**Objective**

* The children know how blood donation works.
* The children can explain the composition of our blood.
* The children know the different blood types.

**German language goals**

* The children can write a get well soon card *(Gute Besserung. Werde schnell wieder gesund.)*.
* The children can express that they want to donate blood or that they need blood *(Ich will Blut spenden. / Ich brauche Blut.)*.
* The children can expand their active and passive German vocabulary *(das Blut, die Blutspende …)*.

## \* Although the language of instruction is English, the lesson plan sequences highlighted in orange are taught in German.

## \* Because the film is complicated, both in terms of language and content, there is less instruction in German compared to other lectures.

## Materials

* Laptop and projector
* Audio speakers
* Magnets
* Whiteboard and whiteboard markers / blackboard and chalk
* *Blood Types (Blutgruppen)* cards
* *Our Blood (Unser Blut)* worksheet
* *Our Blood (Unser Blut)* table overview (Template for instructor)
* White paper
* Crayons/pencils
* Portfolios
* My word bank sheet: *Blood Donation (Blutspende)*

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| **Time** | **Social Form** | **Learning Objective** | **Content** | **Materials** |
| 4 min | Interactive classroom dialogue | The children can describe a medical situation. | The instructor welcomes the children. The instructor and the children play pantomime to review the chunks from last week. One child acts out injuring himself/herself. The other children describe the situation *(XY hat sein/ihr Bein verletzt. / Sein/Ihr Bein tut weh)*. In this context the instructor also explains that the pronoun *ihr* has to be used whenever we talk about an injury of a girl/woman. | Whiteboard and whiteboard markers/ blackboard and chalk |
| 5 min | Interactive classroom dialogue | The children know the words *das Blut* and *die Blutspende* and can pronounce them correctly.  The children can activate their prior knowledge of the topic. | The instructor says: *Last week we learned how wounds heal after an injury. In the lecture Christoph cut his finger and started to bleed. Today we want to talk about the blood in our bodies. In German we call blood das Blut.* The instructor writes the word on the board. The children repeat it.  The instructor and children discuss what they know about blood:  *Blood flows in our bodies. The blood is red, liquid, and saline. Blood travels through our bodies via the blood circulatory system.*  *Normally we can’t see our blood* ― the instructor continues. *But if we injure ourselves, our blood sometimes flows out of our bodies, i.e., we bleed. If you are seriously injured, you can lose so much blood that you need blood from other people. You would then receive blood that was donated by someone else. In German we call this die Blutspende. The instructor writes the word on the board. The children repeat it*. | Whiteboard and whiteboard markers/ blackboard and chalk |
| 2 min | Interactive classroom dialogue | The children know why Lydia needs a blood donation. | The instructor says: *So there are people who need blood and people who donate blood. Now we are going to see how you can donate blood.* The instructor shows the beginning of the film (minute 1:23-1:44), then discusses with the children what they heard and saw. Questions can include:  What does Lydia have? (a serious illness) What is the problem that she faces? (her body cannot form blood correctly)  How often does she get blood? (every 4 weeks/once a month) | Laptop and projector Audio speakers |
| 5 min | Interactive classroom dialogue | The children know how to donate blood. | The instructor then shows the next sequence (minute 1:45-5:12). The instructor and the children discuss the procedure.  The instructor then asks: *Did anyone notice how long it took to donate blood? - How many liters of blood Christoph donated?*  The children answer the questions if they can. In this case, the sequence is watched again serves to check answers. If they weren’t able to answer the questions, they should look for the answers while watching a second time. | Laptop and projector Audio speakers |
| 5 min | Interactive classroom dialogue | The children know that donated blood is tested for hidden diseases and blood types. | The instructor asks the children what they think happens with the donated blood. The children share their guesses. Possible answers include: The blood is brought to the hospital / to the blood station / to the refrigerator / etc.  The instructor says: *Yes, the blood is stored, but first it must be tested and treated. Some of the blood is put into tubes and some is put into bags*.  The instructor says: *First* *let’s see what happens with the tubes. What are they tested for?* The children watch the third film sequence (minute 5:12-8:16).  After the film, the instructor reformulates the question: *The blood is tested in tubes. Why?* Answer: hidden diseases, blood types | Laptop and projector Audio speakers |
