facts about a couple of the sights that they would like to know more about.

Semantic Topics: sightseeing, attractions, sehenswürdigkeiten, travel, reisen, activity, aktivität, country, land

Products: Knowledge of different tourist attractions in the U.S. and abroad. Kenntnisse über verschiedene touristische Attraktionen in den USA und im Ausland. Photos of German tourist attractions. Fotos von deutschen Sehenswürdigkeiten.

Practices: Getting to know various tourist attractions in German speaking countries. Kennenlernen verschiedener Touristenattraktionen im deutschsprachigen Raum. Understanding the cultural importance of various tourist attractions and why they are there.

Perspectives: Tourist attractions in German speaking countries were culturally relevant when they were created and can provide information about the cultural present and past of German speaking countries. Touristische Attraktionen im deutschsprachigen Raum waren bei ihrer Entstehung kulturell relevant und können Information über die kulturelle Gegenwart und Vergangenheit im deutschsprachigen Raum geben.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

- Standard 1.2 Students understand and interpret spoken and written language on a variety of topics.
- Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

Idaho State Content Standards:

- Objective: COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- Objective: CLTR 2.1: Analyze the significance of a product (art, music, literature, etc...) in a target culture.

NCSSFL-ACTFL Can-Do Statements:

- I can recognize familiar names of places discussed on a tour.
- I can identify my favorite people, places, or things from a list.
- I can name places in my community, town, city, state or country.

Materials Needed:

- [Google Presentation](#)
- [German Landmarks Cards](#)

WARM-UP

1. Begin by opening the Google Slideshow and introducing the Can-Do Statements for today's activity.

Öffnen Sie zunächst die Google Slideshow und stellen Sie die Can-Do Aussagen für die heutige Aktivität vor.

2. Ask students what popular attractions exist in the following places:

Fragen Sie die Schüler, welche beliebten Attraktionen es an den folgenden Orten gibt:

What sights are there in...?

Welche Sehenswürdigkeiten gibt es in...?

- *Frankreich* (France)
- *USA* (USA)
- *Japan* (Japan)
- *China* (China)
- *Italien* (Italy)
- *Die Niederlande* (Netherlands)
- *Australien* (Australia)
- *Mexiko* (Mexico)
- *Vereinigtes Königreich* (United Kingdom)
- *Boise* (Boise)

MAIN ACTIVITY

1. Divide Students into Partners or groups of three (depending on how many students you have).

Teilen Sie die Schüler in Partner oder Dreiergruppen ein (je nachdem, wie viele Schüler Sie haben).

2. Groups will be given the German sight cards. (Make sure you mix the cards and descriptions up).

Gruppen erhalten die deutschen Sehenswürdigkeitenkarten. (Stellen Sie sicher, dass Sie die Karten und Beschreibungen vermischen).

3. Students match the description to the place in the picture.

Die Schüler werden dann die Beschreibung an die Stelle im Bild anpassen.

4. After matching, the students will choose two or three places from the cards they would like to visit and research that place and give a few more details at the end of the activity.

Nach dem Matching wählen die Schüler zwei oder drei Orte aus den Karten aus, die sie besuchen möchten, und recherchieren diesen Ort und geben am Ende der Aktivität ein paar weitere Details an.

WRAP-UP

Ask students the following question(s) to finish the activity:

- *Welche Sehenswürdigkeiten mögt ihr am liebsten? Museen, alte Gebäude, Schlösser, Kirchen....?* (Which sights do you like the most? Museums, old buildings, castles, churches...?)
- *Welche Sehenswürdigkeiten habt ihr schon besucht?* (Which sights have you already visited?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can recognize familiar names of places discussed on a tour.
- I can identify my favorite people, places, or things from a list.
- I can name places in my community, town, city, state or country.

CULTURAL RESOURCES

Here are a couple of videos on tourist attractions in German. The first is about [Castles](#), in English but with German subtitles. The second is an Easy German video about the [most beautiful places](#) in Germany.



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🦵 German Level 2, Activity 04: Gesundes Leben / Healthy Living (Face to Face)



Pavel Danilyuk

Description: In this activity, students will review vocabulary relating to the body and parts of the body. Additionally, students will practice talking about health and how they stay healthy.

Semantic Topics: body, körper, health, gesundheit, healthy, gesund, sports, sport, food, essen, nutrition, ernährung

Products: Healthy living cards. Gesund leben karten.

Practices: Healthy living activities. Aktivitäten für ein gesundes Leben.

Perspectives: Healthy living and outdoor activities are important in German speaking countries. Gesundes Leben und Outdoor-Aktivitäten sind im deutschsprachigen Raum wichtig.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written language on a variety of topics.
- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
- Standard 3.1: Students reinforce and further their knowledge of other disciplines through German.

Idaho State Content Standards:

- Objective: COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.

- Objective: CLTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.
- Objective: CONN 1.2: Relate information studied in other subjects to the target language and culture.

NCSSFL-ACTFL Can-Do Statements:

- I can identify and label parts of the body.
- I can discuss healthy and unhealthy habits.
- I can use body part and health vocabulary to discuss health related scenarios.
- I can talk about my own health experiences.

Materials Needed:

- [Google Presentation](#)
- [Body Part Cards](#)
- [Gesund Leben Karten](#)

Would you like to make changes to the materials? Access the template(s) below:

(Canva Template(s), free account required)

- [Body Part Cards](#)

WARM-UP

Parts-of-the-Body Pictionary with pre-made flashcards.

Teile des Körpers Pictionary mit vorgefertigten Karteikarten.

1. Divide students into two teams.

Teilen Sie die Schüler in zwei Teams auf.

2. Decide which team will go first and have one team-member choose a card and begin to draw on a big or small whiteboard for their team. 20 seconds per card.

Entscheiden Sie, welches Team zuerst gehen wird, und lassen Sie ein Teammitglied eine Karte auswählen und beginnen Sie, auf einem großen oder kleinen Weißwandtafel für ihr Team zu zeichnen. 20 Sekunden pro Karte.

3. Repeat until one team reaches 9 points or the cards are gone.

Wiederholen Sie, bis ein Team 9 Punkte erreicht oder die Karten weg sind.

MAIN ACTIVITY

Set the Gesund Leben Karten upside down in the middle of a table.

Setzen Sie die Gesund Leben Karten als Leitfaden für die Schüler in die Mitte.

1. Divide students into two teams.

Teilen Sie die Schüler in zwei Teams auf.

2. Decide which team will go first. One member will choose a card and begin to act out that activity. They will have 20 seconds per action.

Entscheiden Sie, welches Team zuerst geht. Ein Mitglied wählt eine Karte aus und beginnt mit der Ausführung dieser Aktivität. Sie haben 20 Sekunden pro Aktion.

3. Students will then try to guess what the student is describing in German.

Die Schüler werden dann versuchen, was der Schüler auf Deutsch beschreibt zu erraten.

4. Repeat until one team reaches 9 points or the cards are gone.

Wiederholen Sie, bis ein Team 9 Punkte erreicht oder die Karten weg sind.

*** This activity can also be done by playing pictionary.

****Diese Aktivität kann auch durch das Spielen von Piktogrammen durchgeführt werden.*

Example Charades Cards:

Beispiel Scharaden Karten:

- *Joggen gehen*

- *Aerobic machen*
- *Gewichte heben*
- *Tanzen*
- *Yoga machen*
- *Tennis spielen*
- *Schwimmen*
- *Fußball spielen*
- *Badminton spielen*
- *Basketball spielen*
- *Wandern*
- *Fahrrad fahren*
- *Klettern*
- *Spazieren gehen*
- *Sich waschen*
- *Sich eincremen*
- *Sich rasieren*
- *Genug schlafen*
- *Entspannen*
- *Die Zähne putzen*
- *Nicht rauchen*
- *Weniger Alkohol trinken*
- *Vitamine nehmen*
- *Gesund essen*
- *Die Haare bürsten*

WRAP-UP

Ask students the following question(s) to finish the activity:

- *Was macht ihr, um gesund zu leben?* (What do you do to live a healthy life?)
- *Esst ihr gesund? Wie oft?* (Do you eat healthy? How often?)
- *Treibt ihr einen Sport?* (Do you play a sport?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.

- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can identify and label parts of the body.
- I can discuss healthy and unhealthy habits.
- I can use body part and health vocabulary to discuss health related scenarios.
- I can talk about my own health experiences.

CULTURAL RESOURCES

Here is a video, in German, about eating [breakfast in Berlin](#).



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🤔 *German Level 2, Activity 05: Quiet Hours in Germany
/ Ruhezeit in Deutschland (Face to Face)*



Shawn Moak

Description: Students will discuss quiet hours and Sunday quiet times in Germany.

Semantic Topics: Culture, kultur, quiet, ruhig, neighbors, nachbarinnen, work, arbeit, ruhezeit.

Products: Google Presentation, Computers or Cell Phones

Practices: Learn the differences between Sundays in the United States and the Sunday/Quiet hours in Germany through a role-playing scenario. Lernen Sie die Unterschiede zwischen Sonntagen in den Vereinigten Staaten und den Sonntagen/ruhigen Stunden in Deutschland durch ein Rollenspiel-Szenario kennen.

Perspectives: Sunday hours and quiet hours are very important in the Germanic culture. Sonntagsstunden und ruhige Stunden sind in der germanischen Kultur sehr wichtig. Sunday is a day for peace and quiet in Germany. Der Sonntag ist in Deutschland ein Tag der Ruhe.

NCSSFL-ACTFL World-Readiness Standards:

- Standard: 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard: 1.2 Students understand and interpret spoken and written language on a variety of topics.
- Standard: 3.1 Students reinforce and further their knowledge of other disciplines through German.

Idaho State Content Standards:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM. 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CONN 1.2 Relate information studied in other subjects to the target language and culture.

NCSSFL-ACTFL Can-Do Statements:

- I can understand and discuss the differences between Sundays in Germany and Sundays in the United States.
- I can create a Sunday activity in Germany, using the computer to plan out the transportation, prices of activities, and food for the activity.
- I can present information on Sunday plans in Germany in German.

Materials Needed:

- [Google Presentation](#)

WARM-UP

1. Begin by opening the Google Slideshow and introducing the Can-Do Statements for today's activity.

- *Öffnen Sie zunächst die Google Slideshow und stellen Sie die Can-Do Aussagen für die heutige Aktivität vor.*

2. Ask the students about their normal Sunday activities.

- *Fragen Sie die Schüler nach ihren normalen Sonntagsaktivitäten.*

3. Ask the students what they did last weekend.

- *Fragen Sie die Schüler, was sie letztes Wochenende gemacht haben.*

MAIN ACTIVITY

Scenario – A family from Munich is trying to plan a Sunday with a visitor from the U.S.

- *Szenario – Eine Familie aus München versucht, einen Sonntag mit einem Besucher aus den USA zu planen.*

Divide the students into groups of 3 or 4.

- *Teilen Sie die Schüler in 3er- oder 4er-Gruppen ein.*

One person is the parent, one person is the German child/teenager.

- *Eine Person ist der Elternteil, eine Person das deutsche Kind/Jugendlicher.*

One person is the visitor from the U.S.

- *Eine Person ist der Besucher aus den USA.*

Discuss what each member of a family could or could not do. Parents – do not go to “the office”, cannot drive a delivery truck – unless it is perishable foods, cannot mow the lawn, cannot hang laundry outside, cannot go shopping (all the shops closed).

- *Besprechen Sie, was jedes Familienmitglied tun oder nicht tun konnte. Eltern – nicht ins “Büro” gehen, keinen Lieferwagen fahren – es sei denn, es handelt sich um verderbliche Lebensmittel, nicht den Rasen mähen, nicht draußen Wäsche aufhängen, nicht einkaufen gehen (alle Geschäfte geschlossen).*

Discuss what each member of a family can do. Can go on a walk in the park or hike in the mountains, visit a castle, to the movies, go to a museum, go to the local swimming pool, go to the neighborhood bakerie, go out to eat.

- *Besprechen Sie, was jedes Familienmitglied tun kann. Kann im Park spazieren gehen oder in den Bergen wandern, ein Schloss besuchen, ins Kino gehen, in ein Museum gehen, ins örtliche Schwimmbad gehen, in die Nachbarschaftsbäckerei gehen, essen gehen.*

Plan an activity from Marianplatz in Munich that the whole family could participate in on a Sunday.

- *Planen Sie eine Aktivität vom Marianplatz in München aus, an der die ganze Familie an einem Sonntag teilnehmen könnte.*

Using a computer have the students figure out directions from the Marianplatz to the final destination.

- *Am Computer ermitteln die Schüler die Wegbeschreibung vom Marianplatz zum Zielort.*

Have students plan the money needed for the activity, the type and time of travel, and where they will eat during the activity.

- *Lassen Sie die Schüler das für die Aktivität benötigte Geld, die Art und Zeit der Reise und wo sie während der Aktivität essen werden, planen.*

Discuss both Sunday and quiet hours in Germany (by law 10:00 pm to 6 or 7 in weekdays – entire Sunday)

- *Besprechen Sie sowohl den Sonntag als auch die Ruhezeiten in Deutschland (gesetzlich 22:00 bis 6:00 Uhr oder 7:00 Uhr an Wochentagen – ganzer Sonntag)*

WRAP-UP

Ask students the following question(s) to finish the activity:

- *Was war Ihre geplante Aktivität.* (What was your planned activity)
- *Was unterscheidet einen typischen deutschen Sonntag von einem typischen US-Sonntag?* (What is different between a typical German Sunday and a typical US Sunday?)
- *Welches System gefällt dir besser und warum?* (Which system do you like better and why?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can understand and discuss the differences between Sundays in Germany and Sundays in the United States.
- I can create a Sunday activity in Germany, using the computer to plan out the transportation, prices of activities, and food for the activity.
- I can present information on Sunday plans in Germany in German.

CULTURAL RESOURCES

First is an English speaking video about Sunday's in Germany. [Do NOT Do This on Sunday in Germany.](#) Second is an Easy German video about Shopping in Germany during Corona Virus times. [Talking about Opening Hours in German.](#)



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👤👤👤 German Level 2, Activity 06: Menschen Beschreiben / Describing People (Face to Face)



Elevate

Description: In this activity, students will practice describing themselves and their peers by playing a

game of Guess Who.

Semantic Topics: descriptions, beschreibungen, game, spiel, features, funktionen, adjective, adjektiv

Products: Name Cards, Namenskarten.

Practices: Using German descriptive language to describe individuals. Verwendung der deutschen Beschreibungswörter zur Beschreibung von Personen.

Perspectives: Valuing people as individuals with individual characteristics. Wertschätzung von Menschen als Individuen mit individuellen Eigenschaften.

NCSSFL-ACTFL World-Readiness Standards:

- Standard: 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard: 1.2 Students understand and interpret spoken and written language on a variety of topics.
- Standard: 3.1 Students reinforce and further their knowledge of other disciplines through German.

Idaho State Content Standards:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to

share information, reactions, feelings, and opinions.

- Objective: COMM. 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CONN 1.2 Relate information studied in other subjects to the target language and culture.

NCSSFL-ACTFL Can-Do Statements:

- I can describe my physical features and personality.
- I can describe the physical features and personalities of others.
- I can understand the description of others.

Materials Needed:

- [Google Presentation](#)
- [Guess Who Cards](#)

Would you like to make changes to the materials? Access the template(s) below:

(Canva Template(s), free account required)

- [Guess Who Cards](#)

WARM-UP

Beschreiben! (Description of the people whose names are on the cards).

1. Two groups

Zwei Gruppen

2. Each person must take a card and read it.

Jede Person muss eine Karte nehmen und sie lesen.

3. Describe the person on the card, as well as you can!

Beschreibt die Person auf der Karte, so gut wie möglich!

4. The group must guess it correctly.

Die Gruppe muss es richtig vermuten.

MAIN ACTIVITY

The Students will ask each other questions to try and guess the person they have.

Die Schüler werden sich gegenseitig Fragen stellen, um zu versuchen, die Person, die sie haben, zu erraten.

1. Have students choose their partners and sit across from them as in Guess Who.

Lassen Sie die Schüler ihre Partner auswählen und ihnen gegenüber sitzen, wie in Guess Who.

2. Give out the name cards facedown, one per person. These need to be hidden from the partner.

Geben Sie die Namenskarten verdeckt aus, eine pro Person. Diese müssen vor dem Partner verborgen werden.

3. The students need to ask each other *"Ja/Nein" Fragen*

Die Schüler müssen sich gegenseitig "Ja/Nein" Fragen fragen.

- Examples
- *Beispiele*
 - *Person A: Hat deine Person rote Haare?*
 - *Person B: Nein. Ist deine Person alt?*
 - *Person A: Ja! Ist deine Person eine Frau?*
 - *Person B: Ja! USW...*

4. When the person is guessed, have them exchange cards and switch partners.

Wenn die Person erraten wird, lassen Sie sie Karten austauschen und den Partner wechseln.

- The physical description can be done 2-3 times (depending on time).
- *Die physikalische Beschreibung kann 2-3 mal (je nach Zeit) erfolgen.*

5. Then change the slide to the Neue Wörter! Slide, have them guess the meaning of the new words and then switch to the descriptive words slides.

Dann wechseln Sie die Rutsche in den Neuen Wörter! Lassen Sie sie die Bedeutung der neuen Wörter erraten und wechseln Sie dann zu den beschreibenden Wortfolien.

6. Same process as before but now the students will ask questions based on the words describing personality.

Derselbe Prozess wie zuvor, aber jetzt werden die Schüler Fragen stellen, die auf den Worten basieren, die die Persönlichkeit beschreiben.

- The Personality description can be done 1-2 times (depending on time).
- *Die Persönlichkeitsbeschreibung kann 1-2 mal (je nach Zeit) erfolgen.*

WRAP-UP

Ask students the following question to finish the activity:

- *Wie würdet ihr euch selbst beschreiben?* (How would you describe yourself?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can describe my physical features and personality.
- I can describe the physical features and personalities of others.
- I can understand the description of others.

CULTURAL RESOURCES

Here is a video from Easy German, "[Finding Friends in Germany](#)".



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German Level 2, Activity 07: Dining in a Restaurant/ *Essen in einem Restaurant (Face to Face)*



Shawn Moak

Description: In this activity, students will talk about favorite foods and act out a restaurant scenario. In the Warm-up the students discuss different foods and different German dishes. In the Main Activity the students will act out a restaurant scenario. In the Wrap-up students will discuss what was easy and what was hard about the restaurant scenario.

Semantic Topics: food, essen, restaurant, menu, menü, dining, speisen

Products: Food preferences, German menu, note pad for waitperson, Essensvorlieben, deutsche Speisekarte, Notizblock für Kellner.

Practices: Discussing food preferences, Ordering off of a German menu, Essensvorlieben besprechen, deutsches Menü bestellen.

Perspectives: In German speaking countries waitstaff appreciate patrons ordering in the German language. Im deutschsprachigen Raum schätzen die Kellner es, wenn Gäste in deutscher Sprache bestellen.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret spoken and written language on a variety of topics.
- Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

Idaho State Content Standards:

- COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM. 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR. 1.3 Function appropriately in diverse contexts within the target culture.

NCSSFL-ACTFL Can-Do Statements:

- I can identify some typical items on a German menu.
- I can order a meal and ask questions about menu items.
- I can communicate with others from the target culture in familiar everyday situations, using memorized food and restaurant language and showing basic cultural awareness.

Materials Needed:

- [Google Presentation](#)
- [Authentic German Restaurant Menu](#)
- [“Authentic-like” German Restaurant Menu](#)

Would you like to make changes to the materials? Access the template(s) below:

(Canva Template(s), free account required)

- [Authentic German Restaurant Menu](#)
- [“Authentic-like” German Restaurant Menu](#)

WARM-UP

Begin by reviewing the Can-Do Statements.

- *Beginnen Sie mit der Überprüfung der Can-Do-Statements.*

Ask the students:

- *Was isst du am liebsten?* (What is your favorite type of food?)
- *Welches ist dein Lieblingsrestaurant und warum?* (What is your favorite restaurant and why?)

MAIN ACTIVITY

Have the menu cards printed out.

- *Lassen Sie sich die Menükarten ausdrucken.*

Students will act out a dining-out scenario.

- *Die Schüler spielen ein Restaurantszenario nach.*

Group the students in groups of two or three. One student will be the waitperson and one or two students will be people out-to-eat.

- *Teilen Sie die Schüler in Zweier- oder Dreiergruppen ein. Ein Student wird der Kellner/die Kellnerin sein und ein oder zwei Studenten werden Leute die essen gehen sein.*

Have the waitperson welcome the students to the restaurant and give the menus (from the menu cards) to the dining students.

- *Bitten Sie den Kellner/die Kellnerin, die Schüler im Restaurant willkommen zu heißen, und geben Sie den Esser /die Esserinnen die Menüs.*
- *ie..Hier sind Ihre Speisekarten. Kann ich Ihre Bestellung aufnehmen?*

The dining students should discuss their likes /dislikes based on the menus. Have the dining students ask questions of the waitperson. "Is the food spicy? Is it served cold?"

- *Der Esser/die Esserin sollten ihre Vorlieben und Abneigungen auf der Grundlage der Speisekarten besprechen. Lassen Sie die Esserschüler dem Kellner/der Kellnerin Fragen stellen.*
- *ie.....Ist das Essen scharf? Wird das kalt serviert?*

The waitperson should answer the questions.

- *Der Kellner/die Kellnerin sollte die Fragen beantworten.*

Have the dining students order their food. "I would like to order (Currywurst, Noodles, Spaghetti Ice Cream...)."

- *Lassen Sie den Esser/die Esserinnen ihr Essen bestellen.*
- *ie..."Ich würde gern (Currywurst, Spätzle, Spaghetti-Eis.....) bestellen."*

The waitperson should ask, "How is everything?"

- *Der Kellner sollte fragen: "Wie ist alles?"*

Students can answer: It is delicious, good, tastes good..., thank you

- *Die Schüler können antworten: "Es ist lecker, gut, schmeckt gut ..., danke."*

Students ask for the bill and change the total number to add the appropriate tip.

- *Die Schüler fragen ob sie zahlen können und ändern die Summe um das Trinkgeld zu addieren.*

Everyone says "good-bye".

- *Alle sagen „Auf Wiedersehen“.*

Repeat the scenerio with roles changed as many times as time allows.

- *Wiederholen Sie das Szenario mit geänderten Rollen so oft, wie es die Zeit erlaubt.*

WRAP-UP

Ask students the following question to finish the activity:

- *Was war schwer daran, die Speisekarte auf Deutsch zu lesen?* (What was hard about reading the menu in German?)
- *Was war leicht herauszufinden, wenn man sich die Speisekarte ansieht?* (What was easy to figure out looking at the menu?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can identify some typical items on a German menu.
- I can order a meal and ask questions about menu items.
- I can communicate with others from the target culture in familiar everyday situations, using memorized food and restaurant language and showing basic cultural awareness.

CULTURAL RESOURCES

Linked here is an Easy German on [12 Typical German Dishes](#).



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📁 *German Level 2, Activity 08: Arbeits- und Lebenspläne / Plans For Work and Life (Face to Face)*



Ken Tomita

Description: In this activity, students will be practicing forms of Konjunktiv II and discussing job related

topics.

Semantic Topics: conjunctions, konjunktiv, grammar, grammatik, jobs, jobs, beruf, future, zukünftiger, zukunft, income, einkommen

Products: Bingo Cards about goals and dreams. Bingokarten über Ziele und Träume.

Practices: Learning about other student's goals and dreams. Lernen über die Ziele und Träume anderer Schüler.

Perspectives: When building friendships, it is important to value the goals and dreams of others. Beim Aufbau von Freundschaften ist es wichtig, die Ziele und Träume anderer wertzuschätzen.

NCSSFL-ACTFL World-Readiness Standards:

- Standard: 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard: 1.2 Students understand and interpret spoken and written language on a variety of topics.
- Standard: 3.1 Students reinforce and further their knowledge of other disciplines through German.

Idaho State Content Standards:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM. 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CONN 1.2 Relate information studied in other subjects to the target language and culture.

NCSSFL-ACTFL Can-Do Statements:

- I can use different forms of Konjunktiv II.
- I can talk about what job I would like to have.
- I can talk about where and how I would like to live.
- I can say how much I would like to earn.

Materials Needed:

- [Google Presentation](#)
- [Bingo Card](#)

Would you like to make changes to the materials? Access the template(s) below:

(Canva Template(s), free account required)

- [Bingo Card](#)

WARM-UP

Would you rather...?

Würdet ihr lieber...?

- *Alleine oder mit Freunden wohnen?* (Live alone or with friends?)
- *Arbeiten im Ausland oder zu Hause?* (Work abroad or at home?)
- *Denken Sie an die Zukunft oder die Vergangenheit?* (Think about the future or the past?)

MAIN ACTIVITY

Dream Living – Traum Leben Bingo

Before the activity print and cut-out the Bingo cards. One per person.

Students will walk around the room asking several of the posted questions about where the students would like to live, what they would like to be, at what age they want to retire, how much they want to earn, and with whom they would like to live. Have students try to get around eight to ten spots filled in instead of the usual 4 in a row.

Die Schüler werden durch den Raum gehen und einige der geposteten Fragen stellen, wo die Schüler gerne leben würden, was sie gerne sein würden, in welchem Alter sie in Rente gehen möchten, wie viel sie verdienen möchten und mit wem sie leben möchten. Lassen Sie die Schüler versuchen, etwa acht bis zehn Plätze anstelle der üblichen 4 in einer Reihe zu besetzen.

1. Hand out the bingo cards.

Verteilen Sie die Bingo-Karten.

2. Students should ask the questions on the slide to other students. (Explain the underlined words if they do not understand).

Die Schüler sollten die Fragen auf der Folie anderen Schülern stellen.(Erklären Sie die unterstrichenen Wörter, wenn sie nicht verstanden werden).

- Students should answer in complete sentences.
- *Schüler sollten in einem vollständigen Satz antworten.*
 - *Wo möchtest du wohnen?* (Where do you want to live?)
 - *Ich möchte in Kalifornien wohnen.* (I want to live in California.)
- After answering each student should write their answer on the bingo card of their partner.
- *Nach der Antwort sollte jeder Schüler seine Antwort auf die Bingokarte seines Partners schreiben.*
- After each student has asked the other a question, they should find someone else to ask.
- *Nachdem jeder Schüler dem anderen eine Frage gestellt hat, sollte er jemanden finden, den er fragen kann.*
- Continue until someone has 10 answers or there are 5 minutes left till the end of the session.
- *Fahren Sie fort, bis jemand 10 Antworten oder 5 Minuten bis zum Ende der Sitzung übrig hat.*

WRAP-UP

Ask the students what should be reviewed in the activity next week. The topics are on the slide.

- *Was sollen wir wiederholen?* (What should we repeat?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can use different forms of Konjunktiv II.
- I can talk about what job I would like to have.
- I can talk about where and how I would like to live.
- I can say how much I would like to earn.

CULTURAL RESOURCES

Here is a video from Easy German on [Dreams and Wishes](#) from German citizens.



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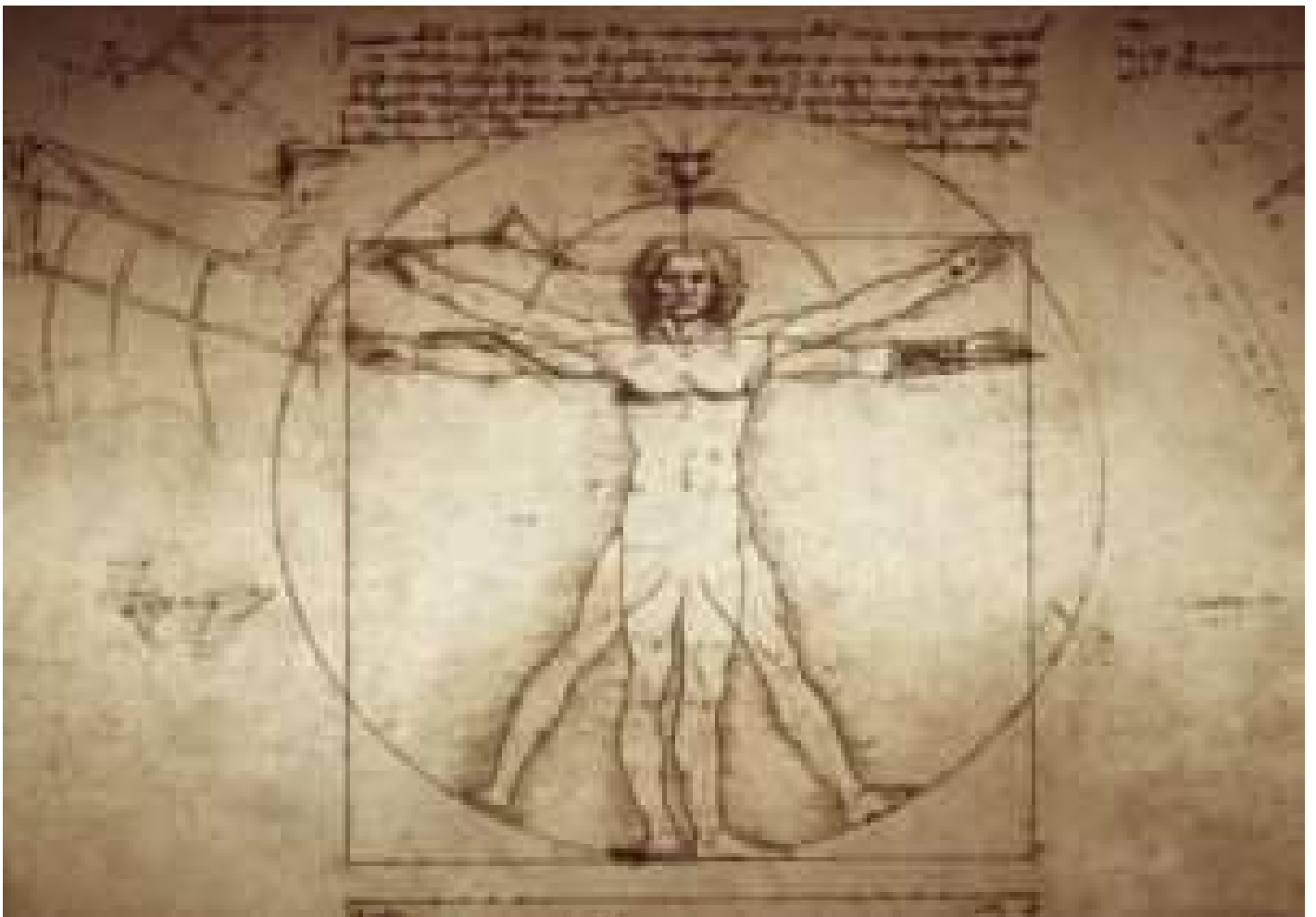
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◇ German Level 2, Activity 09: Der Körper / The Body (Face to Face)



The Vitruvian Man by Leonardo da Vinci

Description: Students will be discussing body parts, making a body outline, and discussing individual characteristics.

Semantic Topics: body parts, körperteile, characteristics, eigenschaften, adjective, adjektiv

Products: Butcher paper for body outline Metzgerpapier für Körperumrisse.

Practices: Outlining individual student's bodies. Die Körper der einzelnen Schüler skizzieren. Placing identification cards on the butcher paper where the different body parts are on the outline. Anbringen von Identifikationskarten auf dem Metzgerpapier, wo die verschiedenen Körperteile auf dem Umriss sind.

Perspectives: It is important to know body parts in German when you are traveling to a German speaking country, just in case you are sick or injured when you travel. Es ist wichtig, Körperteile auf Deutsch zu kennen, wenn Sie in ein deutschsprachiges Land reisen, nur für den Fall, dass Sie auf der Reise krank oder verletzt sind.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written language on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective CONN 1.2: Relate information studied in other subjects to the target language and culture.

NCSSFL-ACTFL Can-Do Statements:

- I can identify and label parts of the body.
- I can describe parts of the body.
- I can recognize and use vocab related to aspects of someone's identity.

Materials Needed:

- [Google Presentation](#)
- [Body Part Cards](#)
- Butcher Paper (Big Paper)
- Markers – Sharpies
- Scissors

Would you like to make changes to the materials? Access the template(s) below:

(Canva Template(s), free account required)

- [Body Part Cards](#)

WARM-UP

First students will play the game “Heads Up”. For this game each student will have a card with a body part on it, they will draw the card and put it up to their head without looking at it. All students will have a card help up to their head and they will take turns asking the other students yes or no questions and trying to guess what card they have on their forehead.

Zuerst werden die Studenten “Heads Up” spielen. Für dieses Spiel muss jeder Student eine Karte mit einem Körperteil darauf nehmen. Sie müssen die Karte nehmen ohne es anzuschauen, und dann müssen sie es Oben auf ihrer Stirn halten (Damit die andere Studenten das Wort sehen können). Alle Studenten müssen eine Karte auf dem Stirn halten und dann gehen sie in einer Runde und stellen Ja oder Nein fragen um zu raten welches Wort sie haben.

MAIN ACTIVITY

1. Have a volunteer lay down on the butcher paper and have everyone help trace the outline of their body.

Lasse einen Freiwilligen sich auf das Metzgerpapier legen und lasse alle helfen, die Umrisse ihres Körpers nachzuzeichnen.

2. Next, divide up the body part cards among the students.

Als nächstes teilen Sie die Körperteilkarten unter den Schülern auf.

3. The students will try to match the body part cards with where the body part is on the paper. They should draw the body part and label it on the paper.

Die Schüler versuchen dann, die Körperteilkarten mit dem Körperteil auf dem Papier abzugleichen. Sie sollten das Körperteil zeichnen und auf dem Papier beschriften.

4. After they have drawn and labeled everything have them come up with some information about the person. This will help for next week's activity.

Nachdem sie alles gezeichnet und beschriftet haben, lassen sie sich einige Informationen über die Person einfallen. Dies wird für die Aktivität der nächsten Woche hilfreich sein.

5. Name, age, height, job, free time activities, hair color, eye color, etc.

Name, Alter, Größe, Beruf, Freizeitaktivitäten, Haarfarbe, Augenfarbe usw.

- IMPORTANT: The instructor needs to keep the paper body that the students drew for next week.
- *WICHTIG: Der Lehrer muss den Papierkörper, den die Schüler gezeichnet haben, für nächste Woche aufbewahren.*

WRAP-UP

Ask students the following question to finish the activity:

- *Habt ihr euch schon einmal einen Knochen gebrochen? Wenn das so ist, wie?* (Have you ever broken any bones? If so, how?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)

- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can identify and label parts of the body.
- I can describe parts of the body.
- I can recognize and use vocab related to aspects of someone's identity.

CULTURAL RESOURCES

Here is a fun video with Anya for more practice with [Body Parts](#).



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◇ German Level 2, Activity 10: Der Körper, Gesundheit / Body Parts, Health (Face to Face)



Karolina Grabowska

Description: Students use the drawings from the previous week to talk about health and doctors/patients.

Semantic Topics: Health, Gesundheit, Body, Körper, Body Parts, Körperteile, Doctor, Arzt, Patient, Adjective, Adjektiv.

Products: Body outlines created in the prior activity. Körperumrisse, die in der vorherigen Aktivität erstellt wurden. Illness cards. Krankheitskarten.

Practices: Practicing discussing illnesses and symptoms with a medical personnel. Üben, mit medizinischem Personal über Krankheiten und Symptome zu sprechen.

Perspectives: Value of health and compassion with ill individuals. Wert der Gesundheit und des Mitgefühls mit kranken Menschen.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret spoken and written language on a variety of topics.
- Standard 3.1 Students reinforce and further their knowledge of other disciplines through German.

Idaho Content Standards for World Languages:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM. 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CONN 1.2 Relate information studied in other subjects to the target language and culture.

NCSSFL-ACTFL Can-Do Statements:

- I can describe medical issues and provide a recommendation.
- I can use body parts and health vocabulary to discuss health related scenarios.
- I can talk about my own health experiences.

Materials Needed:

- [Google Presentation](#)
- Body drawings from the previous week's activity (See German Level 2, Activity 09: Der Körper / The Body (Face to Face))

WARM-UP

Have students identify the problems in the pictures and suggest solutions

Lassen Sie die Schüler die Probleme in den Bildern identifizieren und Lösungen vorschlagen

- *Halsschmerzen* (Sore Throat)
- *Kopfschmerzen* (Headache)
- *Grippe* (The Flu)
- *Erkältung* (A Cold)
- *Knochen brechen* (Broken Bones)
- *sich verletzen* (To Hurt)
- *deprimiert* (Depressed)
- *hundesmiserabel* (Abysmal)

MAIN ACTIVITY

1. Students must pretend that they are doctors and the drawing is a patient.

Die Schüler müssen so tun, als wären sie Ärzte und die Zeichnung ist ein Patient.

2. They have to come up with what is wrong with the patient.

Sie müssen sich überlegen, was mit dem Patienten nicht stimmt.

3. The students then come back together and discuss what is wrong with each patient.

Die Schüler kommen dann wieder zusammen und besprechen, was mit jedem Patienten nicht stimmt.

4. They then have to come up with potential cures for what they have decided is wrong with the patient.

Sie müssen dann potenzielle Heilmittel für das finden, was sie für falsch entschieden haben.

WRAP-UP

Ask students the following question to finish the activity:

- *Wurden Sie schon einmal operiert?* (Have you ever had surgery?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can describe medical issues and provide a recommendation.
- I can use body parts and health vocabulary to discuss health related scenarios.
- I can talk about my own health experiences.

CULTURAL RESOURCES

Here is an Easy German Video, [How to Describe Your Body in German](#)



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German Level 2, Activity 11: In Der Stadt, Heimatstadt-Tour / In The City, Hometown Tour (Face to Face)



Shawn Moak

Description: Students discuss Boise and their own hometown. They discuss tourist attractions, make a pic collage of different places and describe their pic collage to the other students.

Semantic Topics: hometown, heimatstadt, town, dorf, city, stadt, tourist attraction, sehenswürdigkeit, travel, reisen, comparisons, vergleiche, adjective, adjektiv

Products: Google photos, Google-Fotos, Memories, Erinnerungen.

Practices: Discussing hometowns and describing hometowns versus Boise in German. Heimatstädte diskutieren und Heimatstädte beschreiben versus Boise auf Deutsch.

Perspectives: Love and pride for the hometowns and the memories of the past that happen both in the US and in German-speaking countries. Liebe und Stolz für die Heimatstädte und die Erinnerungen an die Vergangenheit, die sowohl in den USA als auch im deutschsprachigen Raum passieren.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret spoken and written language on a variety of topics.
- Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: COMM 3.2 Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.

NCSSFL-ACTFL Can-Do Statements:

- I can talk about landmarks from my hometown.
- I can compare two cities.
- I can answer questions about my hometown.

Materials Needed:

- [Google Presentation](#)
- iPads

WARM-UP

1. Have students describe a favorite place from their hometown.

Lassen Sie die Schüler einen Lieblingsort aus ihrer Heimatstadt beschreiben.

2. Have students answer the question, "What is your favorite place in Boise? Why?"

Lassen Sie die Schüler die Frage beantworten: "Was ist Ihr Lieblingsort in Boise? Warum?"

MAIN ACTIVITY

1. Students will give a tour of their hometown using google images and pic collage.

Die Schüler werden eine Tour durch ihre Heimatstadt mit Google-Bildern und einer Bildcollage geben.

2. Have students think about the following questions when finding their pictures and have students incorporate the answers into their responses:

Lassen Sie die Schüler beim Finden ihrer Bilder über die folgenden Fragen nachdenken und lassen Sie die Schüler die Antworten in ihre Rückmeldungen einbeziehen:

- a. Explain where their hometown is.

Wo ist deine Heimatstadt?

b. Why did you include this picture? Why is it important?

Warum hast du dieses Bild gewählt? Warum ist es wichtig?

c. What does one do at these places? Do you do these things?

Was macht man bei diesen Orten? Machst du diese Dinge?

WRAP-UP

Ask students the following question(s) to finish the activity:

- *Wie sind Boise und deine Heimatstadt anders? Gibt es Ähnlichkeiten? Was sind die größte Unterschiede?* (How does Boise compare to your hometown? Are there similarities? What are the biggest differences?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can talk about landmarks from my hometown.
- I can compare two cities.
- I can answer questions about my hometown.

CULTURAL RESOURCES

Linked here is an Easy German video about [Berlin](#).



