

Lesson plan: Technology in everyday life – Social media

This resource is a sample lesson plan for teaching Theme 1: Identity and culture from the new GCSE German specification (8668). It focuses on Topic 2: Technology in everyday life - Social media. You can use the approach in this lesson plan or another of your own choosing and you can adapt the plan to suit the needs of your students.

The lesson plan illustrates how this new sub-topic could be approached when combining it with key grammar structures required at KS4 (in this case a range of perfect tense structures, word order and connectives).

This sample plan is based on a lesson lasting one hour and allows for some differentiation of progression within that time. The plan is based on a competitive element, with points awarded to students for a variety of reasons, to motivate and encourage and acknowledge progress of all kinds.

Learning objectives

Students will know a range of social media activities and definitions in German:

* All students will learn definitions of popular social media sites
* Most students will learn about activities on these sites
* Some students will learn about these activities in more detail.

Students will be able to say what they have done on social media recently:

* All students will learn past tense verb structures
* Most students will learn how to conjugate perfect tense with different subjects with no support
* Some students will be able to use a range past tense verbs and subjects when responding spontaneously.

Students will understand how to extend ideas and structures:

* All students will learn how to add one main detail
* Most students will know two or more
* Some students will be able to discuss social media spontaneously and in more detail.

Prior knowledge needed

The sample lesson plan assumes good knowledge of grammar and vocabulary covered during KS3.

Lesson preparation

* Social media activities and German definition sheet (match up task).
* Students need to access conversation partner (sitting in pairs would be an advantage).
* [Teachit perfect tense PowerPoint resource slides 1-5](http://filestore.aqa.org.uk/resources/german/AQA-8668-16704-PERF.PPTX).
* [Teachit resource game (the perfect tense race)](http://filestore.aqa.org.uk/resources/german/AQA-8668-17083-PERF-GAME.PDF) requires: red, yellow and green cards, game board, counters dice per group of 3-6 as per instructions, (joker cards if required for extra challenge).
* Differentiated translation task resource on modal verbs and festivals with success criteria (using specification guidelines).

Activity

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| Duration | Activity | Group size | Assessment objective |
| 5 minutes | Starter: (Partnerarbeit) Frage! Was verstehst du unter den Begriff ,Soziale Medien”?Teacher encourages students to use target language in their discussions:* Das ist sowas wie (Facebook). Ich denke, dass es (Twitter) ist.
* Man kann auch (YouTube) als Soziale Medien betrachten.

(Speaking and Listening) Points awarded for target language, participation and accuracy. Objectives introduced. | Pair | Oral class feedback in target language:Focus on the social media examples you have chosen here for the next activity. |
| 5 minutes | Definition match: Teacher elicits information based on the definition match hand out. Students read the definitions and match up the social media activity to the correct definition.(Reading): Key definitions of activities such as Facebook, Twitter, YouTube, Snapchat, blogs.Extra: More able students may go on and create their own social media activity and definition based on example structures given.Revisit objectives for progression. Points awarded for participation or invention (more able students). | Individual/class feedback | Students mark their own definition match and correct as required.More able students may offer extra examples and definitions. |
| 5 minutes | Was hast du neulich auf Soziale Medien gemacht? – Teacher elicits meaning of new question. Students translate and some may pick out perfect tense form highlighted.PowerPoint recap of past tense structures ([slide 2 of PowerPoint](http://filestore.aqa.org.uk/resources/german/AQA-8668-16704-PERF.PPTX)).Students note conjugation of haben and slide 3 of the resource now shows social media examples instead of general ones. Students fill in the correct form of auxillary haben, eg:* Ich habe auf Facebook gechattet/Wir haben auf YouTube einen Film gesehen/Hast du ein Photo auf Facebook hochgeladen?

(Writing) Points awarded for accuracy/noting past participle pattern. | Individual/class feedback | Peer assess and oral feedback (class):* All will get most right
* Most will get all right
* Some will notice the ge-chatte– t pattern.
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| 8 minutes | Partnerarbeit: Range and variety:Students are asked to work individually to look at a list of infinitives and create past participles using regular verb patterns listing in books. Then choose three to create sentences similar to previous activity relating to social media use:* chatten/hören/spielen/schauen/sagen/plaudern/posten.

(Reading and Writing) Points for accuracy and variety of subject in sentences.More able students could add verb forms they know don’t follow this pattern, eg lessen/sehen… and also time phrases. | Individual/pair for marking | Peer marking - correct in green pen:* All will have used perfect tense pattern correctly
* Most will have also completed three examples with no mistakes
* Some may have added irregular verbs and/or extra detail successfully (time phrase or connective).
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| 5 minutes | Extending sentences: More able student or Teacher gives example of extending as per previous task for extension and Teacher highlights inversion after time phrase and place name word order.Teacher elicits other ways of extending ideas, using examples heard in the game from more able students, eg:* Gestern habe ich mit Katja auf Facebook gechattet, weil es einfach war.
* Wir haben einen Aktionfilm auf YouTube gesehen und dann hat mein Bruder auf Twitter gepostet.

Students revisit a previous sentence created in the writing task and improve it.(Listening, Reading, Writing and Speaking).Award points for: narrative, confident development, variety of structure and participation. | Individual/pair/class feedback | Self-assess sentences: 1 minute.Teacher selects students at random to feedback from the class. |
| 10 minutes | Translation:Teacher gives extended sentence options to students (German to English). * Foundation option: 3 separate sentences.
* Higher option: short paragraph of 50-60 words based on the three foundation sentences but with a range of extended ideas in past tense.

(Reading) Revisit objectives for progression.Award points for transferal of meaning and command of language. Add up points and decide winner(s). | Individual | Teacher puts Foundation/Higher solution success criteria on the board for pupils to self-assess and correct in green pen as appropriate. |

Further work and reading

Plenary

* Differentiated translation (English into German). Higher: complete extended translation challenge; Foundation: complete 3 sentence challenge. Hand in for Teacher to check progress (5 minutes).

Extension

* Highlighted in plan.

Preparation for next lesson

* Students may look to revise verbs taking auxillary sein in the past tense.

Homework

* Students should use knowledge of social media past tense verbs and extension structures to answer the question posed in the lesson (Was hast du neulich auf Soziale Medien gemacht?) for themselves in German. (5-6 sentences in total).