

Agenda “Yes, we can!”

agenda	key questions	activities	material	Working on skills step by step/aims
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: <i>rebuild, restart somewhere else</i> => pro/con, <i>plan of action</i>	- videos, poster, pens, fact sheets, paper, blackboard (working together with the history or geography teacher)	SeKo1 ¹ : 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 <i>character cards</i> , 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 (<i>character</i>) SaKo3: read cloze text SaKo4: fill in the chart and cloze text, - wordbank: <i>clothes, numbers, looks, likes, dislikes</i>
3) houses	Where do we want to live? What is missing? How do we structure our city?	students create houses and <i>house cards</i> , presentation, <i>voting major, name of the town</i> , streets, street names,	craft supplies (working together with the arts teacher) <i>house cards</i>	SeKo1: <i>character</i> 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: <i>house (flat...), rooms, furniture</i>
4) shops	What shops do we need in our city? What do they sell? Cheapest/ most expensive product? Opening hours?	mindmap for <i>shops</i> students create <i>shops shop cards</i> presentation	craft supplies (working together with the arts teacher)	SeKo1: identification with <i>shops</i> SeKo2: discussion who creates which shop SaKo3: presenting house (help:chart) SaKo4: create chart - wordbank: <i>shops, products, time, money</i>
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 <i>shops</i> , slogan, background musik, <i>special offers</i>	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 <i>shops</i> (after presentation find a place in the city for your shop) SaKo4: creative writing in form of „Elfchen“ - wordbank: <i>colours, products, adjectives</i>
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: <i>bargaining, products, numbers</i>
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: Stopp the story or go on or new story? <i>plan of action- incidents</i>	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	<i>new districts, gang fights, drug problems</i>	<i>fire, kidnapping, tourism (hotels, sights), murder, fashion show, fun park, robbery</i>		

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