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 *German Level 2, Activity 12: Leben in Deutschland /
Living in Germany (Face to Face)*



hpgruesen

Description: Students learn the differences between living in the U.S. and living in Germany. Students will view photos of German apartments and compare them to houses and apartments in the United States. Then students will design their own Airbnb using photos and filling out the attached information sheet, they will share their Airbnb to the group.

Semantic Topics: houses, häuser, apartments, wohnungen, bedding, bettwäsche, home furnishing, einrichtungsgegenstände, comparisons, vergleiche, adjective, adjektiv

Products: Housing information cards. Infokarten zum Wohnen.

Practices: Learning about the different living accommodations and household goods in German speaking countries. Der unterschiedlichen Wohn- und Haushaltsgegenstände im deutschsprachigen Raum Kennenlernen.

Perspectives: Understanding the differences in living spaces and household goods in German-speaking countries from those in the USA. Die Unterschiede bei den Wohnräumen, und Haushaltswaren im deutschsprachigen Raum von denen in den USA verstehen.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret spoken and written language on a variety of topics.

- Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons between the cultures in German-speaking countries and their own.

Idaho State Content Standards:

- Objective: Comm 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: Comm 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: Comm 3.1 Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- Objective: Comm 3.2 Adapt presentation to various audiences of listeners, readers, or viewers.
- Objective: CLTR 1.1 Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- Objective: CLTR 2.1 Analyze the significance of a product (art, music, literature, etc...) in the target culture.
- Objective: Conn 2.3 Compare and contrast cultural similarities and differences in authentic materials.

NCSSFL-ACTFL Can-Do Statements:

- I can discuss housing options.
- I can describe an accommodation.
- I can recognize the differences in home furnishing between my culture and German-speaking culture.

Materials Needed:

- [Google Presentation](#)
- White Boards
- Markers
- [Information Sheet](#)
- [Housing Cards](#)

Would you like to make changes to the materials? Access the template(s) below:

(Canva Template(s), free account required)

- [Information sheet](#)

WARM-UP

1. Go through the Can-Do Statements with the students.

- *Gehen Sie mit den Schülern die Can Do Aussagen durch.*

2. Ask the students about their housing for this school year?

- *Fragen Sie die Schüler nach ihrer Unterkunft für dieses Schuljahr?*
 - *Wohnen Sie in einem Haus, einem Wohnheim oder in einer Wohnung?* (Are you living in a house, a dormitory, or an apartment?)
 - *Hast du Mitbewohner, wenn ja wie viele?* (Do you have any roommates, if so how many?)
 - *Hast du Haustiere?* (Do you have any pets?)

3. Ask the students to describe their bedroom, possible vocabulary can include – bed, sheets, lamp, bedside table, closet, dresser, books, clothing, shoes, pillow, blanket

- *Bitten Sie die Schüler, ihre Schlafzimmer zu beschreiben. Mögliche Vokabeln können sein: Bett, Laken, Lampe, Nachttisch, Schrank, Kommode, Bücher, Kleidung, Schuhe, Kissen, Decke*

MAIN ACTIVITY

1. Explain that apartments are super common! Sometimes, in the United States, in cities that are not big (so not New York City) there is sometimes the idea that those who live in apartments might have less money, or not be able to afford a house. But, in German speaking countries, space is very limited and therefore most people actually live in apartments. People also live in houses, but the houses tend to be connected to other houses.

Erklären Sie, dass Wohnungen sehr verbreitet sind! In den Vereinigten Staaten, in Städten, die nicht groß sind (also nicht in New York City), kann es manchmal die Ansicht sein, dass diejenigen, die in Wohnungen leben, möglicherweise weniger Geld haben oder sich kein Haus leisten können. Aber im deutschsprachigen Raum ist der Platz sehr begrenzt und deshalb leben die meisten Menschen tatsächlich in Wohnungen. Die Menschen leben auch in Häusern, aber die Häuser sind meist mit anderen Häusern verbunden.

2. Have students look at a picture of a bedroom. Ask them what is different! Describe that in many German

speaking countries, people sleep with just a duvet and a bedsheet, but no sheet between! Also notice the size of the pillow! It can be a lot larger. This is a European size of pillow.

Lassen Sie die Schüler ein Bild von einem Schlafzimmer betrachten. Fragen Sie sie, was anders ist! Beschreiben Sie, dass in vielen deutschsprachigen Ländern die Menschen nur mit einer Bettdecke und einem Bettlaken schlafen, aber ohne Bettlaken dazwischen! Beachten Sie auch die Größe des Kissens! Es kann viel größer sein. Dies ist eine europäische Kissengröße.

3. Have students look at a picture of a bathroom. Ask them what differences they see! Discuss that in many German speaking countries, bathrooms have towel warmers (and sometimes even floor warmers). Ask students if this is common in the US or in their houses?

Lassen Sie die Schüler ein Bild eines Badezimmers betrachten. Fragen Sie sie, welche Unterschiede sie sehen! Besprechen Sie, dass Badezimmer in vielen deutschsprachigen Ländern Handtuchwärmer (und manchmal sogar Fußbodenwärmer) haben. Fragen Sie die Schüler, ob dies in den USA oder in ihren Häusern üblich ist.

4. Have students create their own Airbnbs using the photos attached under "Housing Cards" in the materials needed section. Pass out the information sheet for them to fill out as well.

Die studenten sollen jetzt ihre eigenen Airbnbs erstellen. Sie können die Bilder von die "Housing Cards" die oben sind benutzen. Geben Sie auch die Informationblatt den Schülern.

WRAP-UP

Ask students the following question(s) to finish the activity:

- *Warst du schon einmal in einem Airbnb?* (Have you ever stayed in an Airbnb?)
- *Was hältst du von Airbnb? Würden Sie es einem Hotel vorziehen?* (What do you think of Airbnb? Would you prefer it over a hotel?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can discuss housing options.
- I can describe an accommodation.

- I can recognize the differences in home furnishing between my culture and German-speaking culture.

CULTURAL RESOURCES

In Germany it is typical for many people to live in apartments or duplexes. The term for a stand-alone home is Einfamilienhaus (one family house). First is a video titled, [How the Germans Live](#). This video is in English with German subtitles. The second link is for an Easy German video about [Student Life in Germany](#).



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◇ German Level 2, Activity 13: Reisen / Travel (Face to Face)



Andrea Piacquadio

Description: Students use German to talk about living in Boise. Students create activities for visitors to do in Boise. Students discuss previous travels.

Semantic Topics: travel, reisen, activities, aktivitäten, sightseeing, sehenswürdigkeiten, conjunctions
konjunktionen

Products: People cards, knowledge of Boise, I-Pads or cell phones to look up information.
Personenkarten, Boise-Kenntnisse, I-Pads oder Handys zum Nachschlagen von Informationen.

Practices: Learning about an person's likes and dislikes and planning a trip to Boise for this individual.
Erfahren Sie mehr über die Vorlieben und Abneigungen einer Person und planen Sie für diese Person eine Reise nach Boise.

Perspectives: Appreciating the preferences of others in activities to make their trip as comfortable as possible. Wertschätzung der Vorlieben anderer bei Aktivitäten, um ihre Reise so angenehm wie möglich zu gestalten.

NCSSFL-ACTFL World-Readiness Standards:

- Standard: 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard: 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- Standard: 3.1 Students reinforce and further their knowledge of other disciplines through German.

Idaho State Content Standards:

- Objective: COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

- Objective: COMM 3.2: Adapt presentation to various audiences of listeners, readers, or viewers.

NCSSFL-ACTFL Can-Do Statements:

- I can plan a trip.
- I can talk about travel details.
- I can understand other people's preferences and plan accordingly.

Materials Needed:

- [Google Presentation](#)
- [Person Card 1](#)
- [Person Card 2](#)
- [Person Card 3](#)
- [Person Card 4](#)
- Whiteboards
- markers
- iPads

Would you like to make changes to the materials? Access the template(s) below:

(Canva Template, free account required)

- [Person Cards 1-4](#)

WARM-UP

Questions about where-to in Boise:

Fragen zum Zielort in Boise:

- *Wo ist das beste Essen in Boise?* (Where is the best place to eat in Boise?)
- *Wo kann man am besten ein Bild von Boise machen?* (Where is the best place to take a picture?)
- *Wo kann man am besten spazieren gehen?* (Where is the best place to go for a walk?)
- *Wo kann man am besten neue Klamotten kaufen?* (Where is the best place to buy new clothes?)

- *Wo kann man schöne Natur genießen?* (Where can you enjoy beautiful nature?)

*Note: Educators are welcome to change questions to focus on a different city.

MAIN ACTIVITY

1. Divide students into pairs.

Schüler teilen sich in Paare auf.

2. Each pair receives a card with a description of a person on it that includes their name, where they are from, and details about their ideal trip.

Jedes Paar erhält eine Karte mit einer Beschreibung einer Person, die ihren Namen, ihre Herkunft und Details zu ihrer idealen Reise enthält.

3. The students then have to come up with activities for the person to do in Boise that fit the description provided.

Die Schüler müssen dann Aktivitäten für die Person in Boise ausdenken, die der bereitgestellten Beschreibung entsprechen.

4. They can use iPads if they need but should rely mostly on their own knowledge of Boise.

Sie können bei Bedarf iPads verwenden, sollten sich jedoch hauptsächlich auf ihre eigenen Kenntnisse in Boise verlassen.

5. The students should make sure to include where the person will be staying, what they will be doing, places that they will eat, and anything else and write it on the whiteboard.

Die Schüler sollten darauf achten, wo sich die Person aufhält, was sie tun wird, wo sie essen wird, und alles andere, und sie auf die Tafel schreiben.

6. The students then share with the group.

Die Schüler teilen sich dann mit der Gruppe.

WRAP-UP

Ask students the following questions to finish the activity:

- *Was ist euer Lieblingsurlaub die ihr gemacht habt?* (What is your favorite trip you have taken?)

- *Was macht ihr am liebsten in Boise?* (What are your favorite things to do in Boise?)
- *Habt ihr je eine Reise mit Hilfe einer Reisebüro geplant?* (Have you ever used a travel company to plan a vacation?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can plan a trip.
- I can talk about travel details.
- I can understand other people's preferences and plan accordingly.

CULTURAL RESOURCES

Linked is an Easy German video, [Joining Them on a Road Trip Travelling](#).



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German Level 2, Activity 14: Märchen / Fairytale (Face to Face)



Neal, Mark Pexels.com

Description: Students will gather in groups of four to create a commercial for a new Fairytale Movie.

Semantic Topics: fairytales, märchen, storytelling, Geschichtenerzählen, Commercial, Werbestpot, Matching, Anpassung. Characters, Figuren, Books, Bücher.

Products: Fairytale Characters, Märchenfiguren.

Practices: Creating a Fairytale commercial for a new movie using typical fairytale characters. Erstellen eines märchenhaften Werbespots für einen neuen Film mit typischen Märchenfiguren.

Perspectives: Fairytales have deep roots in Germany. Märchen haben in Deutschland tiefe Wurzeln. The Brothers Grimm are known world-wide. Die Brüder Grimm sind weltweit bekannt.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written language on a variety of topics.

Idaho State Content Standards

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM 1.2 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can match a word or character in a headline or story to a supporting visual.
- I can recognize a few individual written words in the title of a story.
- I can recognize common opening and closing words of a fairytale.

Materials Needed:

- [Google Presentation](#)
- [Fairytale Character Page](#)

Would you like to make changes to the materials? Access the template(s) below:

(Canva Template(s), free account required)

- [Fairytale Character Page](#)

WARM-UP

1. Divide the students into pairs.

Teilen Sie die Schüler in Paare auf.

2. Have the Google slide with the German ~ English Fairytale words and phrases displayed.

Lassen Sie die Google Folie mit den deutsch ~ englischen Märchenwörter und Redewendungen angezeigt werden.

3. Have each pair match the German word to its English counterpart. Have one student think of a sentence to describe that character or term. Then switch rolls. Do this for about 4 to 6 times.

Lassen Sie jedes Paar das deutsche Wort mit seinem englischen Gegenstück vergleichen. Lassen Sie einen Schüler sich einen Ausdruck ausdenken, um dieses Wort oder diesem Charakter zu beschreiben. Dann Rollen wechseln. Tun Sie dies etwa 4 bis 6 Mal.

MAIN ACTIVITY

1. Have the Canva Fairytale Character Page preprinted. In this activity the students should be divided into groups of four. Give each group a copy of the Fairytale Character page. The group will then create a commercial for a new fairytale movie based on the groups of characters on the page. Give the groups about 15 minutes to create their fairytale.

Lassen Sie sich die Canva Fairytale Character Page vordrucken. Für diese Aktivität sollten die Schüler in Vierergruppen eingeteilt werden. Geben Sie jeder Gruppe eine Kopie der Märchenfigurenseite. Die Gruppe erstellt dann einen Werbespot für einen neuen Märchenfilm rund um die Figurengruppen auf der Seite. Geben Sie den Gruppen etwa 15 Minuten Zeit, um ihr Märchen zu erfinden.

2. After 15 minutes bring the class back together and have each group act out their fairytale commercial .

Bringen Sie die Klasse nach 15 Minuten wieder zusammen und lassen Sie jede Gruppe ihr Märchen Werbespot aufführen.

WRAP-UP

Ask students the following question(s) to finish the activity:

- *Was sind deine Lieblingsmärchen oder Märchenfiguren aus deiner Kindheit?* (What are your favorite fairytales or fairytale characters from your childhood?)
- *Hast du irgendwelche Lieblingsmärchenautoren?* (Do you have any favorite fairytale authors?)
- *Kennen Sie irgendwelche Unterschiede zwischen den Grimm-Märchen und den Disney-Geschichten?* (Do you know of any differences between the Grimm Fairytales and the Disney stories?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can match a word or character in a headline or story to a supporting visual.
- I can recognize a few individual written words in the title of a story.
- I can recognize common opening and closing words of a fairytale.

CULTURAL RESOURCES

Here is a video Feli from German, "[5 Disney fairytales and their CRUEL GERMAN ORIGINALS](#)". Feli gives some history about the Brothers Grimm and their importance to German culture. Linked is the article, "[German Fairy Tales, Folk Tales and Fables](#)". This is an interesting article chronicling German Fairytale History, Authors, and Stories.



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How to Remix a Pathways Project Activity

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🏰 *German Level 2, Activity 14: Märchen / Fairytale
(Face to Face) Remix by Cyndi Cook*



Remix by Cyndi Cook
Mountain Home High School

Description

Students will work with a partner to review basic Fairytale characters and descriptions and reactivate familiar vocabulary. This could be used as a small part of a larger unit on Märchen.

Semantic Topics

Fairytales/Märchen, Simple Character Description, Charakterbeschreibung.

Products

Fairytale Characters, Märchenfiguren.

Practices

Reading authentic material in the form of an Infographic to further understanding of how Germans see the Fairytales written by Jacob and Wilhelm Grimm.

Perspectives

Fairytales have deep roots in Germany. Märchen haben in Deutschland tiefe Wurzeln. The Brothers Grimm are known world-wide. Die Brüder Grimm sind weltweit bekannt. How do German and American cultures differ in their views of Fairytales? Welche Unterschiede gibt es zwischen Deutschen und Amerikanischen Märchenkultur?

NCSSFL-ACTFL World-Readiness Standards

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written language on a variety of topics.

Idaho State Content Standards

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM 1.2 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements

- I can recognize the names of the most common Grimm Brothers' Fairy Tales.
- I can recognize and give some basic descriptions of Fairy Tales and main characters.
- I can recognize what format Fairy Tales are "consumed" in, aka print, film, audio sources.
- I can identify which Grimm Fairy Tales are most popular in German culture when compared to those in my own culture.

Materials Needed:

- Interpretive Activity:

- Sticky notes for students to write out their favorite Grimm Fairytales as a pre-activity
- [Pre-Activity Slide Deck](#)
- [Copy of Infographic Pre-Test \(Can be used as Post-Test if desired\)](#)
- [Copy of Infographic Reading Sections](#)
- [Copy of Keyword Phrase During Activity](#)
- [Copy of Original Infographic](#)

Attribution:

[Märchen Umfrage](#) by unknown author located at [mytoys.com](#) included under fair use as described in the CBPFUOR.

Interpersonal Activity:

- [Google Presentation](#) (For Interpersonal Sections)
- [Canva Fairytale Character Page](#)

QUICK PRE-ACTIVITY

Ask students to jot down their top 3 favorite Grimm Brothers Fairytales on a sticky note and display it on the board. (They should have a good working list of Grimm tales or need a reminder. It is understood that students will have a working definition of what a Märchen is, and isn't.) This will be used at the end to compare to the Infographic list of the Grimm top 10 but students don't know that yet. I call this "blind prime" as students don't know why I've asked them for the information, but we'll get to it at the end and close the loop.)

WARM UP/ACTIVATE VOCABULARY

For a more advanced class and with ample time, the Märchen Warm-Up Slide Deck could be worked through to activate the topic and also simple vocabulary of fairy tale characters if part of a larger unit.

How To: Students pair up and one student faces the screen and the other has their back to the screen. The student who can see the screen will describe the fairy tale character on each slide, or the phrase on a few slides, and the student who cannot see the screen will try to guess the name of the fairy tale character or the typical phrase from a fairy tale. If they are correct, they can turn around and see the slide to verify that they were right. Half way through the slides, the students switch roles.

[Märchen Warm Up Slide Deck](#)

PRE-ACTIVITY FOR AUTHENTIC MATERIAL

The Märchen Pre-Quiz relates directly to the upcoming Infographic Authentic Resource and helps to prime the pump for the vocabulary which will be encountered there. Note: This could also be used as a post-quiz if desired.

[Märchen Infographic Pre-Quiz](#)

MAIN ACTIVITY FOR AUTHENTIC MATERIAL

The main activity asks students to interpret an authentic material in the form of an infographic about fairy tales.

During Activities:

Students are asked to work through the Keyword/Phrase Interpretive Activity where they attempt to identify the listed keywords/phrases within each smaller section of the Infographic. It would be best for students to do this in pairs or small groups.

[Infographic During Activity](#)

WRAP UP/POST ACTIVITIES (CLOSING THE LOOP)

Post Activities/Closing the Loop:

Students will retrieve their sticky note from the board and compare it to the list of the Grimm Brothers Top 10 in the last section of the Infographic. How did they compare to the German rankings?

Students will then proceed to our Märchen Padlet and answer the questions in each column. The Padlet is linked below and can serve as an example for teachers to use if they choose to create their own.

[Märchen Padlet Example](#)

Additional Resources:

The short video below offers some additional information about the Brothers Grimm.

[10 Facts about the Brothers Grimm \(Abe Books\)](#)

INTERPERSONAL SPEAKING ACTIVITY WARM-UP

1. Divide the students into pairs.
Teilen Sie die Schüler in Paare auf.
2. Have the Google slide with the German ~ English Fairytale words and phrases displayed.
Lassen Sie die Google Folie mit den deutsch ~ englischen Märchenwörter und Redewendungen angezeigt werden.
3. Have each pair match the German word to its English counterpart. Have one student think of a sentence to describe that character or term. Then switch rolls. Do this for about 4 to 6 times.
Lassen Sie jedes Paar das deutsche Wort mit seinem englischen Gegenstück vergleichen. Lassen Sie einen Schüler sich einen Ausdruck ausdenken, um dieses Wort oder diesem Charakter zu beschreiben. Dann Rollen

wechseln. Tun Sie dies etwa 4 bis 6 Mal.

INTERPERSONAL SPEAKING ACTIVITY – MAIN ACTIVITY

1. Have the Canva Fairytale Character Page preprinted. In this activity the students should be divided into groups of four. Give each group a copy of the Fairytale Character page. The group will then create a commercial for a new fairytale movie based on the groups of characters on the page. Give the groups about 15 minutes to create their fairytale.

Lassen Sie sich die Canva Fairytale Character Page vordrucken. Für diese Aktivität sollten die Schüler in Vierergruppen eingeteilt werden. Geben Sie jeder Gruppe eine Kopie der Märchenfigurenseite. Die Gruppe erstellt dann einen Werbespot für einen neuen Märchenfilm rund um die Figurengruppen auf der Seite. Geben Sie den Gruppen etwa 15 Minuten Zeit, um ihr Märchen zu erfinden.

2. After 15 minutes bring the class back together and have each group act out their fairytale commercial .
Bringen Sie die Klasse nach 15 Minuten wieder zusammen und lassen Sie jede Gruppe ihr Märchen Werbespot aufführen.

INTERPERSONAL SPEAKING ACTIVITY WRAP-UP

Ask students the following question(s) to finish the activity:

- *Was sind deine Lieblingsmärchen oder Märchenfiguren aus deiner Kindheit?* (What are your favorite fairytales or fairytale characters from your childhood?)
 - *Hast du irgendwelche Lieblingsmärchenautoren?* (Do you have any favorite fairytale authors?)
 - *Kennen Sie irgendwelche Unterschiede zwischen den Grimm-Märchen und den Disney-Geschichten?* (Do you know of any differences between the Grimm Fairytales and the Disney stories?)
- Ask students the following question(s) to finish the activity:

END OF ACTIVITY

- Read Can-Do statements once more and have students evaluate their confidence.
(Use thumbs up/thumbs down or download our student cards.)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

Cultural Resources:

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NCSSFL-ACTFL Can-Do Statements:

- I can match a word or character in a headline or story to a supporting visual.
- I can recognize a few individual written words in the title of a story.
- I can recognize common opening and closing words of a fairytale.

👤🤝👤 *German Level 2, Activity 06: Menschen
Beschreiben / Describing People (Face to Face) Remix by
Brenna McNeil*



Remixed by Brenna McNeil
Boise State University, Pre-Service Teacher

Description: Students will with their classmates and be able to ask questions about what someone else is wearing. They will also be able to describe what someone else is wearing and students have to guess who that person is.

Semantic Topics: clothing, colors, akkusative case, size, age, accessories, describing, descriptors, adjectives, Kleidung, Farben, Akkusative, Größe, Alter, Accessoires, beschreiben, Beschreibungen, Adjektiven.

NCSSFL-ACTFL World-Readiness Standards:

- Standard: 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard: 1.2 Students understand and interpret spoken and written language on a variety of topics.
- Standard: 3.1 Students reinforce and further their knowledge of other disciplines through German.

Idaho State Content Standards:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM. 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CONN 1.2 Relate information studied in other subjects to the target language and culture.

NCSSFL-ACTFL Can-Do Statements:

- I can ask questions about what clothing someone is wearing.
- I can describe what I am wearing
- I can describe what someone else looks like

Materials Needed:

- [Slide Deck](#)

- [Follow along Worksheet](#)
- Sticky notes
- Cup or a small bucket

ACTIVITY INSTRUCTIONS

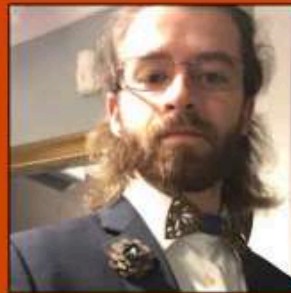
1. Go over today's date, check in with the class, ask how everyone is doing! *Reden Sie über das Datum und fragen Sie die Klasse wie es allem geht!*
2. Read aloud the can-do statements. *Lesen Sie die Can-Do Statements vor.*
3. Explain to the class that they will be watching a video, but first they need to try to identify which scene matches the text at the bottom. They will complete this part on their worksheet, then go through each of the answers on the slides together as a class. *Erklären Sie das die Klasse ein Video schauen wird aber dass sie Zuerst versuchen müssen die Szene mit dem Text zusammen zu passen. Die Studenten werde dieser Teil auf dem Zettel fertig machen, dann gehen sie durch die Antworten als Klasse.*
4. After matching all the texts and scenes together, the students must try to guess which order the scenes appear in. *Nachdem die Studenten die Texte und Szenen zugeordnet haben, müssen sie versuchen die Reihenfolge von den Szenen zu raten.*
5. The class will watch the video starting at the 0:47 minute mark. Students are allowed to adjust the order they placed the scenes in as they watch the video. *Die Klasse wird das Video bei 0:47 minuten schauen. Die Studenten sind erlaubt die geratene Reihenfolge zu ändern als sie das Video schauen.*
6. Students will then pick one of the people from the video. They will need to describe at least 3 things the person is wearing IN FULL SENTENCES! Students will turn in the worksheet at the end of class to show their knowledge. *Die Studenten werden eine Person aus dem Video wählen. Sie müssen 3 Sachen die die Person trägt mit ganzen Sätzen beschreiben. Die Studenten werden der Zettel am Ende abgeben damit sie ihre Kenntnisse zeigen können.*
7. 21 Questions: For this first slide play the game as a class. As the instructor, lead the game by picking a person from the image, and then the students have to ask you yes or no questions to figure out which person it is you picked. *21 Fragen: für die erste Folie spielen sie das Spiel als Klasse. Der Lehrer wird das Spiel leiten und eine Person von dem Bild wählen, dann die StudentInnen muss dir ja oder nein Fragen stellen um zu herausfinden welche person du gewählt hast.*
8. Students will use this next slide to play the game with partners, asking each other yes or no questions about the person's appearance to guess who their partner picked. *Die StudentInnen werden die nächste Folie benutzen um das Spiel mit Partnern zu spielen. Sie werden einander ja oder nein Fragen stellen um zu herausfinden welche Person der Partner gewählt hat.*
9. Students will write their name on a sticky note and add it to a cup. They will go around drawing a fellow classmate's name. Each person will come up to the front of the class and have to describe this person, and the class must guess correctly who it is. *Die StudentInnen werden ihren Namen auf einem Zettel schreiben und den Zettel in einer Tasse werfen. Dann werden alle StudentInnen einen Zettel nehmen. Jede Person muss vor der Klasse diese Person beschreiben und die Klasse muss richtig raten wer sie beschreiben.*
10. Debrief and go over can-do statements, see how students feel they did with each one. *Wiederholen Sie*

die Can-Do Aussagen und Fragen Sie die StudentInnen wie sie gut sie mit diesen Aussagen zustimmen können.

NCSSFL-ACTFL Can-Do Statements:

- I can ask questions about what clothing someone is wearing.
- I can describe what I am wearing
- I can describe what someone else looks like

GERMAN LEVEL 2, ACTIVITIES DESIGNED FOR ONLINE INSTRUCTION



Photos of past and present Pathways Project student team members

😊 German Level 2, Activity 01: Einführungstag / Orientation Day (Online)



Rashid Khreiss Unsplash

Description: Students will introduce themselves and get to know one another by asking and answering questions about personal preferences.

Semantic Topics: Introduction, Einführung, Questions, Fragen, Hometown, Heimatort, Collage, University, Universität, Preferences, Vorlieben, who, what, where, when, why, how, wer, was, wo, wann, warum, wie.

Products: German words, phrases, and sentences. Deutsche Wörter, Phrasen und Sätze.

Practices: Introducing yourself and learning about others in the classroom. Sich vorstellen und über andere im Klassenzimmer lernen.

Perspectives: Friendly learning environments are key to successfully learning a foreign language. Freundliche Lernumgebungen sind der Schlüssel zum erfolgreichen Erlernen einer Fremdsprache.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret spoken and written language on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 1.1- Interact and negotiate meaning (spoken, signed, written conversation) to

share information, reactions, feelings, and opinions.

- Objective: COMM 2.1- Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can introduce and describe myself to others.
- I can ask and answer questions about preferences.

Materials:

- [Google Presentation](#)

WARM-UP

Introductions

Anweisungen

1. Introduce yourself using the picture collage to aid understanding (collage optional).

Stellen Sie sich mit der Bildcollage vor, um das Verständnis zu verbessern (Collage optional).

2. Go around the group and have each student introduce themselves.

Gehen Sie durch die Gruppe und lassen Sie jeden Schüler sich vorstellen.

MAIN ACTIVITY

One Word

Ein Wort

1. Students will play the game “one word.” The rule is that they can only use one word to answer the question.

Die Schüler werden das Spiel “ein Wort” spielen. Die Regel ist, dass sie nur ein Wort verwenden können, um die Frage zu beantworten.

- Today we will play One Word. I will ask you many questions, and you will answer. But you can only answer with one word!
- *Heute spielen wir Ein Wort. Ich werde euch viele Fragen fragen, und ihr antwortet. Aber ihr könnt mit nur ein Wort antworten!*

2. They can type their answers in the chat and then say them out loud to the group.

Erst tippt deine Antwort in dem Chat und dann sagt jeder sein Wort.

3. Students can also practice asking each other the questions using the cards provided, or the instructor can use the questions below.

Die Schüler können auch üben, sich gegenseitig die Fragen mit den bereitgestellten Karten zu stellen, oder der Lehrer kann die folgenden Fragen verwenden.

- *Was ist eure Lieblingsfarbe?* (What is your favorite color?)
- *Was ist euer Lieblingsrestaurant in Boise?* (What is your favorite restaurant?)
- *Woher kommt ihr?* (Where are you from?)
- *Was ist euer Lieblingssport?* (What is your favorite sport?)
- *Wie alt seid ihr?* (How old are you?)
- *Um welche Uhrzeit steht ihr auf?* (What time do you get up in the morning?)
- *Wie viele Geschwister habt ihr?* (How many siblings do you have?)
- *Was ist eure Lieblingsessen?* (What is your favorite food?)
- *Was ist euer Lieblingsgetränk?* (What is your favorite drink?)
- *Was ist euer Lieblingskurs?* (What is your favorite class?)
- *Was studiert ihr?* (What are you studying?)
- *Wer ist eure Lieblingsmusiker/in?* (Who is your favorite music artist?)
- *Was macht ihr gerne in eurer Freizeit?* (What do you like to do in your free time?)
- *Wohin reist ihr gerne?* (Where do you like to travel?)
- *Habt ihr ein Haustier? Ja? Was?* (Do you have a pet?)
- *Was esst ihr zum Frühstück?* (What do you eat for breakfast?)
- *Was ist euer Lieblingsfilm?* (What is your favorite movie?)

WRAP-UP

Have the students share one goal for the upcoming semester.

- *Lassen Sie die Schüler ein Ziel für das kommende Semester teilen.*

END OF ACTIVITY

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can introduce and describe myself to others.
- I can ask and answer questions about preferences.

CULTURAL RESOURCES

Linked here is an [article](https://languagelearnersjournal.com/2018/05/14/is-stress-impacting-your-language-learning-ability/) discussing the importance of creating some stress free environments during language learning. As a helpful reminder for students, this article will be linked in the Cultural Notes section in the first activity of each section. <https://languagelearnersjournal.com/2018/05/14/is-stress-impacting-your-language-learning-ability/>. Below is a fun video from [Easy German What's Your Favorite German Word](#).



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✈️ German Level 2, Activity 02: Reisen / Travel (Online)



Joe Ambrogio

Description: In this activity, students will practice talking about travel and where they would like to visit. Students will pretend to be another person and respond to questions about travel as if they were that person.

Semantic Topics: Travel, reisen, character, charakter, person, globe, globus, vacation, urlaub, dative, dativform

Products: Maps, Landkarten, Knowledge of an area in the U.S., Kenntnisse in einem Gebiet in den USA.

Practices: Supporting a German speaking individual to plan a trip to the U.S., Unterstützung einer deutschsprachigen Person bei der Planung einer Reise in die USA.

Perspectives: "If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart." — Nelson Mandela Helping others in their native language is one benefit of learning a foreign language. „Wenn man mit einem Mann in einer Sprache spricht, die er versteht, steigt ihm das zu Kopf. Wenn man ihn in seiner Sprache anspricht, geht es ihm zu Herzen.“ - Nelson Mandela Anderen in ihrer Muttersprache zu helfen, ist ein Vorteil beim Erlernen einer Fremdsprache.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret spoken and written language on a variety of topics.
- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
- Standard 3.1 Students reinforce and further their knowledge of other disciplines through German.

Idaho State Content Standards:

- Objective: COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.

- Objective: COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- Objective: CLTR 1.3: Function appropriately in diverse contexts within the target culture.
- Objective: CONN 1.1: Compare and contrast information acquired from other content areas.
- Objective: CONN 1.2: Relate information studied in other subjects to the target language and culture.

NCSSFL-ACTFL Can-Do Statements:

- I can make decisions based on the information provided.
- I can discuss my own and other preferences about travel.
- I can plan activities and things to do related to travel.

Materials Needed

- [Google Presentation](#)

WARM-UP

1. Begin by opening the Google Slideshow and introducing the Can-Do Statements for today's activity.

Öffnen Sie zunächst die Google Slideshow und stellen Sie die Can-Do Aussagen für die heutige Aktivität vor.

2. Ask the students the following questions for the warm-up.

Stellen Sie den Schülern die folgenden Fragen für das Warm-up.

- *Wohin seid ihr in den USA gereist?* (Where have you traveled in the USA?)
- *Was nehmt ihr mit, wenn ihr reist?* (What do you take with you when you travel?)
- *Würdet ihr lieber in einem Hotel oder Airbnb übernachten?* (Would you prefer to stay at a hotel or Airbnb?)
- *Womit fahrt ihr lieber? (Mit dem Bus, mit dem Auto, mit der Bahn usw.)* (How do you prefer to travel? (By

bus, by car, by train))

MAIN ACTIVITY

1. Divide students into pairs, share the slideshow in the chat so that students have access to the questions while in breakout rooms.

Teilen Sie die Schüler in Paare auf, teilen Sie die Diashow im Chat, damit die Schüler in Breakout Zimmer Zugriff auf die Fragen haben.

2. Each pair will be assigned a person from the slideshow (Michael, Saskia, Sebastian, or Jule).

Jedem Paar wird eine Person aus der Diashow zugewiesen (Michael, Saskia, Sebastian oder Jule).

3. The students then have to come up with activities for the person to do in whichever city/state they choose.

Die Schüler müssen dann Aktivitäten für die Person in der von ihnen gewählten Stadt / Staat finden.

4. The internet can be used for research, but make it clear that they should try to use any knowledge they have about places in the USA that they have visited.

Das Internet kann für Recherchen genutzt werden, aber machen Sie deutlich, dass sie versuchen sollten, jedes Wissen, das sie über Orte in den USA haben, die sie besucht haben, zu nutzen.

5. The students should make sure to include where the person will be staying, what they will be doing, what they should bring, and anything else and write it on a piece of paper.

Die Schüler sollten sicherstellen, wo sich die Person aufhalten wird, was sie tun wird, was sie mitbringen sollten, und alles andere und es auf ein Blatt Papier schreiben.

6. Bring the students back from Breakout rooms and have them share with the group.

Bringen Sie die Schüler aus den Breakout Zimmer zurück und lassen Sie sie mit der Gruppe teilen.

WRAP-UP

Ask students the following questions to finish the activity:

- *Wohin wollt ihr reisen?* (Where do you want to travel to?)
- *Was macht ihr, wenn ihr Urlaub habt?* (What do you do when you are on vacation?)
- *Was ist eure Lieblingsstadt?* (What is your favorite city?)

END OF ACTIVITY

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can make decisions based on the information provided.
- I can discuss my own and other preferences about travel
- I can plan activities and things to do related to travel.

CULTURAL RESOURCES

Easy German video on [traveling by train](#) in Germany.



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German Level 2, Activity 03: Besichtigung / Sightseeing (Online)



Xu Chen

Description: Students will work together to match German sights to their descriptions and try to find interesting facts about a couple of the sights that they would like to know more about.

Semantic Topics: Sightseeing, attractions, sehenswürdigkeiten, travel, reisen, activity, aktivität, country, land.

Products: Knowledge of different tourist attractions in the U.S. and abroad. Kenntnisse über verschiedene touristische Attraktionen in den USA und im Ausland. Photos of German tourist attractions. Fotos von deutschen Sehenswürdigkeiten.

Practices: Getting to know various tourist attractions in German speaking countries. Kennenlernen verschiedener Touristenattraktionen im deutschsprachigen Raum. Understanding the cultural importance of various tourist attractions and the reasons they are there. Die Kulturelle Bedeutung verschiedener Touristenattraktionen und die Gründe warum sie dort sind verstehen.

Perspectives: Tourist attractions in German-speaking countries were culturally relevant when they were created and can provide information about the cultural present and past in German-speaking countries. Touristische Attraktionen im deutschsprachigen Raum waren bei ihrer Entstehung kulturell relevant und können Auskunft über die kulturelle Gegenwart und Vergangenheit im deutschsprachigen Raum geben.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

- Standard 1.2 Students understand and interpret spoken and written language on a variety of topics.
- Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

Idaho State Content Standards:

- Objective: COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- Objective: CLTR 2.1: Analyze the significance of a product (art, music, literature, etc...) in the target culture.

NCSSFL-ACTFL Can-Do Statements:

- I can recognize familiar names of places discussed on a tour.
- I can identify my favorite people, places, or things from a list.
- I can name places in my community, town, city, state or country.

Material Needed

- [Google Presentation](#)
- [Kahoot](#)

WARM-UP

Ask students what popular attractions exist in the following places:

Fragen Sie die Schüler, welche beliebten Attraktionen es an den folgenden Orten gibt:

- *Frankreich* (France)
- *USA* (USA)
- *Japan* (Japan)

- *China* (China)
- *Italien* (Italy)
- *Die Niederlande* (Netherlands)
- *Australien* (Australia)
- *Mexiko* (Mexico)
- *Vereinigtes Königreich* (United Kingdom)

MAIN ACTIVITY

Students will use their devices to play a [Kahoot](#) game. The goal is to match the description to the place in the picture.

Die Schüler werden ihre Geräte verwenden, um ein Kahoot-Spiel zu spielen. Das Ziel ist, die Beschreibung mit dem Ort im Bild zusammenzupassen.

- After matching, the students will choose two or three places from the cards they would like to visit and research that place and give a few more details at the end of the activity.
- *Nach dem Matching, wählen die Schüler zwei oder drei Orte aus den Karten aus, die sie besuchen möchten, und recherchieren diesen Ort und geben am Ende der Aktivität ein paar weitere Details an.*
 - For this, allow students to go back and research some of the cities that were mentioned in the Kahoot!
 - *Erlauben Sie den Schülern, einige der Städte zu erforschen, die im Kahoot erwähnt wurden!*

WRAP-UP

Ask students the following question(s) to finish the activity:

- *Welche Sehenswürdigkeiten mögt ihr am liebsten? Museen, alte Gebäude, Schlösser, Kirchen...?* (Which sights do you like the most? Museums, old buildings, castles, churches...?)
- *Welche Sehenswürdigkeiten habt ihr schon besucht?* (Which sights have you already visited?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can recognize familiar names of places discussed on a tour.
- I can identify my favorite people, places, or things from a list.
- I can name places in my community, town, city, state or country.

CULTURAL RESOURCES

Here are a couple of videos about tourist attractions in Germany. The first is about [Castles](#), in English but with German subtitles. The second is an Easy German video about the [most beautiful places](#) in Germany.



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🦵 German Level 2, Activity 04: Gesundes Leben / Healthy Living (Online)



wayhomestudio

Description: In this activity, students will review vocabulary relating to the body and parts of the body.

Additionally, students will practice talking about health and how they stay healthy.

Semantic Topics: Body, körper, health, gesundheit, healthy, gesund, sports, sport, food, essen, nutrition, ernährung.

Products: Healthy living cards. Gesund leben Karten.

Practices: Healthy living activities. Aktivitäten für ein gesundes Leben.

Perspectives: Healthy living and outdoor activities are important in German speaking countries. Gesundes Wohnen und Outdoor-Aktivitäten sind im deutschsprachigen Raum wichtig.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret spoken and written language on a variety of topics.
- Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

Idaho State Content Standards:

- Objective: COMM 1.1- Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMP 1.1- Observe formal and informal forms of language.
- Objective: COMM 2.1- Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements

- I can discuss healthy and unhealthy habits.
- I can discuss healthy activities.
- I can talk about my own healthy experiences.

Material Needed

- [Google Presentation](#)
- [Gesund Leben Karten](#)

WARM-UP

Discussion Questions:

- *Was macht ihr, um gesund zu sein?* (What do you do to be healthy?)
- *Machst du Sport? Wenn ja welche?* (Do you play any sports?)

MAIN ACTIVITY

Share the Parts of the Healthy Living charades flashcards in the Chat.

Teilen Sie die Teil-der-Gesundes-Leben-Scharaden-Karteikarten im Chat.

