**Objective**

* The children know how a cut happens.
* The children know how a cut heals.

**German language goals**

* The children can describe that someone injured himself *(Benjamin hat sich am Knie / Arm / Finger / Kopf / Fuß verletzt)*.
* The children can describe a medical situation *(Sein Knie / Arm / Finger / Kopf tut weh)*.
* The children can expand their active and passive German vocabulary *(die Verletzung, die Wunde …)*.

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

## Materials

* Laptop and projector
* Audio speakers
* Magnets
* Whiteboard and whiteboard markers / blackboard and chalk
* *Benjamin injured himself (Benjamin hat sich verletzt)* pictures
* *Wound Healing (Wunde heilt)* pictures
* *From a cut to a scar (Vom Schnitt zur Narbe)* worksheet
* *From a cut to a scar (Vom Schnitt zur Narbe)* answer key
* White paper
* Crayons/pencils
* Portfolios
* My word bank sheet: *Wound Healing (Wunde heilt)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Time** | **Social Form** | **Learning Objective** | **Content** | **Materials** |
| 4 min | Interactive classroom dialogue | The children know the names of body parts. | The instructor welcomes the children and invites them to play a game to review the body parts in German. The instructor and the children play the game *Prof. Einstein sagt* (adapted from the game *Simon says*).  The instructor explains the game: *Prof. Einstein will tell you what you have to do. However, you should only obey commands that begin with the words “Prof. Einstein sagt.” If I say, “Prof. Einstein* ***sagt****, berühre deine Nase” then you should touch your nose. If I say “Berühre deine Nase”, you should not touch your nose.*  The instructor and the children play the game for several minutes. |  |
| 5 min | Interactive classroom dialogue | The children know the word *die Verletzung* and can pronounce it correctly.  The children can describe that someone injured himself *(Benjamin hat sich am Knie / Arm / Finger / Kopf / Fuß verletzt).*  The children can describe a medical situation (*Sein Knie / Arm / Finger / Kopf tut weh*). | The instructor says*: Sometimes our body parts get hurt and we have an injury. We will learn about injuries in today’s lecture*. The instructor introduces the German word *die*  *Verletzung* and writes it on the board. The children repeat the word.  The instructor attaches the *Benjamin injured himself* pictures to the board. The instructor says: *This is Benjamin, and Benjamin injured himself a couple times. Let’s look at the pictures to see what happened to him.*  The children describe what happened in each picture.  The instructor points to the first picture (Benjamin hurt his knee) and writes: *Benjamin hat sich am Knie verletzt. Sein Knie tut weh.*  The instructor reads out the sentence and the children repeat the sentence several times.  The instructor encourages the children to describe in German how Benjamin injured himself in the other pictures by following the previous example on the board. The instructor writes the sentences under the corresponding pictures:  *Benjamin hat sich am Arm verletzt. Sein Arm tut weh.*  *Benjamin hat sich am Kopf verletzt. Sein Kopf tut weh.*  *Benjamin hat sich am Finger verletzt. Sein Finger tut weh.*  *Benjamin hat sich am Fuß verletzt. Sein Fuß tut weh.*  The children and the instructor repeat the sentences several times. | Whiteboard and whiteboard markers / blackboard and chalk  *Benjamin injured himself (Benjamin hat sich verletzt)* pictures  Magnets |
| 5 min | Partner work | The children can draw a picture of Benjamin getting injured.  The children can write two sentences about their drawing. | The instructor divides the class into pairs, hands out two white papers to each pair and explains the next task. On one paper the children draw a picture of Benjamin getting injured. On the other paper they write about the injury depicted in their drawing.  Note: The children do not have to draw Benjamin, they can just draw the injury if they prefer. | White paper  Crayons/pencils |
| 4 min | Interactive classroom dialogue | The children can express that someone injured himself. | The instructor collects the drawings and puts them on the board. The instructor invites the children to form a semi-circle around the board and to look at the drawings. The instructor asks: *What happened to Benjamin in these pictures?*  The children describe what happened to Benjamin using the structure *Benjamin hat sich am … verletzt. Sein … tut weh.*  After discussing each drawing, the artists of the drawings hang their sentences under their drawings to verify whether the description was correct or not. | Magnets |
