Feeling Home Curriculum-English

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Overview

This document is a curriculum for the "Project Feeling Home" containing all the lesson plans for the indoor classes.

Aims

- ❖ to enhance the language learning opportunities for the most vulnerable migrant groups;
- ❖ to provide teaching paths, strategies & instructions for trainers involved in the welcoming process of migrants, so they can duplicate this language learning experience with their targets regardless of their language teaching skills.

Results

- ❖ Creating of a city guidebook
- ❖ A film describing the experience of the migrant women

Target Groups

- ❖ T1: migrants' women who are going to participate in the classes;
- ❖ T2: migrants' educators that will be using the curriculum to teach this vulnerable group.

Structure

- ❖ A total of 36 Indoor Classes (UE) of 90 minutes + 10 Tours;
- ❖ Every class is subdivided into Modules;
- ❖ There are 12 modules in total, each presenting a different topic;
- ❖ Each class module ends with "To do List" which is a group work that gathers experiences and write them down for Guidebook and film;
- ❖ The sequence of the Module (the order) can be changed by the participants if needed.

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I Module: Hello, everybody!

Goals:

(1) The main goal is to get to know the participants better and define their language levels;

(2) To introduce them to each step of the project, familiarise and show them how to put everything in the city guidebook and in the film.

1. Class: About Myself!

Content:

The participants introduce themselves and talk about their life in Berlin at the moment. By answering different questions about themselves, their language level and level of knowledge regarding the topics will be determined by the teacher/trainer.

Methodology: M&M Game

The M&M's Game is a game that is played to get to know one another better. It is played with a package of M&M's and they are put in the middle of the class. Each color of the M&M's represents a different topic. Each participant must pick a random M&M's and talk about something for 30 seconds. The topic they have to talk about depends on the color of the M&M's:

Blue – Hobbys (What are your hobbies? What is your favorite hobby?)

Green – Home Countries/Cities (Where is your Homeland? Which city do you come from? What do you like about it?)

Brown – Animals/pets (Do you like animals? Did you have a pet? What is your favorite animal?)

Yellow: Family/Friends (Talk about your family. Who is your best friend? Do you have children?)

Orange: Free time activities (What do you do in your free time? Do you like watching films or listening to music? What do you enjoy doing?)

Red: Food (Do you like cooking? What is your favorite food? Which food is famous in your home country?)

- ✓ The color topics are conditional and can be changed by the trainer if needed.
- ✓ The M&M's can be replaced by colourful papers in the class if needed.

2. Class: Me and Berlin

Content: This class aims to teach the participants the German names of the places and buildings. Participants share their favourite places in Berlin and they talk about what they would like to visit.

Aimed vocabulary to teach in German is: Building, gate, museum, supermarket, park, palace, cathedral, church, restaurant, island, river, etc.

Methodology: "Guessing game"

10 (or more) favorite places in Berlin are shown on the display one by one and participants have to guess the name of this place in German. After guessing it, they should share whether they have been to this place or not and they should mention where their favorite place is and what they want to visit in the future.

The below-mentioned places can be used for the class and can be replaced by others if needed:

1) Reichstag Building; 2) Brandenburg Gate; 3) Berlin Wall; 4) Checkpoint Charlie; 5) Berliner Fernsehturm; 6) Berlin Cathedral; 7) Charlottenburg Palace; 8) Potsdamer Platz 9) Pariser Platz; 10) Museum Island.

1st City Tour

"Culture and Attractions in Berlin". In this first city tour, the participants will be guided to the most famous sights of Berlin.

3. Class: Project "Feeling Home"

Content: Introduction of the main ideas of the project. It is aimed to explain the goals and results of the project "Feeling Home". What are the aim and goals of the project? What are the participants needed? What steps will be followed? Explanation of how to put everything in a guidebook and a film?