1. Divide students into two teams, everyone staying in the same zoom room.

Teilen Sie die Schüler in zwei Teams auf, die alle im selben Zoom-Raum bleiben.

2. Decide which team will go first and send through Chat one team member an action . That team member will begin to describe the action they were sent. They will have 20 seconds per action.

Entscheiden Sie, welches Team zuerst geht, und ein Teammitglied wählt eine Karte aus und beginnt, die gewählte Aktion zu beschreiben. Sie haben 20 Sekunden pro Karte.

3. Students will then try to guess what the student is describing in German.

Die Schüler werden dann versuchen, was der Schüler auf Deutsch beschreibt zu erraten.

4. Repeat until one team reaches 9 points or the cards are gone.

Wiederholen Sie, bis ein Team 9 Punkte erreicht oder die Karten weg sind.

*** This activity can also be done by drawing using the annotate feature (pictionary) or by acting out the activity (charades).

****Diese Aktivität kann auch durch Zeichnen mit dem Anmerkungs-KE (Bild) oder durch Ausführen der Aktivität (Scharaden) erfolgen.*

Example Charades Cards:

Beispiel Scharaden Karten:

- *Joggen gehen*
- *Aerobic machen*
- *Gewichte heben*
- *Tanzen*
- *Yoga machen*
- *Tennis Spielen*
- *Schwimmen*
- *Fußball spielen*
- *Badminton spielen*
- *Basketball spielen*
- *Wandern*
- *Fahrrad fahren*
- *Klettern*
- *Spazieren gehen*
- *Sich waschen*

- *Sich eincremen*
- *Sich rasieren*
- *Genug schlafen*
- *Entspannen*
- *Die Zähne putzen*
- *Nicht rauchen*
- *Weniger Alkohol trinken*
- *Vitamine nehmen*
- *Gesund essen*
- *Die Haare bürsten*

WRAP-UP

Ask students the following question(s) to finish the activity:

- *Kann jemand zu gesund sein?* (Can someone be too healthy?)
- *Was sind deine liebsten gesunden Speisen und Getränke?* (What are your favorite healthy foods and drinks?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements

- I can discuss healthy and unhealthy habits.
- I can discuss healthy activities.
- I can talk about my own healthy experiences.

CULTURAL RESOURCES

Here is a video, in German, about eating [breakfast in Berlin](#).



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🤔 *German Level 2, Activity 05: Quiet Hours in Germany
/ Ruhezeit in Deutschland (Online)*



Shawn Moak

Description: Students will discuss quiet hours and Sunday quiet times in Germany

Semantic Topics: Culture, kultur, quiet, ruhig, neighbors, nachbarinnen, work, arbeit, ruhezeit

Products: Google Presentation, Computers or Cell Phones

Practices: Learn the differences between Sundays in the United States and the Sunday/Quiet hours in Germany through a role-playing scenario. Lernen Sie die Unterschiede zwischen Sonntagen in den Vereinigten Staaten und den Sonntagen/ruhigen Stunden in Deutschland durch ein Rollenspiel-Szenario kennen.

Perspectives: Sunday hours and quiet hours are very important in the Germanic culture. Sonntagsstunden und ruhige Stunden sind in der germanischen Kultur sehr wichtig. Sunday is a day for peace and quiet in Germany. Der Sonntag ist in Deutschland ein Tag der Ruhe.

NCSSFL-ACTFL World-Readiness Standards:

- Standard: 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard: 1.2 Students understand and interpret spoken and written language on a variety of topics.
- Standard: 3.1 Students reinforce and further their knowledge of other disciplines through German.

Idaho State Content Standards:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM. 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CONN 1.2 Relate information studied in other subjects to the target language and culture.

NCSSFL-ACTFL Can-Do Statements:

- I can understand and discuss the differences between Sundays in Germany and Sundays in the United States.
- I can create a Sunday activity in Germany, using the computer to plan out the transportation, prices of activities, and food for the activity.
- I can present information on Sunday plans in Germany in German.

Materials Needed

- [Google Presentation](#)

WARM-UP

1. Begin by opening the Google Slideshow and introducing the Can-Do Statements for today's activity.

- *Öffnen Sie zunächst die Google Slideshow und stellen Sie die Can-Do Aussagen für die heutige Aktivität vor.*

2. Ask the students about their normal Sunday activities.

- *Fragen Sie die Schüler nach ihren normalen Sonntagsaktivitäten.*

3. Ask the students what they did last weekend.

- *Fragen Sie die Schüler, was sie letztes Wochenende gemacht haben.*

MAIN ACTIVITY

Scenario – A family from Munich is trying to plan a Sunday with a visitor from the U.S.

- *Szenario – Eine Familie aus München versucht, einen Sonntag mit einem Besucher aus den USA zu planen.*

Divide the students into groups of 3 or 4.

- *Teilen Sie die Schüler in 3er- oder 4er-Gruppen ein.*

One person is the parent, one person is the German child/teenager.

- *Eine Person ist der Elternteil, eine Person das deutsche Kind/Jugendlicher.*

One person is the visitor from the U.S.

- *Eine Person ist der Besucher aus den USA.*

Discuss what each member of a family could or could not do. ie.....Parents – do not go to “the office”, cannot drive a delivery truck – unless it is perishable foods, cannot mow the lawn, cannot hang laundry outside, cannot go shopping (all the shops closed).

- *Besprechen Sie, was jedes Familienmitglied tun oder nicht tun konnte. dh.....Eltern – nicht ins “Büro” gehen, keinen Lieferwagen fahren – es sei denn, es handelt sich um verderbliche Lebensmittel, nicht den Rasen mähen, nicht draußen Wäsche aufhängen, nicht einkaufen gehen (alle Geschäfte geschlossen).*

Discuss what each member of a family can do. ie... Can go on a walk in the park or hike in the mountains, visit a castle, to the movies, go to a museum, go to the local swimming pool, go to the neighborhood bakerie, go out to eat.

- *Besprechen Sie, was jedes Familienmitglied tun kann. dh... Kann im Park spazieren gehen oder in den Bergen wandern, ein Schloss besuchen, ins Kino gehen, in ein Museum gehen, ins örtliche Schwimmbad gehen, in die Nachbarschaftsbäckerei gehen, essen gehen.*

Plan an activity from Marianplatz that the whole family could participate in on a Sunday.

- *Planen Sie eine Aktivität vom Marianplatz aus, an der die ganze Familie an einem Sonntag teilnehmen könnte.*

Using a computer have the students figure out directions from the Marianplatz in Munich to the final destination.

- *Am Computer ermitteln die Schüler die Wegbeschreibung vom Marianplatz in München zum Zielort.*

Have students plan the money needed for the activity, the type and time of travel, and where they will eat during the activity.

- *Lassen Sie die Schüler das für die Aktivität benötigte Geld, die Art und Zeit der Reise und wo sie während der Aktivität essen werden, planen.*

Discuss both Sunday and quiet hours in Germany (by law 10:00 pm to 6 or 7 in weekdays – entire Sunday)

- *Besprechen Sie sowohl den Sonntag als auch die Ruhezeiten in Deutschland (gesetzlich 22:00 bis 6:00 Uhr oder 7:00 Uhr an Wochentagen – ganzer Sonntag)*

WRAP-UP

Ask students the following question(s) to finish the activity:

- *Was war Ihre geplante Aktivität.* (What was your planned activity)
- *Was unterscheidet einen typischen deutschen Sonntag von einem typischen US-Sonntag?* (What is different between a typical German Sunday and a typical US Sunday?)
- *Welches System gefällt dir besser und warum?* (Which system do you like better and why?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can understand and discuss the differences between Sundays in Germany and Sundays in the United States.
- I can create a Sunday activity in Germany, using the computer to plan out the transportation, prices of activities, and food for the activity.
- I can present information on Sunday plans in Germany in German.

CULTURAL RESOURCES

First is an English speaking video about Sunday's in Germany. [Do NOT Do This on Sunday in Germany.](#) Second is an Easy German video about Shopping in Germany during Corona Virus times. [Talking about Opening Hours in German.](#)



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👤👤👤 German Level 2, Activity 06: Menschen Beschreiben / Describing People (Online)



Elevate

Description: Students learn new German vocabulary to describe themselves and their family members.

Semantic Topics: Descriptions, Beschreibungen, Game, Spiel, Features, Funktionen, Adjective, Adjektiv

Products: Name Cards, Namenskarten.

Practices: Using German descriptive language to describe individuals. Verwendung der deutschen Beschreibungssprache zur Beschreibung von Personen.

Perspectives: Valuing people as individuals with individual characteristics. Wertschätzung von Menschen als Individuen mit individuellen Eigenschaften.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret spoken and written language on a variety of topics.
- Standard 3.1 Students reinforce and further their knowledge of other disciplines through language.

Idaho State Content Standards:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM. 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CONN 1.2 Relate information studied in other subjects to the target language and culture.

NCSSFL-ACTFL Can-Do Statements

- I can describe my physical features and personality.
- I can describe the physical features and personalities of others.
- I can understand the description of others.

Materials Needed

- [Google Presentation](#)

WARM-UP

Describe!

Beschreiben!

- Describe your best friend, mom, dad, or sibling!
- *Beschreibe deine beste Freund(in), Mutter, Vater, oder einen geschwister!*

MAIN ACTIVITY

Guess Who?: The Students will ask each other questions to try and guess the person they have.

- *Rate mal, wer?: Die Schüler werden sich gegenseitig Fragen stellen, um zu versuchen, die Person, die sie haben, zu erraten.*

1. The instructor will make sure their Zooms are in gallery mode.

- *Der Lehrer stellt sicher, dass sich seine Zooms im Galeriemodus befinden.*

2. Each student should choose a person to be from the Google People slide.

- *Jeder Schüler sollte eine Person aus der Google People-Folie auswählen.*

3. The instructor will choose someone. They shouldn't tell anyone who they've chosen.

- *Der Lehrer wählt jemanden aus. Sie sollten niemandem sagen, wen sie ausgewählt haben.*

4. The instructor will call on a student. The students need to ask *"Ja/Nein" Fragen*:

- *Der Lehrer wird einen Studenten anrufen. Die Schüler müssen "Ja/Nein" Fragen fragen:*
- *Hat deine Person rote Haare?* (Does your person have red hair?)
- *Ist deine Person alt?* (Is your person old?)
- *Ist deine Person eine Frau?* (Is your person a woman?)

5. The instructor will answer *'Ja' or 'Nein'* and choose someone else to ask a question.

- *Der Lehrer antwortet mit "Ja" oder "Nein" und wählt eine andere Person aus, die eine Frage stellt.*

6. Everyone should keep track of the answers. When they think they know who the chosen player is, they should type their guess into the chat.

- *Jeder sollte den Überblick über die Antworten behalten. Wenn sie denken, dass sie wissen, wer der ausgewählte Spieler ist, sollten sie ihre Vermutung in den Chat eingeben.*

7. The instructor will reveal who guessed correctly.

- *Der Lehrer verrät, wer richtig geraten hat.*

8. Then change the slide to the *Neue Wörter!* Slide, have them guess the meaning of the new words and then switch to the descriptive words slides.

- *Dann wechseln Sie die Rutsche in den Neuen Wörter! Lassen Sie sie die Bedeutung der neuen Wörter erraten und wechseln Sie dann zu den beschreibenden Wortfolien.*

9. The same process as before but now the students will ask questions based on the words describing personality.

- *Der gleiche Prozess wie zuvor, aber jetzt werden die Schüler Fragen stellen, die auf den Worten basieren, die die Persönlichkeit beschreiben.*

10. The Personality description can be done 1-2 times (depending on time).

- *Die Persönlichkeitsbeschreibung kann 1-2 mal (je nach Zeit) erfolgen.*

WRAP-UP

Ask students the following question to finish the activities:

- *Wie würdet ihr euch selbst beschreiben?* (How would you describe yourself?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements

- I can describe my physical features and personality.
- I can describe the physical features and personalities of others.
- I can understand the description of others.

CULTURAL RESOURCES

Here is a video from Easy German, "[Finding Friends in Germany](#)".



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👨‍🍳 German Level 2, Activity 07: Essen in einem Restaurant / Dining in a Restaurant (Online)



Shawn Moak

Description: In this activity, students will talk about favorite foods and act out a restaurant scenario. In the Warm-up the students discuss different foods and different German dishes. In the Main Activity the students will act out a restaurant scenario. In the Wrap-up students will discuss what was easy and what was hard about the restaurant scenario.

Semantic Topics: Food, Essen, Restaurant, Menu, Speisekarte, Dining, Speisen

Products: Food, German menu, note pad for waitperson, Essensvorlieben, deutsche Speisekarte, Notizblock für Kellner

Practices: Discussing food preferences, Ordering off of a German menu, Essensvorlieben besprechen, deutsches Menü bestellen

Perspectives: In German speaking countries waitstaff appreciate patrons ordering in the German language. Im deutschsprachigen Raum schätzen die Kellner es, wenn Gäste in deutscher Sprache bestellen. (bill – ask for, pay for water, timing)

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret spoken and written language on a variety of topics.
- Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studies.

Idaho State Content Standards:

- COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM. 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR. 1.3 Function appropriately in diverse contexts within the target culture.

NCSSFL-ACTFL Can-Do Statements:

- I can identify some typical items on a German menu.
- I can order a meal and ask questions about menu items.
- I can communicate with others from the target culture in familiar everyday situations, using memorized food and restaurant language and showing basic cultural awareness.

Materials:

- - [Google Presentation](#)
 - [Authentic German Restaurant Menu](#)
 - ["Authentic-like" German Restaurant Menu](#)

Would you like to make changes to the materials? Access the template(s) below:

(Canva Template(s), free account required)

- [Authentic German Restaurant Menu](#)
- ["Authentic-like" German Restaurant Menu](#)

WARM-UP

Begin by reviewing the Can-Do Statements.

- *Beginnen Sie mit der Überprüfung der Can-Do-Statements*

Ask the students:

Fragen Sie die Schüler:

- *Was isst du am liebsten?* (What is your favorite type of food?)
- *Welches ist dein Lieblingsrestaurant und warum?* (What is your favorite restaurant and why?)
- adding into things to prepare for main activity – dishes from menu item – questions about German food

MAIN ACTIVITY

Students will act out a dining-out scenario.

- *Die Schüler spielen ein Restaurantszenarie nach.*

1. Group the students in groups of two or three. One student will be the waitperson and one or two students will be people out-to-eat.

- *Teilen Sie die Schüler in Zweier- oder Dreiergruppen ein. Ein Student wird der Kellner/die Kellnerin sein und ein oder zwei Studenten werden Leute die essen gehen sein.*

2. Have the waitperson welcome the students to the restaurant and give the menus (from the menu cards) to the dining students.

- *Bitten Sie den Kellner/die Kellnerin, die Schüler im Restaurant willkommen zu heißen, und geben Sie den Esser /die Esserinnen die Menüs.*
- *ie..Hier sind Ihre Speisekarten. Habt ihr irgendwelche Fragen?*

3. The dining students should discuss their likes /dislikes based on the menus. Have the dining students ask questions of the waitperson. "Is the food spicy? Is it served cold?"

- *Der Esser/die Esserin sollten ihre Vorlieben und Abneigungen auf der Grundlage der Speisekarten besprechen. Lassen Sie die Essenschüler dem Kellner/der Kellnerin Fragen stellen.*
- *ie.....Ist das Essen scharf? Wird das kalt serviert?*

4. The waitperson should answer the questions.

- *Der Kellner/die Kellnerin sollte die Fragen beantworten.*

5. Have the dining students order their food. "I would like to order (Currywurst, Noodles, Spaghetti Ice Cream...)."

- *Lassen Sie den Esser/die Esserinnen ihr Essen bestellen.*
- *ie..."Ich würde gern (Currywurst, Spätzle, Spaghetti-Eis.....) bestellen."*

6. The waitperson should ask, "How is everything?"

- *Der Kellner sollte fragen: "Wie ist alles? Schmeckt es euch?"*

7. Students can answer: It is delicious, good, tastes good..., thank you

- *Die Schüler können antworten: "Es ist lecker, gut, schmeckt gut ..., danke."*

8. Students ask for the bill and change the total number to add the appropriate tip.

- *Die Schüler fragen ob sie zahlen können und ändern die Summe um das Trinkgeld zu addieren.*

9. Everyone says “good-bye” or “Have a nice day!”.

- *Alle sagen “Auf Wiedersehen” oder “Schönen Tag noch!”*

10. Repeat the scenerio with roles changed as many times as time allows.

- *Wiederholen Sie das Szenario mit geänderten Rollen so oft, wie es die Zeit erlaubt.*

WRAP-UP

Ask students the following question(s) to finish the activity:

- *Was war schwer daran, die Speisekarte auf Deutsch zu lesen?* (What was hard about reading the menu in German? What is easy or hard to figure out a German menu? Why?)
- *Was war leicht herauszufinden, wenn man sich die Speisekarte ansieht?* (What was easy to figure out looking at the menu?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can identify some typical items on a German menu.
- I can order a meal and ask questions about menu items.
- I can communicate with others from the target culture in familiar everyday situations, using memorized food and restaurant language and showing basic cultural awareness.

CULTURAL RESOURCES

Linked here is an Easy German on [12 Typical German Dishes](#).



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 German Level 2, Activity 08: Arbeits- und Lebenspläne / Plans for Work and Life (Online)



Ken Tomita

Description: In this activity, students will learn about work and life vocabulary.

Semantic Topics: Work, Arbeit, Job, Beruf, Retirement, Ruhestand, Alone, Allein, Together, Zusammen, Either, Neither, Nor, Entweder, Weder, Noch.

Products: Bingo Cards about goals and dreams. Bingokarten über Ziele und Träume.

Practices: Learning about other student's goals and dreams. Lernen über die Ziele und Träume anderer Schüler.

Perspectives: When building friendships, it is important to value the goals and dreams of others. Beim Aufbau von Freundschaften ist es wichtig, die Ziele und Träume anderer wertzuschätzen.

NCSSFL-ACTFL World-Readiness Standards:

- Standard: 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard: 1.2 Students understand and interpret spoken and written language on a variety of topics.
- Standard: 3.1 Students reinforce and further their knowledge of other disciplines through German.

Idaho State Content Standards:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM. 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CONN 1.2 Relate information studied in other subjects to the target language and culture.

NCSSFL-ACTFL Can-Do Statements:

- I can talk about what job I would like to have.
- I can talk about where and how I would like to live.
- I can say how much I would like to earn.

Materials:

- [Google Presentation](#)
- [Student Tic Tac Toe Card](#)

WARM-UP

Discuss the following questions with the students:

Would you rather...?

Würdet ihr lieber...?

1. Live alone or with friends?

Alleine oder mit Freunden wohnen?

2. Work overseas or in Boise?

Im Ausland oder in Boise arbeiten?

3. Think about the future or the past?

An die Zukunft oder die Vergangenheit denken?

MAIN ACTIVITY

Students are divided into break-out rooms and ask some of the posted questions about where the students would

like to live, what they would like to be, at what age they would like to retire, how much they would like to earn and who they would want to live with.

Die Schüler werden in Break-out-Rooms aufgeteilt und stellen einige der ausgehängten Fragen darüber, wo die Schüler gerne leben würden, was sie gerne wären, in welchem Alter sie in Rente gehen möchten, wie viel sie verdienen möchten und mit wem sie leben möchte.

1. Share "Student Tic Tac Toe Card" with the class and put student pairs in breakout rooms.

Teilen Sie "Student Tic Tac Toe Card" mit der Klasse und legen Sie Studentenpaare in Breakout-Rooms.

- Let them know they can use the annotate feature in Zoom to play tic tac toe!
- *Lassen Sie sie wissen, dass sie die Anmerkungsfunktion in Zoom verwenden können, um Tic Tac Toe zu spielen!*

2. Students should ask the questions on the slide to their partners. (Explain the underlined words if they do not understand).

Die Schüler sollten die Fragen auf der Folie ihren Partnern stellen.(Erklären Sie die unterstrichenen Wörter, wenn sie nicht verstanden werden).

- Students should answer in a complete sentence.
- *Schüler sollten in einem vollständigen Satz antworten.*
 - *Wo möchtest du wohnen?* (Where do you want to live?)
 - *Ich möchte in Kalifornien wohnen.* (I want to live in California.)

3. After answering the question the student can mark a box in the tic tac toe game.

Nach der Beantwortung der Frage kann der Schüler eine Box im Tic Tac Toe Spiel markieren.

4. After a game has finished, they can start again and ask new questions. Allow students to switch partners every 5 minutes or so...

Nachdem ein Spiel beendet ist, können sie wieder anfangen und neue Fragen stellen. Erlauben Sie den Schülern, den Partner etwa alle 5 Minuten zu wechseln...

WRAP-UP

Ask the students what should be reviewed in the activity next week. The topics are on the slide.

Was sollen wir wiederholen?

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can talk about what job I would like to have.
- I can talk about where and how I would like to live.
- I can say how much I would like to earn.

CULTURAL RESOURCES

Here is a video from Easy German about [Friendships in Germany](#).



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 German Level 2, Activity 09: Rückblick vor den Frühlingsferien / Review Before the Spring Break (Online)



Kate Mangostar

Description: In this activity, students will review vocabulary from the previous chapters.

Semantic Topic: Travel, Reisen, Sightseeing, Sehenswürdigkeiten, Attractions, Attraktionen, Work, Arbeit,

Life, Leben, Relationships, Beziehungen.

Products: The game Jeopardy. Das Spiel "Jeopardy".

Practices: Reviewing previously learned German terms and ideas for travel, tourist attractions, work, life, and relationships. Wiederholung von bereits gelernten deutschen Begriffen und Ideen für Reisen, Sehenswürdigkeiten, Arbeit, Leben und Beziehungen.

Perspectives: Taking pride in the German language skills obtained so far this semester. Stolz auf die in diesem Semester erworbenen Deutschkenntnisse. Assessment of the student's progress in the German language. Beurteilung der Fortschritte des Schülers in der deutschen Sprache.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret spoken and written language on a variety of topics.
- Standard 3.1 Students reinforce and further their knowledge of other disciplines through German.

Idaho State Content Standards:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM. 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CONN 1.2 Relate information studied in other subjects to the target language and culture.

NCSSFL-ACTFL Can-Do Statements:

- I can answer questions about grammar.
- I can answer questions about travel.
- I can answer questions about health.
- I can give descriptions about objects.

Materials:

- [Google Presentation](#)
- [Jeopardy Game](#)

Before beginning:

Chat with your students in English, explain the plan going forward. Ask if anyone has a good understanding of Zoom, to gauge where they are. Explain some of the features that will be useful in the duration of the lab. For this Lab, chat and raising the hand will be used.

WARM-UP

Ask students about how they have been enjoying the activities and if they have any questions that need to be answered.

Fragen Sie die Schüler, wie ihnen die Aktivitäten gefallen haben und ob sie Fragen haben, die beantwortet werden müssen.

MAIN ACTIVITY

Wortschatz: Jeopardy

Students will be divided into pairs or teams to answer the questions in the Jeopardy game.

Die Schüler werden in Paare oder Teams eingeteilt, um die Fragen im Jeopardy-Spiel zu beantworten.

1. Make pairs or teams.

Erstellen von Paaren oder Teams.

2. Have one team go first and choose the first category and number.

Lassen Sie ein Team zuerst gehen und wählen Sie die erste Kategorie und Nummer.

3. Read the question aloud and give the students time to answer. The first-person who raises his or her hand can answer. Depending on if they answered correctly or not will determine if they receive points.

Lesen Sie die Frage laut vor und geben Sie den Schülern Zeit zu antworten. Die erste Person, die ihre Hand hebt, darf antworten. Je nachdem, ob sie richtig geantwortet haben oder nicht, wird bestimmt, ob sie Punkte erhalten.

4. Whoever answers correctly can choose the next category.

Wer richtig antwortet, kann die nächste Kategorie auswählen.

WRAP-UP

Ask how they feel about the format and what they would like to see.

Fragen Sie, was sie über das Format denken und was sie gerne sehen würden.

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can answer questions about grammar.
- I can answer questions about travel.
- I can answer questions about health.
- I can give descriptions about objects.

CULTURAL RESOURCES

Here is a fun video about playing [video games in German \(Sims\)](#) and how playing video games in the target language enhances language acquisition.



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🐵 German Level 2, Activity 10: Eigenschaften und Werte / Characteristics and Values (Online)



Sontung

Description: In this activity, students learn and practice characteristics and play their roles by using

related vocabulary.

Semantic Topic: Characteristics, Eigenschaften, Roll, Rolle, Values, Werte, Comparisons, Vergleiche.

Products: German culture video. Deutsches Kulturvideo.

Practices: Students discuss the cultural similarities and differences between German and American cultures. Die Studierenden diskutieren die kulturellen Gemeinsamkeiten und Unterschiede zwischen deutscher und amerikanischer Kultur.

Perspectives: Appreciation of the unique cultural and social characteristics of the German-speaking countries. Wertschätzung der einzigartigen kulturellen und sozialen Besonderheiten der deutschsprachigen Länder.

NCSSFL-ACTFL World-Readiness Standards:

- Standards: 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standards: 1.2 Students understand and interpret spoken and written language on a variety of topics.
- Standards: 3.1 Students reinforce and further their knowledge of other disciplines through German.

Idaho State Content Standards:

- Objectives: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objectives: COMM. 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objectives: CONN 1.2 Relate information studied in other subjects to the target language and culture.

NCSSFL-ACTFL Can-Do Statements:

- I can compare objects, animals, or people.
- I can discuss similarities and differences between my own culture and German culture.
- I can discuss my own culture's characteristics and values.
- I can discuss another culture's characteristics and values.

Materials:

- [Google Presentation](#)
- [Video: Deutschland – Kultur, Traditionen, Menschen](#)
- [Video: What Germans Love and Hate About Germany](#)

WARM-UP

Compare Repetition

Vergleichen Wiederholung

Who am I game

Wer bin ich Spiel:

Students will be given clues using comparisons to help reinforce comparison vocabulary.

Die Schüler erhalten Hinweise anhand von Vergleichen, um das Vergleichsvokabular zu stärken.

- *Ich bin brauner als ein anderes Tier. Ich bin am größten. Ich bin die Giraffe!* (I'm more brown than any other animal. I'm the biggest. I am the giraffe!)

- *Mein Fell ist goldener als die andere Tiere. Ich bin am flauschigsten. Ich bin der Löwe.* (My fur is more golden than the other animals. I am the fluffiest. I am the lion.)
- *Meine Ohren sind spitziger als die andere Tiere. Mein Fell ist am rotesten. Ich bin der Fuchs.* (My ears are more pointy than any other animal. My fur is the reddest. I am the fox.)
- *Mein Schwanz ist flauschiger als ein anderes Tier. Meine Ohren sind am längsten. Ich bin das Kaninchen.* (My tail is fluffier than any other animal. My ears are the longest. I'm the rabbit.)

MAIN ACTIVITY

What is American/German?

Was ist Deutsch/Amerikanisch?

1. First, the class will watch a short video about German Culture.

Zunächst wird sich die Klasse ein kurzes Video über die deutsche Kultur ansehen.

2. Then students will go into breakout rooms.

Dann gehen die Schüler in Breakout-Räume.

3. Next they will discuss characteristics of American culture and how they would describe it.

Als nächstes werden sie Merkmale der amerikanischen Kultur diskutieren und wie sie sie beschreiben würden.

- *Wie würdet ihr die amerikanische Kultur beschreiben?* (How would you describe American culture?)
- *Wie würdet ihr das amerikanische Leben beschreiben?* (How would you describe American life?)

4. Students will go back to the main room once they are finished and discussed what ideas they came up with.

Die Schüler werden in den Hauptraum zurückkehren, sobald sie fertig sind und diskutieren, welche Ideen sie entwickelt haben.

5. They will be sent back to their breakout rooms to discuss characteristics of the German culture and how they would describe it.

Sie werden in ihre Breakout-Räume zurückgeschickt, um über die Merkmale der deutschen Kultur zu diskutieren und wie sie sie beschreiben würden.

- *Wie würdet ihr die deutsche Kultur beschreiben?* (How would you describe German culture?)
- *Wie würdet ihr das deutsche Leben beschreiben?* (How would you describe German life?)

6. Students will return to the main room and discuss the ideas they came up with.

Die Schüler kehren in den Hauptraum zurück und diskutieren die Ideen, die sie sich ausgedacht haben.

7. Together the group will watch a video on how Germans describe their favorite and least favorite things about Germany.

Gemeinsam wird sich die Gruppe ein Video ansehen, wie Deutsche ihre Lieblings- und am wenigsten Lieblingsdinge an Deutschland beschreiben.

WRAP-UP

Ask students the following question(s) to finish the activity:

- *Welche Eigenschaften und Werte wurden in dem Video erwähnt?* (What characteristics and values were mentioned in the video?)
- *Wie würdet ihr die Eigenschaften und Werte zwischen Amerikanern und Deutschen vergleichen?* (How would you compare these characteristics and values to those of Americans?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can compare objects, animals, or people.
- I can discuss similarities and differences between my own culture and German culture.
- I can discuss my own culture's characteristics and values.
- I can discuss another culture's characteristics and values.

CULTURAL RESOURCES

Here is a great video about the [Beauty of the German Language](#).



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🎒 German Level 2, Activity 11: In der Schule und Nach der Schule / In School and After School Online)



Shawn Moak

Description: In this activity students are learning vocabulary about school and studying.

Semantic Topic: School, Schule, Book, Buch, Student, Schüler, Student, Blackboard, Tafel, Teacher, Lehrer, Professor, Education, Bildung, Konjunktiv , Conjunctive.

Products: Kahoot game about the German education system. Kahoot-Spiel über das deutsche Bildungssystem.

Practices: Students play Kahoot to learn more about the German school system and how it differs from the U.S. educational system. Die Schüler spielen Kahoot, um mehr über das deutsche Schulsystem und seine Unterschiede zum US-amerikanischen Bildungssystem zu erfahren.

Perspectives: Value associated with the German education system. Werte des deutschen Bildungssystems.

NCSSFL-ACTFL World-Readiness Standards:

- Standard: 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard: 1.2 Students understand and interpret spoken and written language on a variety of topics.
- Standard: 3.1 Students reinforce and further their knowledge of other disciplines through German.

Idaho State Content Standards:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM. 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CONN 1.2 Relate information studied in other subjects to the target language and culture.

NCSSFL-ACTFL Can-Do Statements:

- I can use different present forms of Konjunktiv II.
- I can recognize the different school systems in Germany.
- I can discuss my opinion regarding the German school system.

Materials:

- [Google Presentation](#)
- [Kahoot](#)

WARM-UP

Subjunctive II: Repetition

Konjunktiv II: Wiederholung

- *Deine Freundin will ihr zimmer malen. An ihrer stelle, welche farbe würdest du wählen? Warum?* (Your girlfriend wants to paint her room. If you were her, which color would you choose? Why?)
- *Wenn ich viel geld hätte, würde ich...* (If I had a lot of money, I would...)
- *Wenn ich reisen dürfte, würde ich...* (If I were allowed to travel, I would...)
- *Wenn ich größer wäre, könnte ich...* (If I were taller, I could...)
- *Macht ihr einen Satz und benutzt zwei wörter aus den Listen. Schreibt eure Sätze in den Chat rein.* (Make one sentence and use two words from the lists. Write your sentences in the chat.)
- *Könnten, würden, hätten, möchten, sollte, wollte, wären, dürften.* (Could, would, would have, would, should, wanted, would be, should.)

MAIN ACTIVITY

Kahoot Game

Kahoot Spiel

1. Students will play a short Kahoot game answering questions about the German school system.

Die Schüler spielen ein kurzes Kahoot-Spiel, das Fragen zum deutschen Schulsystem beantwortet.

- *Was ist etwas vergleichbar zu der amerikanischen "High School"?* (What is comparable to the American "high school"?)
- *Richtig oder Falsch: Kindergarten ist die erste Klasse in der Grundschule in Deutschland.* (True or False: Kindergarten is the first grade in primary school in Germany.)
- *Man braucht ein __, um sich bei einer Uni zu bewerben.* (You need a __ to apply to a university.)
- *Nach der Schule muss man heutzutage einen Zivildienst (in die Armee gehen) machen.* (After school, nowadays you have to do a civil service (go into the army).)

2. After playing the game, they will learn more about the school system from the Google Presentation.

- *Nach dem Spielen des Spiels erfahren sie anhand der Google-Präsentation mehr über das Schulsystem.*

WRAP-UP

Put students into breakout rooms to discuss the following questions. *Stellen Sie die Studenten in Breakout Rooms damit sie die folgenden Fragen zusammen diskutieren können.*

1. *Wie findet ihr die Idee von den drei verschiedenen Schulen? Gut, oder schlecht?* (What do you think about the idea of three different schools? Good or bad?)
2. *Sollen wir auch sowas haben? Warum, warum nicht?* (Should we also have something like this for our school system? Why or why not?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can use different present forms of Konjunktiv II.
- I can recognize the different school systems in Germany.
- I can discuss my opinion regarding the German school system.

CULTURAL RESOURCES

First is a video about the educational differences between the [German Education System and the U.S. Education System](#). Second is a video about the [Day-to-Day Differences for a German Students vs. a U.S. Student](#). Both are in English. The third is an Easy German video about [Student Live \(University Level\): German vs. U.S.](#)



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German Level 2, Activity 12: Politik und die Umwelt / Politics and the Environment (Online)



Blickpixel

Description: Students discuss politics in Germany and environmentalism.

Semantic Topics: Politics, Politik, Environment, Umwelt

Products: Posters, Markers, Students' individual environmental concerns. Poster, Markierstifte, individuelle Umweltbelange der Schüler.

Practices: Students discuss politics and environmental protection in the German language. Studierende diskutieren Politik und Umweltschutz in der deutschen Sprache.

Perspectives: The right for free elections is of crucial importance to those in German speaking lands. Das Recht auf freie Wahlen ist für Menschen im deutschsprachigen Raum von entscheidender Bedeutung. The belief that humans are part of the natural world, and must respect and care for it, is very important to Germans and those in German speaking countries. Der Glaube, dass der Mensch ein Teil der Natur ist und sie respektieren und pflegen muss, ist den Deutschen und den Menschen im deutschsprachigen Raum sehr wichtig.

NCSSFL-ACTFL World-Readiness Standards:

- Standard: 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard: 1.2 Students understand and interpret spoken and written language on a variety of topics.
- Standard: 3.1 Students reinforce and further their knowledge of other disciplines through German.

Idaho State Content Standards:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed in a variety of topics.

- Objective: COMM 3.1 Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.

NCSSFL-ACTFL Can-Do Statements:

- I can discuss the various German political parties.
- I can discuss how I care for the environment.
- I can discuss the importance of the environment and ways in which people can protect it.

Materials Needed:

- [Google Presentation](#)

WARM-UP

Ask the students: Are you familiar with the political parties in the United States? Make sure that students are respectful of both the liberal and the conservative parties in the US and the German party discussion.

- *Fragen Sie die Schüler: Kennen Sie die politischen Parteien in den Vereinigten Staaten? Achten Sie darauf, dass die Studierenden sowohl die liberalen als auch die konservativen Parteien in den USA und die deutsche Parteiendiskussion respektieren.*

Conservative parties in the United States: Republicans, Libertarians

- *Konservative Parteien in den Vereinigten Staaten: Republikaner, Libertäre*

Liberal parties in the United States: Democratic Party, Green Party

- *Liberalen Parteien in den Vereinigten Staaten: Demokratische Partei, Grüne Partei*

MAIN ACTIVITY

Introducing the political parties. Ask the students if they are familiar with the political parties in Germany?

- *Vorstellung der politischen Parteien. Fragen Sie die Schüler, ob sie die politischen Parteien in Deutschland kennen?*

Ask the students: "Do you know the conservative parties of Germany?"

- *Kennen Sie die konservativen Parteien Deutschlands?*

Conservative Parties in Germany: Christian Democratic Union of Germany (CDU), Christian Social Union in Bavaria (CSU), Free Democratic Party (FDP), Alternative for Germany (AfD), Free Voters, (FW), German Centre-Party (ZENTRUM), Ecological Democratic Party (ÖDP), Liberal Conservative Reformers (OKR), Family Party of Germany (Familie)

- *Konservative Parteien in Deutschland: Christlich Demokratische Union Deutschlands (CDU), Christlich-Soziale Union in Bayern (CSU), Freie Demokratische Partei (FDP), Alternative für Deutschland (AfD), Freie Wähler (FW), Deutsche Zentrumspartei (ZENTRUM), Ökologisch-Demokratische Partei (ÖDP), Liberal-konservative Reformer (LKR), Familien-Partei Deutschlands (Familie)*

Ask the students: "Do you know the liberal parties of Germany?"

- *Fragen Sie die Schüler: "Kennen Sie die liberalen Parteien in Deutschland?"*

Liberal Parties in Germany: Social Democratic Party of German (SPD), Alliance 90/The Greens, (Grüne), The Left (LINKE), Volt Germany (Volt)

- *Liberal Parteien in Deutschland: Sozialdemokratische Partei Deutschlands (SPD), Bündnis 90/Die Grünen (Grüne), Die Linke (LINKE), Volt Deutschland (Volt)*

Ask students: "Do you know of any bourgeois or non-political parties?"

- *Fragen Sie die Schüler: "Kennen Sie die bürgerliche oder unpolitische Parteien?"*

Center/APolitical: South Schleswig Voters' Association (SSW), The Party (Die PARTEI), Pirate Party (PIRATEN)

- *Mitte/APolitisch: Südschleswigscher Wählerverband (SSW), Partei für Arbeit, Rechtsstaat, Tierschutz, Elitenförderung und basisdemokratische Initiative (Die PARTEI), Piratenpartei Deutschland (PIRATEN)*

Why or why not would the German political system function better than the United States system?

- *Warum oder warum nicht sollte das deutsche politische System besser funktionieren als das System der Vereinigten Staaten?*

What do you find most important when you think of environmentalists?

- *Was findet ihr am wichtigsten, wenn man an Umweltschützer denkt?*

An event with the topic of “environmental protection” needs a new poster. You should do that! Divide the students into breakout rooms of two or three. Each room should make a Google slide and add a picture and words as in the example. Why is it important? Explain this to us.

- *Eine Veranstaltung mit dem Thema „Umweltschutz“ braucht ein neues Plakat. Du solltest das tun! Teilen Sie die Schüler in Breakout-Räume von zwei oder drei auf. Jeder Raum sollte eine Google-Folie erstellen und wie im Beispiel ein Bild und Wörter hinzufügen. Warum ist es wichtig? Erklären Sie uns das.*

Bring them back together and have each room present their Google Slide!

- *Bringen Sie sie wieder zusammen und lassen Sie jeden Raum seine Google Slide präsentieren!*

WRAP-UP

Ask students the following question to finish the activity:

- *Was macht ihr für die Umwelt?* (What are you doing for the environment?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can discuss the various German political parties.
- I can discuss how I care for the environment.
- I can discuss the importance of the environment and ways in which people can protect it.

CULTURAL RESOURCES

First is a Meet the Germans video over the [History of Elections in Germany](#). This is in English with German

subtitles. The second video is an interview, from DW, with [Angela Merkel](#) in German, after the Elections in 2021.



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 *German Level 2, Activity 13: Eine Reise durch Berlin /
A Trip Through Berlin (Online)*



Anne Wagner

Description: In this activity, students discuss the history and culture of Germany.

Semantic Topic: German History, Deutsche Geschichte, Culture, Kultur, Directions, Wegweisung, Commands, Befehle.

Products: Map of Berlin from the Google Slide show. Karte von Berlin aus der Google Slideshow.

Practices: The students play a travel guide with Google Maps, where they go from sight to sight and discuss every sight in Berlin. Die Schüler spielen einen Reiseführer mit Google Maps, wo sie gehen von Sehenswürdigkeit zu Sehenswürdigkeit und diskutieren jede Sehenswürdigkeit in Berlin.

Perspectives: The importance of being able to read a map from a foreign city and getting around in that city. Wie wichtig es ist, eine Karte einer fremden Stadt zu lesen und sich in dieser Stadt fortzubewegen. Valuing the cultural significance of various tourist sights in Berlin. Wertschätzung der kulturellen Bedeutung verschiedener Sehenswürdigkeiten in Berlin.

NCSSFL-ACTFL World-Readiness Standards:

- Standard: 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard: 1.2 Students understand and interpret spoken and written language on a variety of topics.
- Standard: 3.1 Students reinforce and further their knowledge of other disciplines through German.