| 6 min | Interactive classroom dialogue | The children know the different blood types.  The children can express that they want to donate blood or that they need blood *(Ich will Blut spenden / Ich brauche Blut)*. | The instructor explains to the children that there are different blood types: A, B, AB, O. This is important if you are receiving blood, because not all types are compatible. The instructor shows the children a table breakdown of how the different blood types are compatible and discusses it with the children.  In order to better understand this, the instructor suggests a game. The instructor divides the children into four groups. Each child is given a card: A, B, AB, or O. The instructor also has a card, A, for example. The instructor stands in the middle and says*: Ich will Blut spenden.* The instructor explains the meaning of the sentence and writes it on theboard. The children repeat*.* The instructor continues: *Who can receive my blood?* The children look at the table and decide whether A can donate blood to them or not. Then the instructor says: *Ich brauche Blut.* The instructor explains the meaning of the sentence and writes it on the board. The children repeat*.* The instructor adds*: Who can donate blood to me?* Now the blood types that are compatible with type A blood gather around the instructor. Afterwards, each child takes the role of the instructor and calls out: *Ich will Blut spenden! or Ich brauche Blut!* | Laptop and projector  Audio speakers  Table about the blood types: <http://www.biologie-schule.de/blutgruppen.php>  *Blood Types (Blutgruppen)* cards |
| 9 min | Interactive classroom dialogue | The children know the components of our blood. | The instructor asks the children to return to their seats, hands out the *Our Blood* worksheet, and discusses the exercise with the children, which they should solve during the last film sequence or afterwards. The instructor starts the last film sequence (minute 5:12-12:20) and says: *Let’s see what the components of our blood are.*  The answers to the exercise are discussed as a group. The instructor writes the words on the board. | Laptop and projector  Audio speakers  *Our Blood (Unser Blut)* worksheet  *Our Blood (Unser Blut)* table overview (Template for instructor) |
| 6 min | Interactive classroom dialogue | The children know how long red blood cells, plasma, and platelets can be stored.  The children can explain the function of red blood cells, plasma, and platelets. | At the end, the instructor asks: *Did someone pay close enough attention to know how long the red blood cells can be stored? And the plasma and platelets?*  With the help of the instructor, the children collect the answers:  Red blood cells: 2 years  Plasma: 5-6 weeks  Platelets: 5 days  The instructor writes the information on the board in table form (see template for instructor).  The instructor then starts another column in the table and writes: What function? If the children understood and remembered this, they can call out the answer. Otherwise the instructor explains:  Red blood cells: transport oxygen  Plasma: transport nutrients  Platelets: close wounds, prevent dangerous blood loss  The instructor also writes this information on the board.  Note: Because the film is complicated, both in terms of language and content, the children are welcome to watch it again in full if they are interested. | Whiteboard and whiteboard markers / blackboard and chalk  *Our Blood (Unser Blut)* table overview (Template for instructor) |
| 4 min | Individual work | The children can copy information from the board. | The children copy the table from the board on their *Our Blood* worksheet. | *Our Blood (Unser Blut)* worksheet |
| 6 min | Individual work | The children can write a get well soon card *(Gute Besserung. Werde schnell wieder gesund)*. | The instructor says*: Today we have learned that people who have a serious illness might need a blood donation. If someone is ill, we want to wish them a speedy recovery. In German we say: Gute Besserung. Werde schnell wieder gesund.* The instructor writes the sentences on the board. The children repeat them.  The instructor continues: *Let’s write a get well soon card in German.* The instructor passes out white paper. The children write their cards by copying the sentences from the board. The children add drawings to their cards.  Note: If children want to add more sentences to their cards, the instructor can translate them into German. | White paper  Crayons/pencils |
| 5 min | Interactive classroom dialogue | The children reflect on what they learned in today’s lesson and repeat the German words they learned today. | The instructor and the children end the unit with a reflection round in which they discuss what they learned. The instructor encourages the children to repeat the German words from the lesson. Each child then fills out “My word bank sheet: *Blood Donation (Blutspende)*” for this lecture and writes down the German words and chunks they learned in today’s lesson. | My word bank sheet *Blood Donation (Blutspende)* |
| 3 min | Interactive classroom dialogue | The children know how they can continue working on the topic. | The instructor encourages the children to complete the online tasks for this lecture at home. The instructor previews the topic of the next lesson and ends the lesson. The children file today’s materials in their portfolios. | Portfolios  Worksheets |