Methodology: Mind maps

Participants are expected to take notes by using the Mind Maps method. "A mind map is a visual thinking tool that can represent tasks, words, concepts and items using a radial layout in which all aspects of the map extend outward from the central idea". Participants should write their ideas and their expectations about the project. What do they want to do and to learn? This method will help them to see whether the project met their expectations or not, or whether they achieved what they wanted.

II Module: Let's Meet German Culture!

Goals: (1) The main goal of this module is to let the participants get information about German culture and know the history of the city-Berlin they are going to live (2) To introduce them OER town app which was developed with support from the Erasmus+ designed to transform a city in an Open Educational Resource and guide them how to use that.

1. Class: Finding famous attractions in Berlin via the OER town app

Content: Introduction of famous attractions in Berlin and familiarizing the participants with the OER town app. The main idea of this class is to teach cultural famous places of Berlin to participants in the German language and take their favorite places they want to see into consideration for the city tour. This class also aims to introduce the OER town app which was developed for immigrants. In the class, they will be taught how to use this app and given instructions to find different cultural places via this app and complete different quizzes about the city.

Methodology: Geography Bingo Game and OER town app

Geography Bingo is a game that combines the fun of playing Bingo with learning about geography. The game is played like traditional Bingo, where players mark off squares on their cards as the numbers are called out, but instead of numbers, the squares are filled with different geographical features or locations of the different countries.

And for famous attractions in Berlin class, the game instructions:

1. Creating the Bingo cards with different famous attractions of Berlin. Each card should have a 5x5 (equal) grid of squares, with a d

different attraction or district in each square.

2. Distribute the Bingo cards to the participants.

3. Call out the names of the attractions, at random. As each location is called out, the participants should mark it off on their Bingo cards.

4. The first participant to get five squares in a row (either horizontally, vertically, or diagonally) calls out "Bingo!" and is declared the winner.

✓ The game can be played online on Canvas if it is necessary

✓ The famous attractions that mentioned on the 1st Module can be included in the Bingo cards:

This game can be a fun and interactive way to learn about the famous attractions of Berlin. It can also help participants practise their language skills by learning the names of different locations in German. Additionally, it can promote a sense of community and connection among the participants.

After the game, the participants are expected to find the places that they marked on the OER town app and explore the app with the instructions of the trainer.

2. Class: Time Travel to the Past!

Content: This class aims to give information about German history to the participants. Participants are asked questions about the history in order to check their knowledge about the History of the city. They are expected to tell their experience about visiting any historical site of Berlin. With the help of this class, they will be able to speak about the history of Berlin or in general Germany.

Methodology: A trivia game in teams & OER town app

A trivia game is a type of game that tests players' knowledge of various topics, such as history, geography, science, popular culture, and sports. The game typically consists of a series of questions or clues, with players trying to provide the correct answer or solution and learning about it.

For this class, the trivia game is prepared for the historical places of Berlin and gives information about the history of the city. Participants work in small groups to answer multiple-choice questions about famous landmarks in Berlin. Instructions for the game:

1. Preparing a list of multiple choice questions about famous landmarks in Berlin and history of Germany.

2. Dividing participants into small groups and giving each group a set of questions.

3. Explaining the rules of the game: each group takes turns choosing a question and trying to answer it. Since it is a low-level participant, providing answer choices for each question, can make it easier. If they answer correctly, they earn a point. If they answer incorrectly, the question goes to the next group. The group with the most points at the end of the game wins.

4. Encouraging participants to work together and help each other to answer the questions.

5. Once all the questions have been answered, go over the answers as a group and discuss the history and significance of each landmark. At this stage, the OER town app should be used in order to show participants the places of the historical sides of the city! The link for the example questions, EN: https://www.opinionstage.com/page/c5d7ef38-e687-466e-a2e8-xxxx46147f31

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" Historical sites in Berlin". In this city tour, the participants will be guided to Berlin's historical sites that they learned during the class.

3. Class: TO DO LIST

Content: Each module ends with this class, the aim of this class is to gather experiences and write them down for Guide book and the film.

Methodology: Group Work.