Idaho State Content Standards:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM. 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

- Objective: CONN 1.2 Relate information studied in other subjects to the target language and culture.

NCSSFL-ACTFL Can-Do Statements:

- I can give simple directions.
- I can recognize and speak a little about monuments.
- I can talk about historical events.
- I can understand and talk about culture.

Material:

[Google Presentation](#)

WARM-UP

Read through the Can-Do Statements.

- *Lesen Sie die Can-Do-Statements durch.*

Giving directions. You will read the sentence and the students will choose the picture that best matches.

Wegbeschreibung geben. Sie werden den Satz lesen und die Schüler werden das Bild auswählen, das am besten passt.

- *Die Apartments befinden sich auf der rechten Seite des Flusses.* (The Apartments are on the right side of the river.)
- *Sie sollen links abbiegen.* (You should turn left.)
- *Gehen sie geradeaus.* (Go straight ahead.)

MAIN ACTIVITY

A journey through Berlin

- *Eine Reise durch Berlin*

You are a tour guide and will be taking the students on a trip through Berlin to learn about German history and

culture. The students will give directions to each destination. Feel free to mention anything noteworthy that is on the way to another destination.

Sie sind Reiseleiter und nehmen die Schüler mit auf eine Reise durch Berlin, um mehr über die deutsche Geschichte und Kultur zu erfahren. Die Schüler geben Wegbeschreibungen zu jedem Ziel. Fühlen Sie sich frei, alles Bemerkenswerte zu erwähnen, das auf dem Weg zu einem anderen Ziel ist.

- *Tour beginnen (Informationen zu jedem Wahrzeichen finden Sie auf den Folien)* (Begin Tour (information for each landmark is on the slides).)

1. Starting at the Hauptbahnhof, you will work your way through Berlin. Use the first map as an example by describing the way from the Hauptbahnhof to the Brandenburger Tor.

Vom Hauptbahnhof aus arbeiten Sie sich durch Berlin. Verwenden Sie die erste Karte als Beispiel, indem Sie den Weg vom Hauptbahnhof zum Brandenburger Tor beschreiben.

- Brandenburger Tor
 - *Frage: Wer kennt diese Sehenswürdigkeit?*
 - *Infos:*
 - *Frage: Warum ist diese Sehenswürdigkeit so berühmt?*
- Denkmal für die ermordeten Juden Europas
 - *Frage: Wer kennt dieses Denkmal?*
 - *Infos:*
 - *Frage: Welche Gefühle würdet ihr haben, wenn ihr durch dieses Denkmal gehen würdet?*
- Siegessäule
 - *Frage: Wer kennt diese Sehenswürdigkeit?*
 - *Infos:*
 - *Frage:*
- Museeninsel
 - *Frage: Wer kennt diese Sehenswürdigkeit?*
 - *Infos:*
 - *Frage: Welche Museum würdet ihr besuchen? Warum?*
- East Side Gallery
 - *Frage: Wer kennt diese Sehenswürdigkeit?*
 - *Infos:*
 - *Frage: Was macht diese Mauer besonders?*

WRAP-UP

Ask students the following question(s) to finish the activity:

- *Wer war schon in Berlin?* (Who has been to Berlin?)
- *Was haben die, die in Berlin waren, in Berlin gemacht?* (What did those who were in Berlin do in Berlin?)
- *Was wollen diejenigen, die noch nicht in Berlin waren, in Berlin machen?* (What do those who have not yet been to Berlin want to do in Berlin?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-do Statement:

- I can give simple directions.
- I can recognize and speak a little about monuments.
- I can talk about historical events.
- I can understand and talk about culture.

CULTURAL RESOURCES

Here are two Easy German videos. The first is [Berlin in One Word](#). The second is a fun video, [What Berliners Dislike about Berlin](#).



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German Level 2, Activity 14: Märchen / Fairytale (Online)



Neal, Mark Pexels.com

Description: Students will gather in groups of four to create a commercial for a new Fairytale Movie.

Semantic Topics: fairytales, märchen, storytelling, Geschichtenerzählen, Commercial, Werbestpot, Matching, Anpassung. Characters, Figuren, Books, Bücher.

Products: Fairytale Characters, Märchenfiguren.

Practices: Creating a Fairytale commercial for a new movie using typical fairytale characters. Erstellen eines märchenhaften Werbespots für einen neuen Film mit typischen Märchenfiguren.

Perspectives: Fairytales have deep roots in Germany. Märchen haben in Deutschland tiefe Wurzeln. The Brothers Grimm are known world-wide. Die Brüder Grimm sind weltweit bekannt.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret spoken and written language on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM 1.2 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can match a word or character in a headline or story to a supporting visual.
- I can recognize a few individual written words in the title of a story.
- I can recognize common opening and closing words of a fairytale.

Materials Needed:

- [Google Presentation](#)
- [Canva Fairytale Character Page](#)

Would you like to make changes to the materials? Access the template(s) below:

(Canva Template(s), free account required)

- [Fairytale Character Page](#)

WARM-UP

1. Divide the students into pairs in Breakout Rooms.

Teilen Sie die Schüler in Paare in Breakout Rooms auf.

2. Have the Google slide with the German ~ English Fairytale words and phrases displayed.

Lassen Sie die Google Folie mit den deutsch ~ englischen Märchenwörter und Redewendungen angezeigt werden.

3. Have each pair match the German word to its English counterpart. Have one student think of a sentence to describe that character or term. Then switch rolls. Do this for about 4 to 6 times.

Lassen Sie jedes Paar das deutsche Wort mit seinem englischen Gegenstück vergleichen. Lassen Sie einen Schüler sich einen Ausdruck ausdenken, um dieses Wort oder diesem Charakter zu beschreiben. Dann Rollen wechseln. Tun Sie dies etwa 4 bis 6 Mal.

MAIN ACTIVITY

1. Share the Canva Fairytale Character Page with students. In this activity the students should be divided into groups of four. Give each group a copy of the Fairytale Character page. The group will then create a commercial for a new fairytale movie based on the groups of characters on the page. Give the groups about 15 minutes to create their fairytale.

Lassen Sie sich die Canva Fairytale Character Page vordrucken. Für diese Aktivität sollten die Schüler in Vierergruppen eingeteilt werden. Geben Sie jeder Gruppe eine Kopie der Märchenfigurenseite. Die Gruppe erstellt dann einen Werbespot für einen neuen Märchenfilm rund um die Figurengruppen auf der Seite. Geben Sie den Gruppen etwa 15 Minuten Zeit, um ihr Märchen zu erfinden.

2. After 15 minutes bring the class back together and have each group act out their fairytale commercial .

Bringen Sie die Klasse nach 15 Minuten wieder zusammen und lassen Sie jede Gruppe ihr Märchen Werbespot aufführen.

WRAP-UP

Ask students the following question(s) to finish the activity:

- *Was sind deine Lieblingsmärchen oder Märchenfiguren aus deiner Kindheit?* (What are your favorite fairytales or fairytale characters from your childhood?)
- *Hast du irgendwelche Lieblingsmärchenautoren?* (Do you have any favorite fairytale authors?)
- *Kennen Sie irgendwelche Unterschiede zwischen den Grimm-Märchen und den Disney-Geschichten?* (Do you know of any differences between the Grimm Fairytales and the Disney stories?)

END OF ACTIVITY

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can match a word or character in a headline or story to a supporting visual.
- I can recognize a few individual written words in the title of a story.
- I can recognize common opening and closing words of a fairytale.

CULTURAL RESOURCES

Here is a video Feli from German, "[5 Disney fairytales and their CRUEL GERMAN ORIGINALS](#)". Feli gives some history about the Brothers Grimm and their importance to German culture. Linked is the article, "[German Fairy Tales, Folk Tales and Fables](#)". This is an interesting article chronicling German Fairytale History, Authors, and Stories.





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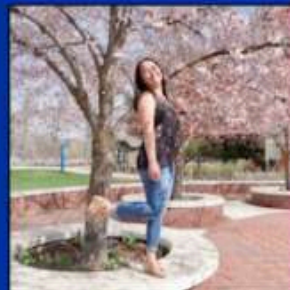
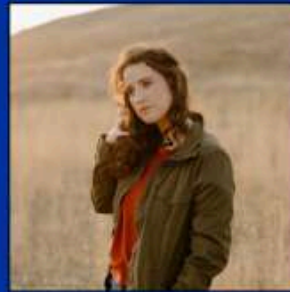
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GERMAN LEVEL 3, FACE-TO-FACE ACTIVITIES



Photos of past and present Pathways Project student team members

🤩 *German Level 3, Activity 01: Bingo / Bingo (Face to Face)*



Freepik – katemangostar

Description: Students must try to formulate questions related to the topics on the bingo card. This is to

help the students get to know each other in their target language.

Semantic Topics: Bingo, Interests, Interessen, About You, Über Dich, Get to Know, Kennenlernen, Adjectives, Adjektive.

Products: Bingo Cards, Bingo-Karten.

Practices: Playing Bingo to learn about classmates. Bingo spielen, um mehr über Mitschüler zu erfahren.

Perspectives: By learning about others we can understand them and their perspectives better. Indem wir über andere lernen, können wir sie und ihre Perspektiven besser verstehen.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 1: Interact with others in the target language and gain meaning from interactions in the target language.
- Objective: COMM 2: Discover meaning from what is heard, read, or viewed on a variety of topics

in the target language.

NCSSFL-ACTFL Can-Do Statements:

- I can ask and respond to questions regarding my likes and dislikes, hobbies, and interests.
- I can compare hobbies and free time preferences with a peer in the target language.

Materials Needed:

- [Google Presentation](#)
- [Bingo Cards \(print out\)](#)

WARM-UP

1. Begin by opening the Google Slideshow and introduce the Can-Dos for today's activity.

Öffnen Sie zunächst die Google Slideshow und stellen Sie die Can Dos für die heutige Aktivität vor.

2. Discuss example questions from the BINGO card topics.

Diskutieren Sie Fragebeispiele aus den BINGO-Karten themen.

MAIN ACTIVITY

Conversation Bingo

Konversation Bingo

1. The instructor gives each student a Bingo card.

Der Lehrer gibt jedem Schüler eine Bingo-Karte.

2. Students must formulate questions relating to the picture in the square and ask another student the questions.

Die Schüler müssen Fragen zum Bild formulieren und einen anderen Schüler fragen.

3. Once the student answers, they can mark off a Bingo square.

Sobald der Schüler antwortet, kann er ein Bingo-Quadrat markieren.

4. The student that just answered the question will be the one to ask the next question.

Der Schüler, der gerade die Frage beantwortet hat, wird derjenige sein, der die nächste Frage stellt.

5. Students should try to get a BINGO by asking students questions about pictures in a row.

Die Schüler sollten versuchen, ein BINGO zu bekommen, indem sie den Schülern Fragen zu Bildern die in einer Reihe sind stellen.

6. After someone has a BINGO ask each student to describe one or two things they learned about their classmates.

Nachdem jemand ein BINGO gemacht hat, bitten Sie den Schüler, ein oder zwei Dinge zu beschreiben, die er über seine Klassenkameraden gelernt hat.

7. Continue with the game and as students continue to get Bingos have them describe what they each learned about their classmates.

Spiel weiter und wenn mehrere Schüler ein Bingo bekommen, sie sollen ihre Klassenkameraden beschreiben.

WRAP-UP

Have each student ask the instructor a question relating to one of the topics on the card.

Lassen Sie jeden Schüler dem Lehrer eine Frage zu einem der Themen auf der Karte stellen.

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can ask and respond to questions regarding my likes and dislikes, hobbies, and interests.
- I can compare hobbies and free time preferences with a peer in the target language.

CULTURAL RESOURCES

Linked here is an [article](#) discussing the importance of creating stress free environments during language learning. As a helpful reminder for students, this article will be linked in the Cultural Notes section in the first activity of each section. <https://languagelearnersjournal.com/2018/05/14/is-stress-impacting-your-language-learning-ability/> Next is linked an Easy German video, "[What Kind of Person are You?](#)" watching Germans using descriptive adjectives to talk about themselves.



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◇German Level 3, Activity 02: Reisen / Travel (Face to Face)



Freepik

Description: Students will be randomly assigned groups with the following cities: Berlin, Vienna, und Zurich. They will be given a budget and need to create an itinerary for a week-long stay.

Semantic Topics: Travel, Reisen, Transportation, Transport, Transportation, Verkehrsmittel, Sightseeing, Sehenswürdigkeiten, Cities, Städte, Past, Present, Future, Vergangenheit, Gegenwart, Zukunft.

Products: Google, Google Powerpoint.

Practices: Students create an itinerary for visiting Zurich, Berlin, or Vienna. Die Studierenden erstellen eine Reiseroute für einen Besuch in Zürich, Berlin oder Wien.

Perspectives: Trips to the world capitals of German-speaking nations are important for the appreciation of the individual nations. Reisen in die Welthauptstädte deutschsprachiger Nationen sind wichtig für die Wertschätzung der einzelnen Nationen.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can share my preferences with friends regarding travel.
- I can interact to share ideas about where I would prefer to travel/stay and why.

Materials Needed:

- [Google Presentation](#)
- Piece of paper to write necessary notes or ideas

WARM-UP

Ask the students travel questions using different tenses (where would you go, how would you travel there, where did you go (this summer?), where will you go (this weekend?))

Stellen Sie den Schülern Reisefragen in verschiedenen Zeitformen (wohin würden Sie reisen, wie würden Sie dorthin reisen, wohin gehen Sie (diesen Sommer?), wohin reisen Sie (dieses Wochenende?))

MAIN ACTIVITY

Use a number generator to randomly assign students into groups with the following cities: Berlin, Vienna, und Zurich. Give each group a budget for activities around their given city.

Verwenden Sie einen Zahlengenerator, um die Schüler zufällig in Gruppen mit den folgenden Städten zuzuweisen: Berlin, Wien und Zürich. Geben Sie jeder Gruppe ein Budget für Aktivitäten in der jeweiligen Stadt.

1. Put students into groups.

Setzen Sie die Schüler in Gruppen ein.

2. Each group will have a budget for traveling around a city.

Jeder Gruppe hat ein Budget für Reisen durch eine Stadt.

3. Each group is assigned a different city.

Jeder Gruppe wird eine andere Stadt zugewiesen.

4. Each group will need to budget out the activities to do in the city.

Jeder Gruppe muss die Aktivitäten in der Stadt budgetieren.

5. Have the groups write an itinerary on a shared google PowerPoint (every group will get 1-2 slides).

Lassen Sie die Gruppen eine Reiseroute auf einem gemeinsamen Google PowerPoint schreiben (jede Gruppe erhält 1-2 Folien).

6. Each group will share their results at the end.

Am Ende teilt jede Gruppe ihre Ergebnisse mit.

WRAP-UP

Ask the the students for following question(s) to finish the activity:

- *Wohin in Europa seid ihr gereist?* (Where have you traveled to in Europe?)
- *Im deutschsprachigen Raum?* (In German-speaking countries?)
- *Was sind einige Höhepunkte/Missgeschicke beim Reisen?* (What are some highlights/misadventures from traveling?)

Extra Activity:

Zusätzliche Aktivität:

If there is time leftover, ask about what their dream vacation would be. Discuss and comment on it!

Wenn noch Zeit übrig ist, fragen Sie, was ihr Traumurlaub wäre. Diskutieren und kommentieren Sie es!

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can share my preferences with friends regarding travel.
- I can interact to share ideas about where I would prefer to travel/stay and why.

CULTURAL RESOURCES

Here is a video following the Easy German presenters as they [Fly to Vienna](#).



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<https://boisestate.pressbooks.pub/pathwaysgerman/?p=534#oembed-1>

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📁 *German Level 3, Activity 03: Theme Karten / Theme Cards (Face to Face)*



Freepik – syifa5610

Description: Students will answer questions related to the different theme card topics.

Semantic Topics: Beziehungen, Relationships, Essen, Food, Reisen, Travel, Freizeit, Free time, Kleidung, Clothing, Familie, Family, Freunde, Friends, Questions, Fragewörtern, Comparative, Vergleichend, Superlative, Superlativ.

Products: Theme Cards, Themakarten.

Practices: Being able to talk about various cultural and social topics of people in German speaking lands. In der Lage sein, über verschiedene kulturelle und soziale Themen von Menschen im deutschsprachigen Raum zu sprechen.

Perspectives: Appreciation of Germanic society and culture. Wertschätzung der germanischen Gesellschaft und Kultur.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Idaho State Content Standards:

- Objective: *COMM 1.1* Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: *COMM 2.1* Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can talk about my daily activities and personal preferences.

- I can ask and answer questions about factual information that is familiar to me.
- I can participate in conversations about a number of familiar topics using simple sentences.

Materials Needed:

- [Google Presentation](#)
- [Theme Cards](#)

Would you like to make changes the materials? Access the template(s) below:

(Canva Template(s), free account required)

- [Theme Cards](#)

WARM-UP

Ask the students questions regarding some of the topics on the cards: Relationships, Food, Travel, Free Time, Clothing, Family, Friends, University, Every Day Living, City Life, Hometown, Technology, Sports, Going Out, Shopping, Art, Music, Broadcasts.

Stellen Sie den Schülern Fragen zu einigen der Themen auf den Karten: Beziehungen, Essen, Reisen, Freizeit, Kleidung, Familie, Freunde, Universität, Alltag, Stadtleben, Heimat, Technologie, Sport, Wundertüte, Gesundheit, Ausgehen, Einkaufen, Kunst, Musik, Sendungen.

MAIN ACTIVITY

Theme Cards

Themenkarten

1. Students will choose a theme card that gives a topic.

Die Schüler wählen eine Themenkarte, die ein Thema enthält.

2. Students will ask each other questions based on the theme that is on their card.

Die Schüler werden sich gegenseitig Fragen stellen, die auf dem Thema basieren, das auf ihrer Karte steht.

WRAP-UP

Have each student pick their favorite theme and have them discuss that card: Why it is their favorite? Do they have any specific things to share about that theme?

- *Lassen Sie jedem Schüler sein Lieblingsthema auswählen und diese Karte besprechen: Warum ist es sein Lieblingsthema? Haben sie Einzelheiten zu diesem Thema mitzuteilen?*

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can ask and answer questions about factual information that is familiar to me.
- I can participate in conversations about a number of familiar topics using simple sentences.
- I can talk about my daily activities and personal preferences.

CULTURAL RESOURCES

The Easy Germans go [Shopping for Clothing](#).



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🚗 *German Level 3, Activity 04: Reisen durch Berlin / Traveling Through Berlin (Face to Face)*



Freepik – bedneyimages

Description: Students will use a map of Berlin to give directions on how to navigate from one landmark

to another.

Semantic Topics: Directions, Anfahrt, Wegbeschreibung, Berlin, Navigate, Navigieren, Travel, Reisen, Map, Landkarte, Landmarks, Sehenswürdigkeiten, Commands, Befehle.

Products: Map of Berlin, List of Tourist Attractions in Berlin. Karte von Berlin, Liste der Sehenswürdigkeiten in Berlin.

Practices: Learning how to navigate Berlin with a map. Provide instructions to various tourist attractions in the German language. Lernen, wie man sich mit einer Karte durch Berlin navigiert. Geben Sie Anweisungen zu verschiedenen Sehenswürdigkeiten auf Deutsch.

Perspectives: Value associated with foreign travel to a world capital. Wert, der mit Auslandsreisen in eine Welthauptstadt verbunden ist.

NCSSFL-ACTFL World Readiness Standard

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to

share information, reactions, feelings, and opinions.

- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can ask for directions to a place.
- I can give directions from place to place.
- I can tell someone where something is located.

Materials Needed:

- [Google Presentation](#)
- [Map](#)

WARM-UP

Have the students think about what sort of international travel have they done? How did they communicate with others? Have students talk in pairs then come back to the group and describe what the others have done.

Müssen die Schüler darüber nachdenken, welche Art von internationalen Reisen sie unternommen haben? Wie haben sie mit anderen kommuniziert? Lassen Sie die Schüler zu zweit sprechen, kommen Sie dann in die Gruppe zurück und beschreiben Sie, was die anderen getan haben.

MAIN ACTIVITY

1. The instructor will share the slideshow with the map of Berlin with the students.

Der Dozent wird die Diashow mit der Karte von Berlin mit den Schülern teilen.

2. The instructor will then put students into groups and assign them two Berlin landmarks.

Der Lehrer wird die Schüler dann in Gruppen einteilen und ihnen zwei Berliner Sehenswürdigkeiten zuweisen.

3. The students will work together to decide how to get from one landmark to the other.

Die Schüler werden zusammenarbeiten, um zu entscheiden, wie sie von einem Wahrzeichen zum anderen gelangen.

4. The instructor will bring the students back together and ask the students to show them how to get to these places.

Der Lehrer bringt die Schüler aus den Breakout-Räumen zurück und bittet die Schüler, ihnen zu zeigen, wie sie zu diesen Orten gelangen.

List of Landmarks to Assign:

Liste die Sehenswürdigkeiten zu zuweisen :

- *Großer Tiergarten* (The Tiergarten (zoo))
- *Museumsinsel* (Museum Island)
- *Der Stadtbad* (The Stadtbad)
- *Brandenburger Tor* (Brandenburg Gate)
- *Alexanderplatz U Bahnhof* (Alexanderplatz Subway Station)
- *Fritz SchlossPark* (Fritz Castle Park)
- *Fernsehturm* (Television Tower)
- *Oberbaumbrücke* (Oberbaum Bridge)
- *Berlinischer Galerie* (Berlin Gallery)
- *Berliner Dom* (Berlin Cathedral)
- *Brotfabrik Cinema and Cultural Center Brotfabrik* (Bread Factory Cinema and Cultural Center Bread Factory)

WRAP-UP

Ask the students what their favorite place they have traveled to is, and what their favorite sight they saw there was. Another option could be having a debate about which sights are more important to visit and why.

Fragen Sie die Studenten was ihre Lieblingsreise jemals war, und was ihre Lieblingssehenswürdigkeiten dort war. Eine andere Aktivität könnte sein dass die Studenten eine Debatte über welche Sehenswürdigkeiten am wichtigsten zu besuchen sind machen.

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can ask for directions to a place.
- I can give directions from place to place.
- I can tell someone where something is located.

CULTURAL RESOURCES

Attached is the link, [“What Do You Like About Berlin”](#) from Easy German..



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German Level 3, Activity 05: Ein Hotel Buchen / Booking a Hotel (Face to Face)



Freepik

Description: Students are taking a trip to Germany/Switzerland/Austria for Thanksgiving (11/18-11/26). They will need to use their German knowledge to “book” a hotel for the duration of their stay, as well as ask if certain amenities are available

Semantic Topics: Hotel, Reserve, Reservieren, Book, Buch, Vacation, Urlaub, Formal You, Sie.

Products: Online site – tripadvisor.de.

Practices: Appropriate measures for hotel bookings and information about the amenities of hotels in German. Entsprechende Maßnahmen bei Hotelbuchungen und Informationen zur Ausstattung von Hotels in deutscher Sprache.

Perspectives: Cultural norms in traveling, booking hotels and using amenities in a German speaking country. Kulturelle Normen beim Reisen, der Hotelbuchung und der Nutzung von Annehmlichkeiten im deutschsprachigen Raum.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can understand a conversation about the cost and availability of an item between a customer and a salesperson.

- I can interact to ask for clarification by asking specific questions.
- I can participate in a conversation with a partner to identify the information we need to plan a trip.

Materials Needed:

- [Google Presentation](#)
- [Questions](#)

Would you like to make changes to the materials? Access the template(s) below:

(Canva Template(s), free account required)

- [Questions](#)

WARM-UP

For the first five minutes have the students find a hotel on tripadvisor.de.

- *Für die ersten fünf Minuten finden die Studierenden ein Hotel auf tripadvisor.de.*

MAIN ACTIVITY

1. Once students have found a hotel, they will go over the questions to find out if their hotel has the amenity or not.

- *Wenn Studenten ein Hotel finden, können sie durch die Fragen schauen, um zu sehen, ob sie die Annehmlichkeiten haben.*

2. They must then ask the other students, as if they were a customer, that question about the other hotels.

- *Dann müssen sie den anderen Schülern, als wären sie Kunden, diese Frage zu den anderen Hotels stellen.*
- *Was für ein Hotelzimmer reserviert deine Familie, wenn es Urlaub gibt?* (What kind of hotel room does your family reserve when they are on vacation?)
- *Bleibt ihr lieber in das Hotel oder geht ihr lieber explorieren?* (Do you guys prefer to stay in the hotel or go exploring?)

3. Have students watch the video in the cultural notes and take notes on new words they pick up.

- *Zeigen Sie die Studenten das Video von dem Cultural Notes Teil. Sie sollen neue Wörter aufschreiben damit sie diesen Wörter in der nächsten Aktivität verwenden können.*

4. Now Students will get into pairs and role play as a receptionist and customer

- Jetzt machen die Studenten eine Szenario wo eine Person der/die Rezeptionist/in ist und die andere der/die Kunde/in ist.

For example:

- *Hallo, ich würde gerne einchecken.* (Hello I would like to check in please.)
- *Mit welchem Name haben Sie den Zimmer gebucht?* (What name is the room under?)
- *Der Kunde beantwortet...* (Customer answers....)
- *Was für Annehmlichkeiten bieten sie hier?* (What ammenities do you have here?)
- *Wir haben ein Frühstücksbereich da drüben, und ein Fitnessstudio und Schwimmbad im Erdgeschoss.* (We have a breakfast area over here, and a gym and a pool on the ground floor.)

WRAP-UP

- Ask the students what amenities they would like to have in hotels.

Fragen Sie die Schüler, welche Annehmlichkeiten sie sich in Hotels wünschen.

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can understand a conversation about the cost and availability of an item between a customer

and a salesperson.

- I can interact to ask for clarification by asking specific questions.
- I can participate in a conversation with a partner to identify the information we need to plan a trip.

CULTURAL RESOURCES

Below is a fun video full of [German Hotel Vocabulary](#).



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👤 German Level 3, Activity 06: Berufe / Professions (Face to Face)



Pexels – fauxels

Description: Students will discuss and answer questions relating to different professions, as well as what

they might do during an interview.

Semantic Topics: Interviews, Vorstellungsgespräche, Interview, Professions, Berufe, Dream job, Traumjob, Future Tense, Futur, Zukunft.

Products: Profession Cards, Berufskarten.

Practices: Socially appropriate conduct in job interviews. Sozial angemessenes Verhalten bei Vorstellungsgesprächen.

Perspectives: The value of employment and the value of a second language in the workforce. Der Wert der Beschäftigung und der Wert einer zweiten Sprache in der Belegschaft.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.

- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can identify various professions.
- I can give my opinion about interview behavior.
- I can describe my dream job.

Materials Needed:

- [Google Presentation](#)
- [Profession Cards](#)

Would you like to make changes to the materials? Access the template(s) below:

(Canva Template(s), free account required)

- [Profession Cards](#)

WARM-UP

1. Pass out the profession cards. Each student should let the others look at their card without looking at it themselves. One student will be chosen to guess the correct occupation.

- *Verteilen Sie die Berufskarten. Jeder Schüler sollte die anderen auf seine Karte schauen lassen, ohne sie selbst anzusehen. Ein Schüler wird ausgewählt, um den richtigen Beruf zu erraten.*

2. The other students give hints about what the job could be by describing it without explicitly saying what it is.

- *Die anderen Studenten werden Hinweise geben, um was der Beruf sein konnte. Ohne zu sagen, was es wirklich ist.*

3. Once the student has guessed the word, the next student will get to guess the job and so on.

- *Wenn der Student die richtige Antwort ratet, ist der nächste Student dran.*

MAIN ACTIVITY

Discussion questions

1. Ask the students what they should do to prepare for an interview? (use imperative form or indefinite 'you' form)
 - *Fragen Sie die Schüler, was sie tun sollten, um sich auf ein Vorstellungsgespräch vorzubereiten. (Verwenden Sie die Imperativform oder die unbestimmte „Sie“-Form)*
2. Ask the students what they should do in an interview to stand out? (use imperative form or indefinite 'you' form)
 - *Fragen Sie die Schüler, was sie in einem Vorstellungsgespräch tun sollten, um aufzufallen. (Verwenden Sie die Imperativform oder die unbestimmte „Sie“-Form)*
3. Ask the students how the interviewer can make someone more comfortable.
 - *Fragen Sie die Schüler, wie der Gesprächspartner es jemandem angenehmer machen kann.*
4. Ask each student, what's the hardest question they have been asked in a job interview?
 - *Fragen Sie jeden Studenten, was die schwierigste Frage ist, die ihm in einem Vorstellungsgespräch gestellt wurde?*
5. Ask the students what their dream jobs are/where would they like to work?
 - *Fragen Sie die Schüler, was ihre Traumberufe sind/wo sie gerne arbeiten würden?*
6. Ask the students if a high salary or an enjoyable job is more important?
 - *Fragen sie die Schüler, was wichtiger ist, ein größeres gehalt oder das Beruf?*
7. Ask the students what's the worst job you've had?
 - *Fragen sie die Schüler, was war den schlimmsten Job, den du je hattest? warum?*

WRAP UP

Ask the students the following question to finish the activity:

- *Fragen sie die Schüler, welche Berufe kann man mit deinem Hauptfach machen?* (What jobs can you do with your major?)

END OF ACTIVITY:

- Read the Can-Do statements and have students evaluate their confidence. (Use thumbs up/thumbs down)
- Encourage students to be honest in their self evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can identify various professions.
- I can give my opinion about interview behavior.
- I can describe my dream job.

CULTURAL RESOURCES

Linked is an interesting video in German, "[Job Interview Questions and Answers](#)"



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🏠 *German Level 3, Activity 07: Monatliche Ausgaben und Lebenssituationen / Monthly Expenses and Living Situations (Face to Face)*



Pexels – Pixabay

Description: Students will discuss and answer questions about their current living situations, as well as what their living expenses look like.

Semantic Topics: Expenses, Spesen, Groceries, Lebensmittel, Bills, Rechnungen, Housing, Wohnen, Rent, Miete, Question Words, Fragewörtern, Future, Futur, Comparative, Vergleichende.

Products: Jamboard to draw out living situations. Jamboard, um Lebenssituationen herauszuarbeiten.

Practices: The use of space, paying expenses, decorating, dream living situations, roommates in living settings. Raumnutzung, Ausgaben bezahlen, dekorieren, Wohnträume, Mitbewohner im Wohnumfeld.

Perspectives: Value of choice in how we live, who we live with, how we decorate. Importance of paying living expenses. Wert der Wahl, wie wir leben, mit wem wir leben, wie wir dekorieren. Bedeutung der Zahlung der Lebenshaltungskosten.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Idaho State Content Standards:

- Objective: *COMM 1.1* Interact and negotiate meaning (spoken, signed, written conversation) to

share information, reactions, feelings, and opinions.

- Objective: *COMM 2.1* Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can explain my monthly bills and expenses.
- I can discuss my living situation.
- I can explain my preferences around decoration, roommates, and purchases.

Materials Needed:

- [Google Presentation](#)

WARM-UP

Discuss the Can-Do Statements with the students.

(5 minutes)

Fünf Minuten

1. Have students take out a piece of paper and a writing utensil.

Die Studenten sollen ein Zettel und ein Schreibgerät rausnehmen.

2. The students will have 5 minutes to draw a rough layout of their living situation.

Die Studenten werden 5 Minuten haben um ein Bild von ihrer Wohnung zu malen.

MAIN ACTIVITY

Discussion about living situation and expenses. Have the students ask each other the following questions.

Diskussion über Lebenssituation und Ausgaben. Lassen Sie die Schüler einander die folgenden Fragen stellen.

- *Wo wohnst du?* Where do you live?
- *Wohnst du in einer WG oder bei deiner Familie?* (Do you live in an apartment or with family?)
- *Hast du Mitbewohner? Wie viele?* Do you have any roommates? How many?
- *Benutzt du Schmuck für Feiertage?* Do you decorate your house for the seasons?
- *Welche berühmte Person hättest du gerne als Mitbewohner und warum?* (If you could choose a famous person to be your roommate who would it be and why?)
- *Wie erkennt man einen guten Mitbewohner?* (What qualities make a good roommate?)
- *Wo kaufst du dein Hausdekor?* (Where do you like to shop for decorations?)
- *Benutzt du Festschmuck für Feiertage? Welche Feiertage?* (Do you decorate your house for Occasions? Which ones?)
- *Welches Zimmer benutzt du am meisten/ am liebsten?* (Which room do you use the most/is your favorite?)
- *Wo kaufst du Essen?* (Where do you shop for food?)
- *Wie viel Geld gibst du jede Woche für Essen aus?* (How much money do you spend every week on food?)
- *Was benutzt du um dein Geld zu sparen?* (Do you use any tools to manage your money?)
- *Wie sparst du Geld beim Einkaufen?* (How do you find the best deals when shopping?)
- *Kaufst du lieber vor Ort ein oder online?* (Do you prefer shopping in store or online?)

WRAP-UP

Ask students the following question to finish the activity:

- *Was ist dein Traumhouse/Wohnort?* (What is your dream house?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can explain my monthly bills and expenses.
- I can discuss my living situation.
- I can explain my preferences around decoration, roommates, and purchases.

CULTURAL RESOURCES

Below is an Easy German video detailing the [Cost of Living in Germany](#).



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🎃 *German Level 3, Activity 08: Halloween Vokabelspiel / Vocabulary Games (Face to Face)*



Pexels.com

Description: Students will play a game listing as many vocabulary words as they can that are related to a

certain topic.

Semantic Topics: Halloween, Food, Essen, Der, Die, Das, Holiday, Feiertag, Vocabulary

Products: Halloween Cards, Halloween-Karten.

Practices: Describing traditions surrounding Halloween in German. Beschreibung der Traditionen rund um Halloween auf Deutsch.

Perspectives: Value in learning German words for certain holidays. Wert beim Erlernen von deutschen Wörtern für bestimmte Feiertage.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Idaho State Content Standards:

- Objective: *COMM 1.1* Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: *COMM 2.1* Understand, interpret, and analyze what is heard, read, or viewed on a

variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can participate with ease and confidence in conversations about Halloween.
- I can present information about my Halloween preferences using German language.
- I can recognize and respond to others when they talk about their Halloween preferences using the German language.

Materials Needed:

- [Google Presentation](#)
- Timer
- Pencil and paper (if students don't have it)

WARM-UP

Discuss Halloween Vocabulary with the students.

Diskutieren Sie mit den Schülern über Halloween-Vokabular.

- *Süßigkeiten* (Candy)
- *Kostum* (Costume)
- *"Süßes oder Saures"* (Trick or treat)
- *Kürbis* (Pumpkin)
- *Das Geisterhaus* (Haunted House)

1. Ask the students how they celebrate Halloween.

- *Fragen Sie die Schüler, wie sie Halloween feiern.*

2. Ask the students to share about their favorite candies.

- *Bitten Sie die Schüler, etwas über ihre Lieblingssüßigkeiten zu erzählen.*

MAIN ACTIVITY

Coffee Talk Game

Kaffee-Talk-Spiel

1. The instructor reveals a word and then gives the students a certain amount of time to write down all the things that come to mind surrounding the word.

- *Der Lehrer verrät ein Wort und gibt den Schülern dann eine gewisse Zeit, um alles aufzuschreiben, was ihnen zu dem Wort einfällt.*

2. After time is up, students go around reading off their lists. If you have the same word written down as someone else, you cross it out.

- *Nach Ablauf der Zeit lesen die Schüler ihre Listen ab. Wenn Sie dasselbe Wort wie jemand anderes aufgeschrieben haben, streichen Sie es durch.*

3. Students earn points for the words they have that no one else has.

- *Die Schüler erhalten Punkte für die Wörter, die sie haben, die sonst niemand hat.*

4. The instructor should question words that don't seem relevant and students have to defend them.

- *Der Lehrer sollten Wörter hinterfragen, die nicht relevant erscheinen, und die Schüler müssen sie verteidigen.*

5. Each round, the amount of time decreases, starting with 2 minutes and going down by 15-30 seconds each time (depending on how much time is left in the class and how many rounds you want to do).

- *Mit jeder Runde verringert sich die Zeit, beginnend mit 2 Minuten und jedes Mal um 15-30 Sekunden (je nachdem, wie viel Zeit im Kurs bleibt und wie viele Runden Sie machen möchten).*

WRAP-UP

Ask the student to share about their favorite costumes for Halloween.

- *Bitten Sie die Schüler, über ihre Lieblingskostüme für Halloween zu erzählen.*

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can participate with ease and confidence in conversations about Halloween.
- I can present information about my Halloween preferences using German language.
- I can recognize and respond to others when they talk about their Halloween preferences using the German language.

CULTURAL RESOURCES

In Germany, October 31 is also known as Reformationstag, or Reformation Day. Below is an English, quick, short overview of Luther and the Protestant Reformation. [A Fun, Animated History of the Reformation and the Man Who Started it All](#)



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📱 *German Level 3, Activity 09: Soziale Medien und Technologie / Social Media and Technology (Face to Face)*



Pexels – Pixabay

Description: Students will practice exchanging opinions on certain topics related to social media and technology.

Semantic Topics: Social Media, Soziale Medien, Technology, Technologie, Online, Videos, Video games, Videospiele, Preference, Präferenz, Superlatives, Superlative.

Products: Technology Cards, Technologiekarten.

Practices: Technology use in today's world discussed in German. Technologieeinsatz in der heutigen Welt auf Deutsch diskutiert.

Perspectives: The value and the problems that come with using modern technology. Der Wert und die Probleme, die mit der Verwendung moderner Technologie einhergehen.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.

- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can talk about my preferences regarding technology.
- I can talk about a movie or television show that I like.
- I can use my current vocabulary to describe technology.

Materials Needed:

- [Google Presentation](#)
- [Technology cards](#)
- [Technology cards #2](#)

Would you like to make changes to the materials? Access the template(s) below:

(Canva Template(s), free account required)

- [Technology Cards](#)
- [Technology Cards #2](#)

WARM-UP

Ask the students the following questions:

Stellen Sie den Schülern die folgenden Fragen:

- *Welche sozialen Netzwerke hast du?* (Which social networks do you have?)
- *Welche Technik nutzt du?* (Which technologies do you use?)
- *Magst du lieber Apple oder Android?* (Do you prefer Apple or Android?)

MAIN ACTIVITY

Students will play Heads-Up with technology cards. Divide the students into two teams. Deal out the technology cards, face down. One player from each team will choose a card, not look at the card, and put the card facing out

on their forehead. The other teammates will give hints to the first player so the first player can guess the word. Time each word at 1.30 minutes. The team, at the end, with the most correctly guessed cards is the winner.

Die Schüler spielen Heads-up mit Technologiekarten. Teilen Sie die Schüler in zwei Teams auf. Verteilen Sie die Technologiekarten verdeckt. Ein Spieler aus jedem Team wählt eine Karte aus, schaut sich die Karte nicht an und legt die Karte mit der Vorderseite nach außen auf seine Stirn. Die anderen Teamkollegen geben dem ersten Spieler Hinweise, damit der erste Spieler das Wort erraten kann. Geben sie jedes Wort nur 1:30 Minuten. Am Ende hat das Team mit den am meisten erratenen Karten gewonnen.

WRAP-UP

Do you watch T.V. often? If yes what is your favorite T.V. show or film?

- *Schaust du oft fern? Wenn ja, was ist deine liebingsserie oder Film?*

Go over any questions that the students have about the technology cards used.

- *Gehen Sie alle Fragen durch, die die Schüler zu den verwendeten Technologiekarten haben.*

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can talk about my preferences regarding technology.
- I can talk about a movie or television show that I like.
- I can use my current vocabulary to describe technology.

CULTURAL RESOURCES

Here is an ARD video about [Social Networks and the German](#).



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📰 *German Level 3, Activity 10: Nachrichten / News (Face to Face)*



Pixels – Markus Spiske

Description: Students will practice coming up with their own news stories using pictures and headlines provided.

Semantic Topics: The News, Nachrichten, Stories, Geschichten, Accidents, Unfälle, Headlines, Schlagzeilen.

Products: News Photos, Nachrichten Fotos.

Practices: News in German speaking countries. Nachrichten im deutschsprachigen Raum.

