Notes for Teachers

AUF GEHT'S NACH DEUTSCHLAND!
… ODER VIELLEICHT NACH ÖSTERREICH
… ODER IN DIE SCHWEIZ?

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Die Herausforderung

Stell dir mal vor, du bist Student*in (18 oder 19 Jahre alt) und möchtest für ein Jahr in einem deutschsprachigen Land leben und studieren! Du musst deine Familie überzeugen, dass ein Jahr in Deutschland oder Österreich oder in der Schweiz eine tolle Idee ist und dass du das alles selbstständig organisieren kannst! Such eine Stadt und eine Universität aus und bereite eine überzeugende Präsentation für deine Familie vor!

Workflow

The structure of this project was inspired by the Solution Fluency developed by The Global Digital Citizenship Foundation. The six stages of this approach are:

> **Define** > **Discover** > **Dream**

> **Design** > **Deliver** > **Debrief**

Refer to further notes about each stage overleaf.

Potential Links to VCE German

Suitable for senior students of German, this project could be part of learning activities leading to an assessment task in Unit 3 Outcome 1. The challenge could be introduced during Year 12 orientation and set as summer holiday homework.

Teachers could start by reviewing some of the life stories and links of Australian students who have studied in Germany on the AGTV's *Deutsch für die Zukunft* website: **https://www.germanforthefuture.vic.edu.au/**

The prescribed theme and topic and suggested subtopic could be:

THEME: The individual
TOPIC: Aspirations, education and careers
SUBTOPIC: Studying at university in German-speaking communities

Unit 3: Area of Study 1
INTERPERSONAL COMMUNICATION

In this area of study students develop skills and knowledge to resolve a personal issue by negotiating a mutually agreeable outcome in a spoken exchange in German on a selected subtopic. Students research relevant content, language and cultural information, in particular that associated with acknowledging other speakers' points of view, and negotiating and persuading in culturally appropriate ways. They consider the interplay between cultural perspectives and mutual understanding, and focus on language important for effective participation in spoken interactions in German. Students develop their understanding that language choices influence outcomes and impressions created in the exchange.

Unit 3: Outcome 1

On completion of this unit the student should be able to participate in a spoken exchange in German to resolve a personal issue.*

Extracts from VCE Study Design for German
https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/german/Pages/Index.aspx

* The specific assessment task to be developed by the classroom teacher.

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PHASE	NOTES	LANGUAGE AND GRAMMAR
Definieren Mach ein Brainstorming! Welche Fragen musst du beantworten, um zu planen und auch deine Familie zu überzeugen? z.B. W-Fragen Was? Wohin? Wo? Wann? Wie lange? Wie? Warum? Pro und Contra Vor- und Nachteile *usw*	This phase allows you to unpack the topic and explore what needs to be considered. Examples: • Courses of study • Cost of study abroad • Where to live e.g. student accommodation, Wohngemeinschaften (WGs) • Locations – learn about towns, regions, leisure offerings for young people, travel • Lifestyle of a university student • Part time jobs • Other potential concerns from your family	• Revise question formation
Entdecken Mach nun die ersten Recherchen über Länder, Städte und Kurse!	Once students have a list of questions from their brainstorming, they essentially become their research questions. The links on the task sheet simply provide a springboard for this research, to pique curiosity. The websites provided are bilingual, which lends itself to vocabulary development. The use of authentic texts helps develop the ability to read for gist in the first instance and then drill down into details when relevant information is found. Students become more familiar with the geography of German speaking countries as they explore options.	• Tertiary course names and linked career options • Revision of house and accommodation vocabulary • Revision of work vocabulary • Revision of leisure activity vocabulary
Träumen Wie sieht dein ideales Jahr aus? Lass deinen Ideen freien Lauf!	Once a course and location are chosen, students then start dreaming big about the year abroad. If there were no limitations on what is possible, what would they do, see, study, where would they live, what adventures would they have? This could be done effectively as an image collage with labels and thought bubbles. It becomes a type of vision board. Have students present their vision boards in groups. Group members ask clarifying questions and make comments to help shape the plan.	
Konzipieren Nimm nun deine Recherche und deine Träume und konzipiere einen konkreten Plan! Vergiss nicht die vielen Fragen von dem Brainstorming. Du musst sie beantworten können!	This step involves taking the 'dream' and building a concrete, realistic plan to present to their family. The student should choose how to organise it. This could be by topic e.g.: why they want to go, course, accommodation, finding part time work, plans for leisure and travel, contingencies for safety. Alternatively, it could be an immersive experience guided by visuals of the adventure abroad, interweaving the practicalities. Most likely more detailed research will be needed at this stage. Encourage student to look at actual job ads and student accommodation options at their chosen university. They also need to think about the cost and how they will live!	
Vorstellen Bereite dann deine Präsentation vor! Das kann alle möglichen Formen haben! Mach deinen Plan durch Bilder und Sprache lebendig!	During the presentation phase, students should remember their audience i.e. their family, their purpose and their context. Students can make for example a video using greenscreen, a photo montage with a voice over or a more traditional PowerPoint presentation.	• Development of persuasive language e.g.: – imperative – modal verbs – rhetorical questioning • Subjunctive and conditional
Nachbesprechung und Feedback Nach oder sogar während deiner Präsentation wird deine Familie noch Fragen stellen und/oder Bemerkungen machen! Wird sie überzeugt werden? Wirst du nach Deutschland, Österreich oder in die Schweiz fliegen dürfen? **Toi, toi, toi!**	When they present, one effective option to engage the audience, is to allocate a role to each class member, probably family members, who then ask questions and react to the plan accordingly. The student needs to be ready to answer any questions and respond to criticisms and concerns about their plan.	• Language to agree/ disagree • Language to suggest a compromise