

A2 – GET TO KNOW

TRANSATLANTIC POLITICS

A TRIP ADVISOR RECOMMENDATION!

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SUMMARY

SHORT DESCRIPTION

Students get to know each other by sharing a travel brochure for the capital of the state or *Bundesland* where they live.

GOALS

- Students get to know peers in the partner class.
- Students become familiar with the capital of 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
A TRIP ADVISOR RECOMMENDATION!

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

Either in pairs or small groups, students create a travel brochure highlighting the unique characteristics of their state or *Bundesland* capital.

TEACHER PREPARATION

- 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: A TRIP ADVISOR RECOMMENDATION!

EXCHANGE

Students are given the task of introducing themselves through the design of a travel brochure for the capital of the state or *Bundesland* where they live. Brochure information may include: the capital location, population, climate, special attractions and events, shopping. The brochure must contain images and be precise, not wordy. Students will present their travel brochure to a pair or small group from the partner class; answering questions if needed.

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.

