Agenda “Yes, we can!”

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| 1) introduction Hurricane Katrina | What happened in New Orleans? How could it happen? What can we do now? | students watch videos, group work => create poster, presentation, decide: rebuild, restart somewhere else => pro/con, plan of action | - videos, poster, pens, fact sheets, paper, blackboard (working together with the history or geography teacher) | SeKo1: read poster (in German if its too hard) => positive experience  
SeKo2: group work, presentation  
SaKo3: wordbanks, presentation (read)  
SaKo4: create posters (copy) |
| 2) people | Who is doing something? Who was living in New Orleans? Do we need a slogan? | students create characters and character cards, presentation and introduction, students create a slogan | - material to create people, paper, sticks, cloth, catalogues, character cards (working together with the arts teacher) | SeKo1: identification with character  
SeKo2: presentation (character)  
SaKo3: read cloze text  
SaKo4: fill in the chart and cloze text, - wordbank: clothes, numbers, looks, likes, dislikes |
| 3) houses | Where do we want to live? What is missing? How do we structure our city? | students create houses and house cards, presentation, voting major, name of the town, streets, street names, | craft supplies (working together with the arts teacher) house cards | SeKo1: character talks about house  
SeKo2: presentation house, votes, discuss street names  
SaKo3: presentation (cloze texts helps)  
SaKo4: fill out maze text without creating a chart beforehand - wordbank: house (flat...), rooms, furniture |
| 4) shops | What shops do we need in our city? What do they sell? Cheapest/most expensive product? Opening hours? | mindmap for shops students create shops shop cards presentation | craft supplies (working together with the arts teacher) | SeKo1: identification with shops  
SeKo2: discussion who creates which shop  
SaKo3: presenting house (help: chart)  
SaKo4: create chart  - wordbank: shops, products, time, money |
| 5) ads | How can you make people buy your products? What is special about your shop? | students create ads and/or radio spots emblem, name of the shops, slogan, background musik, special offers | craft supplies (working together with the music teacher) poster, voice recorder, instruments | SeKo1: getting used to presentationen  
SeKo2: work on and present slogans  
SaKo3: present slogans and shops (after presentation find a place in the city for your shop)  
SaKo4: creative writing in form of „Elfchen”  - wordbank: colours, products, adjectives |
| 6) buying and selling | What do you sell? What do you want to buy? Do you bargain? | students organize products, sell and buy their products get a certain amount of money (bank in town?) | Geld, Waren | SeKo1: opening up lessons: dialogue instead of lectures/ presentation  
SeKo2: self organized group and partner work  
SaKo3: dialogue with cards  
SaKo4: creating/ writing dialogue  - wordbank: bargaining, products, numbers |
| 7) end of the first part/ introduction for the second part | How did it work out in New Orleans? What did we plan similarly/different? | students watch videos, group work, create posters, presentation discussion: Stop the story or go on or new story? plan of action - incidents | videos, craft supplies fact sheets | SeKo1: discussion  
SeKo2: self organized group and partner work, students choose form of presentation and words  
SaKo3: dialogues mostly without help  
SaKo4: read fact files and create presentation with information |
| 8) incidents | new districts, gang fights, drug problems | fire, kidnapping, tourism (hotels, sights), murder, fashion show, fun park, robbery | | |

1 SeKo1: help pupils overcome their inhibition to speak in front of the class; SeKo2: aim for more participation in the class; SaKo3: working on speaking skills; SaKo4: working on writing skills