Perspectives: Value of the freedom of the press in German speaking countries. Wert der Pressefreiheit im deutschsprachigen Raum.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can create a fictional story.
- I can relate a story to a specific topic.
- I can present the topic to my peers.

Materials Needed:

- [Google Presentation](#)
- [News Cards](#)

Would you like to make changes to the materials? Access the template(s) below:

(Canva Template(s), free account required)

- [News Cards](#)

WARM-UP

Talk about what news stories they heard in the news today.

- *Sprechen Sie darüber, welche Nachrichten sie heute in den Nachrichten gehört haben.*

MAIN ACTIVITY

1. Students draw a card.

- *Schüler ziehen eine Karte.*

2. Then spend 5-10 minutes preparing a short news report based on the headline and picture provided on the card.

- *Dann verbringen Sie 5-10 Minuten damit, einen kurzen Nachrichtenbericht basierend auf der Schlagzeile und dem Bild auf der Karte vorzubereiten.*

3. Students can be as creative as they like.

- *Die Schüler können so kreativ sein, wie sie möchten.*

WRAP-UP

Ask students the following question to finish the activity:

- *Was machst du dieses Wochenende?* (What are you doing this weekend?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)

- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can create a fictional story.
- I can relate a story to a specific topic.
- I can present the topic to my peers.

CULTURAL RESOURCES

Here is a link to [Deutsche Welle](#), a German news organization.

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🎧 *German Level 3, Activity 11: Podcasts und Online-Medien / Podcasts and Online Media (Face to Face)*



Pexels – Anthony Shkraba

Description: Students will work on their interpretive skills by listening to a news story and explaining what they thought happened. They will later present their findings to the whole class.

Semantic Topics: Podcasts, Media, Medien, News, Nachrichten, Online, Conjunctions, Konjunktionen.

Products: News Stories from German speaking countries. Nachrichten aus dem deutschsprachigen Raum.

Practices: Paying attention to the world through news stories. Durch Nachrichtengeschichten auf die Welt aufmerksam sein.

Perspectives: Value of learning about events happening in our country and other countries around the world. Wert des Lernens von Ereignissen in unserem Land und anderen Ländern auf der ganzen Welt.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.

- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can listen to and understand most of a news video.
- I can present information from a news video.
- I can give my opinion on a news video.

Materials Needed:

- [Google Presentation](#)
- [News Slides for Students](#)

WARM-UP

1. Ask the students how often they watch, read, or listen to the news.

- **Fragen Sie die Schüler, wie oft sie Nachrichten sehen, lesen oder hören.**

2. Ask the students which news platforms they use to get their news.

- **Fragen Sie die Schüler, über welche Nachrichtenplattformen sie ihre Nachrichten beziehen.**

3. Ask the students what makes the news source reliable.

- **Fragen Sie die Schüler, was die Nachrichtenquelle zuverlässig macht. Was denkst du macht eine sichere Nachrichtenquelle?**

MAIN ACTIVITY

1. Divide the students up into groups of 2-3 people.

- **Teilen Sie die Schüler in Gruppen von 2-3 Personen ein.**

2. They will be assigned a news video according to their group number.

- *Ihnen wird entsprechend ihrer Gruppennummer ein Nachrichtenvideo zugewiesen.*

3. The groups will watch their assigned news video 2-3 times in order to get a good understanding.

- *Die Gruppen sehen sich das ihnen zugewiesene Nachrichten Video 2-3 Mal an, um ein gutes Verständnis zu bekommen.*

4. After watching their video, they will discuss what they thought it was about.

- *Nachdem sie ihr Video gesehen haben, werden sie besprechen, worum es ihrer Meinung nach ging.*

5. All the students will regroup and present the information they got from their news video. Students from other groups can ask questions about their news video.

- *Alle Schüler werden wieder zusammenkommen und präsentieren die Informationen, die sie aus ihrem Nachrichtenvideo erhalten haben. Schüler aus anderen Gruppen können Fragen zu ihrem Nachrichtenvideo stellen.*

WRAP-UP

Ask students the following question(s) to finish the activity:

- *Weisst du, dass du deutsche Serien schauen kannst?* (Did you know that you can watch shows in German?)
- *Wenn ja, welche sind deine Lieblingsserien?* (If you do watch shows, which ones are your favorites?)
- *Kannst du auf Tunein deutsches Radio zuhören?* (Can you listen to German Radio on Tunein?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can listen to and understand most of a news video.
- I can present information from a news video.
- I can give my opinion on a news video.

CULTURAL RESOURCES

Below is an Easy German Video, "[How Germans Get Their News](#)." Then, attached is the link to [Deutsch Welle](#). Click on [Deutsch Welle](#) for up-to-date news.



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German Level 3, Activity 12: Debatten / Debates (Face to Face)



Freepix – Macrovector

Description: Students will practice defending their opinions and beliefs by taking stances on different topics. They will practice explaining their reasons for being in each position.

Semantic Topics: Debate, Debatte, Environment, Umwelt, Technology, Technologie, Opinions, Meinungen, Facts, Fakten, ,if-then, Wenn-dann.

Products: Situation Cards, Stance Cards.

Practices: Debating present-day topics in German. Diskussion über aktuelle Themen in deutscher Sprache.

Perspectives: Value of the freedom of speech. Value of other people's ideas and convictions. Wert der Meinungsfreiheit. Wert der Ideen und Überzeugungen anderer Menschen.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.

- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can defend my arguments in a debate.
- I can exchange opinions with people on different topics.
- I can debate about topics regarding the environment.

Materials Needed:

- [Google Presentation](#)
- [Situation Cards](#)
- [Stance Cards](#)

Would you like to make changes to the materials? Access the template(s) below:

(Canva Template(s), free account required)

- [Situation Cards](#)
- [Stance Cards](#)

WARM-UP

Discussion Questions:

- *Isst du bio Essen?* (Do you eat organic food?)
- *Isst du Fleisch oder Tierprodukte wie Milch und Eier? Gibt es ein Grund sowas nicht zu essen?* (Do you eat meat or animal products like milk and eggs? Is there a reason not to eat it?)
- *Fahren Sie immer mit dem Auto oder nutzen Sie andere Möglichkeiten, z. Bus oder Fahrrad?* Do you always go by car or do you use other options, e.g. bus or bike?
- *Benutzt du das Recycling oder wirfst du alles in Müll?* Do you use recycling or do you throw everything in the trash?
- *Gibt es andere Möglichkeiten für Strom z.B. Wind oder Solarenergie?* Are there other options for electricity, e.g. wind or solar energy?

MAIN ACTIVITY

Each person picks a situation and stance card that they will then defend in a small debate whether they agree with what has been chosen or not.

- *Jede Person wählt eine Situations- und Haltungskarte aus, die sie dann in einer kleinen Debatte verteidigen, ob sie mit dem Gewählten einverstanden sind oder nicht.*

WRAP-UP

Ask students if they have been persuaded to make any changes because of what they heard in the debates.

- *Fragen Sie die Schüler, ob sie aufgrund dessen, was sie in den Debatten gehört haben, davon überzeugt wurden, Änderungen vorzunehmen.*

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can defend my arguments in a debate.
- I can exchange opinions with people on different topics.
- I can debate about topics regarding the environment.

CULTURAL RESOURCES

Here is a fun Easy German video about [How to Argue in German](#).



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German Level 3, Activity 13: Musik / Music (Face to Face)



Freepik – Starline

Description: Students will practice listening to German song lyrics for understanding and will ask and answer questions about different artists.

Semantic Topics: Review, Rezension, Lyric, Text, Music, Musik, Adjective, Adjektivgebrauch, Questions, Fragen, Listening, Zuhören.

Products: Music Training Link, Link zum Musiktraining, Question Cards, Fragenkarten.

Practices: Understanding people through the type of music they enjoy. Menschen durch die Art von Musik verstehen, die sie genießen.

Perspectives: Value in every type of music and in individual preference. Wert in jeder Art von Musik und in individueller Vorliebe.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can effectively use German vocabulary to express my preferences about music.
- I can understand other people's German vocabulary regarding music.
- I can hold a conversation with another German speaker about each other's musical abilities and

favorite musicians and songs.

Materials Needed:

- [Google Presentation](#)
- [Question Suggestion Cards](#)
- [Music Training Link](#)

WARM-UP

1. Have students find a song that they like.
 - *Die Schüler finden ein Lied, das ihnen gefällt*
2. They then choose what level they want but a beginner level is recommended.
 - *Sie wählen dann das gewünschte Niveau, aber ein Anfängerniveau wird empfohlen.*
3. They should choose then choose the fill mode instead of write mode (in the top right corner of the video area.)
 - *Sie sollten dann den Füllmodus anstelle des Schreibmodus auswählen (in der oberen rechten Ecke des Videobereichs).*
4. They don't have to make an account.
 - *Sie müssen kein Konto erstellen.*
5. They can repeat a line (or it will automatically repeat if they miss the word) and can also pause the video if they need to catch up.
 - *Sie können eine Zeile wiederholen (oder sie wird automatisch wiederholt, wenn sie das Wort verpassen) und können das Video auch anhalten, wenn sie aufholen müssen.*

MAIN ACTIVITY

Guessing Game

1. Students will each be given a set of the question suggestion cards. They will walk around the room asking other students questions and trying to guess who their favorite artist is.

Die Studenten werden alle einen Set von Fragenkarten bekommen, dann gehen sie um den Klassenzimmer und fragen andere Studenten verschiedene Fragen um zu versuchen ihr Lieblingsmusikkünstler herauszufinden.

- Instructors should wander about, making sure students are interviewing each other.
- *Die Lehrer sollten herumgehen und sicherstellen, dass die Schüler sich gegenseitig interviewen.*

2. Students will group back together once finished.

- *Die Schüler gruppieren sich wieder, sobald sie fertig sind.*

WRAP-UP

Ask the students which artist they had the most difficulty figuring out. Which one was obvious?

- *Fragen Sie die Studenten welche Musikkünstler am schwierigsten zu raten war und welche offensichtlich war?*

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can effectively use German vocabulary to express my preferences about music.
- I can understand other people's German vocabulary regarding music.
- I can hold a conversation with another German speaker about each other's musical abilities and favorite musicians and songs.

CULTURAL RESOURCES

Anya shares [5 German Artists You Must Know](#), In a very fun video the Easy Germans share [The Most Annoying Song Ever](#).



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<https://boisestate.pressbooks.pub/pathwaysgerman/?p=530#oembed-1>



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🌲 *German Level 3, Activity 14: Weihnachten / Christmas (Face to Face)*



Nicole De Khors

Description: Students discuss German Christmas traditions and the differences between a traditional

U.S. Christmas and a German Christmas

Semantic Topics: Christmas, Weihnachten, Christmas Markets, Weihnachtsmarkt, Christkindlmarkt, Krampus, Adjectives, Adjektivverwendung.

Products: Christmas Market Video, Weihnachtsmarkt-Video.

Practices: Traditions related to Holiday celebrations in German speaking countries. Traditionen im Zusammenhang mit Feiertagsfeiern im deutschsprachigen Raum.

Perspectives: Appreciation of the Christmas traditions in German speaking countries. Wertschätzung der Weihnachtstraditionen im deutschsprachigen Raum.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
- Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through German and the German speaking world.

Idaho State Content Standards:

- Objective: CLTR 1.1 Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.

- Objective: CLTR 1.2 Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.

NCSSFL-ACTFL Can-Do Statements:

- I can talk about German holiday traditions.
- I can answer questions about holiday traditions.
- I can compare my culture's traditions to the German traditions.

Materials Needed:

- [Google Presentation](#)
- [Weihnachtmarkt Video](#)
- [Krampus Video](#)

WARM-UP

Ask the students what they know about Christmas traditions in German speaking countries.

- *Fragen Sie die Schüler, was sie über Weihnachtstraditionen im deutschsprachigen Raum wissen.*

MAIN ACTIVITY

1. Discuss the German Christmas traditions from the Google Slide Show.

- *Diskutieren Sie die deutschen Weihnachtstraditionen aus der Google Slide Show.*

2. Tour of a virtual Christmas Market with the video.

- *Rundgang durch einen virtuellen Weihnachtsmarkt mit dem Video.*

3. Watch the Krampus Video with the students.

- *Zeigen sie das Krampus Video den Studenten.*

WRAP-UP

Ask students the following question to finish the activity:

- *Wie sind deine Weihnachtstraditionen im vergleich zu Deutsche Weihnachtstraditionen?* (How are your Christmas traditions compared to German Christmas traditions?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can talk about German holiday traditions.
- I can answer questions about holiday traditions.
- I can compare my culture's traditions to the German traditions.

CULTURAL RESOURCES

Linked is a video about [German Christmas Markets](#).



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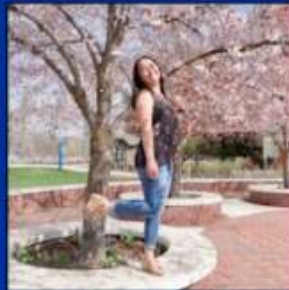
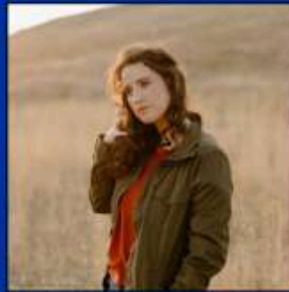
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GERMAN LEVEL 3, ACTIVITIES DESIGNED FOR ONLINE INSTRUCTION



Photos of past and present Pathways Project student team members

🤪 *German Level 3, Activity 01: Bingo / Bingo (Online)*



Freepik – katemangostar

Description: Students must try to formulate questions related to the topics on the bingo card. This is to

help the students get to know each other in their target language.

Semantic Topics: Bingo, Interests, Interessen, , Kennenlernen, Adjectives, Adjektive.

Products: Bingo Cards, Bingo-Karten.

Practices: Playing Bingo to learn about classmates. Bingo spielen, um mehr über Mitschüler zu erfahren.

Perspectives: By learning about others we can understand them and their perspectives better. Indem wir über andere lernen, können wir sie und ihre Perspektiven besser verstehen.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.
- Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 1 Interact with others in the target language and gain meaning from interactions in the target language.
- Objective: COMM 2 Discover meaning from what is heard, read, or viewed on a variety of topics in the target language.

NCSSFL-ACTFL Can-Do Statements:

- I can ask and respond to questions regarding my likes and dislikes, hobbies, and interests.
- I can compare hobbies and free-time preferences with a peer in the target language.

Materials Needed:

- [Google Presentation](#)
- [Bingo](#)

WARM-UP

1. Begin by opening the Google Slideshow and introduce the Can-Dos for today's activity.

Öffnen Sie zunächst die Google Slideshow und stellen Sie die Möglichkeiten für die heutige Aktivität vor.

2. Discuss example questions from the BINGO card photos.

Diskutieren Sie Fragebeispiele aus den BINGO-Kartenfotos.

MAIN ACTIVITY**Conversation Bingo*****Konversation Bingo***

1. The instructor gives each student a Bingo card.

Der Lehrer gibt jedem Schüler eine Bingo-Karte.

2. Students must formulate questions relating to the picture in the square and ask another student the questions.

Die Schüler müssen Fragen zum Bild auf dem Platz formulieren und einen anderen Schüler fragen.

3. Once the student answers, they can mark off a Bingo square.

Sobald der Schüler antwortet, kann er ein Bingo-Quadrat markieren.

4. The student that just answered the question will be the one to ask the next question.

Der Schüler, der gerade die Frage beantwortet hat, wird derjenige sein, der die nächste Frage stellt.

5. Students should try to get a BINGO by asking students questions about pictures in a row.

Die Schüler sollten versuchen, ein BINGO zu bekommen, indem sie den Schülern Fragen zu Bildern in einer Reihe stellen.

6. After someone has a BINGO, ask the student to describe one or two things they learned about their classmates.

Nachdem jemand ein BINGO gemacht hat, bitten Sie den Schüler, ein oder zwei Dinge zu beschreiben, die er über seine Klassenkameraden gelernt hat.

WRAP-UP

Have each student ask the instructor a question relating to one of the topics on the card.

Lassen Sie jeden Schüler dem Lehrer eine Frage zu einem der Themen auf der Karte stellen.

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can ask and respond to questions regarding my likes and dislikes, hobbies, and interests.
- I can compare hobbies and free-time preferences with a peer in the target language.

CULTURAL RESOURCES

Linked here is an [article](#) discussing the importance of creating a stress free environment during language learning. As a helpful reminder for students, this article will be linked in the Cultural Notes section in the first activity of each section. <https://languagelearnersjournal.com/2018/05/14/is-stress-impacting-your-language-learning-ability/> Next linked is an Easy German video, “[What Kind of Person are You?](#)” watching Germans using descriptive adjectives to talk about themselves.



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❖German Level 3, Activity 02: Reisen / Travel (Online)



Freepik

Description: Students will practice planning a trip to a city in a German speaking country. They will need to follow a budget when planning their activities.

Semantic Topics: Travel, Reisen Transportation, Transport, Public Transportation, Öffentliche Verkehrsmittel, Sightseeing, Sehenswürdigkeiten, Cities, Städte, Past, Present, Future, Vergangenheit, Gegenwart, Zukunft.

Products: Google, Google Slides.

Practices: Students create an itinerary for visiting Zurich, Berlin, or Vienna. Die Studierenden erstellen einen Reiseplan für einen Besuch in Zürich, Berlin oder Wien.

Perspectives: Appreciation for traveling to a German-speaking city. Develop an appreciation for the world capitals in Switzerland, Germany or Austria. Wertschätzung für Reisen in eine deutschsprachige Stadt. Entwickeln Sie eine Wertschätzung der Welthauptstädte in der Schweiz, Deutschland oder Österreich.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret spoken and written language on a variety of topics.
- Standard 3.1 Students reinforce and further their knowledge of other disciplines through language.

Idaho State Content Standards:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM. 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CONN 1.2 Relate information studied in other subjects to the target language and culture.

NCSSFL-ACTFL Can-Do Statements

- I can share my own travel experiences with my peers in German.
- I can interact to share ideas about what I would prefer to do while traveling and why.
- I can understand written information in German and use it to create an itinerary.

- [Google Presentation](#)
- [Berlin Google Presentation](#)
- [Wien Google Presentation](#)
- [Zürich Google Presentation](#)

WARM-UP

Ask the students travel questions using different tenses (where would you go, how would you travel there, where did you go (this summer), where will you go (this weekend))

- *Stellen Sie den Schülern Reisefragen in verschiedenen Zeitformen (wohin würden Sie reisen, wie würden Sie dorthin reisen, wohin sind sie (diesen Sommer) gegangen, wohin reisen Sie (dieses Wochenende))*

MAIN ACTIVITY

Prior to the main activity create a shared Google slide show for the students and share the link in Zoom Chat.

Randomly assign students into 3 break-out room groups with the following cities: Berlin, Wien, und Zurich. Give each group a budget for activities around their given city.

- *Weisen Sie die Studierende nach der Hauptaktivität Breakout-Raumgruppen mit den folgenden Städten zu: Berlin, Wien und Zürich. Geben Sie jeder Gruppe ein Budget für Aktivitäten in der jeweiligen Stadt.*

1. Put students into break-out rooms and share the corresponding city Google presentation.

- *Setzen Sie die Schüler in Break-Out-Rooms ein, und teilen Sie die Google-Präsentation der entsprechenden Stadt.*

2. Each group will have a budget for traveling around a city.

- *Jeder Gruppe hat ein Budget für Reisen durch eine Stadt.*

3. Each group is assigned a different city.

- *Jeder Gruppe wird eine andere Stadt zugewiesen.*

4. Each group will need to budget out the activities to do in the city.

- *Jeder Gruppe muss die Aktivitäten in der Stadt budgetieren.*

5. Have the groups write an itinerary on a shared google slide show (every group will get 1-2 slides).

- *Lassen Sie die Gruppen eine Reiseplan auf einem gemeinsamen Google PowerPoint schreiben (jede Gruppe erhält 1-2 Folien).*

6. Each group will share their plans at the end.

- *Am Ende teilt jede Gruppe ihre Pläne mit.*

WRAP-UP

Ask the the students the following question(s) to finish the activity:

- *Wohin in Europa sind Sie gereist?* (Where have you traveled to in Europe?)
- *Im deutschsprachigen Raum?* (In German-speaking countries?)
- *Was sind einige Höhepunkte/Missgeschicke beim Reisen?* (What are some highlights/misadventures from traveling?)

Extra Activity:

Zusätzliche Aktivität:

If there is time left over, ask about what their dream vacation would be. Discuss and comment on it!

Wenn noch Zeit übrig ist, fragen Sie, was ihr Traumurlaub wäre. Diskutieren und kommentieren Sie es!

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements

- I can share my own travel experiences with my peers in German.
- I can interact to share ideas about what I would prefer to do while traveling and why.
- I can understand written information in German and use it to create an itinerary.

CULTURAL RESOURCES

Here is a video following the Easy German presenters as they [Fly to Vienna](#).



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☀ German Level 3, Activity 03: Jeopardy mit Farben / Jeopardy with Colors (Online)



Kate Mangostar

Description: Students will answer questions related to the different Jeopardy topics.

Semantic Topics: Jeopardy, Trivia, Wissenwertes, Who, What, When, Where, Why, How, Wer, Was, Wann, Wo, Warum und Wie.

Products: Jeopardy Slide Show, Die Diashow des Spiels Jeopardy.

Practices: Learning playing behaviors by practicing German language by playing Jeopardy. Spielverhalten durch das Üben der deutschen Sprache durch das Spielen von Jeopardy lernen.

Perspectives: Value of good sportsmanship. Wert guten Sportsgeistes. Appreciation of the German knowledge already obtained. Würdigung der Bereits erworbenen Deutschkenntnisse.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can talk about my daily activities and personal preferences.
- I can ask and answer questions on factual information that is familiar to me.
- I can participate in conversations on a number of familiar topics using simple sentences.

Materials:

[Google Presentation](#)

WARM-UP

1. Tell the students to pick 2 colors.

Sagen Sie den Schülern, dass sie 2 Farben auswählen sollen.

2. Each color corresponds to a question in the Google slide show.

Jede Farbe entspricht einer Frage in der Google-Diashow.

3. After they have chosen their colors, reveal the question (next slide) and have the students answer them.

Nachdem sie ihre Farben ausgewählt haben, zeigen Sie die Frage (nächste Folie) und lassen Sie die Schüler sie beantworten.

MAIN ACTIVITY

Jeopardy

1. Students will choose large topics to answer questions about.

Die Schüler wählen große Themen aus, um Fragen zu beantworten.

2. Put the Google slide show into presentation mode. The students can decide to choose an "easy" (200), "medium" (400), or "hard" (600) question to answer.

Versetzen Sie die Google-Diashow in den Präsentationsmodus. Die Schüler können sich entscheiden, eine "leichte" (200), "mittlere" (400) oder "harte" (600) Frage zu beantworten.

3. When the student chooses the topic, click the topic amount and it will take you automatically to the slide.

Wenn der Schüler das Thema auswählt, klicken Sie auf den Themenbetrag und Sie werden automatisch zur Folie gebracht.

4. The students will take turns choosing the topics and answering the questions.

Die Studierenden wählen abwechselnd die Themen aus und beantworten die Fragen.

WRAP-UP

Have each student choose a different color from the warm-up color slide and ask the corresponding question to each student.

Lassen Sie jeden Schüler eine andere Farbe aus der Farbfolie zum Aufwärmen auswählen und stellen Sie jedem Schüler die entsprechende Frage.

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)

- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can talk about my daily activities and personal preferences.
- I can ask and answer questions on factual information that is familiar to me.
- I can participate in conversations on a number of familiar topics using simple sentences.

CULTURAL RESOURCES

Linked is a episode of [German Jeopardy!](#)



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🚗 *German Level 3, Activity 04: Reisen durch Berlin / Traveling Through Berlin (Online)*



Freepik – bedneyimages

Description: Students will use a map of Berlin to give directions on how to navigate from one landmark

to another.

Semantic Topics: Directions, Anfahrt, Wegbeschreibung, Berlin, Navigate, Navigieren, Travel, Reisen, Map, Landkarte, Karte, Landmarks, Sehenswürdigkeiten, Commands, Befehle.

Products: Map of Berlin, List of Tourist Attractions in Berlin. Karte von Berlin, Liste der Touristenattraktionen in Berlin.

Practices: Learning how to navigate Berlin with a map. Provide instructions to various tourist attractions in the German language. Lernen, wie man sich mit einer Karte durch Berlin navigiert. Geben Sie Anweisungen zu verschiedenen Sehenswürdigkeiten auf Deutsch.

Perspectives: Value associated with foreign travel to a world capital. Wert, der mit Auslandsreisen in eine Welthauptstadt verbunden ist.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to

share information, reactions, feelings, and opinions.

- Objective: COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can ask for directions to a place.
- I can give directions from place to place.
- I can tell someone where something is located.

Materials Needed

- [Google Presentation](#)
- [Slideshow with Map to show students](#)

WARM-UP

Discuss the Can-Do Statements. Ask the students: What sort of international travel have you done? How did you communicate with others? Have students talk in break-out rooms, then come back to the group and describe what the others have done.

Welche Art von internationalen Reisen haben Sie gemacht? Wie haben Sie mit anderen kommuniziert? Lassen Sie die Schüler zu zweit sprechen, dann kommen Sie zurück zur Gruppe und beschreiben Sie, was die anderen gemacht haben.

MAIN ACTIVITY

1. The instructor will share the slideshow with the map of Berlin with students.

Der Lehrer wird die Diashow mit der Karte von Berlin mit den Schülern teilen.

2. The instructor will then put students into breakout rooms and assign them two landmarks.

Der Lehrer die Schüler dann in Breakout-Räume bringen und ihnen zwei Wahrzeichen zuweisen.

3. The students will work together to decide how to get from one landmark to the other.

Die Schüler werden zusammenarbeiten, um zu entscheiden, wie sie von einem Wahrzeichen zum anderen gelangen.

4. The instructor will bring the students back from the breakout rooms and ask the students to show them how to get to these places.

Der Lehrer bringt die Schüler aus den Breakout-Räumen zurück und bittet die Schüler, ihnen zu zeigen, wie sie zu diesen Orten gelangen.

5. The instructor will use the annotation feature on Zoom to create a path of the directions that the students are sharing.

Der Lehrer verwendet die Anmerkungsfunktion auf Zoom, um einen Pfad der Richtungen zu erstellen, die die Schüler freigeben.

List of Landmarks to Assign:

Liste der zuzuweisenden Sehenswürdigkeiten:

- *Großer Tiergarten* (Großer Tiergarten)
- *Museumsinsel* (Museum Island)
- *Der Stadtbad* (The Stadtbad)
- *Brandenburger Tor* (Brandenburg Gate)
- *Oberbaumbrücke* (Oberbaum Bridge)
- *Berlinischer Galerie* (Berlinese Gallery)
- *Berliner Dom* (Berlin Cathedral)
- *Fernsehturm* (Television tower)
- *Brotfabrik Kino und Kunst Zentrum* (Bread Factory Movie Theater and Art Center)
- *Siegessäule* (Triumphal column)
- *Der U Bahnhof* (The Underground Train Station)
- *Fritz SchlossPark* (Fritz Castle Park)

WRAP-UP

Ask students where they would like to visit in Berlin if they could. Ask if students have already been to these places.

Fragen Sie die Schüler, wo sie in Berlin gerne besuchen würden, wenn sie könnten. Fragen Sie, ob die Schüler schon an diesen Orten waren.

END OF ACTIVITY:

- Can-Do statement check-in... “Where are we?”
- Read can-do statements and have students evaluate their confidence with thumbs up/thumbs down.
- Encourage students to be honest in their self evaluation.
- Pay attention and use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can ask for directions to a place.
- I can give directions from place to place.
- I can tell someone where something is located.

CULTURAL RESOURCES

Attached is the link, [“Eine Tour durch Berlin”](#)

https://www.youtube.com/watch?v=l_tYfkmgn5Q

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👤 German Level 3, Activity 05: Alltagsleben / Everyday Life (Online)



Boise State WLRC

Description: Students discuss their everyday lives in German. Students create an everyday life routine for a celebrity and discuss their lives with the group.

Semantic Topics: Everyday Life, Alltglich, Alltag, Living, Leben, Comparisons, Vergleiche.

Products: Daily routines in German speaking cultures – food, cars, walking, stress, sleep, Alltagsroutinen in deutschsprachigen Kulturen – Essen, Autos, Gehen, Stress, Schlafen.

Practices: Meal times, daily routines, commuting/traveling, stress relievers, sleeping habits. Essenszeiten, Tagesablauf, Pendeln/Reisen, Stressabbau, Schlafgewohnheiten

Perspectives: Cultural norms in daily life in a German speaking land. Kulturelle Normen im Alltag eines deutschsprachigen Landes.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: COMM 3.1 Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.

NCSSFL-ACTFL Can-Do Statements:

- I can ask and answer questions about my everyday life.
- In my own culture and German speaking culture, I can compare and contrast the every-day transportation.

- Using what I know about popular figures, I can ask and answer questions about their everyday lives.
- I can use this information to provide recommendations about what they could do.

Materials Needed:

- [Google Presentation](#)

WARM-UP

1. Begin by discussing the Can-Do Statements
2. Ask students the following questions:

Stellen Sie den Schülern die folgenden Fragen:

- *Was ist für euch "alltäglich"?* (What is "everyday" for you?)
- *Wie sieht euer Alltag aus? Wie plant ihr euren Tag? Seid ihr während des Tages öfters zu Fuß oder mit dem Auto unterwegs?* (What does everyday life look like for you? How do you plan your day? Do you often walk or drive more during the day?)
- *Denkt ihr Amerikaner sind weniger oder mehr mit dem Auto unterwegs, als Deutsche?* (Do you think Americans drive less or more than Germans?)

MAIN ACTIVITY

1. Have students choose a celebrity to be. The slide offers a few choices, but they are welcome to choose whoever they would like to be.

Lassen Sie die Schüler eine Berühmtheit auswählen wer sie sein werden. Die Folie bietet ein paar Auswahlmöglichkeiten, aber sie können gerne wählen, wer sie sein möchten.

2. Have students answer the next questions, as if they are that celebrity.

Lassen Sie die Schüler die nächsten Fragen beantworten, als ob sie diese Berühmtheit wären..

3. Have students give the other “celebrities” advice on where they should go/what they should do in Boise.

Lassen Sie die Schüler den anderen “Prominenten” Ratschläge geben, wohin sie gehen sollten / was sie in Boise tun sollten.

- *Was ist für euch “alltäglich”?* (What is “everyday” for you?)
- *Welche Berufe bringen einen schwierigen Alltag mit sich?* (Jobs make everyday life difficult. Which ones?)
- *Wie sieht Alltag aus? Wie plant ihr euren Tag?* (What does everyday life look like? How do you plan your day?)
- *Ist euch Sauberkeit und Ordnung im Alltag wichtig?* (Is cleanliness and order in everyday life important to you?)
- *Seid ihr während des Tages öfters zu Fuß oder mit dem Auto unterwegs?* (Do you often walk or drive during the day?)
- *Denkt ihr Amerikaner sind weniger oder mehr mit dem Auto unterwegs, als Deutsche?* (Do you think Americans drive less or more than Germans?)
- *Wie viel Zeit verbringt ihr in eurem Alltag vor einen Bildschirm/ am Smartphone?* (How much time do you spend in front of a screen / smartphone in your everyday life?)
- *Seid ihr meistens gestresst oder in Eile? Oder macht ihr während des Tages auch Pausen?* (Are you the most stressed or in a hurry? Or do you also take breaks during the day?)
- *Wie sind eure Essgewohnheiten?* (What are your eating habits like?)
- *Was sind Glücksbringer in Amerika? (ein Cent auf der Straße finden? Schwarze Katze? usw.?)* (What are lucky charms in America? (find a dime on the street? black cat? etc?))
- *Was bringt im Alltag Pech/Glück?* (What brings bad luck / luck in everyday life?)
- *Schlaft ihr lieber lange oder steht ihr früh auf?* (Do you prefer to sleep late or do you get up early?)
- *Mögt ihr Routine? Ist euch Routine wichtig?* (Do you like routine? Do you care about routine?)
- *Was ist das bizarrste, das euch in eurem Alltag passiert ist?* (What is the most bizarre thing that has happened to you in your everyday life?)

WRAP-UP

Ask students the following questions to finish the activity:

- *Möchten Sie das Leben Ihrer Berühmtheit leben?* (Would you like to live the life of your celebrity?)
- *Was ist dein Lieblingsaktivität in Boise zu machen?* (What is your favorite thing to do in Boise?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.

- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can ask and answer questions about my everyday life.
- In my own culture and German speaking culture, I can compare and contrast the every-day transportation.
- Using what I know about popular figures, I can ask and answer questions about their everyday lives.
- I can use this information to provide recommendations about what they could do.

CULTURAL RESOURCES

Here is a fun video from Easy German about daily routines: <https://www.youtube.com/watch?v=F0CFFJLQUcM>



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👤♂ German Level 3, Activity 06: Berufe / Jobs (Online)



Pexels – fauxels

Description: Students will discuss and answer questions relating to different professions, as well as what they might do during an interview.

Semantic Topics: Interviews, Job Interview, Vorstellungsgespräche, Professions, Berufe, Dream Job, Traumjob, Traumberuf, Future Tense, Futur.

Products: Profession Cards, Berufskarten.

Practices: Socially appropriate conduct in job interviews. Sozial angemessenes Verhalten bei Vorstellungsgesprächen.

Perspectives: The value of employment and the value of a second language in the workforce. Der Wert der Beschäftigung und der Wert einer zweiten Sprache in der Belegschaft.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can identify various professions.
- I can give my opinion about interview behavior.
- I can describe my dream job.

Materials Needed:

- [Google Presentation](#)

WARM UP

1. One student will be chosen to guess the correct occupation. The occupation will appear when you click on the orange box in the Google Slide Show. Have the one student close their eyes as the rest of the zoom room sees the word. Click on the word again and it will disappear.

- *Ein Schüler wird ausgewählt, um den richtigen Beruf zu erraten. Der Beruf wird angezeigt, wenn Sie auf das orangefarbene Kästchen in der Google Slide Show klicken. Lassen Sie einen Schüler die Augen schließen, während der Rest des Zoom-Raums das Wort sieht. Klicken Sie erneut auf das Wort und es verschwindet.*

2. The other students give hints about what the job could be by describing it without explicitly saying what it is.

- *Die anderen Studenten geben Hinweise darauf, was der Job sein könnte, indem sie ihn beschreiben, ohne explizit zu sagen, was es ist.*

3. Once the student has guessed the word, the next student will get to guess the job and so on.

- *Sobald der Schüler das Wort erraten hat, kann der nächste Schüler den Job erraten und so weiter.*

MAIN ACTIVITY

Discussion questions:

Diskussionsfragen

- *Was sollte man tun, um sich auf ein Vorstellungsgespräch vorzubereiten? Man sollte... oder man sollte nicht....* (What should you do to prepare for an interview? (use imperative form or indefinite 'you' form)
- *Was kann ein Interviewer machen, damit sich der Befragte wohlfühlt?* (What can an interviewer do to make someone more comfortable?)
- *Was war die schwierigste Frage, die du jemals in einem Vorstellungsgespräch gefragt wurdest?* (What's the hardest question you've been asked in a job interview?)
- *Was ist dein Traumberuf? Warum?* (What's your dream job? Why?)
- *Was ist wichtiger, ein größeres Gehalt oder das Beruf?* (Is a high salary or an enjoyable job more important?)
- *Was war den schlimmsten Job, den du je hattest? Warum?* (What's the worst job you've had?)
- *Welche Berufe kann man mit deinem Hauptfach machen?* (What jobs are available with your major?)

WRAP-UP

Ask the students what jobs they have now or have had in the past.

Fragen Sie die Schüler, welche Jobs sie jetzt haben oder in der Vergangenheit hatten.

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can identify various professions.
- I can give my opinion about interview behavior.
- I can describe my dream job.

CULTURAL RESOURCES

Linked is an interesting video in German, "[Job Interview Questions and Answers](#)"



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 German Level 3, Activity 07: Monatliche Ausgaben und Lebenssituationen / Monthly Expenses and Living Situations (Online)



Pexels – Pixabay

Description: Students will discuss and answer questions about their current living situations, as well as what their living expenses look like.

Semantic Topics: Expenses, Spesen, Groceries, Lebensmittel, Bills, Rechnungen, Housing, Wohnen, Rent, Miete, Future, Futur, Comparative, Vergleichende.

Products: Jamboard to draw out living situations. Jamboard, um Lebenssituationen zu zeichnen.

Practices: The use of space, paying expenses, decorating, dream living situations, roommates in living settings. Raumnutzung, Ausgaben bezahlen, Dekorieren, Wohnräume, Mitbewohner im Wohnumfeld.

Perspectives: Value of choice in how we live, who we live with, how we decorate. Importance of paying living expenses. Wert der Wahl, wie wir leben, mit wem wir leben, wie wir dekorieren. Bedeutung der Zahlung der Lebenshaltungskosten.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to

share information, reactions, feelings, and opinions.

- Objective: COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can explain my monthly bills and expenses.
- I can discuss my living situation.

Materials Needed:

- [Google Presentation](#)
- [Jamboard](#)

WARM UP

1. Share the Jamboard link with the students.

- *Teilen Sie den Jamboard-Link mit den Schülern.*

2. Students will have 5 minutes to draw a rough layout of their living situation.

- *Die Schüler haben 5 Minuten Zeit, um ein großes Layout ihrer Lebenssituation zu zeichnen.*

MAIN ACTIVITY

Students will discuss their living situation and expenses. Divide the students into breakout rooms and have them discuss the following questions in their rooms:

Die Studierenden besprechen ihre Lebenssituation und Ausgaben. Teilen Sie die Schüler in Breakout-Räume ein und lassen Sie sie die folgenden Fragen in ihren Räumen diskutieren:

- *Wo wohnst du?* (Where do you live?)
- *Wohnst du in einer WG oder bei deiner Familie?* (Do you live in an apartment or with family?)
- *Hast du Mitbewohner? Wie viele?* (Do you have any roommates? How many?)
- *Benutzt du Schmuck für Feiertage?* (Do you decorate your house for holidays?)

- *Welche berühmte Person hättest du gerne als Mitbewohner und warum?* (If you could choose a famous person to be your roommate who would it be and why?)
- *Was für Eigenschaften hat einen guten Mitbewohner?* (What qualities make a good roommate?)
- *Wo kaufst du dein Hausdekor?* (Where do you like to shop for decorations?)
- *Benutzt du Festschmuck für Feiertage? Welche Feiertage?* (Do you decorate your house for Occasions? Which ones?)
- *Welches Zimmer benutzt du am meisten/ am liebsten?* (What's your favorite room in your house?)
- *Wo kaufst du Essen?* (Where do you shop for food?)
- *Wie viel Geld gibst du jede Woche für Essen aus?* (How much money do you spend every week on food?)
- *Wie sparst du Geld beim Einkaufen?* (How do you find the best deals when shopping?)
- *Kaufst du lieber vor Ort oder online ein?* (Do you prefer shopping in store or online?)

WRAP UP

Ask the students the following question to finish the activity:

- *Was ist dein Traumhaus/Wohnort?* (What is your dream house/place of residence?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can explain my monthly bills and expenses.
- I can discuss my living situation.

CULTURAL RESOURCES

Here is an Easy German video about the [Cost of Living in Germany](#).



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🎃 German Level 3, Activity 08: Halloween Volkespiel / Vocabulary Games (Online)



Pexels.com

Description: Students will discuss Halloween in German. They will talk about their favorite sweets and

costumes. They will play a game with German Halloween words about different Halloween topics.

Semantic Topics: Halloween, Food, Essen, Travel, Reisen, Der, Die, Das, Holiday, Feiertag.

Products: Halloween Cards, Halloween-Karten.

Practices: Describing traditions surrounding Halloween in German. Beschreibung der Traditionen rund um Halloween auf Deutsch.

Perspectives: Value in learning German words for certain holidays. Wert beim Erlernen von deutschen Wörtern für bestimmte Feiertage.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
- Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

Idaho State Content Standards:

- Objective: COMM 1.2 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CLTR 1.2 Explain the relationship between cultural practices/behaviors and the

perspectives that represent the target culture's view of the world.

NCSSFL-ACTFL Can-Do Statements:

- I can create a list of vocabulary related to a topic.
- I can explain my personal experiences with Halloween.
- I can have a discussion about preferences surrounding Halloween.