III Module: Understanding Berlin's Bureaucracy: Administrative Bodies and Authorities

Goals: (1) The main goal of this Module is to inform participants about the administrative bodies of Germany and (2) To give some tips to participants about authorities before visiting them.

1. Class: Main Administrative bodies in Berlin

Content: This class is an introduction to the German administration. The aims of the class are to understand the basic structure and organisation of the German administrative system, to identify the different types of administrative bodies and authorities in Germany, and to understand the responsibilities and functions of administrative bodies and authorities. The main goal is to teach the role of the federal government, state governments, and local governments in the administrative system, especially Federal Office for Migration and Refugees.

Federal Office for Migration and Refugees: This office is responsible for the management of migration and refugee policies, including the processing of asylum applications and the integration of refugees. And this can help participants to understand their rights in Germany.

Methodology: The Simulation Game

A simulation game is a type of game that allows players to experience a real-life or fictional scenario in a simulated environment. The game is designed to mimic aspects of the real world, allowing players to experiment and learn through trial and error without the risks and consequences of real-life actions.

This method could be used for this class, it could involve different scenarios, such as the arrival of a group of migrants/refugees in a German city and the challenges they face in finding housing, employment, and accessing social services. Participants would have to work together to come up with solutions to these challenges while taking into account the legal requirements and procedures involved in the immigration process.

Game Example:

Scenario: A group of migrants has arrived in a German city and is in need of housing.

Roles:

BAMF officers: Responsible for providing information about the legal requirements and procedures involved in the asylum process, as well as processing the refugees' asylum applications.

Migrants: In need of housing and assistance in navigating the housing market in Germany. 4

Civil society organisations: Representing organisations that support refugees in finding housing and integrating into German society.

By taking on these different roles and completing their respective tasks, participants in the simulation game would gain a better understanding of the challenges and complexities involved in finding housing for migrants in Germany. They would also learn about the different roles played by BAMF officers and civil society organisations in supporting migrants in this process.

Tasks:

✔ *BAMF officers* provide information to refugees about the legal requirements and procedures for finding housing in Germany. · Review the refugees'

asylum applications and determine their eligibility for housing assistance. · Collaborate with civil society organisations to identify available housing options for refugees. · Ensure that housing options are compliant with German housing and safety regulations.

✓ Migrants work with civil society organisations to search for available housing options in the city.· Submit applications for housing assistance to BAMF officers. · Attend appointments with BAMF officers and provide the necessary documentation for housing applications.

✓ *Civil society organisations* · Advocate for refugees' housing needs and help them navigate the housing application process. · Collaborate with BAMF officers to identify and secure suitable housing options for refugees. · Provide support to refugees as they settle into their new housing and community.

This simulation game would allow participants to experience first-hand the challenges faced by refugees in finding housing in Germany, as well as the role played by the BAMF and civil society organisations in supporting them.

2. Class: Better to know!

Content: The main goal of this class is to give participants some tips before they visit the Job Center, a useful authority for them. A job centre, also known as an employment centre, is a government-funded organisation that provides employment-related services to job seekers and employers. These services may include job listings, career counselling, job training programs, resume writing assistance, and job fairs. During class, the participants will be asked about their experiences with the Job Center and given some tips on what should have been done better.

Tips to teach:

Be prepared: Before visiting the job centre, make sure you have all the necessary documents and information with you, such as your CV, proof of qualifications, and information about your employment history. This can help expedite the process and ensure that you receive accurate information.

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Be patient: Dealing with administrative authorities can be a lengthy and frustrating process. It's important to be patient and understanding, even if you encounter delays or complications.

Ask questions: If you're unsure about something or need clarification, don't be afraid to ask questions. Job centre employees are there to assist you and provide information, so take advantage of their expertise.

Be honest: When applying for unemployment benefits or job training programs, it's important to be honest about your qualifications, skills, and job preferences. Providing false information can lead to penalties and may harm your chances of receiving assistance in the future.

