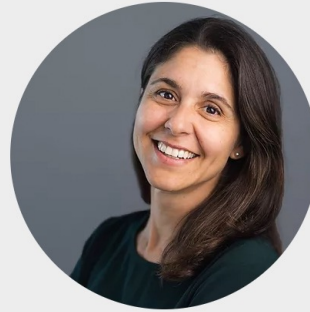
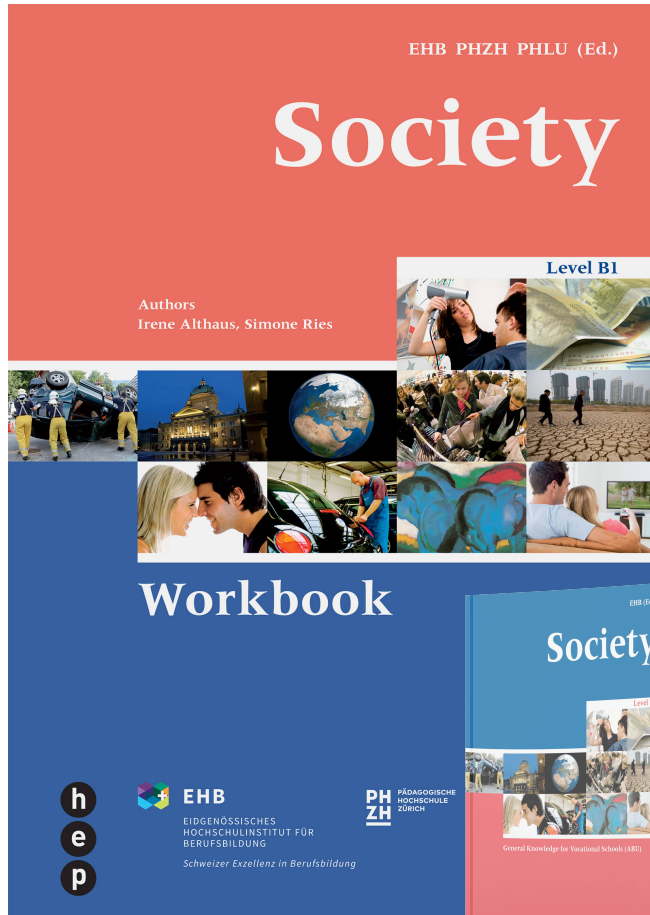


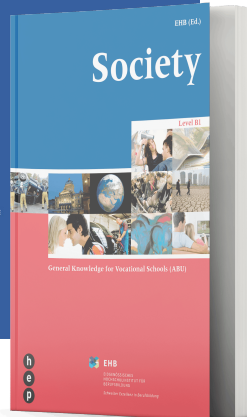
Who are we?



Simone Ries



Irene Althaus



Who are you?

- Working Place?
- ABU since?
- What do you like about bili ABU?
- What challenges do you encounter?
- Do you work with the course book „Society“?



Opener

That's risky!



"You or me?" game



Groups of three

- Two students sit with their backs to each other.
- The moderator begins by asking the first question from the grid below (*"Would you do BASE jumping?"*)
- If the answer is yes, the students put their thumb up, if the answer is no the thumb is down.
- The moderator asks them to explain their choice. (*"Why yes?"* / *"Why no?"*)
- The moderator will ask the next question ...

Opener

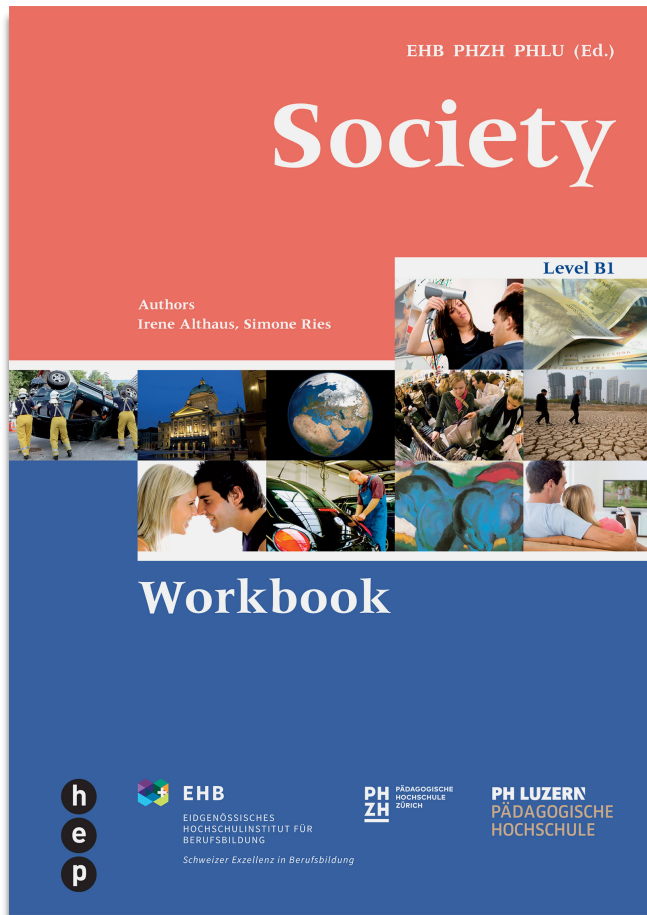
Would you ...				
do BASE jumping?	leave a marked <i>slope</i> ¹ while snowboarding/ skiing?	post private pictures of yourself on the internet?	run the world's longest desert marathon?	sing a song in front of your class?
spend a day at the beach without suncream?	drive in a car with someone who had been drinking alcohol?	hold a speech in front of 50 people.	walk home alone at 3 o'clock in the morning?	let a spider sit on your face?
gamble in a casino?	meet face to face with someone from the internet?	<i>cheat</i> ² on a test?	drive with a self-driving car?	do a free makeover on TV?
quit your job for a new one?	use the same password for different accounts?	dive with <i>sharks</i> ³ ?	do winter sports without a helmet?	eat insects?

