

A1 – GET TO KNOW

TRANSATLANTIC POLITICS WORLDS APART

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SUMMARY

SHORT DESCRIPTION

Students get to know each other by sharing a visual presentation highlighting the state or Bundesland where they live.

GOALS

- Students get to know peers in the partner class.
- Students become familiar with the state or Bundesland where the partner school is located.

LANGUAGE GOALS

The students can make presentations, share information, and ask questions.

DURATION

1-2 weeks

LANGUAGE

English

MATERIALS

Worksheet for all students: Get-to-Know
WORLDS APART

MEDIA

- Teachers use established channels of communication between themselves and their students.
- Students choose their own method of communication for the partner work.
- For the exchanges with the partner class, use a video conferencing tool.

DIFFICULTY



DESCRIPTION

Students, either with a partner or in small groups, will design a visual presentation that illustrates the characteristics of the state or Bundesland where they live. They will share the presentation with partner(s) from the partner class. The students in the partner class can ask questions. Meeting as a class, students can reflect on the commonalities between the two states/Bundesländer.

TEACHER PREPARATION

- Teachers will determine the presentation form and share with students.
- Teachers will determine if students are working with a partner or in small groups.
- Teachers will support the students as they prepare the presentation.

CLASS INTRODUCTION

- Teachers provide students information on the presentation process, duration, and content of the project.
- Teachers will assist students in understanding the tasks.

Material

Worksheet for All Students: Get-to-Know Task: WORLDS APART

EXCHANGE

Students are tasked with creating a visual presentation to introduce the state or Bundesland where they reside. This presentation must include key details such as the name of the state or Bundesland, its location within the country, population, major landforms, climate, and tourism highlights. Additionally, students can include other topics they find important.

Students will then choose the characteristics they believe best represent their state or Bundesland to include in their visual presentation. Afterward, they will contact their partner(s) to share their presentation. The partner(s) will ask questions about the presentation content. Once all presentations have been shared, both classes will convene via video conference to discuss their experiences and identify commonalities between the two states or Bundesländer.

REFLECTION

In their own class, students reflect on the similarities and differences between their own community and the partner class. See activities in the document METHODS FOR REFLECTION IN THE CLASSROOM.

For the reflection, there are key questions available. See the document REFLECTION QUESTIONS FOR STUDENTS.