Follow up: After submitting your application or requesting information, be sure to follow up with the jobcentre to ensure that your request is being processed. This can help avoid miscommunication and ensure that your needs are being met.

Seek assistance: If you're having difficulty navigating the administrative system or need additional support, there are various resources available to you, such as job coaches, social workers, and legal aid services. Don't hesitate to seek assistance if you need it.

Methodology: Role Play & Discussion

A fun and engaging game to reinforce the tips for dealing with German authorities could be a role-playing game where participants assume the role of a job seeker or job centre employee. Here's an example of how the game could work:

Title: Job Seeker vs. Job Center

Objective: To navigate the German administrative system and successfully apply for unemployment benefits or job training programs.

Number of Players: 4-6

Materials:

A game board with different spaces representing different stages of the administrative process Game pieces for each player; dice; Cards with different scenarios and challenges related to dealing with German authorities; A timer

Gameplay:

Players take turns rolling the dice and moving their game pieces around the board. When a player lands on a space, they draw a card and read the scenario or challenge.

The player must then use their knowledge of the tips for dealing with German authorities, Job Center to successfully complete the scenario or challenge within a certain amount of time. If the player successfully completes the challenge, they earn points and move closer to the finish line. If the player fails to complete the challenge, they lose points and must try again on their next turn.

The game continues until one player reaches the finish line and is declared the winner.

Example Scenarios:

- ✓ You are applying for unemployment benefits, but the job centre employee says your qualifications are not sufficient. How do you respond?
- ✓ You are asked to provide additional documentation for your job training program application. What documents should you prepare and how should you submit them?
- ✓ You encounter a language barrier when communicating with the job centre employee. What steps can you take to overcome this challenge?
- ✓ You receive conflicting information from different job centre employees. How do you determine which information is accurate?
- ✓ This game can be a fun and interactive way for participants to learn and practise the tips for dealing with German authorities in a safe and engaging environment.

3rd City Tour

" Administrative bodies and authorities". In this city tour, the participants will be guided to Berlin's main authorities that they want to visit!

3. Class: TO DO LIST

Content: Each module ends with this class, the aim of this class is to gather experiences and write them down for Guidebook and the film.

Methodology: Group Work.

IV Module. Tasting Education: Exploring Food and Restaurants

Goals: The main goals of this module are (1) to exchange the culture among participants by sharing their hometown food; (2) To inform them about the restaurants and grocery stores of Berlin.

1. Class: Recipes of my Hometown:

Content: The aim of this class is to share culture among participants by cooking different food from their home country. In this class, participants will learn about different dishes and present their home country/town in German

Methodology: Blind Tasting.

Blindfold the students and have them taste and identify different foods or spices from different cultures. This is a fun way to help students develop their sense of taste and learn to distinguish different flavours and help them learn the names of different ingredients in the German language.

Instructions:

1. The participants are informed beforehand to cook their favourite dish from their hometown and bring it to the class along with its recipe.
2. Separate the participants into 2 groups and blindfold the participants one by one from each team.
3. Serve the Foods/Spices: Serve each food or spice to the blindfolded participant(s) one at a time from another team, ask them to taste it and try to identify what the ingredients are and their names in German.
4. Record the Responses: Write down each participant's guess for each food or spice.
5. Reveal the Answers: After all the participants have tasted and guessed each food or spice, reveal the correct answers by sharing recipes. Discuss the

flavours and textures of each food and how to distinguish them from others and how to say these names in German.

6. Score the Game: Award points to the team for each correct answer. The team with the most points wins the game.

This method helps participants interact with each other and improve their language skills when they talk about their hometown.

2. Class: "Affordable Restaurants and Groceries"

Content: This class aims to give information about famous restaurants and grocery stores in Berlin. In this class the participants are also asked about their experience and where they find their food from home towns.

Methodology: Discussion-Based

The instructor welcomes the participants and explains that the class will be structured as a group discussion.

The instructor starts with an icebreaker activity to help participants get to know each other. For example, they could ask each student where they get food from their home country in Berlin?