¹ Piste

² betrügen, schummeln

³ Haien

(First) Insight

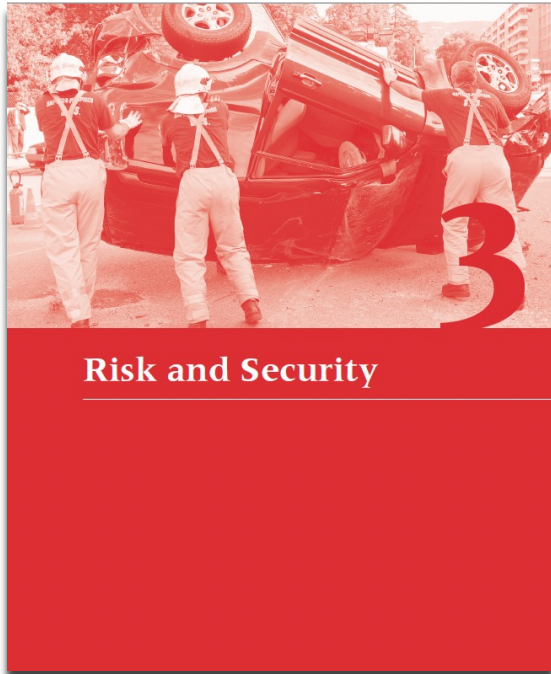


Work in pairs / 10'

Task 1

- Have a look at the course book together.

Let's dive into the course book



Work in pairs / 10' / Take notes

Task 2

Have a look at the chapter „Risk and Security“.

- What comes to your mind (positive /challenging)?

3 Risk and Security

Risk and Security	38
Opener	38
Personal Risks	39
Social Risks	39
Recognising and Reducing Risks	43
Consolidation	46
Key Vocabulary	49

Task (Offene Aufgabe)

☐ **Alcohol:**

A 14-year-old should be allowed to drink alcohol (p. 18).

☐ **Driving:**

A 16-year-old should be allowed to drive (p. 20).

☐ **Climate change:**

Our planet will not survive another 100 years (p. 23).

☐ **Stress:**

Maximum working hours should not be more than 40 hours per week (p. 21).

☐ **Sexual violence:**

The #MeToo movement is *out of control*²⁵ (p. 22).

²⁵ ausser Kontrolle

☐ **Physical activity:**

Sports should be part of the *curriculum*²⁶ at vocational schools (p. 19).

²⁶ Lehrplan

☐ **Physical violence:**

If somebody hits you, you should hit back (p. 21).

Reflection

Vocabulary

What comes to your mind with regard to vocabulary?

(challenges, selection, evaluation, ...)

Differentiation

What comes to your mind with regard to differentiation?

(challenges, native speakers,)

Vocabulary



Tipp 1: Think in terms of “words” and „chunks“



Tipp 2: Let students encounter the selected words repeatedly and in different contexts (between 5-10 times)



Tipp 3: Be familiar with the vocabulary you will be using.



Tipp 4: Introduce important terms in both languages (D/E)



Tipp 5: Plan the vocabulary instruction. Be selective about the words targeted in lessons (3-9 new words/lesson)



Tipp 6: Let students create a mindmap with the selected words & expressions. Work with synonyms, antonyms, etc.

Vocabulary



Tipp 7: Visualise the selected words in the classroom



Tipp 8: When planning activities give language support.



Tipp 9: Plan exercises for repeating vocabulary (labeling, matching, classifying, filling in gaps , mindmap, wordsearch, etc.)



Tipp 10: Activate prior knowledge



Tipp 11: Give students possibilities to look up vocabulary on their own.



Tipp 12: Plan if and how you want to check vocabulary.

Differentiation



Tipp 1: Use self-differentiation (e.g. tasks)



Tipp 2: Use native speakers for help.



Tipp 3: Use cooperative Scenarios: think-pair-share, paired reading, or partner puzzles, tandem learning



Tipp 4: Use scaffolds and boosts



Tipp 5: Let students choose different digital tools



Tipp 6: Consider the different fields of differentiation (see slides 12/13)

Differentiation

Table 5: Fields of differentiation

Fields	Description
learning objectives	(sub)goals are set individually by teachers and students, e.g. school-related goals or improving specific competencies (learning contract, portfolio)
contents	students work on different topics in groups or individually according to their interests
methods	content is developed by using different approaches, e.g. analytical, cognitive, or creative methods and a selection of closed and open tasks
materials/media	students are provided with a variety of materials, traditional media and new technologies and encouraged to choose from their preferences, thus enabling individual learning paths
participatory structures	students work on tasks in class in the form of a group, a pair, or individual work
quality	tasks varying in their level of difficulty and complexity, e.g. for different language proficiencies are provided
quantity	different individual amounts of time for the solution of a task are allowed; faster students compare their results, help slower ones, or solve an additional task

Differentiation

homework	students can choose from a variety of (similarly demanding) tasks
tools	different aids and resources such as (online) dictionaries, guideline questions, or lists with useful phrases are made available
cooperation/flexible grouping	students assign themselves to a partner or a group according to criteria such as personal preferences, gender, special talents, or simply a coincidence (e.g. by drawing lots)
evaluation	The teacher takes notes of the individual learning process and progress of the students; learners get involved in self and peer assessment
products	students choose their form of presentation, e.g. scenic, poster, or PowerPoint presentations or by creating a film or a podcast