Materials Needed:

- [Google Presentation](#)

WARM-UP

1. Discuss Halloween Vocabulary with the students.

Diskutieren Sie Halloween-Vokabular mit den Schülern.

- *Süßigkeiten* (Candy)
- *Kostüm* (Costume)
- *"Sußes oder Saures"* (Trick or Treat)
- *Kürbis* (Pumpkin)
- *Das Geisterhaus* (Haunted House)

2. Ask the students how they celebrate Halloween.

Fragen Sie die Schüler, wie sie Halloween feiern.

3. Ask the students to share about their favorite candies.

Bitten Sie die Schüler, etwas über ihre Lieblingssüßigkeiten zu erzählen.

MAIN ACTIVITY

Coffee Talk Game

Kaffee-Talk-Spiel

1. The instructor reveals a word and then gives the students a certain amount of time to write down all the things that come to mind surrounding the word.

Der Lehrer verrät ein Wort und gibt den Schülern dann eine gewisse Zeit, um alles aufzuschreiben, was ihnen zu dem Wort einfällt.

(To Reveal the word click in the slide in the Google Presentation. To make the word disappear and go to the next slide, click the on the slide again.)

(Um das Wort anzuzeigen, klicken Sie auf die Folie in der Google-Präsentation. Um das Wort verschwinden zu lassen und zur nächsten Folie zu wechseln, klicken Sie erneut auf auf der Folie.)

2. After time is up, students go around reading off their lists. If you have the same word written down as someone else, you cross it out.

Nach Ablauf der Zeit lesen die Schüler ihre Listen ab. Wenn Sie dasselbe Wort wie jemand anderes aufgeschrieben haben, streichen Sie es durch.

3. Students earn points for the words they have that no one else has.

Die Schüler erhalten Punkte für die Wörter, die sie haben, die sonst niemand hat.

4. The instructor should question words that don't seem relevant and students have to defend them.

Der Lehrer sollten Wörter hinterfragen, die nicht relevant erscheinen, und die Schüler müssen sie dann verteidigen.

5. Each round, the amount of time decreases, starting with 2 minutes and going down by 15-30 seconds each time (depending on how much time is left in the lab and how many rounds you want to do).

Mit jeder Runde verringert sich die Zeit, beginnend mit 2 Minuten und jedes Mal 15-30 Sekunden weniger (je nachdem, wie viel Zeit im Labor bleibt und wie viele Runden Sie machen möchten).

WRAP-UP

Ask the student to share about their favorite costumes for Halloween.

Bitten Sie die Schüler, ihre Lieblingskostüme für Halloween zu erzählen.

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can create a list of vocabulary related to a topic.
- I can explain my personal experiences with Halloween.
- I can have a discussion about preferences surrounding Halloween.

CULTURAL RESOURCES

In Germany, October 31 is known as Reformationstag, or Reformation Day. Below is a short overview in English of Luther and the Protestant Reformation. [video](#)



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 German Level 3, Activity 09: Soziale Medien und Technologie / Social Media and Technology (Online)



Pexels – Pixabay

Description: Students will practice exchanging opinions on certain topics related to social media and

technology.

Semantic Topics: Social Media, Soziale Medien, Technology, Technologie, Video Games, Videospiele, Preference, Präferenz, Superlatives, Superlative.

Products: Technology Cards, Technologiekarten.

Practices: Technology use in today's world discussed in German. Technologieeinsatz in der heutigen Welt auf Deutsch diskutiert.

Perspectives: The value and the problems that come with using modern technology. Der Wert und die Probleme, die mit der Verwendung moderner Technologie einhergehen.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.

- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can talk about technology.
- I can talk about a movie or television show that I like.
- I can give my opinion and explain why I think this way about a topic.

Materials Needed:

- [Google Presentation](#)

WARM-UP

1. Discuss the Can-Do Statements with the students
2. Ask the students the following questions:

Stellen Sie den Schülern die folgenden Fragen:

- *Welche sozialen Netzwerke hast du?* (Which social media do you have?)
- *Welche Technik nutzt du?* (What kinds of technology do you use?)
- *Magst du lieber Apple oder Android?* (Do you like Apple or Android more?)

MAIN ACTIVITY

Students must explain their stance on each topic.

Die Schüler müssen ihre Haltung zu jedem Thema erklären.

1. Ask the students whether they agree or disagree with the following statements:

Fragen Sie die Schüler, ob sie den folgenden Aussagen zustimmen oder nicht zustimmen:

- *Soziale Netzwerke kann man süchtig machen.* (Social media can be addictive.)
- *Roboter werden uns helfen.* (Robots will help us.)
- *Elektrische Autos sind Besser als Normaler Autos.* (Electric cars are better than normal cars.)
- *Mögt ihr lieber Laptops oder PCs?* (Do you like laptops or PCs better?)
- *Wie viele Zeit verbringt ihr jeden Tag auf dem Handy?* (How much time do you spend on your phone every day?)
- *Welches Filmgenre ist besser? Komödie, Horror, Drama, Aktion.* (Which film genre is better? Comedy, horror, drama, or action?)

WRAP-UP

Ask the students the following questions:

- *Was macht ihr lieber, Fernsehen oder Bücher lesen?* (What do you prefer to do, watch T.V. or read books?)
- *Welches Videospiel ist besser? Wii, Playstation, X-Box, oder Nintendo Switch.* (Which video game is better? Wii, Playstation, X-Box, or Nintendo Switch.)
- *Was seid eure Lieblingsfilme oder TV shows?* (What are your favorite T.V shows?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can talk about technology.
- I can talk about a movie or television show that I like.
- I can give my opinion and explain why I think this way about a topic.

CULTURAL RESOURCES

Here is an ARD video about [how social media influences us](#) in German.



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 *German Level 3, Activity 10: Nachrichten / The News
(Online)*



Pixels – Markus Spiske

Description: Students will practice creating their own news stories using pictures and headlines provided.

Semantic Topics: News, Nachrichten, Stories, Geschichten, Accidents, Unfälle, Headlines, Schlagzeilen, Conjunctions, Konjunktionen.

Products: News Photos, Nachrichten Fotos.

Practices: News in German speaking countries. Nachrichten im deutschsprachigen Raum.

Perspectives: Value of the freedom of the press in German speaking countries. Wert der Pressefreiheit im deutschsprachigen Raum.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can create a fictional story.
- I can relate a story to a specific topic.
- I can present the topic to my peers.

Materials Needed:

- [Google Presentation](#)
- [News Headlines](#)

WARM-UP

1. Discuss the Can-Do Statements with the students.
2. Discussion questions:
 - *Schaust du die Nachrichten im Fernsehen?* (Do you watch the news?)
 - *Was für Nachrichten gibt es diese Woche?* (What news stories are there this week?)

MAIN ACTIVITY

1. Students will pick out a news title and picture from the News Headlines slide show.
 - *Die Schüler wählen einen Nachrichtentitel und ein Bild aus der Präsentation aus.*
2. They will use 5-10 minutes to come up with a quick news story to match the title and picture they picked.
 - *Sie werden 5-10 Minuten entwenden, um eine kurze Nachrichtengeschichte zu erhalten, dem Titel und dem Bild entspricht, das sie ausgewählt haben.*
3. They can be as creative as they'd like.
 - *Sie können so kreativ sein, wie sie möchten.*

WRAP-UP

Ask students the following question(s) to finish the activity:

- *Was ist dein Lieblingsart Nachrichten zukonsumieren?* (What is your favorite way to consume news?)
- *War es schwer eine Nachricht so schnell zu machen?* (Was it difficult to create a news story so quickly?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.

- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can create a fictional story.
- I can relate a story to a specific topic.
- I can present the topic to my peers.

CULTURAL RESOURCES

Here is a link to [Deutsche Welle](#), a German news organization. Students can begin to read News Stories in German. Below is the video from [Easy German How Germans Get Their News](#).



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German Level 3, Activity 11: Podcasts und Online-Medien / Podcasts and Online Media (Online)



Pexels – Anthony Shkraba

Description: Students will work on their interpretive skills by listening to a news story and explaining what

they thought happened. They will later present their findings to the whole class.

Semantic Topics: Podcasts, Media, Medien, News, Nachrichten, Online, Conjunctions, Konjunktionen.

Products: News Stories from German speaking countries. News Stories aus dem deutschsprachigen Raum.

Practices: Paying attention to the world through news stories. Durch Nachrichtengeschichten auf die Welt aufmerksam machen.

Perspectives: Value of learning about events happening in our country and other countries around the world. Wert des Lernens von Ereignissen in unserem Land und anderen Ländern auf der ganzen Welt.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.

- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can listen to and understand most of a news video.
- I can present information from a news video.
- I can give my opinion on a news video.

Materials Needed:

- [Google Presentation](#)
- [News Slides for students](#)

WARM-UP

1. Discuss the Can-Do Statements with the Students.

2. Discussion Questions:

- *Schaust, liest, oder hörst du zu die Nachrichten oft?* (Do you watch, read, or listen to the news often?)
- *Welche Nachrichten Programme findest du am besten?* (Which programs do you like to get your news from?)
- *Was denkst du macht ein vertrauenswürdige Nachrichtenquelle?* (What do you think makes a reliable news source?)

MAIN ACTIVITY

1. Students will be put into breakout rooms in groups of 2-3 people.

Die Schüler werden in Gruppen von 2-3 Personen in Breakout-Räume gebracht.

2. They will be assigned a news video according to their breakout room number. (Share the links to the videos in Zoom Chat)

Ihnen wird ein Nachrichtenvideo entsprechend ihrer Breakout-Room-Nummer zugewiesen.

3. The groups will watch their assigned news video 2-3 times in order to get a good understanding.

Die Gruppen werden ihr zugewiesenes Nachrichtenvideo 2-3 Mal ansehen, um ein gutes Verständnis zu bekommen.

4. After watching their video, they will discuss what they thought it was about.

Nachdem sie sich ihr Video angesehen haben, werden sie besprechen, worum es ihrer Meinung nach ging.

5. They will return to the main room and present the information they got from their news video. Students from other breakout rooms can ask questions about their news video.

Sie kehren in den Hauptraum zurück und präsentieren die Informationen, die sie aus ihrem Nachrichtenvideo erhalten haben. Schüler aus anderen Breakout-Räumen können Fragen zu ihrem Nachrichtenvideo stellen.

WRAP-UP

Ask students the following question(s) to finish the activity:

- *Weisst du, dass du Deutsche Serien schauen kannst?* (Did you know that you can watch shows in German?)
- *Welche sind deine Lieblings Serien?* (If you do watch shows, which ones are your favorites?)
- *Kannst du auf Tunein Deutsche Radio zu hören?* (Can you listen to German Radio on Tunein?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can listen to and understand most of a news video.
- I can present information from a news video.

- I can give my opinion on a news video.

CULTURAL RESOURCES

Here is a link to a list from All Language Resources, [The 20 Best Podcasts for Learning German](#)! Here is an example of a [German Podcast](#).



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German Level 3, Activity 12: Debatten / Debates (Online)



Freepix – Macrovector

Description: Students will practice defending their opinions and beliefs by taking stances on different topics. They will practice explaining their reasons for being in each position.

Semantic Topics: Debate, Debatte, Environment, Umwelt, Technology, Technologie, Opinions, Meinungen, Facts, Fakten.

Products: Situation Cards, Stance Cards. Situationskarten.

Practices: Debating present-day topics in German. Diskussion über aktuelle Themen auf Deutsch.

Perspectives: Value of the freedom of speech. Value of other people's ideas and convictions. Wert der Meinungsfreiheit. Wert der Ideen und Überzeugungen anderer Menschen.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.

- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can defend my arguments in a debate.
- I can exchange opinions with people on different topics.
- I can debate about topics regarding the environment.

Materials Needed:

- [Google Presentation](#)

WARM-UP

1. Discuss the Can-Do Statements with the Students.

2. Ask the students the following questions:

- *Isst du bio Essen oder hast du keine Vorliebe?* (Do you eat organic food or do you not have a preference either way?)
- *Isst du Fleisch oder Tierprodukte wie Milch und Eier? Gibt es ein Grund sowas nicht zu essen?* (Do you eat meat or animal products like milk and eggs? Is there a reason not to eat these things?)
- *Fährst du immer mit dem Auto oder gibt es andere Möglichkeiten z.B. Bus oder Fahrrad die du verwendest?* (Do you always drive your car places or are there other options that you use (like bus or bike)?)
- *Benutzt du das Recycling oder wirfst du alles in den Müll?* (Do you recycle or do you throw everything away?)
- *Gibt es andere Energiequellen für Strom außer der Kohleverbrennung?* (Are there other options for energy? Like Wind or Solar energy for example.)

MAIN ACTIVITY

Comments/Opinions

Bemerkungen/Meinungen

1. Students will be shown a card with a statement on it.

Den Schülern wird eine Karte mit einer Erklärung angezeigt.

2. They must say whether they agree and also defend their position when asked.

Sie müssen sagen, ob sie damit einverstanden sind und auch ihre Position verteidigen, wenn sie gefragt werden.

3. Students may also provide counterpoints to other students' responses if they would like.

Die Schüler können auch Kontrapunkte zu den Antworten anderer Schüler bereitstellen, wenn sie möchten.

WRAP-UP

Ask students if they have been persuaded to make any changes because of what they heard in the debates.

Fragen Sie die Schüler, ob sie aufgrund dessen, was sie in den Debatten gehört haben, davon überzeugt wurden, Änderungen vorzunehmen.

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can defend my arguments in a debate.
- I can exchange opinions with people on different topics.
- I can debate about topics regarding the environment.

CULTURAL RESOURCES

Here is a fun Easy German video about [How to Argue in German](#).



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German Level 3, Activity 13: Musik / Music (Online)



Freepik – Starline

Description: Students will practice asking each other questions related to the different topics they learned about in the class.

Semantic Topics: Music, Musik, Adjectives, Adverbs, Adjektive Adverben.

Products: Music Training Link, Link zum Musiktraining.

Practices: Understanding people through the type of music they enjoy. Menschen durch die Art von Musik verstehen, die sie genießen.

Perspectives: Value in every type of music and in individual preference. Wert in jeder Art von Musik und in individueller Vorliebe.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can effectively use the vocabulary I have learned throughout the semester.
- I can be interviewed in German and answer questions in detail.
- I can speak German for an extended period of time.

Materials Needed:

- [Google Presentation](#)
- [A Question Card](#)
- [B Question Card](#)
- [Music Training link](#)

WARM-UP

1. Discuss the Can-Do Statements with the Students.

Music Training Instructions

- *Musikausbildung*
2. Share your screen and make sure to also click the share computer audio so they can hear the music.
- *Teilen Sie Ihren Bildschirm und stellen Sie sicher, dass Sie auch auf computeraudio freigeben klicken, damit sie die Musik hören können.*
3. Students find a song that they like.
- *Die Schüler finden ein Lied, das ihnen gefällt.*
4. They then choose what level they want but a beginner level is recommended.
- *Sie wählen dann, welches Niveau sie wollen, aber ein Anfängerniveau wird empfohlen.*
5. They should then choose the fill mode instead of write mode (in the top right corner of the video area.)
- *Sie sollten dann den Füllmodus anstelle des Schreibmodus (in der oberen rechten Ecke des Videobereichs) auswählen.*
6. They don't have to make an account.
- *Sie müssen kein Konto erstellen.*

7. They can repeat a line (or it will automatically repeat if they miss the word) and can also pause the video if they need to catch up.

- *Sie können eine Zeile wiederholen (oder sie wird automatisch wiederholt, wenn sie das Wort verpassen) und können das Video auch anhalten, wenn sie aufholen müssen.*

MAIN ACTIVITY

Oral Interview

- *Mündliches Interview*

1. Students will be put in pairs and assigned A or B cards. Share the link to these cards in the chat!

- *Die Schüler werden paarweise eingesetzt und mit A- oder B-Karten ausgestattet. Teilen Sie den Link zu diesen Karten im Chat!*

2. They will go into breakout rooms and conduct interviews, asking and answering questions that will go off each other.

- *Sie werden in Breakout-Räume gehen und Interviews führen, Fragen stellen und beantworten, die voneinander ausgehen.*

The instructor should go into breakout rooms to make sure students are interviewing each other.

Der Lehrer sollte in den Breakout-Räume gehen, um sicherzustellen, dass die Schüler sich gegenseitig interviewen.

3. Students will return to the main room once finished.

- *Die Schüler kehren nach Fertigstellung in den Hauptraum zurück.*

WRAP-UP

Have students share what German artists they like. *Lassen Sie die Schüler erzählen, welche deutschen Künstler sie mögen.*

Ask if there are other types of German music they enjoy? *Fragen Sie, ob es andere Arten deutscher Musik gibt, die sie mögen?*

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can effectively use the vocabulary I have learned throughout the semester.
- I can be interviewed in German and answer questions in detail.
- I can speak German for an extended period of time.

CULTURAL RESOURCES

Anya shares [5 German Artists You Must Know](#), The Easy Germans share [The Most Annoying Song Ever](#).



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🌲 German Level 3, Activity 14: Weihnachten / Christmas (Online)



Nicole De Khors

Description: Students discuss German Christmas traditions and the differences between a traditional

U.S. Christmas and a German Christmas.

Semantic Topics: Christmas, Weihnachten, Christmas Markets, Weihnachtsmarkt, Weihnachtsmärkte, Christkindlmarkt, Christkindlmärkte, Krampus, Descriptive Adjective use, Beschreibende Adjektivverwendung.

Products: Christmas Market Video, Weihnachtsmarkt-Video.

Practices: Traditions related to Holiday celebrations in German speaking countries. Traditionen im Zusammenhang mit Feiertagsfeiern im deutschsprachigen Raum.

Perspectives: Appreciation of the Christmas traditions in German speaking countries. Wertschätzung der Weihnachtstraditionen im deutschsprachigen Raum.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
- Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through German and the German speaking world.

Idaho State Content Standards:

- Objective: CLTR 1.1 Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.

- Objective: CLTR 1.2 Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.

NCSSFL-ACTFL Can-Do Statements:

- I can talk about German holiday traditions.
- I can answer questions about holiday traditions.
- I can compare my culture's traditions to German traditions.

Materials Needed:

- [Google Presentation](#)
- [Weihnachtstmarkt Video](#)
- [Krampus Video](#)

WARM-UP

1. Discuss the Can-Do Statements.
2. *Was wissen Sie über deutsche Weihnachtstraditionen?* (What do you know about German Christmas traditions?)

MAIN ACTIVITY

1. Discuss the German Christmas traditions from the Google Presentation.
 - *Diskutieren Sie die deutschen Weihnachtsbräuche aus der Google Slide Show.*
2. Tour of a virtual Christmas Market with the video.
 - *Rundgang durch einen virtuellen Weihnachtsmarkt mit dem Video.*
3. Watch the Krampus Video.

- *Sehen Sie sich das Krampus-Video an.*

WRAP-UP

Ask the students the following question to finish the activity:

- *Wie sind deine Weihnachtstraditionen im Vergleich zu deutschen Weihnachtstraditionen?* (How are your Christmas traditions compared to German Christmas traditions?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can talk about German holiday traditions.
- I can answer questions about holiday traditions.
- I can compare my culture's traditions to German traditions.

CULTURAL RESOURCES

Linked is a video about [German Christmas Markets](#).



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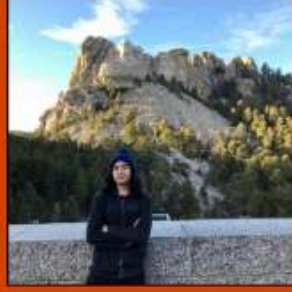
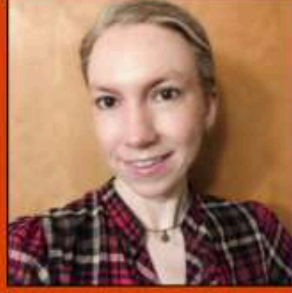
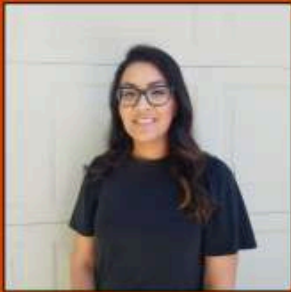
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GERMAN LEVEL 4, FACE-TO-FACE ACTIVITIES



Photos of past and present Pathways Project student team members

😊 German Level 4, Activity 01: Einleitung / Introduction (Face to Face)



rashid-khreiss

Description: Students learn activity guidelines, play bingo, and introduce themselves to each other.

Semantic Topics: Introduction, Einführung, Fragen, Questions, Conjunctions, Konjunktionen.

Products: Bingo Cards, Bingokarten.

Practices: Taking turns answering questions in German. Listening to classmates to get to know them better. Abwechselnd beantworten Fragen auf Deutsch. Mitschülern zuhören, um sie besser kennenzulernen.

Perspectives: Appreciating the differences in the students studying German. Die Unterschiede bei den Deutschlernenden erkennen.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret spoken and written language on a variety of topics.
- Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CONN 1.1 Compare and contrast information acquired from other content areas.

NCSSFL-ACTFL Can-Do Statements:

- I can ask open ended questions about technology, family, food, and travel.
- I can communicate in spontaneous spoken, written, or signed conversations on both very

familiar and everyday topics.

- I can create sentences and series of sentences to ask and answer a variety of questions.

Materials Needed:

- [Google Presentation](#)
- [Bingo Cards](#)
- Wet erase markers (1 for each student)
- Spray bottle and towel

Would you like to make changes to the materials? Access the template(s) below:

(Canva Template(s), free account required)

- [Bingo Cards](#)

WARM-UP

1. Have each student introduce themselves and tell one fun fact about their summer.

- *Lassen Sie jeden Schüler sich vorstellen und eine lustige Tatsache über seinen Sommer erzählen.*

2. Review the Can-Do Statements with the Students.

- *Gehen Sie die Kann-Aussagen mit den Schülern durch.*

MAIN ACTIVITY

Before starting the activity, model a few sample questions for the students.

Bevor Sie mit der Aktivität beginnen, modellieren Sie ein paar Beispielfragen für die Schüler.

Examples:

Beispiele:

- *Technologie Fragen: Bevorzugen Sie Android oder Apple und warum?* (Technology question: Do you prefer

Android or Apple, and why?)

- *Antwort: Ich habe ein Apple iPhone und es gefällt mir, weil es einfach zu bedienen ist, aber viel Geld kostet.*
(Answer: I have an Apple iPhone and I like it because it is easy to use, but it costs a lot of money.)
- *Familienfrage: Mit welchem Familienmitglied verstehst du dich am besten und warum?* (Family Question: Which family member do you get along with the best? Why?)
- *Antwort: Ich verstehe mich am besten mit meiner Vater weil wir immer das gleiche Aktivitäten genießen.*
(Answer: I get along with my father the best because we always enjoy the same activities.)

1. Students must formulate OPEN-ENDED questions relating to the picture in the square and ask another student.

Die Schüler müssen offene Fragen zu dem Bild auf dem Quadrat formulieren und einen anderen Schüler fragen.

2. Once the student answers, they sign that square. Then the other person can ask a question.

Sobald der Schüler antwortet, unterschreibt er dieses Quadrat. Dann kann die andere Person eine Frage stellen.

3. Students should try to get a BLACKOUT (getting a signature on each square) or BINGO (by asking students questions about pictures in a row).

Die Schüler sollten versuchen, einen BLACKOUT (eine Unterschrift auf jedem Feld) oder BINGO (indem sie den Schülern hintereinander Fragen zu Bildern stellen) zu erhalten.

WRAP-UP

After everyone is done, go square by square and ask students to report back what they learned from the other students (their answers) about the squares from the questions they asked.

Nachdem alle fertig sind, gehen Sie Quadrat für Quadrat durch und bitten Sie die Schüler, zu berichten, was sie von den anderen Schülern (ihre Antworten) gelernt haben.

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future labs!

NCSSFL-ACTFL Can-Do Statements:

- I can ask open ended questions about technology, family, food, and travel.
- I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics.
- I can create sentences and series of sentences to ask and answer a variety of questions.

CULTURAL RESOURCES

Linked here is an [article](#) discussing the importance of creating some stress free environments during language learning. As a helpful reminder for students, this article will be linked in the Cultural Resources section in the first activity of each section.. <https://languagelearnersjournal.com/2018/05/14/is-stress-impacting-your-language-learning-ability/>

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<https://boisestate.pressbooks.pub/pathwaysgerman/?p=558#oembed-1>

German Level 4, Activity 02: Schule and Studium / School and Studies (Face to Face)



NoRud

Description: Learning about and discussing U.S. school systems and German school systems.

Semantic Topics: Schule, School, Noten, Grades, Grammatik, Grammar, Studieren, Studium, Study.

Products: Video of education in Germany. Video über das Bildungssystem in Deutschland.

Practices: Education in the U.S. and education in Germany. Bildung in den USA und Bildung in Deutschland.

Perspectives: Value attached to education in the United States and German speaking countries. Wert auf Bildung in den USA und im deutschsprachigen Raum.

NCSSFL-ACTFL World-Readiness Standards:

- Standard: 3.1 Students reinforce and further their knowledge of other disciplines through German.
- Standard: 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

Idaho State Content Standards:

- Objective: CLTR 2.2 Describe the connections of products from the target culture with the practices and perspectives of the culture.
- Objective: COMP 2.1 Identify, describe and compare/contrast products and their use in the target culture with the learners culture.

NCSSFL-ACTFL Can-Do Statements:

- I can express my opinions on the school system, university, and professors.
- I can reason through scenarios regarding school and university.
- I can compare the similarities and differences between German and American schools.

Materials Needed:

- [Google Presentation](#)

WARM-UP

Ask the students the following discussion questions:

Diskussionsfragen:

- *Was hält ihr von Homeschooling?* (What do you think of Homeschooling?)
- *Was sind für euch akzeptable Gründe Schule zu schwänzen?* (What are acceptable reasons for you to skip school?)
- *Würdet ihr unser Schulsystem in den USA positiv oder eher negativ beschreiben? Warum?* (Would you describe our school system in the U.S. positively or rather negatively? Why?)
- *Was findet ihr am schwierigsten bei dem Uni Leben?* (What do you find most difficult about university life?)
- *Was macht eine/r gute Professor/in aus?* (What makes a good professor?)
- *Wenn ihr Kinder hättet, würdet ihr ihre Kinder auf eine Privatschule oder Realschule schicken?* (If you had children, would you send them to private or public schools?)
- *Seid ihr mit einem Freund aus eurer Schulzeit noch befreundet? Warum? Warum nicht?* (Are you still friends with a friend from your school days? Why? Why not?)
- *In euer Schulzeit habt ihr Sachen gekauft, die "in"/Trends waren? (Uggs? Sillybandz? Pokemon Cards? etc. (In your school days did you buy things that were "in"/trends? (Uggs? Sillybandz? Pokemon Cards? Etc.))*

MAIN ACTIVITY

Watch segment of Deutschlandlabor-Folge 1 Schule (0:26-1:35) <https://www.youtube.com/watch?v=L3uatU-UH60>
The purpose isn't necessarily to understand all of the facts that are given, but rather focus on what they are seeing- how does it compare?

Ask students the following question(s) to finish the activity:

- *Wie sehen die Deutsche Schulen aus?* (What do the German schools look like?)
- *Was ist ähnlich?* (What looks similar?)
- *Was ist anders?* (What looks different?)

WRAP-UP

- *Würdet ihr in Deutschland Studieren?* Would you study abroad in Germany?
- *Was findet ihr gut über das deutsche Schulsystem? Was findet ihr nicht so gut?* What do you find is good about the German school system? What do find not so good?

- *Möchtet ihr irgendwo anders ins Ausland studieren? Wo? Wisst ihr schon was über das Bildungssystem in diesem Land?* (Do you want to study abroad somewhere else? Where? Do you know what the school system is like in that country?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can express my opinions on the school system, university, and professors.
- I can reason through scenarios regarding school and university.
- I can compare the similarities and differences between German and American schools.

CULTURAL RESOURCES

Meet the Germans discuss the [University System in Germany](#). This is mostly in English with German subtitles.



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👤🔍 German Level 4, Activity 03: Ein Restaurant Besuchen / Visiting a Restaurant (Face to Face)



Image from Pexels by "Life Of PiX"

Description: Students will practice ordering, asking for changes to menu items and paying at a restaurant. They will switch between roles as the waiter/waitress and customer.

Semantic Topics: Restaurant, Food, Essen, Order, Bestellen, Pay, Bezahlen

Products: Google Slide Presentation.

Practices: Ordering food at a restaurant. Essen bei einem Restaurant bestellen.

Perspectives: Tipping appropriately, conducting oneself politely in a restaurant setting. Trinkgeld richtig machen, sich höflich in einem Restaurant benehmen.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
- Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
- Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through German and the German-speaking world.

Idaho State Content Standards:

- Objective: COMP 2.1 Identify, describe and compare/contrast procedures and their use in the target culture with the learner's culture.
- Objective: CLTR 2.1 Analyze the significance of products (art, music, literature, etc...) in a target culture.

NCSSFL-ACTFL Can-Do Statements:

- I can order food at a German restaurant.
- I can ask for changes to a menu item.
- I can pay for a meal and tip appropriately.

Materials Needed:

- [Google Presentation](#)

WARM UP

To start the lab ask students how they are doing, if they have weekend plans, and what their favorite food is. Then go through the useful vocabulary.

Um das Sprachlabor anzufangen, Fragen Sie die StudentInnen wie es ihnen geht, ob sie Wochenende Pläne haben, und was sie am liebsten Essen. Dann zeigen sie die hilfreiche Wörter.

- *Wie geht es euch? Seid ihr gestresst?*
- *Was habt ihr vor, dieses Wochenende zu machen?*
- *Was ist euer Lieblingsessen?*

MAIN ACTIVITY

The Students will partner up and one person will be the waiter and the other the customer. They will practice ordering a dish from each category, making one change to their order, and then switch roles.

Die StudentInnen werden in Paaren sein wo eine Person der Kellner ist und die andere die Kunde. Sie werden über, ein Gericht auf jeder Kategorie zu bestellen, eine Änderung machen, und dann werden sie die Rollen wechseln.

Students will choose from a few options how they are going to pay, then show the slides about tipping and explain the written information to students.

Die StudentInnen werden wählen wie sie Zahlen möchten, dann Zeigen Sie die Folien mit Information über wie viel Trinkgeld man geben soll den StudentInnen.

WRAP UP

Ask the students to answer the wrap up questions with a partner or to the class.

Stellen Sie die "Wrap Up" Fragen an den StudentInnen. Sie können das mit Partnern machen oder mit die ganze Gruppe.

Was ist dein Lieblings Art von Essen? (What is your favorite kind of food)

Esst ihr lieber in einem Restaurant oder zuhause? Warum? (Do you prefer to eat at a Restaurant or at Home?)

Von 1 bis 10, wie wichtig ist die Qualität von Essen für dich? Erkläre ein bisschen darüber. (From 1 to 10 how important is food quality to you? Explain a little bit.)

Was ist dein Lieblingsrestaurant hier in Boise? (What is your favorite restaurant here in Boise?)

Esst ihr oft auf dem Campus? Wo gibt es gutes Essen und wo nicht? (Do you frequently eat on campus? Where is there good food?)

Kannst du kochen? Wenn ja, was kochst du am liebsten, wenn nein, was willst du kochen lernen? (Can you cook? If yes, what do you like to cook the most and if not what do you want to learn to cook?)

At the very end consider showing the music video from Annenmaykanterreit "Oft gefragt". They are preparing and eating Spaghetti in this music video.

Ganz am Ende, zeigen sie das Musikvideo von Annenmaykanterreit "Oft gefragt". In dem Video vorbereiten und essen sie Spaghetti.

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can order food at a German restaurant.
- I can ask for changes to a menu item.
- I can pay for a meal and tip appropriately.

CULTURAL RESOURCES

Here is [a video from Deutsche Welle](#) about different German food.



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<https://boisestate.pressbooks.pub/pathwaysgerman/?p=6168#oembed-1>

🎬 German Level 4, Activity 04: Ab ins Kino / Off to the Movies (Face to Face)



Shawn Moak

Description: Students will plan a trip to a movie in Vienna, using the computer to plan the travel, figure

out how to purchase their tickets, discuss favorite movies and actors/actresses, and figure out what snacks to have at the movie.

Semantic Topics: Movies, Filme, Movie Theater Food, Essen im Kino, Freindship, Freundschaft.

Products: Music video about a relationship. Musikvideo über eine Beziehung.

Practices: How to interact in a relationship. Determining what is important in relationships. Wie man in einer Beziehung interagiert. Bestimmen, was in Beziehungen wichtig ist.

Perspectives: Cultural norms in relationships both with an English speaking individual and German speaking individual. Kulturelle Normen in Beziehungen sowohl zu einer englischsprachigen als auch zu einer deutschsprachigen Person.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.2 Students understand and interpret spoken and written language on a variety of topics
- Standard 5.1 Students use German both within and beyond the school setting.
- Standard 3.1 Students reinforce and further their knowledge of other disciplines through German.

Idaho State Content Standards:

- Objective: Comm 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: Conn 1.2 Relate information studied in other subjects to the target language and culture.
- Objective Comt 1.2 Discuss personal preferences in activities and events both within and beyond the classroom.

NCSSFL-ACTFL Can-Do Statements:

- I can figure out how to get from one place to another in a foreign city.
- I can discuss my preferences about and describe movies.
- I can invite someone to a movie with me.

Materials Needed:

- [Google Presentation](#)

WARM-UP

1. Discuss the Can-Do Statements.

- *Diskutieren Sie die Kann-Do Aussagen.*

2. Divide the students up into groups of twos or threes.

- *Teilen Sie die Schüler in Zweier- oder Dreiergruppen auf.*

3. The students are friends studying abroad in Vienna.

- *Die Studenten sind Freunde, die in Wien als Austauschstudenten studieren.*

4. One student asks another if they would like to go to the movies.

- *Ein Student fragt einen anderen, ob er ins Kino gehen möchte.*

5. The Students discuss their favorite German/Austrian Actors/Actresses, Filmmaker, and Films.

- *Die Studierenden diskutieren ihre liebsten deutschen/österreichischen Schauspieler/innen, Filmemacher und Filme.*
- use the links below to compare and discuss the 2021 Box office #1 films in Austria against the 2021 Box office #1 films in the United States.
 - *Wenn es die Zeit erlaubt, verwenden Sie die nachstehenden Links, um die 2021 Box Office #1-Filme in Österreich mit den 2021 Box Office #1-Filmen in den Vereinigten Staaten zu vergleichen und zu diskutieren.*
 - [List of 2021 Box Office Number one Films in Austria](#)
 - [List of 2021 Box Office Number one Films in the United States](#)

MAIN ACTIVITY

Using computers or their cell phones have the students...

Mithilfe von Computern oder ihren Mobiltelefonen lassen Sie die Schüler...

1. Research the movies available to see in Vienna.

- *recherchieren Sie die Filme, die man in Wien sehen kann.*

2. Decide on which movie to see.

- *Entscheiden Sie, welchen Film Sie sehen möchten.*

3. Create directions to the Theater from the University of Vienna, Universitätsring 1, 1010 Wien, Austria.

- *Erstellung einer Anfahrtsbeschreibung zum Theater von der Universität Wien, Universitätsring 1, 1010 Wien, Österreich.*

4. Decide what food/snacks they will be ordering and eating at the movie theater.

- *Entscheiden, welche Speisen/Snacks sie im Kino bestellen und essen werden.*

WRAP-UP

Have the students present their movie plans to the rest of the class.

- *Lassen Sie die Schüler ihre Filmpläne dem Rest der Klasse präsentieren.*

Have the students invite the others to the movie, give a short description of the movie, and see who would like to join them.

- *Lassen Sie die Schüler die anderen zum Film einladen, geben Sie eine kurze Beschreibung des Films und sehen Sie, wer mitmachen möchte.*

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future Activities!

NCSSFL-ACTFL Can-Do Statements:

- I can figure out how to get from one place to another in a foreign city.
- I can discuss my preferences about and describe movies.
- I can invite someone to a movie with me.

CULTURAL RESOURCES

Here is a really fun video from Easy German, [The Worst Movies You Have Ever Seen](#)



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<https://boisestate.pressbooks.pub/pathwaysgerman/?p=564#oembed-1>

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🕒 German Level 4, Activity 05: Alltag und Aberglaube / Everyday Life and Superstition (Face to Face)



freepik

Description: Students practice describing their everyday life. Students pretend they are a celebrity and answer questions about their celebrity's everyday life.

Semantic Topics: Alltag, Everyday Life, Celebrity, Berühmtheit, Conjunction, Konjunktionsgebrauch.

Products: Personal knowledge of everyday life. Google slide show of individuals. Persönliches Alltagswissen. Google-Diashow von Einzelpersonen.

Practices: Everyday living for a person in the United States and a person living in a German speaking country. Alltagsleben für eine Person in den Vereinigten Staaten und eine Person, die in einem deutschsprachigen Land lebt.

Perspectives: Value attached to the cultural differences of daily living in a German speaking country. Wertschätzung der kulturellen Unterschiede des täglichen Lebens im deutschsprachigen Raum.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 3.1 Students reinforce and further their knowledge of other disciplines through German.
- Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Idaho State Content Standards:

- Objective: CLTR 2.1 Analyze the significance of a product in a target culture.
- Objective: COMP 2.1 Identify, describe and compare/contrast products and their use in the target culture with the learner's culture.

NCSSFL-ACTFL Can-Do Statements:

- I can ask and answer questions about my everyday life.
- In my own culture and German speaking culture, I can compare and contrast the everyday transportation choices.
- Using what I know about popular figures, I can ask and answer questions about their everyday lives.
- I can also use this information to provide recommendations about what they could do.

Materials Needed:

- [Google Presentation](#)

WARM-UP

Was ist für euch "alltätlich"? (What is 'everyday' for you?)

Seid ihr während des Tages öfters zu Fuß oder mit dem Auto unterwegs? (Do you often walk or drive during the day?)

Denkt ihr dass die Leute in den USA weniger oder mehr mit dem Auto unterwegs sind, als die Deutschen? (Do you think people in the U.S. drive less or more than Germans?)

MAIN ACTIVITY

1. Have students choose a celebrity to be. The slide offers a few choices, but they are welcome to choose whoever they would like to be.

Lassen Sie die Schüler eine Berühmtheit auswählen. Die Folie bietet ein paar Auswahlmöglichkeiten, aber sie können gerne wählen, wer sie sein möchten.

2. Have students answer the next questions, as the celebrity that they are. Have students give the other "celebrities" advice on where they should go/what they should do in Boise.

Lassen Sie die Schüler die nächsten Fragen beantworten, als die Berühmtheit, die sie sind. Lassen Sie die Schüler den anderen "Prominenten" Ratschläge geben, wohin sie gehen sollten/was sie in Boise tun sollten.

3. Discussion Questions:

Diskussionsfragen

- *Welche Berufe bringen einen schwierigen Alltag mit sich?* (Which professions bring about a difficult everyday life?)
- *Wie sieht Alltag aus? Wie plant ihr euren Tag?* (What does everyday life look like? How do you plan your day?)
- *Ist euch Sauberkeit und Ordnung im Alltag wichtig?* (Is cleanliness and order in everyday life important to you?)

- *Wie viel Zeit verbringt ihr in eurem Alltag vor einen Bildschirm/ am Smartphone?* (How much time do you spend in front of a screen / smartphone in your everyday life?)
- *Seid ihr meistens gestresst oder in Eile? Oder macht ihr während des Tages auch Pausen?* (Are you mostly stressed or in a hurry? Or do you also take breaks during the day?)
- *Was sind Glücksbringer in den USA? (ein Cent auf der Straße finden? Schwarze Katze? usw.?)* (What are good luck charms in the U.S? (find a penny on the street? black cat? etc?))
- *Was bringt im Alltag Pech/Glück?* (What brings bad luck / luck in everyday life?)
- *Schlaft ihr lieber lange oder steht ihr früh auf?* (Do you prefer to sleep late or do you get up early?)
- *Mögt ihr Routine? Ist euch Routine wichtig?* (Do you like routine? Do you care about routine?)
- *Was ist das bizarrste, das euch in eurem Alltag passiert ist?* (What is the most bizarre thing that has happened to you in your everyday life?)
- *Esst ihr jeden Tag das gleiche Essen, wenn ja was ist es?* (What are your eating habits like?)