| 3 min | Interactive classroom dialogue | The children know the word *die Wunde* and can pronounce it correctly.  The children can activate their prior knowledge of the topic. | The instructor points to the picture in which Benjamin cut his finger and says: *When you cut your finger, your finger will start bleeding and you will have a wound*. The instructor introduces the German word *die Wunde* and writes it on the board. The children repeat the word.  The instructor asks the children whether they have ever seen how a wound heals. The children share their experiences. | Whiteboard and whiteboard markers / blackboard and chalk |
| 10 min | Interactive classroom dialogue | The children know how a wound heals. | The instructor places the pictures from the film on his/her desk/floor and asks the children to place them in order: *What happens first? What happens next? What happens after that? What happens at the end?*  To check their answers the children watch the film sequence (minute 2:13-9:17). | Laptop and projector  Audio speakers  *Wound Healing (Wunde heilt)* pictures |
| 12 min | Interactive classroom dialogue | The children know how a wound heals. | The instructor says: *Of course, this doesn’t happen from overnight. Did someone hear how long it takes until there is only a white scar that shows where the bleeding cut was?* - *(Yes, exactly) 10 weeks!*  The instructor draws a timeline on the board and marks the times: 10 minutes, 2 hours, 4 days, 6 days, 3 weeks, 10 weeks.  The instructor suggests that they watch the film and determine what happens at each point.  The instructor stops the film after each sequence and discusses with the children the steps in which a wound heals. During the discussion, the instructor introduces important words and expressions and writes them on the timeline:  veins, blood clotting (at 10 minutes),  cells (at 2 hours),  clear liquid (at 2 hours),  replacement veins (at day 4),  fibroblasts (at day 6),  new tissue (at day 6),  red scar (at 3 weeks),  white scar (at 10 weeks)  Sequence 1: (minute 2:13-5:24)  Christoph cuts his finger. He severed a vein in his finger. Blood is flowing in the vein. The finger bleeds and the blood rinses the wound. The blood begins to clot. By 10 minutes the blood has closed the cut.  Sequence 2: (minute 5:24-6:58) After two hours the scavenger cells arrive and clean up. They chase away and eat the bacteria. Clear liquid comes out of the wound. If the liquid is clear, everything is ok. However, the wound is still very sensitive and must be protected.  Sequence 3: (minute 6:58-9:17) On the fourth day, very thin new (replacement) veins form. They grow from both sides of the wound. On the sixth day the fibroblasts begin their work. They shrink together the two sides of the wound and form new tissue. This is how a scar forms. After three weeks, the new scar is still red due to the many new small veins. After ten weeks, the new scar tissue is very strong. The small veins disappear and the scar becomes white. | Laptop and projector  Audio speakers |
| 5 min | Individual work | The children know how a wound heals.  The children can fill in the blanks in a text. | The instructor hands out the *From a cut to a scar* worksheet. The children work individually, with the help of the notes on the board. If needed, they can consult with the children next to them or with the instructor. They check their work with the help of the answer key, which the instructor projects on the wall. | Laptop and projector  *From a cut to a scar (Vom Schnitt zur Narbe)* worksheet  *From a cut to a scar (Vom Schnitt zur Narbe)* answer key |
| 4 min | Interactive classroom dialogue | The children can act out how a wound heals. | The instructor invites the children to act out a game and divides the class into groups. The first group (cut) stands close together in pairs. At the start of the game a child comes with outstretched arms and divides the children, who are now on either side of the cut. The second group (red blood cells) runs over and the children “clump” together. They ensure that the blood clots. Then a third group takes over (scavenger cells and bacteria). The scavenger cells chase away and catch the bacteria. At the end, the fourth group arrives (fibroblasts). They run back and forth and pull the two sides of the wound together. |  |
| 5 min | Interactive classroom dialogue | The children reflect on what they have 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: *Wound Healing (Wunde heilt)*” for this lecture and writes down the German words and chunks they learned in today’s lesson. | My word bank sheet: *Wound Healing (Wunde heilt)* |
| 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 |