Main Discussion: The instructor leads a discussion on the main topics of the class, such as finding affordable restaurants and grocery stores in Berlin, tips for budget-friendly cooking, and ways to save money while dining out. and then the instructor encourages students to share their experiences, insights, and tips on the topics being discussed. Students could take turns sharing their favorite affordable restaurants and grocery stores, discussing their strategies for saving money on food, and asking questions of their peers.

The instructor can give general information about affordable grocery stores and restaurants:

Affordable stores:

Aldi - Discount supermarket chain with a wide selection of affordable groceries.

Lidl - Another discount supermarket chain with competitive prices.

Penny - Discount grocery store with a focus on affordable prices.

Netto - Discount supermarket chain with a range of affordable products.

DM - German drugstore chain that offers affordable food products in addition to toiletries and other household items.

Kaufland - Superstore chain with a wide selection of groceries at competitive prices.

Real - Hypermarket chain with a variety of affordable food options.

Here are some additional examples of affordable restaurants in Berlin:

Vöner - Vegan kebab shop that offers delicious and affordable vegan food options.

Mustafa's Gemüse Kebap - Turkish kebab shop with a cult following and affordable prices.

Falafel König - Falafel shop with a few locations in Berlin that offers tasty and affordable falafel sandwiches.

Pizza Pane - Pizza restaurant with a focus on high-quality ingredients and affordable prices.

Babel - Middle Eastern restaurant that offers affordable and delicious dishes, including falafel and shawarma.

Burgermeister - Burger joint that offers affordable and tasty burgers in a cool, casual atmosphere.

4th City Tour

" Grocery and Restaurants" - eating together and getting some food. In this city tour, the participants will be guided to one of Berlin restaurants that they want to visit and get some food!

3. Class: TO DO LIST

Content: Each module ends with this class, the aim of this class is to gather experiences and write them down for a Guide book and the film.

Methodology: Group Work.

V Module. Pages to Screens: Exploring the Books and Films"

Goals: The main goal of this Module is to make participants talk about their favorite books or films and share their experiences related to this topic in Berlin with each other. This module aims to expand participants' books&films vocabulary in German.

1. Class: My favorite books&films

Content: In this class, participants are expected to talk about their favorite books&films, explain to other why they like them, and what kind of books&films they prefer to watch in general. It will help students to learn the related vocabulary in German and share their opinion on this topic.

Methodology: Discussion-Approach

The main objective of this topic is to let participants speak about books&films in the German language. That is why the discussion-based method will be helpful for the class, it encourages lively class discussions where participants can share their thoughts, interpretations, and emotional responses to the films and books. This methodology fosters critical thinking, encourages different perspectives, and allows participants to deepen their understanding of the themes and characters.

In the class, each participant can present short scenes from their favorite films or a little description of their favorite book characters and let other participants guess the title of this film or book. This can help participants to have fun, encourage creativity, and promote discussion about popular books and films

2. Class: Secret Spots in Berlin

Content: In this class, participants are expected to share their favorite libraries or book stores in Berlin. Participants can share where they can find the books in their mother tongue and compare Berlin to their home country about the literature or film industry.

Methodology: "Sip, Share, and learn: Coffee-Fueled Conversations"

The same as the previous class, this class is based on discussion methodology. Participants share their favourite libraries in Berlin with each other and they can answer following questions:

➢ What kind of books are you fond of?

➢ Is there any book / film you would like to read/ watch?

➢ Where were yout favorite places to read or watch in their hometowns?

➢ What is a book or movie that you would recommend to someone who wants to learn more about your home country's culture?

➢ Where do you find books / films in your mother tongue in Berlin?

➢ What do you know about theGermany's literature / Films?

➢ Can you name a German author or filmmaker that you admire? What do you like about their work?

➢ Have you ever read a book or watched a movie that takes place in Germany? What was it about?

➢ Are there any German books or movies that you would like to explore in the future? Why?

➢ If you could create a story or film, what would it be about? Describe the characters or the plot?