WRAP-UP

Ask the students what their favorite day looks like.

- *Fragen Sie die Schüler, wie ihr Lieblingstag aussieht.*

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can ask and answer questions about my everyday life.
- In my own culture and German speaking culture, I can compare and contrast the every-day transportation choices.
- Using what I know about popular figures, I can ask and answer questions about their everyday lives.
- I can also use this information to provide recommendations about what they could do.

CULTURAL RESOURCES

The first video is from Easy German. They discuss and show typical [German Gestures & Expressions](#). The second video is in English about [15 German Superstitions](#).



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🧟 German Level 4, Activity 06: Entsetzen und Angst / Horror and Fear (Face to Face)



Jody Marx

Description: Students discuss scary Halloween concepts, traditions, and plans. Students learn about Krampus.

Semantic Topics: Horror, Angst, Scary, Krampus, Halloween, Traditions, Traditionen, Comparisons, Vergleiche, Adjectives, Adverbs, Adjektive, Adverbien.

Products: Video about Krampuslauf. Video zum Krampuslauf.

Practices: The German tradition of Krampus. Halloween celebrations in the United States. Die deutsche Krampus-Tradition. Halloween-Feiern in den Vereinigten Staaten.

Perspectives: Value attached to cultural traditions in the United States and cultural traditions in a German speaking country. Wertschätzung kultureller Traditionen in den Vereinigten Staaten und kultureller Traditionen im deutschsprachigen Raum.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 4.1 Students demonstrate an understanding of the nature of language through comparisons between German and their own languages.
- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Idaho State Content Standards:

- Objective: CLTR 2.1 Analyze the significance of a product (art, music, literature, etc...) in a target

culture.

- Objective: COMM 3.1 Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.

NCSSFL-ACTFL Can-Do Statements:

- I can exchange and respond to opinions about horror and the horror genre.
- I can engage in discussion about my associations with horror.
- I can understand symbols of horror in German-speaking countries.

Materials Needed:

- [Google Presentation](#)

Watch this clip about the Krampuslauf im Graz <https://www.youtube.com/watch?v=mojrfw7SJ14>.

This explains a bit about the Krampus tradition:

<https://www.smithsonianmag.com/travel/krampus-could-come-you-holiday-season-180957438/>.

WARM-UP

What do you associate with the expression "horror" and what do you not?

Was assoziiert ihr mit dem Begriff "Horror" und was nicht?

Tension, fear, laughter, thrill, entertainment, horror, joy, screams, joke, blood, violence, popcorn, couch / sofa, girls and boys, teenagers in the woods / in a hut, boredom, close eyes, panic, night, Halloween, to cling to someone, crying, joy, calm, serenity,

Spannung, Angst, Lachen, Nervenkitzel, Unterhaltung, Grusel, Freude, Schreie, Witz, Blut, Gewalt, Popcorn, Couch/ Sofa, Mädchen und Junge, Teenager im Wald/ in einer Hütte, Langeweile, Augen schließen, Panik, Nacht, Halloween, sich an jemanden klammern, Weinen, Freude, Ruhe, Gelassenheit,

Do you like to read horror books?

Lest ihr gerne Horrorgeschichten?

Do you like to watch horror movies?

Schaut ihr gerne Horrorfilme?

What are your favorite horror books/movies?

Was sind eure Lieblings Horrorgeschichten/Filme?

Do you get nightmares from scary films or stories?

Bekommt ihr Alpträume von gruseligen Filmen oder Geschichten?

Have you ever had a dream that seemed almost real?

Hattet ihr jemals einen Traum der beinahe real gewirkt hat?

What makes horror so interesting for some people?

Was macht Horror so interessant für manche Menschen?

What is the attraction of such stories?

Welchen Reiz haben solche Geschichten?

MAIN ACTIVITY

1. Watch the clip about Krampuslauf im Graz

Sehen Sie die Clip über Krmpsulauf in Graz.

2. Look at the Krampus tradiiton explanation from The Smithsonianmag.com.

Sehen Sie die Krampus-Traditionen von Smithsonianmag.com.

Discussion Questions:

Diskussionsfragen

Do you associate Christmas with horror/scary things?

Assoziiert ihr Weihnachten mit Grusel?

Do you find Krampus scary?

Findet ihr Krampus gruselig?

Would you participate in a "Krampuslauf"? Why or why not?

Würdet ihr in einem Krampuslauf mitmachen? (Warum oder Warum nicht)?

What questions do you have about this tradition?

Welche Fragen habt ihr um diese Tradition?

WRAP-UP

1. Do you think Halloween would be a better Holiday for Krampus?

Findet ihr Halloween ein besserer Feiertag für Krampus?

2. What Halloween traditions do you have?

Was für Halloween Traditionen habt ihr?

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can exchange and respond to opinions about horror and the horror genre.
- I can engage in discussion about my associations with horror.
- I can understand symbols of horror in German-speaking countries.

CULTURAL RESOURCES

Linked is a fun video, [Eine Krampus Geschichte!](#)



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German Level 4, Activity 07: Deutsche Städte und Essen / German Cities and Food (Face to Face)



BrunO

Description: Students learn about cities in Germany and the differences between U.S. and German cities. Students also learn about German cuisine.

Semantic Topics: Cities, Städten, Deutschessen, German Food, Restaurants, Comparison, Vergleich, Superlative, Superlative, Kaffee und Kuchen, Coffee and Cake.

Products: German Cities, German Food, Deutsche Städte, Deutsche Küche.

Practices: Germans living in specific cities. German culinary experience. Deutsche Leben in bestimmten Städten. Deutsches kulinarisches Erlebnis.

Perspectives: Value of the difference between cities in the United States and cities in German speaking countries. Value of the difference in culinary experiences in German speaking lands. Der Wert von Unterschieden zwischen Städten in den USA und Städten im deutschsprachigen Raum. Der wert von Unterschieden in den kulinarischen Erlebnissen im deutschsprachigen Raum.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
- Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through German and the German-speaking world.
- Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons between the cultures in German-speaking countries and their own.

Idaho State Content Standards:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversations) to share information, reactions, feelings, and opinions.
- Objective: CLTR 1.1 Analyze the cultural practices/patterns of behavior accepted as the societal

norm in the target culture.

- Objective: CLTR 2.2 Describe the connections of products from the target culture with the practices and perspectives of the learner's culture.

NCSSFL-ACTFL Can-Do Statements:

- I can compare and contrast, in my own and German speaking culture differences between: Cities, Fashion and Eating Customs.
- In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.

Materials Needed:

- [Google Presentation](#)

WARM-UP

1. Ask students to name their favorite German cities.

Was ist eure Lieblingsstadt in Deutschland?

2. Ask students to name their favorite German food.

Was ist euer Lieblings deutsches Essen.

MAIN ACTIVITY

What are some differences between German and US cities? Frankfurt/ Seattle

Welche Unterschiede gibt es zwischen deutschen und US-amerikanischen Städten? Frankfurt / Seattle

1. Skylines – *Skylines*

- How are the skylines different?
- *Wie sind die Skylines von Frankfurt und Seattle anders?*

2. Stores – *Shops*

- What stores would you see in the U.S. that aren't in Germany?
- *Welche Läden findet man in den USA aber in Deutschland nicht?*

- Where are stores located? (in the city vs. mall)
- *Wo befinden sich Geschäfte? (in der Stadt vs. Einkaufszentrum)*
- 3. People – *Personen*
 - How do people in Germany dress different than in the U.S.? (Adidas)
 - *Wie kleiden sich die Leute in Deutschland anders als in den USA?*
- 4. Types of buildings/ building materials – *Gebäudearten / Baustoffe*
 - What types of buildings do you see?
 - *Welche arten von Gebäuden sehen Sie?*
 - What are they made of?
 - *Woraus sind sie gemacht?*
- 5. Old vs. new/modern – **Alt vs. Neu/Modern**
 - How do the cities look? (old vs. new)
 - *Wie sehen die Städte aus? (alt vs. neu)*
- German dining habits – *Deutsche Essgewohnheiten*
 - 1. Etiquette/customs – *Etikette / Brauchtum*
 - What are US dining customs?
 - *Was sind US – amerikanische Essgewohnheiten?*
 - What are German dining customs?
 - *Was sind deutsche Essgewohnheiten?*
 - Guten Appetit/ Mahlzeit
 - Water
 - Prost
 - 2. Coffee & Cake – *Kaffee & Kuchen*
 - What is Coffee and Cake?
 - **Was ist Kaffee und Kuchen?**
 - When do you have Coffee and Cake
 - **Wann nimmt man Kaffee und Kuchen zu sich?**
 - 3. Common foods – **Gemeinsame Lebensmittel**
 - What are common foods in the US?
 - **Was sind gemeinsame Lebensmittel in den USA?**
 - What are common foods in Germany? (Lyoner, Berliner, Spätzle, Knödel, Braten, Leber(fleisch)käse, Leberwurst)
 - **Was sind gemeinsame Lebensmittel in Deutschland? (Lyoner, Berliner, Spätzle, Knödel, Braten Leber(fleisch)käse, Leberwurst, Currywurst, Doner)**
 - Which do you prefer?

- **Was bevorzugen Sie?**

4. Restaurants

- What types of restaurants are there in the US?
- **Welche Arten von Restaurants gibt es in den USA?**
- What is your favorite (type of) restaurant?
- **Was ist euer Lieblingsrestaurant (Art von)?**
- What German restaurants do you know (in Boise)? (Alpenhaus, Schnitzel Garten, Prost) Have you ever eaten at them?
- **Welche deutschen Restaurants kennen Sie (in Boise?) (Das Alpenhaus, Der Schnitzelgarten, Prost) Habt ihr schon mal dort gegessen?**

WRAP-UP

Ask students the following question(s) to finish the activity:

- **Was ist deine Lieblingsstadt in den USA und in Deutschland?** (What is your favorite city in Germany and in the US?)
- **Was isst du heute Abend?** (What are you having for dinner tonight?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can compare and contrast, in my own and German speaking culture differences between: Cities, Fashion and Eating Customs.
- In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.

CULTURAL RESOURCES

Linked below is a video describing Coffee and Cake – [Afternoon Tea in German](#): It is a little old-fashioned, but a great presentation on Coffee and Cake. Linked is the video, [Ein Tag in Frankfurt am Main](#).



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German Level 4, Activity 08 Feierlichkeiten / Celebrations (Face to Face)



Couleur

Description: In this activity, students will learn about and discuss Karnaval.

Semantic Topics: Karneval, Carnival, Fasching, Celebrations, Feierlichkeiten, Conjunction, Konjunktion, Perfect, Perfekt, Imperfect, Imperfekt.

Products: Karneval, Mardi Gras.

Practices: Traditions related to Karneval in a German speaking country. Traditionen im Zusammenhang mit Karneval in einem deutschsprachigen Land.

Perspectives: Value attached to the cultural tradition of Karneval in a German speaking country. Wert auf die kulturelle Tradition des Karnevals im deutschsprachigen Raum gelegt.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
- Standard 3.1: Students reinforce and further their knowledge of other disciplines through German.

Idaho State Content Standards:

- Objective: CLTR 1.2 Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.
- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can understand cultural aspects of a celebration.
- I can compare celebrations in the U.S., with those in German speaking countries.
- I can express and respond to opinions on celebration etiquette.

Materials Needed:

- [Google Presentation](#)
- [Video about Karneval](#)

WARM-UP

Watch the video about Karneval.

Sehen Sie das Karneval video an.

What do you notice about the following video?

Was fällt euch im folgenden Video auf?

MAIN ACTIVITY

Discuss the following questions:

- *Was hast du aus dem Video gelernt?* (What did you learn in the Video?)
- *Würden Sie sich einem politischen oder fiktiven Umzugswagen anschließen?* (Would you join a political or a fictional parade float?)
- *Als was würdet ihr euch verkleiden?* (What would you dress up as?)
- *Gibt es in den USA ein ähnliches Fest?* (Is there a similar festival in the U.S?)
- *Sollte Karneval geregelt werden?* (Should Karneval be regulated?)

WRAP-UP

Ask if any students have been to Karneval or Mardi Gras. What was their experience like?

Fragen Sie, ob irgendwelche Schüler in Karneval oder Mardi Gras waren? Wie waren ihre Erfahrungen?

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)

- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can understand cultural aspects of a celebration.
- I can compare celebrations in the U.S., with those in German speaking countries.
- I can express and respond to opinions on celebration etiquette.

CULTURAL RESOURCES

Linked is a video from Deutsche Welle, [*Karnaval in Köln, Mainz und Rottweil*](#).



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◇German Level 4, Activity 09: Science-Fiction / Science-Fiction (Face to Face)



Darkmoon Art

Description: Students talk about their ideas on science fiction and learn about a German TV program and new sci-fi inventions.

Semantic Topics: Science Fiction, Adjectives, Adjektiven, Adverb, Adverben.

Products: Sci-fi, German movie trailer for *The Arrival*. Sci-Fi, deutscher Filmtrailer zur *Ankunft*.

Practices: Cultural perspectives about Sci-fi movies and books, and the influence of Sci-fi over new technology. Kulturelle Perspektiven über Science-Fiction-Filme und -Bücher und der Einfluss von Science-Fiction auf neue Technologien.

Perspectives: Sci-fi and new technology is popular in both the United States and in German speaking countries. Science-Fiction und neue Technologien sind sowohl in den USA als auch im deutschsprachigen Raum beliebt.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 3.1 Students reinforce and further their knowledge of other disciplines through German.

Idaho State Content Standards:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CONN 1.1 Compare and contrast information acquired from other content areas.

NCSSFL-ACTFL Can-Do Statements:

- I can express opinions about science-fiction.

- I can ask and answer questions related to preferences.
- I can compare elements of fiction or fantasy with real life occurrences.

Materials Needed:

- [Google Presentation](#)
- [German Movie Arrival Trailer](#)
- [6 Krasse Neue Erfindungen – Die du kenne solltest! \(6 Crazy New Inventions – You should know\)](#)

WARM-UP

Nützliche Vokabeln (Useful Vocabulary):

- *Strapazen* = tribulations/ exertions
- *Ablenkung* = distraction/ deviation (also → deflection)
- *Realität* = reality/ fact
- *fliehen* = to get away/ to escape
- *Phantasie* = fantasy/ imagination/ fancy
- *sich etwas vorstellen* = to imagine/ to picture
- *sich ablenken* = to distract oneself/ to take one's mind off things
- *Außerirdische* = alien
- *Technologie* = technology
- *Zeitreise* = time journey/ time travel
- *Zukunft* = future
- *Wissenschaft* = science
- *Fiktion* = fiction
- *Weltraum* = space/ outer space

MAIN ACTIVITY

1. What do you call sci-fi? (Visions, motifs, scenarios, characters)

Was bezeichnet ihr als Sci-Fi? (Visionen, Motive, Szenarios, Figuren)

2. Do you like science fiction? If yes, why? If no, why? Do you like to watch sci-fi?

Mögt ihr Science-Fiction? Wenn "Ja", warum? Wenn "Nein", warum? Schaut ihr gerne Sci-Fi?

3. What is so fascinating about the ideas of sci-fi?

Was ist an den Ideen von Sci-Fi so faszinierend?

4. What are your favorite sci-fi films / comics / books?

Was sind eure liebsten Sci-Fi Filme/ Comics/ Bücher?

5. Are there things in your everyday life (technology, concepts, ideas, professions, visions) that are almost sci-fi? Or that one would not have thought possible years ago?

Gibt es Dinge in eurem Alltag (Technologie, Konzepte, Idee, Berufe, Visionen) die fast Sci-Fi sind? Oder die man vor Jahren noch nicht für möglich gehalten hätte?

6. Do you think the visions and inventions from films and books are possible? Have some of these things come true?

Haltet ihr die Visionen und Erfindungen aus Filmen und Büchern für möglich? Sind manche dieser Dinge schon wahr geworden?

7. Do you think technology will one day rule all parts of our lives? Do you think that one day we will live like a sci-fi movie?

Denkt ihr, dass die Technologie eines Tages alle Teile unsers Lebens beherrscht? Glaubt ihr, dass wir eines Tages wie in einem Sci-Fi-Film leben?

WRAP-UP

Have students watch the video of the trailer for "*The Arrival*" and then have students watch an excerpt from a video about new technologies. Have students discuss the videos and how new technology relates to Sci Fi.

Lassen Sie die Schüler das Video des Trailers zu, "*The Arrival*" und anschließend einen Ausschnitt aus einem Video über neue Technologien ansehen. Lassen Sie die Schüler die Videos diskutieren und erklären, wie sich neue Technologien auf Sci-Fi beziehen.

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can express opinions about science-fiction.
- I can ask and answer questions related to preferences.
- I can compare elements of fiction or fantasy with real life occurrences.

CULTURAL RESOURCES

Netflix has a series, *Dark*. It is a German science fiction show. It is in German, and can be watched with either German or English subtitles. First linked below is a short sci-fiction movie in German from YouTube, [Second Horizon](#). Next linked is an interesting English video on the history of [Sci-Fi in Germany](#).



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♂ German Level 4, Activity 10: Krimi / Crime (Face to Face)



Vintagelee

Description: Students discuss Krimi and learn German vocabulary associated with Krimi. Students learn about the German Show *Tatort*.

Semantic Topics: Stadt, Land, Verb, Krimi, Crime, Murder Mystery Books, *Tatort*.

Products: Crime novels. *Tatort*, Krimis.

Practices: Reading and watching crime stories is popular in the United States and in German speaking countries. Das Lesen und Anschauen von Krimis ist in den USA und im deutschsprachigen Raum beliebt.

Perspectives: People in German speaking countries enjoy some of the same reading material and shows that people in the United States enjoy. Menschen in deutschsprachigen Ländern genießen einige der gleichen Lesematerialien und Shows, die Menschen in den Vereinigten Staaten genießen.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 3.1 Students reinforce and further their knowledge of other disciplines through German.

Idaho State Content Standards:

- Objective: COMM2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CLTR 2.1 Analyze the significance of a product (art, music, literature, etc...) in a target culture.
- Objective: CONN 2.1 Analyze the content and cultural perspectives of authentic materials prepared in the target language.

NCSSFL-ACTFL Can-Do Statements:

- I can contact emergency providers.

- I can compare crime and mystery in German speaking countries and my own.
- I can confidently create a present a story based on given materials.

Materials Needed:

- [Google Presentation](#)
- [Tatort](#)

WARM-UP

1. Give each student a whiteboard.

2. Think of and write down five cities starting with the letter A, five countries with the letter B, and five verbs that start with the letter C. Whoever finishes first wins.

Denken Sie an fünf Städte, die mit dem Buchstaben A beginnen, fünf Länder mit dem Buchstaben B und fünf Verben, die mit dem Buchstaben C beginnen. Wer zuerst ins Ziel kommt, gewinnt.

3. Discuss answers: What did each student come up with? Which ones were challenging?

Was haben Sie sich ausgedacht? Welche waren eine Herausforderung?

4. With a partner, look at the pictures. What could be the story? Come up with a thriller together!

Mit einem/einer Partner/in, schaut die Bilder an. Was könnte die Geschichte sein? Denkt euch zusammen einen Krimi aus!

MAIN ACTIVITY

1. Discuss useful vocabulary first. Then have the students form pairs. The presentation will contain a variety of images related to mysteries. Give students a moment to work together to create a story around these images. Have the pairs share their stories with the rest of the group. *Besprechen Sie zuerst nützliche Vokabeln. Lassen Sie die Schüler dann Paare bilden. Die Präsentation wird eine Vielzahl von Bildern enthalten, die sich auf Mysterien beziehen.*

Geben Sie den Schülern einen Moment Zeit, um zusammenzuarbeiten, um eine Geschichte um diese Bilder herum zu erstellen. Lassen Sie die Paare ihre Geschichten mit dem Rest der Gruppe teilen.

Vocabulary:

- **Mordtat** = murderous deed
- **einen Fall lösen** = to crack a case
- **Detektiv** = detective
- **Entführung** = hijacking/ kidnapping
- **Räuber** = robber
- **Einbrecher** = burglar

2. Discuss what students associate with mystery.

- **Was assoziiert ihr mit dem Begriff "Krimi"?** (What do you associate with mystery/crime/thriller?)
- **Schaut ihr gern Krimis? Welche? Warum oder Warum nicht?** (Do you like to watch mystery/crime shows? Which ones? Why or why not?)
- **Welche Krimis (Romane) kennt ihr? Hat ein Roman dieselbe Wirkung wie ein Film oder eine Sendung?** (Which crime books do you know? Does a crime book have the same effect as a crime movie or show?)
- **Was gefällt euch an Krimis?** (What do you like about crime mystery?)
- **Findet ihr "wahre" Krimis oder "fiktive" Krimis interessanter?** (Do you find real (based on true stories) or made up crime stories more interesting?)
- **Erklären Sie ein wenig über Tatort und wie beliebt er in Deutschland ist.** (Explain a bit about *Tatort* and how popular it is in Germany.)

WRAP-UP

Have students discuss what they associate with Krimi.

Was verbinden Sie mit Krimi?

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can contact emergency providers.
- I can compare crime and mystery in German speaking countries and my own.
- I can confidently create a present a story based on given materials.

CULTURAL RESOURCES

Linked is an episode of [Tatort](#), Germany's longest running TV drama.



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👤 *German Level 4, Activity 11: Schulscharaden / School Charades (Face to Face)*



Silviarita

Description: Students talk about stress and play Charades using school vocabulary to relieve stress.

Semantic Topics: Stress, Games, Spielen, Charades, Charaden, Health, Gesundheit.

Products: School Charades Cards.

Practices: Understanding how to deal with stress. Verstehen, wie man mit Stress umgeht.

Perspectives: Germans appreciate stress relief through their lakes the theater, playing sports, wandering in the countryside, and being with family. Die Deutschen schätzen Stressabbau durch See, Theater, Sport, Spaziergänge in der Natur und Familie.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- Standard 1.2 Students understand and interpret spoken and written language on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CONN 1.1 Compare and contrast information acquired from other content areas.

NCSSFL-ACTFL Can-Do Statements:

- I can answer questions with my own opinion.
- I can use physical gestures to negotiate meaning.
- I can talk about my future plans.

Materials Needed:

- [Google Presentation](#)
- [Charades Words](#)

WARM-UP

- *Wie gehst du am besten mit Schulstress um?* (What is the best way to deal with school stress?)
- *Was sind deine Tricks, um nicht in Stress zu geraten?* (What are your tricks to avoid getting stressed?)

MAIN ACTIVITY

1. Print and cut out the Charades cards linked in the materials needed section.

Ausdrucken und ausschneiden die Charadenkarten die in den "Materials Needed" verlinkt sind.

2. Have students play Charades using the Charades cards. They will be in groups of 3-4 and alternation turns.

Lassen Sie die Schüler Scharade spielen, indem Sie die Scharade-Karten verwenden. Sie werden in Gruppen von 3-4 und abwechselnd an der Reihe sein.

WRAP-UP

Ask students the following question(s) to finish the activity:

- *Wie haben Sie die Frühlingsferien verbracht?* (How did you spend spring break?)
- *Was habt ihr dieses Wochenende vor?* (What are your plans for the weekend?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can answer questions with my own opinion.
- I can make something up.
- I can talk about myself and my visions/dream.

CULTURAL RESOURCES

Linked is an Easy German video, [How do Germans Relax?](#)



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 German Level 4, Activity 12: Reisen / Travel (Face to Face)



Hekudan

Description: Students talk about their dream holiday and plan the holiday using the TUI App. They will then present their holiday to the group.

Semantic Topics: Travel, Reisen, Holiday, Urlaub, Superlatives, Superlative, Commands, Befehle.

Products: TUI Travel App, TUI Reise-App.

Practices: The use of technology to plan a dream vacation. Der Einsatz von Technologie, um einen Traumurlaub zu planen.

Perspectives: Travel to a German speaking country provides many opportunities to further German language education and Germanic cultural education. Planning ahead can make for a better travel experience. Reisen in ein deutschsprachiges Land bieten viele Möglichkeiten der deutschsprachigen und germanisch-kulturellen Bildung. Eine vorausschauende Planung kann für ein besseres Reiseerlebnis sorgen.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.2 Students understand and interpret spoken and written language on a variety of topics.
- Standard 1.3 Students understand and interpret spoken and written language on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read or viewed on a variety of topics.
- Objective: COMM 3.1 Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.

NCSSFL-ACTFL Can-Do Statements:

- I can plan and present on my ideal trip.
- I can use resources or technology to help me plan a trip more effectively.
- I can discuss past travel experiences.

Materials Needed:

- [Google Presentation](#)
- [TUI App Video](#)

WARM-UP

1. Watch the TUI App.

WSchauen Sie sich die TUI-App an.

2. What can you do with the app?

Was kann man mit dem App machen?

3. Do you think the “my TUI app” will be helpful?

Denkt ihr, dass die “meine TUI App” hilfreich sein wird?

MAIN ACTIVITY

Plan Your Trip!

Plant euren Urlaub!

1. With PicCollage, Maps or Google Earth plan your dream holiday.

Mit PicCollage, Maps oder Google Earth plant euren Traumurlaub!

2. Present your dream holiday for the group.

Präsentiert den Traumurlaub für die Gruppe!

WRAP-UP

Ask students the following question(s) to finish the activity:

- *Versucht ihr die Sprache ein wenig zu lernen, bevor ihr in Urlaub fahrt?* (Are you trying to learn the language a bit before you go on vacation?)
- *Was waren die größten Missgeschicke oder Pannen (accidents) die euch auf euren Reisen passiert sind?* (What were the biggest mishaps or accidents that happened to you on your travels?)
- *Wie würdet ihr euch ohne Smartphone auf einer Reise zurechtfinden?* (How would you find your way on a trip without a smartphone?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can plan and present on my ideal trip.
- I can use resources or technology to help me plan a trip more effectively.
- I can discuss past travel experiences.

CULTURAL RESOURCES

Linked is an Easy German video, [What is Your Dream Vacation](#).



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👋 German Level 4, Activity 13: Stereotypen / Stereotypes
(Face to Face)



Rotonara / Soualexandrerocha

Description: Students discuss German stereotypes.

Semantic Topics: Stereotypes, Typisch, Prejudice, Vorurteil, Adjectives, Adjektive.

Products: Cultural clichés, Kulturklischees.

Practices: Understanding cultural clichés about people in German speaking countries. Kulturklischees über Menschen im deutschsprachigen Raum verstehen.

Perspectives: Danger in stereotyping people. Value of cultural individualities of German speaking lands. Gefahr, Menschen zu stereotypisieren. Wert kultureller Individualitäten im deutschsprachigen Raum.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
- Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through German and the German-speaking world.

Idaho State Content Standards:

- Objective: CLTR 1.2 Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.
- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can discuss stereotypes of German speaking countries.
- I can discuss stereotypes of my own culture.
- I can form an opinion about the validity of certain stereotypes.

Materials Needed:

- [Google Presentation](#)
- [Article](#)

WARM-UP

Read the stereotypes and discuss whether the stereotypes are correct.

Lest die Klischees und besprecht ob die Klischees stimmen.

MAIN ACTIVITY

Instructions in English/*Deutsch*

- Stereotype 1: The Germans eat bratwurst, beer, and potatoes.

Klischee 1: Die Deutschen ernähren sich von Bratwurst, Bier, und Kartoffeln.

- Conclusion: The stereotype is true and tastes good!

Fazit: Klischee stimmt und schmeckt!

- Stereotype 2: The Germans are cold, unfriendly and inconsiderate.

Klischee 2: Die Deutschen sind kalt, unfreundlich, und rücksichtslos.

- Conclusion: The Germans are very nice and helpful, even in a big city like Berlin. Stereotype refuted.

Fazit: Die Deutschen sind sehr nett und hilfsbereit sogar in einer Großstadt wie in Berlin Klischee widerlegt.

- Stereotype 3: The Germans are humorless and stiff.

Klischee 3: Deutsche sind humorlos und steif.

- Conclusion: The Germans are full of humor and not stiff. They like jokes and are very funny. Stereotype refuted.

Fazit: Die Deutschen sind humorvoll und nicht steif. Sie mögen Witze und sind ganz lustig!

- Stereotype 4: The Germans love order and adhere to rules.

Klischee 4: Die Deutschen lieben Ordnung und halten sich an Regeln.

- Conclusion: Stereotype true. The Germans love order and adhere to the rules.

Fazit: Klischee stimmt! Die Deutsche haben viele Regeln und halten sich daran.

- Stereotype: The Germans love soccer!

Klischee 5: Deutsche lieben Fußball!

- Conclusion: World Champions 1954, 1990, 2014.

Klischee Richtig!

- In summer, there is barbecue and soccer.

Fazit: Weltmeister: 1954, 1974, 1990, 2014 Klischee stimmt! Im Sommer gibt's Grillen und Fußball.

WRAP-UP

Discuss any new information the students learned about German stereotypes.

Besprechen Sie alle neuen Informationen, die die Schüler über deutsche Klischees erfahren.

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can discuss stereotypes of German speaking countries.
- I can discuss stereotypes of my own culture.
- I can form an opinion about the validity of certain stereotypes.

CULTURAL RESOURCES

Attached is a link from Meet the Germans, [*What do Foreigners Think about Germans.*](#)



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👋 *German Level 4, Activity 14: Tschüss, Auf Wiedersehen / Goodbye (Face-to-Face)*



iStock

Description: Students discuss summer plans and their favorite things about German.

Semantic Topics: Goodbye, Tschüss, Auf Wiedersehen, Summer Plans, Sommerpläne, Adjectives, Adjektive, Adverbs, Adverbien, Conjunctions, Konjunktionen.

Products: Kahoot, Summertime activities, Sommeraktivitäten.

Practices: Listening to classmates speaking in German about summer activities and favorite German phrases. Valuing the German language learning that has happened over the past semester. Klassenkameraden zuhören, die auf Deutsch über Sommeraktivitäten und deutsche Lieblingssätze sprechen. Wertschätzung des Deutschlernens im letzten Semester.

Perspectives: Value associated with German language learning. Value of each classmate. Wert, der mit dem Erlernen der deutschen Sprache verbunden ist. Wert jedes Mitschülers.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM 3.1 Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.

NCSSFL-ACTFL Can-Do Statements:

- I can play Kahoot.

- I can show off my German skills.
- I can say goodbye to my awesome group.

Materials Needed:

- [Google Presentation](#)
- [Kahoot](#)

WARM-UP

Play Kahoot!

Kahoot spielen!

MAIN ACTIVITY

What will/would you like to do this summer?

Was wird / möchtet ihr diesen Sommer machen?

WRAP-UP

Ask students the following question to finish the activity:

- *Was ist ihre Lieblings Phrasen auf Deutsch?* (What is your favorite German phrase?)

Example:

Everything has an end, only the sausage has two.

Alles hat ein Ende, nur die Wurst hat zwei.

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can play Kahoot.
- I can show off my German skills.
- I can say goodbye to my awesome group.

CULTURAL RESOURCES

Linked is a fun video from the Easy Germans as they travel in Tokyo: [The German in Me](#).



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🕶️ German Level 4, Activity 15: Cool Sein / Being Cool (Face to Face)



freepik

Description: Talking in German about what makes a person “cool”.

Semantic Topics: People, Leuten, Cool, Culture, Kultur, Adjective, Adjektiv.

Products: Google Slides of various individuals. Google-Präsentationen verschiedener Personen.

Practices: The social “pecking order”. Socially appropriate behaviors. Sozial angemessenes Verhalten.

Perspectives: Importance of individual freedom. Importance of appreciating people for who they are, what they like, and what they wear. Bedeutung der individuellen Freiheit. Es ist wichtig, Menschen dafür zu schätzen, wer sie sind, was sie mögen und was sie tragen.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
- Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.
- Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through German and the German-speaking world.

Idaho State Content Standards:

- Objective: COMP 2.1 Identify, describe and compare/contrast procedures and their use in the target culture with the learner’s culture.
- Objective: CLTR 2.1 Analyze the significance of products (art, music, literature, etc...) in a target culture.

NCSSFL-ACTFL Can-Do Statements:

- I can express my opinion on what it means to be “cool”.
- I can share my opinions about what is popular.
- I can discuss cultural differences regarding trends.

Materials Needed:

- [Google Presentation](#)

- Whiteboards
- Whiteboard Markers & Erasers

WARM-UP

Begin with the following discussion question:

1. **Fragen Sie: Was macht jemanden cool?** (What makes someone cool?)

2. Have students write the answer on their whiteboard.

Lassen Sie die Schüler die Antwort auf ihr Whiteboard schreiben.

3. Show students slide with pictures.

Zeigen Sie den Schülern die Folie mit Bildern.

4. Discuss who is cooler- the bragger or the humble/happy person.

Besprechen Sie, wer cooler ist – der Prahler oder die bescheidene / glückliche Person.

MAIN ACTIVITY

Ask and discuss the following questions:

1. **Was ist cool für die Leute in den USA?** (What is cool for people in the U.S.?)

2. **Ist cool sein das gleiche wie populär zu sein?** (Is being cool the same as being popular?)

3. **Wenn man viele Sachen kauft, bedeutet das, dass man deswegen cool ist?** (Does buying a lot of stuff make you cool?)

4. **Ist es wichtig, cool zu sein? Warum?** (Is it important or not to be cool? Why?)

5. **Wie hast die Bedeutung von “cool-sein” durch die Zeit geändert?** (How has being cool changed over time?)

6. **Wer entscheidet was cool ist? Wie würde es entschieden, dass etwas cool ist oder nicht?** (How is it decided what is cool?)

7. **Was ist cool in Deutschland?** (What is cool in Germany?)

WRAP-UP

Ask students the following question(s) to finish the activity:

- *Was ist dein “cooles” Lieblingskleidungsstück?* (What is your favorite “cool” piece of clothing?)
- *Was ist deine “coole” Lieblingsmusik?* (What is your favorite “cool” music?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can express my opinion on what it means to be “cool”.
- I can share my opinions about what is popular
- I can discuss cultural differences regarding trends.

CULTURAL RESOURCES

In this Easy German video the presenters ask people on the street, [What do Germans Think About Germans From Other Regions](#)



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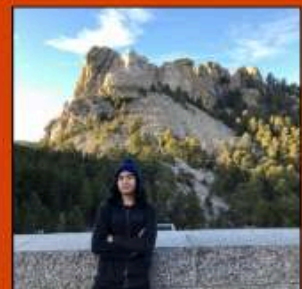
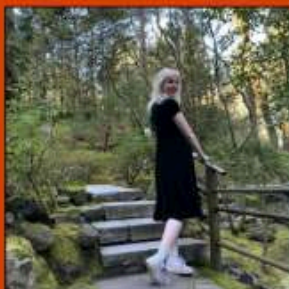
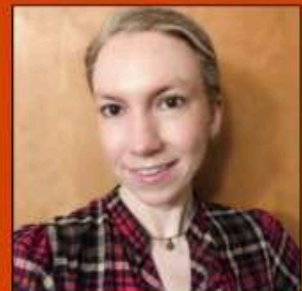
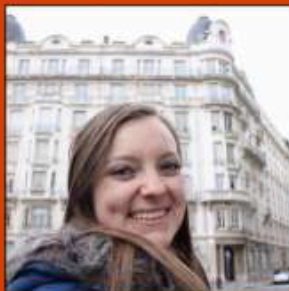
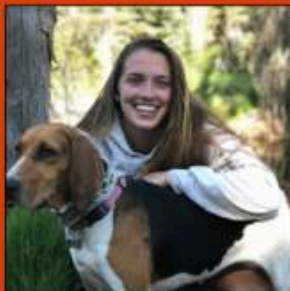
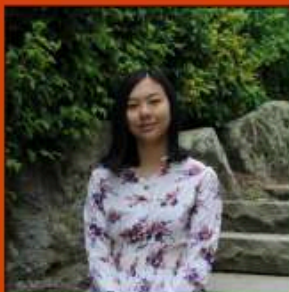
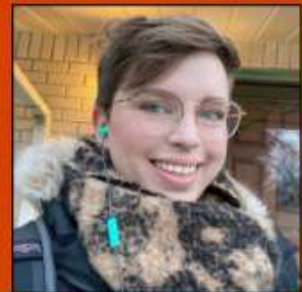
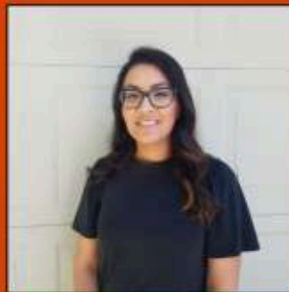
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GERMAN LEVEL 4, ACTIVITIES DESIGNED FOR ONLINE INSTRUCTION



Photos of past and present Pathways Project student team members

😊 German Level 4, Activity 01: Einleitung / Introduction (Online)



rashid-khreiss

Description: Students will learn activity guidelines, play bingo, and introduce themselves to each other.

Semantic Topics: Introduction, Einführung, Fragen, Questions, Conjunctions, Konjunktionen.

Products: Bingo Cards, Bingokarten.

Practices: Taking turns answering questions in German. Listening to classmates to get to know them better. Abwechselnd beantworten Fragen auf Deutsch. Mitschülern zuhören, um sie besser kennenzulernen.

Perspectives: Appreciating the differences in the students of the German speaking language. Anerkennung der Unterschiede bei den Schülern der deutschsprachigen Sprache.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can ask open ended questions about technology, family, food, and travel.

Materials Needed:

- [Google Presentation](#)

WARM-UP

1. Have each student introduce themselves and tell one fun fact about their summer.

- *Lassen Sie jeden Schüler sich vorstellen und eine lustige Tatsache über seinen Sommer erzählen.*

2. Review the Can-Do Statements with the Students.

- *Gehen Sie die Kann-Aussagen mit den Schülern durch.*

MAIN ACTIVITY

1. Before starting the activity, model a few sample questions for the students.

Bevor Sie mit der Aktivität beginnen, modellieren Sie ein paar Beispielfragen für die Schüler.

Examples:

Beispiele:

Technology question:

- *Bevorzugen Sie Android oder Apple und warum?* (Do you prefer Android or Apple, and why?)

Answer:

- *Ich habe ein Apple iPhone und es gefällt mir, weil es einfach zu bedienen ist, aber viel Geld kostet.* (I have an Apple iPhone and I like it because it is easy to use, but it costs a lot of money.)

Family Question:

- *Wer ist Ihr Lieblings Familienmitglied?* (Who is your favorite family member?)

Answer:

- *Ich habe kein Lieblingsfamilienmitglied, aber ich gehe gerne mit meiner Schwester essen, weil sie immer bezahlt.* (I do not have a favorite family member, but I love to go out to dinner with my sister because she always pays.)

2. Divide the students into groups of 2 or 3 in Zoom Breakout Rooms. Share the link to the picture slide in the Zoom chat.

3. Students must formulate OPEN-ENDED questions relating to the picture in the square and ask another student. Encourage conversation that relates to their picture.

- *Die Schüler müssen offene Fragen zu dem Bild auf dem Quadrat formulieren und einen anderen Schüler fragen. Ermutigen Sie Gespräche, die sich auf ihr Bild beziehen.*

4. Students should take turns asking and answering questions from each box.

- *Die Schüler sollten abwechselnd Fragen aus jeder Box stellen und beantworten.*

WRAP-UP

After everyone is done, go square by square and ask students to report back what they learned from the other students (their answers) about the squares from the questions they asked.

Nachdem alle fertig sind, gehen Sie Quadrat für Quadrat vor und bitten Sie die Schüler, zu berichten, was sie von den anderen Schülern (ihre Antworten) über die Felder aus den von ihnen gestellten Fragen gelernt haben.

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can ask open ended questions about technology, family, food, and travel.

CULTURAL RESOURCES

Linked here is an [article](#) discussing the importance of creating some stress free environments during language learning. As a helpful reminder for students, this article will be linked in the Cultural Notes

section in the first activity of each section.. <https://languagelearnersjournal.com/2018/05/14/is-stress-impacting-your-language-learning-ability/>

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<https://boisestate.pressbooks.pub/pathwaysgerman/?p=584#oembed-1>

German Level 4, Activity 02: Schule und Universität / School and University (Online)



NoRud

Description: Students will discuss their opinions on experiences with different school systems, as well as discuss what they would do if they decided to have children.

Semantic Topics: Schule, Studium, Cool Sein, School, Noten, Grades, Grammar, Grammatik.

Products: Video of education in Germany. Bildungsvideo in Deutschland.

