

## Lesson Plan: Migration.

### Learning objectives:

To learn how to talk about cultural difference/cultural identity in their own and others' lives.

To understand that different languages and cultures may vary in how they express certain concepts.

To understand the use of some stylistic devices found in the text.

To learn some facts about migration in Germany.

To learn that literal translations are not always possible with idiomatic expressions.

To learn how to use some important connectives/conjunctions in German.

| Slide  | Activity  | Timings |
|--------|---|---------|
| 1-3    | Pupils briefly view a Youtube video showing a person on a tightrope (skip ad first and just show section of woman on tightrope). Students must choose the verb to describe what they are doing (in German she is "dancing" on a tight rope). Introduction to the word "Seiltanz".             | 2 mins  |
| 4-5    | Students identify the concepts symbolised by the act of tightrope walking from a scaffolded menu. They can also think of their own alternative concept.   | 3 mins  |
| 6      | Give learners background information about immigration in Germany. Read out/clarify key points – especially the fact that migrating children have two cultures and often (at least!) two languages.   | 5 mins  |
| 7      | Presentation of key vocabulary to enable learners to access the text.   | 3 mins  |
| 8      | Learners briefly predict the themes of the text from scaffolded list – either quickly in pairs or as whole class. No right or wrong answers   | 2 mins  |
| 9 - 10 | First listening. Pupils listen to the teacher reading the article out loud and complete gap fill activity. Answers on slide 10.   | 5 mins  |
| 11-13  | Active translation activity to aid understanding of the language/text. Pupils order the translation of four segments of the text. Answer on slide 13.   | 7 mins  |
| 14     | Brief gap-fill to draw learners' attention again to the difference in the German and English expressions of 'dancing' and 'walking' on a tightrope.   | 2 mins  |
| 15-16  | Pupils decide which picture best conveys the metaphor of the Migrantenkinder 'balancing act' – no right or wrong answer. Either in pairs or whole class, orally.  | 3 mins  |
| 17-19  | Pupils are asked to identify connectives in the poem (answer on slide 19, give an example if they find this hard). Presentation of the conjunctions "und" and "weder ... noch". Please use your judgement as to how much of this you go through with learners, as some may find it difficult. | 5 mins  |
| 20     | Written task - students need to use the conjunctions to create linked sentences. They may need to start with either the first or second sentence in each pair, depending on which conjunction they use.   | 5 mins  |
| 21     | Pupils are introduced to the idea that expressions often cannot be translated literally. Brief translation comparison to draw learners' attention again to the difference in the German and English metaphors of 'dancing' and 'walking' on a tightrope.                                      | 3 mins  |
| 22     | Pupils are introduced to the idea that expressions are often composed of different concepts in English and German. They are asked to break down the expression into component parts to think about the images it evokes, by briefly drawing it.   | 3 mins  |
| 23-24  | Pupils are asked to guess the meaning of some German compound nouns by thinking about the imagery of the two concepts combined. Answers on slide 24. Try to introduce briefly (if necessary in English) that how we express things says something about how we see the world.                 | 7 mins  |
| 25     | Pupils are asked to speak about their personal cultural identity using scaffolded phrases on slide 21. Pair work or small groups  | 7 mins  |
| 26-28  | Explain homework: 1. Pupils find 3 metaphors in German which differ from the English when literally translated. They are invited to illustrate these to show their understanding/perspective on the images/concepts conveyed.<br>2. Pupils write a report on migration                        | 3 mins  |