➢ Imagine you are the main character in your favourite story or film. What lessons would you learn along the way and what would you have done differently ?

➢ What is a story or movie idea that you can come up with that combines elements of both Germany and your own culture?

5th City Tour

" Libraries and Bookstores in Berlin". In this city tour, the participants will be guided to famous libraries and bookstores in Berlin.

3. Class: TO DO LIST

Content: Each module ends with this class, the aim of this class is to gather experiences and write them down for a Guide book and the film.

Methodology: Group Work

VI Module: Navigating Berlin with Public Transportation

Goals: The main goal of this module is to introduce public transportation in Berlin and give information about all rules and regulations related to public transport.

1.Class: My favourite means of transport in the city:

Content: In this class, participants will share their opinion about transportation in Berlin and how it is different from their home country. They will also talk about their favourite means of transport in Berlin and what do they use more often? Participants share their own experiences with public transportation in the city. They will be asked how they think it is better to move to Berlin? What nice places can they reach with public transportation?

Methodology: Conversation and OER Town App

In this class, participants talk about their experience with Berlin Transportation and explore the OER Town App. They share how they go to places they need and which tickets they use for transportation. In this class, they will also be informed how to buy tickets online. After that, the participants complete the quizzes on the OER town app.

2. Class: How do I go to…?

Content: In this class, the participants talk about how they go to their favourite places in Berlin and which means of transportation is more helpful for them to do it. During the class, they will practise how to say directions in German and explain the way to other people.

Methodology: Destination Dice

In order to make the class more interactive "Destination Dice" can be used. To play this game is simple, you just create a large dice with different destinations in Berlin written on each face, then participants take turns rolling the dice and have to come

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up with a route using public transportation to reach the destination shown and explain it in German. The participant with the most creative and efficient routes wins. For different destinations in Berlin, participants could use the places they learned in Module 2. For example, Brandenburg Gate: Start at Hauptbahnhof (Main Train Station); Take the S-Bahn (S1, S2, or S25) to Brandenburger Tor station; Walk a short distance to reach the Brandenburg Gate.

For the online version, https://www.eslkidsgames.com/classroom-dice?utm_content=cmp-true this website could be used. For this, the trainer should give a number to each destination and roll the dice online.

6th City Tour

"The BVG and Deutsche Bahn". In this city tour, the participants will be guided to the main BVG and DB centers of Berlin.

3. Class: TO DO LIST

Content: Each module ends with this class, the aim of this class is to gather experiences and write them down for a Guide book and the film.

Methodology: Group Work.

VII Module: Berlin for families and kids

Goals: One of the main aims of this module is to practise the participants' German in family topics. Another main goal is to give information about family and kids-friendly places in Berlin to participants.

1. Class: "Exploring My Family"

Content: In this class, the participants describe their family members, understand family relationships, and express feelings towards family members. They give information about themselves, if they are alone here or did they come with the

family? Are they married? Do they have younger siblings or children? The main aim of this class is to make participants give information about their families in German.

Methodology: Family Tree

A family tree is a chart or a drawing that shows the genealogical relationships and lines of descent of a family or a group. Distribute paper and pens/pencils to each participant and ask them to draw their own family tree, including themselves, their parents, siblings, grandparents, aunts, uncles, and cousins. Once they have completed their family trees, ask them to share their family trees with the class. While they present the family trees, encourage them to talk about physical appearance, personality traits, and any special roles or activities of their family member. At the end of the class, ask each participant to share one thing they appreciate about a family member and explain why.

2. Class: Where do I go with my family?

Content: In this class, participants share their experiences in Berlin about the places where they went with their families to. They also give information about the places that are suitable for families with kids.

Methodology: Conversation with Photos

Participants will be asked to share photos with their families, kids and present their experiences about the places and what they like the most. They share their favorite playground, park, or stores where they can take their children and give tips about that to others.

7th City Tour

"Playgrounds and Attractions for families and children". In this city tour, the participants will be guided to their favourite or famous attractions of Berlin for families and children.