Practices: Education in the U.S. and Education in Germany. Bildung in den USA und Bildung in Deutschland.

Perspectives: Value attached to education in the United States and German speaking countries. Wert auf Bildung in den USA und im deutschsprachigen Raum.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret spoken and written language on a variety of topics.
- Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

Idaho State Content Standards

- Objective: COMM 1.1- Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMP 1.1- Observe formal and informal forms of language.
- Objective: COMM 2.1- Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can express my opinions on the school system, university and professors.
- I can reason through scenarios regarding school and university.
- I can express my own experiences with the school system.

Materials Needed:

- [Google Presentation](#)

WARM-UP

1. Discuss the Can-Do Statements with the Students.

2. Have students answer the following questions:

- *Was sind euer Lieblingsfächer? Warum?* (What is your favorite subject? Why?)
- *Welches Fach mögt ihr am wenigsten? Warum?* (What subject do you like the least? Why?)

MAIN ACTIVITY

1. Students will watch a segment from Deutschland labor-Folge 1 Schule (0:26-1:35)

- The purpose is not necessarily to understand all of the facts that are given, but rather focus on what they are seeing-how does it compare?
- <https://www.youtube.com/watch?v=L3uatU-UH60>

2. Discussion Question Ideas:

- *Was sind für euch akzeptable Gründe die Schule zu schwänzen?* (What are acceptable reasons to skip school?)
- *Was macht eine(n) gute(n) Professor(in) aus? (Was für Eigenschaften?) Habt ihr schon einmal eine schlechte Erfahrungen mit eine(n) Professor(in)?* (What makes a good professor? (Which characteristics) Have you ever had a bad experience with a professor?)
- *Hattet ihr positive oder negative Erfahrungen in dem amerikanischen Schulsystem? Warum?* (Have you had

more positive or negative experiences in the American school system? Why?)

- *Seid ihr noch befreundet mit einem Freund aus eurer Schulzeit? Wie seid ihr in Kontakt geblieben oder warum seid ihr nicht mehr befreundet?* (Are you still friends with a friend from your school days? How did you stay in contact or why are you no longer friends?)
- *Was findet ihr am schwierigsten bei dem Uni Leben?* (What is the hardest part about University life?)
- *Möchtet ihr ins Ausland studieren? Wo?* (Do you want to study outside the country? Where?)

WRAP-UP

Ask students the following question(s) to finish the activity:

- *Hat jemand von euch eine Privatschule besucht? Wie denkt ihr über Privatschulen?* (Have any of you attended a private school? What do you think of private schools?)
- *Wenn ihr Kinder hätte, würdet ihr ihre Kinder auf eine Privatschule oder eine staatliche Schule schicken?* (If you had children, would you send your children to a private or public school?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can express my opinions on the school system, university and professors.
- I can reason through scenarios regarding school and university.
- I can express my own experiences with the school system.

CULTURAL RESOURCES

Meet the Germans discuss the [University System in Germany](#). This is mostly in English with German subtitles.



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🎬 German Level 4, Activity 03: Ab ins Kino / Off to the Movies (Online)



Shawn Moak

Description: Students will plan a trip to a movie in Vienna, using the computer to plan the travel, figure

out how to purchase their tickets, discuss favorite movies and actors/actresses, and figure out what snacks to have at the movie.

Semantic Topics: Movies, Film, Movie Theater Food, Essen im Kino, Freindship, Freundschaft

Products: Music video about a relationship. Musikvideo über eine Beziehung.

Practices: How to interact in a relationship. Determining what is important in relationships. Wie man in einer Beziehung interagiert. Bestimmen, was in Beziehungen wichtig ist.

Perspectives: Cultural norms in relationships both with an English speaking individual and German speaking individual. Kulturelle Normen in Beziehungen sowohl zu einer englischsprachigen als auch zu einer deutschsprachigen Person.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.2 Students understand and interpret spoken and written language on a variety of topics
- Standard 5.1 Students use German both within and beyond the school setting
- Standard 3.1 Students reinforce and further their knowledge of other disciplines through German.

Idaho State Content Standards:

- Objective: Comm 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: Conn 1.2 Relation information studied in other subjects to the target language and culture.
- Objective Comt 1.2 Discuss personal preferences in activities and events both within and beyond the classroom.

NCSSFL-ACTFL Can-Do Statements:

- I can figure out how to get from one place to another in a foreign city.
- I can discuss my preferences about and describe movies.
- I can invite someone to a movie with me.

Materials Needed:

- [Google Presentation](#)

WARM-UP

1. Discuss the Can-Do Statements.

- *Diskutieren Sie die Kann-Aussagen.*

2. Divide the students up into breakout rooms of twos or threes.

- *Teilen Sie die Schüler in Zweier- oder Dreier-Breakout Rooms auf.*

3. The students are friends studying abroad in Vienna.

- *Die Studenten sind Freunde, die in Wien im Ausland studieren.*

4. One student asks another if they would like to go to the movies.

- *Ein Student fragt einen anderen, ob er ins Kino gehen möchte.*

5. The Students discuss their favorite German/Austrian Actors/Actresses, Filmmaker, and Films.

- *Die Studierenden diskutieren ihre liebsten deutschen/österreichischen Schauspieler/innen, Filmemacher und Filme.*
- use the links below to compare and discuss the 2021 Box office #1 films in Austria against the 2021 Box office #1 films in the United States.
 - *Wenn es die Zeit erlaubt, verwenden Sie die nachstehenden Links, um die 2021 Box Office #1-Filme in Österreich mit den 2021 Box Office #1-Filmen in den Vereinigten Staaten zu vergleichen und zu diskutieren.*
 - [List of 2021 Box Office Number one Films in Austria](#)
 - [List of 2021 Box Office Number one Films in the United States](#)

MAIN ACTIVITY

In the zoom rooms have the students...

- *In den Zoom-Räumen haben die Schüler...*

1. Research the movies available to see in Vienna.

- *Recherchieren Sie die Filme, die in Wien zu sehen sind.*

2. Decide on which movie to see.

- *Entscheiden Sie, welchen Film Sie sehen möchten.*

3. Create directions to the Theater from the University of Vienna, Universitätsring 1, 1010 Wien, Austria.

- *Erstellung einer Anfahrtsbeschreibung zum Theater der Universität Wien, Universitätsring 1, 1010 Wien, Österreich.*

4. Decide what food/snacks they will be ordering and eating at the movie theater.

- *Entscheiden, welche Speisen/Snacks sie im Kino bestellen und essen.*

WRAP-UP

Have the students present their movie plans to the rest of the class.

- *Lassen Sie die Schüler ihre Filmpläne dem Rest der Klasse präsentieren.*

Have the students invite the others to the movie, give a short description of the movie, and see who would like to join them.

- *Lassen Sie die Schüler die anderen zum Film einladen, geben Sie eine kurze Beschreibung des Films und sehen Sie, wer mitmachen möchte.*

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can figure out how to get from one place to another in a foreign city.
- I can discuss my preferences about and describe movies.
- I can invite someone to a movie with me.

CULTURAL RESOURCES

Here is a really fun video from Easy German, [The Worst Movies You Have Ever Seen](#)



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🇩🇪 *German Level 4, Activity 04: Berlin! / Berlin! (Online)*



Lobo Studio Hamburg

Description: In this activity students will discuss the Berlin wall as well as hypothetical situations that families may have faced relating to the Berlin wall during the Cold War.

Semantic Topics: Berlin, Sightseeing, Landmarks, Sehenswürdigkeiten, East Berlin, Ost-Berlin, West Berlin, West-Berlin, Escape Attempts, Fluchtversuche, Fleeing, Flucht, Imperfect, Imperfekt, Perfect, Vergangenheit, Perfekt.

Products: Individual knowledge of Berlin. Individuelle Berlin-Kenntnisse.

Practices: Discussing Berlin, East and West Berlin, the Berlin Wall. Im Gespräch über Berlin, Ost- und Westberlin, die Berliner Mauer.

Perspectives: The division of Berlin and of Germany shaped both individuals and countries. Die Teilung Berlins und Deutschlands hat Menschen und Länder geprägt.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret spoken and written language on a variety of topics.
- Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

Idaho State Content Standards:

- Objective: COMM 1.1- Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMP 1.1- Observe formal and informal forms of language.
- Objective: COMM 2.1- Understand, interpret, and analyze what is heard, read, or viewed on a

variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can express my opinions on / explain historical events.
- I can participate in a conversation about the Berlin Wall.
- I can discuss hypothetical situations.

Materials Needed:

- [Google Presentation](#)

WARM-UP

1. Discuss the Can-Do Statements

2. Discussion Questions:

- *Was wisst ihr schon über die Berliner Mauer?* (What do you already know about the Berlin Wall?)
- *Welche Sehenswürdigkeiten gibt es in Berlin?* (Which landmarks / sights are in Berlin?)

MAIN ACTIVITY

Discussion Questions:

- *Was würdet ihr tun, wenn ihr im Osten leben würdet, aber ihre Familie im Westen wäre?* (What would you do if you lived in the East, but your family lived in the West?)
- *Was würdet ihr tun, wenn ihr die Chance hättet, aus dem Osten zu Fliehen, aber das würde bedeuten, ihre Familie dort (im Osten) zu lassen?* (What would you do if you had to the chance to flee the East, but that would mean leaving your family behind (in the East)?)
- *Was sind einige der Fluchtversuche, von denen ihr wisst? Wie würdet ihr entkommen?* (What are some of the escape attempts that you know of?)
- *Würdet ihr nach dem Fall der Mauer im Osten bleiben oder in den Westen gehen?* (After the fall of the Wall, would you stay in the East or go to the West?)

WRAP-UP

Ask students the following question(s) to finish the activity:

- *Möchtet ihr jemals nach Berlin gehen?* (Do you ever want to go to Berlin?)
- *Wohinwürdet ihr gehen/was würdet ihr tun?* (Where would you go / what would you do?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can express my opinions on / explain historical events.
- I can participate in a conversation about the Berlin Wall.
- I can discuss hypothetical situations.

CULTURAL RESOURCES

Linked here is a German language educational video, [1961: Der Bau der Mauer](#). A second video in German is [Die Berliner Mauer](#).



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🕒 German Level 4, Activity 05: Alltag und Aberglaube / Everyday Life and Superstition (Online)



freepik

Description: In this activity Students practice describing their everyday life. Students pretend they are a celebrity and answer questions about their celebrity's everyday life.

Semantic Topics: Alltag, Everyday Life, Celebrity, Berühmtheit, Conjunction, Konjunktionsgebrauch.

Products: Personal knowledge of everyday life. Google slide show of individuals. Persönliches Alltagswissen. Google-Diashow von Einzelpersonen.

Practices: Everyday living for a person in the United States and a person living in a German speaking country. Alltagsleben für eine Person in den Vereinigten Staaten und eine Person, die in einem deutschsprachigen Land lebt.

Perspectives: Value attached to the cultural differences of daily living in a German speaking country. Wertschätzung der kulturellen Unterschiede des täglichen Lebens im deutschsprachigen Raum.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret spoken and written language on a variety of topics.
- Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

Idaho State Content Standards:

- Objective: COMM 1.1- Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMP 1.1- Observe formal and informal forms of language.
- Objective: COMM 2.1- Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can ask and answer questions about my everyday life.
- In my own culture and German speaking culture, I can compare and contrast the everyday transportation choices.
- Using what I know about popular figures, I can ask and answer questions about their everyday

lives.

- I can also use this information to provide recommendations about what they could do.

Materials Needed:

- [Google Presentation](#)

WARM-UP

1. Discuss the Can-Do Statements with the Students.

2. Discussion Questions:

- *Was ist für euch "alltätlich"?* (What is "everyday" for you?)
- *Wie sieht Alltag aus? Wie plant ihr euren Tag?* (What does everyday life look like? How do you plan your day?)
- *Gehen oder fahren Sie jeden Tag öfter?* (During the day, do you walk or drive more often?)
- *Denkt ihr dass Amerikaner mehr oder weinger mit dem Auto unterwegs sind, als die Deutschen?* (Do you think Americans drive more or less than Germans?)

MAIN ACTIVITY

1. Have students choose a celebrity to be. The slide offers a few choices, but they are welcome to choose whoever they would like to be.

Lassen Sie die Schüler eine Berühmtheit auswählen. Die Folie bietet ein paar Auswahlmöglichkeiten, aber sie können gerne wählen, wer sie sein möchten.

2. Have students answer the next questions, as the celebrity that they are.

Lassen Sie die Schüler die nächsten Fragen beantworten, als die Berühmtheit, die sie sind.

3. Have students give the other "celebrities" advice on where they should go/what they should do in Boise.

Lassen Sie die Schüler den anderen "Prominenten" Ratschläge geben, wohin sie gehen sollten/was sie in Boise tun sollten.

4. Discussion Questions:

- *Wie sieht den Alltag als 'Promi' aus? Was macht man täglich?* (What does everyday life as [insert 'celebrity'] look like? What do you do every day?)
- *'Promi' besucht Boise! Was werdet ihr in Boise / ihre Heimat machen?* ([Insert 'celebrity'] visits Boise! What are you going to do in Boise / where you are from?)
- *Empfehlungen für die anderen Promis: Was sollten sie in Boise machen?* (Recommendations for the other celebrities: what should they do in Boise?)

WRAP-UP

Ask students the following question(s) to finish the activity:

- *Wie viel Zeit verbringt ihr in eurem Alltag am Smartphone?* (How much time do you spend on your smartphone in your everyday life?)
- *Was bringt Pech / Glück im Alltag?* (What brings bad luck / luck in everyday life?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can ask and answer questions about my everyday life.
- In my own culture and German speaking culture, I can compare and contrast the every-day transportation choices.
- Using what I know about popular figures, I can ask and answer questions about their everyday lives.
- I can also use this information to provide recommendations about what they could do.

CULTURAL RESOURCES

Here is a fun video from the Easy Germans, [Weird Things Germans Do](#).



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German Level 4, Activity 06: Deutsche Städte und Essen / German Cities and Food (Online)



BrunO

Description: Students will discuss the differences between German and US cities, foods, fashion and more. They will also discuss differences in cultural etiquette and customs.

Semantic Topics: Cities, Städte, Deutsches Essen, German Food, Restaurants, Comparisons, Vergleiche, Superlative, Superlativ.

Products: German Cities, German Food, Deutsche Städte, Deutsche Küche.

Practices: Germans living in specific cities. German culinary experience. Deutsche leben in bestimmten Städten. Deutsches kulinarisches Erlebnis.

Perspectives: Value of the difference between cities in the United States and cities in German speaking countries. Value of the difference in culinary experiences in German speaking countries. Wert des Unterschiedes zwischen Städten in den USA und Städten im deutschsprachigen Raum. Wert des Unterschiedes in kulinarischen Erlebnissen im deutschsprachigen Raum.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret spoken and written language on a variety of topics.
- Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through German and the German-speaking world.
- Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons between the cultures in German-speaking countries and their own.

Idaho State Content Standards:

- Objective: COMM 1.1 – Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: CLTR 1.1 – Analyze the cultural practices/patterns of behavior accepted as the societal

norm in the target culture.

- Objective: CTLR 2.2 – Describe the connections of products from the target culture with the practices and perspectives of the learner's culture.

NCSSFL-ACTFL Can-Do Statements:

- I can compare and contrast, in my own and German speaking culture differences between: Cities, Fashion and Eating Customs.
- In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.

Materials Needed:

- [Google Presentation](#)

WARM-UP

Begin the activity with some discussion questions:

- *Wie unterscheiden sich die Skylines von Frankfurt und Seattle?* (How are the skylines of Seattle and Frankfurt different?)
- *Bevorzugt ihr ältere oder neue Gebäude?* (Do you prefer old or new buildings?)
- *Was sind die Unterschiede zwischen deutschen und US-amerikanischen Städten?* (What are the differences between German cities and cities in the U.S.?)
 - Wie ist der Stadtplan? Wie kommen die Leute herum? Wie ist das Essen vielleicht anders? Sehen die Gebäude anders aus?

MAIN ACTIVITY

1. Students will identify the differences between German and US cities.

Die Studenten werden die Unterschiede zwischen deutschen und US-amerikanischen Städten identifizieren.

Discussion Questions:

- *Welche Läden findet man in den USA aber in Deutschland nicht?* (What stores would you see in the US that aren't in Germany?)
- *Wo findet man diese Läden? (an der Straße oder Einkaufszentrum?)* (Where are stores located? (on the

street vs. mall))

- *Wie kleiden sich die Leute in Deutschland anders als in den USA?* (How do people in Germany dress differently than in the US? (Adidas))
- *Was sind amerikanische Essengewohnheiten?* (What are US eating habits?)
- *Was sind deutsche Essengewohnheiten?* (What are German eating habits?)

WRAP-UP

Ask students the following question(s) to finish the activity:

- *Was ist Kaffee und Kuchen?* (What is 'Coffee and Cake'?)
- *Wann nimmt man Kaffee und Kuchen zu sich?* (When do you have / eat 'Coffee and Cake'?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can compare and contrast, in my own and German speaking culture differences between: Cities, Fashion, Eating Customs.
- In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.

CULTURAL RESOURCES

Linked below is a video describing Coffee and Cake – [Afternoon Tea in German](#): It is a little old-fashioned, but a great presentation on Coffee and Cake. Linked below that is a second video, [Ein Tag in Frankfurt am Main](#).



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German Level 4, Activity 07: Karneval / Carnival (Online)



Couleur

Description: Students will learn about the Carnival holiday in Germany, as well as what it is called in the

different parts of Germany. Students will also give their opinions on a variety of different topics related to this celebration.

Semantic Topics: Carnival, Mardi Gras, Karneval, Holidays, Feiertage, Feste, Celebrations, Feiern, Fastnacht, Fasching, Adjective Use, Adjektivgebrauch, Conjunctions, Konjunktionen.

Products: Karneval, Mardi Gras.

Practices: Traditions related to Karneval in a German speaking country. Traditionen im Zusammenhang mit Karneval in einem deutschsprachigen Land.

Perspectives: Value attached to the cultural tradition of Karneval in a German speaking country. Wert auf die kulturelle Tradition des Karnevals im deutschsprachigen Raum gelegt.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret spoken and written language on a variety of topics.
- Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- Standard 2.1 Students demonstrate an understanding of the relationship between the practices

and perspectives of the cultures studied.

Idaho State Content Standards:

- Objective: COMM 1.1- Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMP 1.1- Observe formal and informal forms of language.
- Objective: COMM 2.1- Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can understand cultural aspects of Carnival.
- I can compare celebrations in the U.S. with those in German speaking countries.
- I can express and respond to opinions on celebrations.

Materials Needed:

- [Google Presentation](#)
- [Karnival Video](#)

WARM-UP

1. Discuss the Can-Do Statements with the students.

2. Have you heard of Carnival before?

Habt ihr den Begriff Karneval schon mal gehört?

3. What do you know about Carnival already?

Was versteht ihr schon über Karneval?

MAIN ACTIVITY

1. We will watch this [video](#) about Carnival

Wir werden dieses Video über Karneval sehen!

2. Discussion Questions:

- *Was habt ihr aus dem Video gelernt?* (What did you learn from the video?)
- *Warum feiern die Deutsche Karneval?* (Why do Germans celebrate Karneval?)
- *Was macht man während/nach des Karnevals?* (What do you do during and after Karneval?)
- *Was isst man und was trinkt man?* (What do you eat and what do you drink?)
- *Gibt es in den USA ein ähnliches Fest?* (Is there a similar holiday in the US?)
- (Would you join a political or funny parade there?)
- *Wie soll Karneval nach Coronazeit aussehen? Denkt ihr dass es das gleiche als normal ist?* (How do you think Karneval should look after the Covid Pandemic? Do you think it is the same as normal?)

WRAP-UP

Ask students the following question(s) to finish the activity:

- *Würdet ihr Karneval besuchen?* (Would you visit Karneval?)
- *Wenn ja, wie würdet ihr euch verkleiden?* (What would you dress up as?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can understand cultural aspects of Carnival.
- I can compare celebrations in the U.S. with those in German speaking countries.
- I can express and respond to opinions on celebrations.

CULTURAL RESOURCES

Linked is a video from Deutsche Welle, [Karnaval in Köln, Mainz und Rottweil](#).



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😂 German Level 4, Activity 08: Zungenbrecher / Tongue Twisters (Online)



JudaM

Description: In this activity, students will become familiar with and learn how to say different German tongue twisters.

Semantic Topics: Tongue Twisters, Zungenbrecher, Pronunciation, Aussprache, Grammar, Grammatik.

Products: Tongue Twisters, Zungenbrecher.

Practices: Having fun with the German language through Tongue Twisters. Spaß an der deutschen Sprache durch Zungenbrecher.

Perspectives: Fun and low-stress activities promote better German language acquisition. Spaß- und Nicht-Stressig-Aktivitäten fördern den deutschen Spracherwerb.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret spoken and written language on a variety of topics.
- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
- Standard 3.1 Students reinforce and further their knowledge of other disciplines through German.

Idaho State Content Standards:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CLTR 1.1 Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- Objective: CLTR 1.3 Function appropriately in diverse contexts within the target culture.
- Objective: CONN 1.1 Compare and contrast information acquired from other content areas.
- Objective: CONN 1.2 Relate information studied in other subjects to the target language and culture.

NCSSFL-ACTFL Can-Do Statements:

- I can compare German tongue twisters to English ones.
- I can enunciate difficult sentences with words that are similar to one another.
- I can say and understand German tongue twisters.

Materials Needed:

- [Google Presentation](#)
- [The Crazy German Tongue Twisters Video with Anya](#)

WARM-UP

1. Discussion Questions:

- *Was ist ein Zungenbrecher?* (What is a tongue twister?)
- *Kennt ihr alle Zungenbrecher?* (Do you know of any tongue twisters?)

2. Watch the video from “Learn German with Anja” and get ready to practice some tongue twisters!

- Have students try to say, **“Manche Mönche sind in München”**.

MAIN ACTIVITY

1. Read through the individual tongue-twister slides. Then display the slide with all the tongue-twisters.
2. Have each student chose German tongue twister. Give the students 5 minutes to learn how to say it and to try to say it as fast as possible. Return as a group after the 5 minutes have passed and have each student present their tongue twister and the other students will try to say each one.

3. Tongue-Twisters

Zungenbrecher

- *Fischers Fritze fischt frische Fische. Frische Fische fischt Fischers Fritze.*
- *Am zehnten zehnten zehn Uhr zehn zogen zehn zahme Ziegen zehn Zentner Zucker zum Zoo.*
- *Wenn Griechen hinter Griechen kriechen, kriechen Griechen hinter Griechen her.*
- *Schwarze Katzen kratzen mit schwarzen Tanzen.*
- *Ein sehr schwer sehr schnell zu sprechender Spruch ist ein Schnellsprechspruch.*

WRAP-UP

Ask students the following question(s) to finish the activity:

- *Denkt ihr, dass deutsche Zungenbrecher schwerer als englische Zungenbrecher sind?* (Do you guys think that German tongue twisters are more difficult than English tongue twisters?)
- *Kennt ihr andere deutsche Zungenbrecher?* (Do you guys know any other German tongue twisters?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can compare German tongue twisters to English ones.

- I can enunciate difficult sentences with words that are similar to one another.
- I can say and understand German tongue twisters.

CULTURAL RESOURCES

Schlapplachen (to crack up) and Kaputtlachen (to laugh your head off) are two fun words to use instead of the simple Lachen (to laugh). The German word for the Telephone Game, Whisper or Quiet Whisper is "*Stille Post*". Here is a fun and educational tongue twister video from Get Germanized. [Learn German Tongue Twisters | Deutsche Zungenbrecher Challenge](#).



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👤 German Level 4, Activity 09: Stereotypen / Stereotypes (Online)



Rotonara / Soualexandrerocha

Description: Students will discuss and learn about different stereotypes between Germany and the U.S.

Semantic Topics: German Stereotypes, Typisch Deutsch, Prejudice, Vorurteil, Adjectives, Adjektive.

Products: Cultural clichés, Kulturklischees.

Practices: Understanding cultural clichés about people in German speaking countries. Kulturklischees über Menschen im deutschsprachigen Raum verstehen.

Perspectives: Danger in stereotyping people. Value of cultural individualities of German speaking lands. Gefahr, Menschen zu stereotypisieren. Wert kultureller Individualitäten im deutschsprachigen Raum.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics.
- Standard 4.2 Students demonstrate an understanding of the concept of culture through comparisons between the cultures in German-speaking countries and their own.

Idaho State Content Standards:

- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.

NCSSFL-ACTFL Can-Do Statements:

- I can discuss stereotypes of German speaking countries.
- I can discuss stereotypes of my own culture.
- I can form an opinion about the validity of certain stereotypes.

Materials Needed:

- [Google Presentation](#)
- [Article](#)

WARM-UP

1. Discuss Can-Do Statements with students.

2. Discussion Questions:

- *Was ist ein Klischee/Stereotyp?* (What is a cliché/stereotype?)
- *Sind Klischees immer wahr?* (Are clichés always true?)
- *Welche Stereotypen kennt ihr von anderen Länder?* (What stereotypes do you know of from other countries?)

MAIN ACTIVITY

1. Read the following clichés and discuss whether they are true or not.

- Germans get their nutrition from just bratwursts, beer, and potatoes.
 - *Die Deutschen ernähren sich von Bratwurst, Bier und Kartoffeln.*
- Germans are cold, harsh, and ruthless.
 - *Die Deutschen sind kalt, unfreundlich und rücksichtslos.*
- Germans do not have a sense of humor.
 - *Deutsche sind humorlos.*
- Germans love order and hold themselves to rules.
 - *Die Deutschen lieben Ordnung und halten sich an Regeln.*
- Germans love soccer.
 - *Deutschen lieben Fußball.*

2. Discussion Question:

- *Gibt es noch andere Klischees?* (Are there any more clichés?)
- *Sind diese Klischees wahr?* (Are these clichés true?)
- *Stimmt ihr diesen Klischees zu?* (Do you agree with these clichés?)

WRAP-UP

1. Ask students the following question(s) to finish the activity:

- *Welche Klischees/Stereotypen gibt es in Deutschland über die USA? Stimmt ihr zu?* (What clichés are there in Germany about the US? Do you guys agree with them?)
- *Was halten die Deutschen von den Amerikanern? Was denkt ihr?* (What do you think Germans think about Americans?)

2. Read the following German [article](#) about stereotypes that Germans have of Americans and then discuss.

- *Was denken Deutsche über Amerikaner?* (What to Germans think about Americans?)
- *Was denkt ihr darüber?* (What do you think about that?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can discuss stereotypes of German speaking countries.
- I can discuss stereotypes of my own culture.
- I can form an opinion about the validity of certain stereotypes.

CULTURAL RESOURCES

Attached is a link from Meet the Germans, [What do Foreigners Think about Germans](#).



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♂ German Level 4, Activity 10: Krimi / Crime (Online)



Vintagelee

Description: Students will discuss the genre of crime in movies and books and create their own crime stories.

Semantic Topics: Crime, Krimi, True Crime, Novels, Romane, Adjektiven, Adverbien, Conjunctions, Konjunktive.

Products: Crime novels. Tatort, Krimis.

Practices: Reading and watching crime stories is popular in the United States and in German speaking countries. Das Lesen und Anschauen von Krimis ist in den USA und im deutschsprachigen Raum beliebt.

Perspectives: People in German speaking countries enjoy some of the same reading material and shows that people in the United States enjoy. Menschen in deutschsprachigen Ländern genießen einige der gleichen Lesematerialien und Shows, die Menschen in den Vereinigten Staaten genießen.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.2 Students understand and interpret spoken and written language on a variety of topics.
- Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM 3.1 Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target languages.

NCSSFL-ACTFL Can-Do Statements:

- I can contact emergency providers.
- I can compare crime and mystery in German speaking countries and my own.

- I can confidently create and present a story based on given materials.

Materials Needed:

- [Google Presentation](#)

WARM-UP

1. Discuss Can-Do Statements with the Students

2. Discussion Statements:

- Say 4 cities that start with the letter A.
Sag 4 Städte die mit A anfangen.
- Say 5 countries that start with the letter S.
Sag 5 Länder die mit S anfangen.
- Say 5 Verbs that start with the letter V.
Sag 5 Verben die mit V anfangen.

3. Discussion Questions:

- *Was assoziiert ihr mit dem Begriff "Krimi"?* (What do you associate with Crime movies?)
- *Schaut ihr gerne Krimis? Welche? Warum oder warum nicht?* (Do you like watching crime movies? Which ones? Why or why not?)
- *Was gefällt euch an Krimis?* (What do you like about crime movies?)
- *Findet ihr "wahre" Krimis oder "fiktive" Krimis interessanter?* (Do you think true crime movies or fiction crime movies are more interesting?)

MAIN ACTIVITY

1. Look at the pictures, think about what the story could be, and come up with your own crime story!
Schaut die Bilder an. Was könnte die Geschichte sein? Denkt euch zusammen oder selbst einen Krimi aus.

Useful Vocabulary:

- Murderous deed
Mordtat
- to crack a case
einen Fall lösen.
- Detective
Detektiv
- Hijacking/Kidnapping
Entführung
- Robber
Räuber
- Burglar
Einbrecher
- Täter
Offender
- Victim
Opfer

2. Have the students share an overview of their crime stories.

- *Teilen Sie Ihre Kriminalgeschichte.*

WRAP-UP

1. Ask students the following question(s) to finish the activity:

- *Welche Krimis (Romane) kennt ihr?* (Which crime novels do you know?)
- *Hat ein Roman dieselbe Wirkung (effect) wie ein Film oder eine Sendung (broadcasting)?* (Does a novel have the same effect as a film or a broadcasting?)

2. Watch the trailer for Tatort and then discuss.

Schaut den Trailer zu Tatort an.

- What do you notice? Is "Tatort" different from crime movies from the US?
 - *Was fällt euch auf? Ist Tatort anders als amerikanische Krimis?*

3. Share emergency numbers with students:

110 Polizei, 112 Rettungsdienst.

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can contact emergency providers.
- I can compare crime and mystery in German speaking countries and my own.
- I can confidently create and present a story based on given materials.

CULTURAL RESOURCES

Here is a youtube link for a full episode of [Tatort](#). *Dark* is a very interesting, German mystery show on Netflix.



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German Level 4, Activity 11: Reisen / Travel (Online)



Hekudan

Description: Students will plan their own dream vacations and discuss what they would be like.

Semantic Topics: Travel, Reisen, Holiday, Urlaub, superlatives, Superlative, commands, directions, Befehle, Richtungen.

Products: TUI Travel App, TUI Reise-App.

Practices: The use of technology to plan a dream vacation. Der Einsatz von Technologie, um einen Traumurlaub zu planen.

Perspectives: Travel provide many learning opportunities. Planning ahead can make for a better travel experience. Reisen bieten viele Lernmöglichkeiten. Eine vorausschauende Planung kann für ein besseres Reiseerlebnis sorgen.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

Idaho State Content Standards:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM 3.1 Present information, concepts and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- Objective: CLTR 1.2 Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.

NCSSFL-ACTFL Can-Do Statements:

- I can plan and present my ideal trip.
- I can use resources or technology to help me plan a trip more effectively.
- I can discuss past travel experiences.

Materials Needed:

- [Google Presentation](#)
- [TUI Video](#)

WARM-UP

1. Discuss the Can-Do Statements with the Students.
2. Watch the TUI video and discuss the following questions:
3. Discussion Questions:
 - *Was kann man mit dem App machen?* (What can you do with this app?)
 - *Denkt ihr dass die "Mein TUI App" hilfreich sein wird?* (Do you think that the "Mein TUI App" would be helpful?)

MAIN ACTIVITY

Students will plan their own vacation with Pic-Collage, Maps, or Google Earth, then present their vacation to the group.

Die Schüler planen ihren eigenen Urlaub mit Pic-Collage, Maps oder Google Earth und stellen dann ihren Urlaub der Gruppe vor.

WRAP-UP

Ask students the following question(s) to finish the activity:

- *Versucht ihr die Sprache ein wenig zu lernen bevor ihr in Urlaub fahrt?* (Would you try to learn the language

a little before you go?)

- *Was waren die größten Missgeschicke oder Pannen (accidents) die euch auf euren Reisen passiert sind?* (What were the biggest misfortunes or accidents that happened to you on your trip?)
- *Wie würdet ihr euch ohne Smartphone auf einer Reise zurechtfinden?* (How would you find your way on your trip without your smartphone?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can plan and present my ideal trip.
- I can use resources or technology to help me plan a trip more effectively.
- I can discuss past travel experiences.

CULTURAL RESOURCES

Linked is an Easy German video, [What is Your Dream Vacation](#).



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 *German Level 4, Activity 12: Deutsche Dialekte /
German Dialects (Online)*



VectorShop

Description: Students will learn about varying dialects from different parts of German speaking countries. Students will also have the opportunity to try speaking / saying words and terms in said dialects.

Semantic Topics: Dialects, Schwäbische Dialekte, Hessian, Bremen, Akzente, new dialect vocabulary, neues Dialektvokabular.

Products: Diverse dialects in German speaking countries. Diverse Dialekte im deutschsprachigen Raum.

Practices: The various use of forms of discourse in specific regions of German speaking countries. Die unterschiedliche Verwendung von Diskursformen in bestimmten Regionen des deutschsprachigen Raums.

Perspectives: Value associated with regional, cultural verbal expression in German speaking lands. Wert verbunden mit regionalem, kulturellem Sprachausdruck im deutschsprachigen Raum.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
- Standard 3.1 Students reinforce and further their knowledge of other disciplines through German.

Idaho State Content Standards:

- Objective: CLTR 1.1 Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- Objective: CONN 1.1 Observe formal and informal forms of language.

NCSSFL-ACTFL Can-Do Statements:

- I can recognize different dialects from German speaking countries.
- I can compare words from different German speaking countries.
- I can talk about which dialects I prefer and why.

Materials Needed:

- [Google Presentation](#)
- [Vienna Dialect Video](#)
- [Austrian Tyrol Dialect Video](#)
- [Swiss Dialect Video](#)

WARM-UP

1. Discuss the Can-Do Statements with the Students

2. Have students guess / say what the word is in the respective German speaking country.

Wie heie ich in Deutschland / sterreich ?

- What are bread rolls called in Austria and Germany?
 - Austria: *die Semmel*
 - Germany: *das Brtchen*
- What are stairs called in Austria and Germany?
 - Austria: *die Stiege*
 - Germany: *die Treppe*
- What are potatoes called in Austria and Germany?
 - Austria: *der Erdapfel*

- Germany: *die Kartoffel*

3. Discussion Question:

- *Habt ihr schon einmal deutsche Dialekte gehört? Wenn ja, könntet ihr sie verstehen? Gefällt sie ihr?* (Have you ever heard German dialects? If so, could you understand it? Do you like it?)

MAIN ACTIVITY

1. Students will watch the following videos and guess where the dialect is from.

- [Video One](#) – *Wien, Österreich*
- [Video Two](#) – *Österreich-Tirol*
- [Video Three](#) – *Der Schweiz*

2. They will then answer the same questions for each video:

- *Woher kommt dieser Dialekt?* (Where does this dialect come from?)
- *Könnt ihr das überhaupt verstehen?* (Could you understand any of it?)

3. Students will then watch a video on how to speak in a Hessian dialect.

Jetzt wird ihr lernen, in einem hessischen Dialekt zu sprechen.

Students will go through [slides](#) 17 – 23 and practice speaking in different dialects. The sentence in dialect will be shown first and then the meaning in hochdeutsch will appear after.

WRAP-UP

Ask students the following question(s) to finish the activity:

- *Welchen Dialekt gefällt ihr am meisten?* (Which dialect do you like the most?)
- *Welchen Dialekt gefällt ihr am wenigsten?* (Which dialect do you like the least?)
- *Welchen Dialekt könntet ihr am besten verstehen?* (Which dialect could you understand the best?)
- *Wenn ihr einen Dialekt lernen müsst, welchen würdet ihr wählen?* (If you had to learn a dialect, which one would you choose?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.

- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can recognize different dialects from German speaking countries.
- I can compare words from different German speaking countries.
- I can talk about which dialects I prefer and why.

CULTURAL RESOURCES

Here is an Easy German video, [Regional German Dialects](#).



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- Customize the content for a specific audience or group of learners (for example, K-5 learners or to differentiate for student's needs)

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👤 German Level 4, Activity 13: Berufe / Professions (Online)



EtiAmmos

Description: In this activity, students will discuss what they look for in a career and what their dream job is. They will also describe what people with different careers do at work and what kind of personalities do well in these jobs.

Semantic Topics: Jobs, Berufe, Career, Karrieren, Future Tense, Futur, Past Tense, Vergangenheitsform.

Products: Jobs, Dream jobs Jobs, Traumkarrieren.

Practices: Working in specific jobs. Arbeiten in bestimmten Berufen.

Perspectives: Value of work and the value working in a field that is important to the individual. Wert der Arbeit und der Wert der Arbeit in einem Bereich, der für den Einzelnen wichtig ist.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

Idaho State Content Standards:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

NCSSFL-ACTFL Can-Do Statements:

- I can identify various professions.
- I can describe my dream job.

Materials Needed:

- [Google Presentation](#)

WARM-UP

1. Discuss the Can-Do Statements with the students

2. Discussion Questions:

- *Welche Karrieren interessieren ihr euch?* (What careers are you interested in?)
- *Was ist euch wichtig in einem Beruf?* (What do you look for in a career?)

MAIN ACTIVITY

1. Students will identify the following jobs that are being depicted in photos in the Google Presentation.

- Dentist
 - *Zahnarzt*
- Therapist
 - *Therapeut*
- Artist
 - *Künstler*
- Lawyer
 - *Anwalt*

2. With each photo, students will answer the following questions:

- *Was macht man in diesem Beruf?* (What does one do in this job?)
- *Für welche Art von Person wäre dieser Beruf gut?* (What kind of person would do well in this job?)

WRAP-UP

Ask students the following question(s) to finish the activity:

- *Was wollt ihr machen als ihr Jung wart?* (What job did you want to have when you were younger?)
- *Was sind eure Traumberufe?* (What is your dream job?)
- *Würdet ihr lieber einen hochbezahlten Job haben, den ihr nicht sehr genießt, oder einen schlecht bezahlten Job, den ihr liebt?* (Would you rather have a high paying job that you don't enjoy very much or a lower paying job that you love?)

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can identify various professions.
- I can describe my dream job.

CULTURAL RESOURCES

Here is an interesting Easy German Video – They hit the streets asking the taboo question, [How Much Do You Earn?](#)



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👋 *German Level 4, Activity 14: Tchüss, Auf Wiedersehen / Goodbye (Online)*



iStock

Description: Students discuss summer plans and favorite things about German.

Semantic Topics: Goodbye, Tschüss, Auf Wiedersehen, Summer Plans, Sommerpläne, Adjectives, Adjektive, Adverbs, Adverbien, Conjunctions, Konjunktionen.

Products: Kahoot, Summertime activities, *Sommeraktivitäten*.

Practices: Listening to classmates speaking in German about summer activities and favorite German phrases. Valuing the German language learning that has happened over the past semester.

Perspectives: Value associated with German language learning. Value of each classmate.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Idaho State Content Standards:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- Objective: COMM 3.1 Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.

NCSSFL-ACTFL Can-Do Statements:

- I can play Kahoot.
- I can show off my German skills.
- I can say goodbye to my awesome group.

Materials Needed:

- [Google Presentation](#)
- [Kahoot](#)

WARM-UP

1. Discuss the Can-Do Statements with the Students
2. Students warm up by playing Kahoot over many different German language topics

- Play [Kahoot!](#)
Kahoot spielen

MAIN ACTIVITY

- What will/would you like to do this summer?
Was wird / möchtet ihr diesen Sommer machen?

WRAP-UP

Ask students the following question to finish the activity:

- *Lieblings Phrasen auf Deutsch* (What is your favorite German phrase?)

Example:

- Everything has an end, only the sausage has two.
Alles hat ein Ende, nur die Wurst hat zwei.

END OF ACTIVITY:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/ thumbs down)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future activities!

NCSSFL-ACTFL Can-Do Statements:

- I can play Kahoot.
- I can show off my German skills.
- I can say goodbye to my awesome group.

CULTURAL RESOURCES

Linked is a fun video from the Easy Germans as they travel in Tokyo: [The German in Me](#).



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