3. Class: TO DO LIST

Content: Each module ends with this class, the aim of this class is to gather experiences and write them down for a Guide book and the film.

Methodology: Group Work.

VIII Module: Education System in Germany

Goals: The main goal of this module is to inform participants about the whole education system in Germany.

1. Class: Kindergartens and Schools

Content: In this class, participants share their knowledge about the education system in Germany and give information about the schools where their kids attend. The main aim of the class is to inform the participants about kindergartens and schools in Germany as much as possible.

Methodology: Learn-Quiz-Learn Approach: Kahoot
First, participants are informed about the education system in Germany with a short presentation. They will learn how many stages of schools are there, and what subjects are taught. (If necessary, information can be found here: https://www.make-it-in-germany.com/en/living-in-germany/family-life/school-system)

After that, participants share their own experiences about the kindergartens and schools in Berlin and what they like about it and share the difference in the education system between Germany and their home country.

At the end of the class, to make the class more memorable and engaging, they will be doing a quiz about schools and the kindergarten system in Kahoot! Before the game starts, the trainer explains the Kahoot to the participants. The link for the quiz:

EN   https://create.kahoot.it/share/learn-a-language/870f1016-bfec-4f0f-88d8-6653205ba4a4

2. Class: Universities

Content: The main aim of this class is to inform participants about the university system in Germany after finishing school. They will be informed about entry requirements to universities, language necessities, costs, funds and so on. If necessary, this link can be referred to (https://port-of-spain.diplo.de/tt-en/germany-and-eastcarribean-states/kultur/-/1210844).

Methodology: University Quiz show

After short information about universities, participants will be divided into teams and each team will answer a set of multiple-choice or true/false questions related to the university system in Germany and Berlin universities displayed on the screen. Each team should answer the question within a time limit and one point will be awarded to the team that answers correctly. In the end, the team with more scores wins the game. After each question, the answers will be discussed and participants will learn better about the university system in this way.

The link for the the quiz:

https://create.kahoot.it/share/learn-a-language/a45ded61-0aaf-4ae5-b584-61c720709213

8th City Tour

"Kindergartens, schools and Universities". In this city tour, the participants will be guided to a famous kindergarten school and the University of Berlin they want to see.

3. Class: TO DO LIST

Content: Each module ends with this class, the aim of this class is to gather experiences and write them down for a Guide book and the film.

Methodology: Group Work.

IX Module: Work and Ausbildung

Goals: The main goal of this module is to inform participants about the work and Ausbildung opportunities and prepare them for job interviews in the German language.

1. Class: Now and Future Me

Content: In this class, the participants share their aspirations for their job-related experiences and wishes. They share what job they do and what would they like their job to be in the future.

Methodology: Letter to Future Me

Participants are asked to write to themselves in the future. The methodology of writing a "Letter to Future Me" involves reflecting on one's current self, experiences, and aspirations, and projecting those thoughts and messages to a future version of oneself. The letter serves as a form of self-reflection, a reminder of goals and values, and an opportunity to provide guidance and encouragement to the future self.

These steps can be helpful for participants:

- Reflect on the present: Begin by taking a moment to reflect on your current self. Consider your dreams, goals, values, and the progress you have made so far.
- Celebrate achievements: Mention the achievements you gained

- Share wisdom and advice: Draw from the lessons/mistakes you have learned along your journey and share them with your future self.
- Mention what would you like to do in the future and to achieve these goals what you need to do now.

With this methodology, the participants could improve their German writing.

2. Class: The Interviews

Content: In this class, the participants share their experiences in job interviews. They talk about how they present themselves in job interviews and what they know about interviews in Germany.

Methodology: Role Play

For this class, each participant is assigned to play the role of the interviewer, and another participant to play the role of the job applicant. Switching roles for multiple practice rounds are possible. The job applicant should research the company where the interview is taking place. Participants have a role in their future job they mentioned in the previous class.

Begin the role play by having the interviewer introduce themselves and provide a brief overview of the company. The job applicant should also introduce themselves and express their interest in the position. The interviewer should ask typical job interview questions. These can include:

a. "Tell me about yourself": The job applicant should provide a concise summary of their background, education, and relevant experience.

b. "Why are you interested in this position?": The job applicant should explain why they are attracted to the role and how their skills align with the job requirements.

c. "What are your strengths and weaknesses?": The job applicant should mention a few strengths that are relevant to the job and briefly discuss a weakness while emphasizing efforts to improve.

d. "Describe a challenging situation you faced at work and how you handled it": The job applicant should provide a specific example of a work-related challenge they faced, the actions they took to resolve it, and the positive outcome.

e. "Do you have any questions for us?": The job applicant should prepare a few questions to ask the interviewer about the company, the team, or the position.

9th City Tour

"Job Centers". In this city tour, the participants will be guided to Job Centers they need to visit.

3. Class: TO DO LIST

Content: Each module ends with this class, the aim of this class is to gather experiences and write them down for a Guide book and the film.

Methodology: Group Work.

X Module: The Healthcare System in Germany

Goals: The main idea of this module is to give information about the Health System in Germany and inform them about insurance types in Germany.

1. Class: If I am sick..

Content: The healthcare system in Germany is known for its comprehensive coverage and high-quality care. The main aim of this class is to discuss the health system in Germany and listen to the experiences of participants with doctors. This class is also aimed to give information to the participants on what to do in case they are sick.

Methodology: Role Play: Doctor and Patient

The objective of this methodology is to simulate a doctor-patient interaction in a German healthcare setting, focusing on effective communication and understanding of the healthcare system.

Instructions:

- Choose one participant to play the role of the doctor and another participant to play the role of the patient.
- Provide some background information to the doctor and patient regarding their roles, medical condition, and the purpose of the visit.
- Explain the scenario to the participants. For example: The patient is experiencing persistent headaches and has come to see the doctor for a diagnosis and treatment plan.
- Encourage the doctor and patient to think about their respective roles, responsibilities, and objectives within the German healthcare system.
- The doctor and patient should engage in a simulated consultation, following the typical process of a doctor-patient interaction.
- The doctor should ask relevant questions, conduct examinations (if applicable), and provide explanations or recommendations to the patient.
- The patient should describe their symptoms, ask questions, and provide any necessary medical history information.

After the role-playing session, have a debriefing discussion involving both the doctor and patient.

2. Class: Insurances in Germany

Content: This class aims to give information about insurance types to the participants and explain what are the differences and how the insurance system works in Germany.

Methodology: Open Discussion and Insurance puzzle Challenge

In this class the participants share which insurance they are using and what are the benefits of the insurance company they are using. After each participant shared their insurance, they decide which insurance company have more benefits for the patients and play the insurance puzzle.

Materials:

- Insurance scenario cards (pre-prepared with different insurance-related situations)

- Insurance term cards (pre-prepared with various insurance terms and definitions)
- Puzzle pieces or jigsaw puzzle template

Examples:

Insurance Scenario Cards:

✓ John's car was damaged in an accident caused by another driver. He needs to file a claim with his car insurance company.

✓ Sarah's apartment was burglarized, and her valuable belongings were stolen. She needs to report the incident to her renter's insurance provider.

✓ David fell ill and required medical treatment at the hospital. He needs to submit his medical bills to his health insurance company.

✓ Lisa accidentally caused damage to her neighbor's property while performing renovations in her home. She needs to contact her liability insurance provider.

✓ Alex's flight was canceled due to a strike by airline staff. He needs to check if his travel insurance covers trip cancellation.

Insurance Term Cards:

✓ Deductible - The amount an insured person must pay out of pocket before the insurance company starts covering expenses.

✓ Premium - The amount of money paid to an insurance company in exchange for coverage.

✓ Coverage limit - The maximum amount an insurance policy will pay for a covered loss or claim.

✓ Claim - A request made by an insured person to an insurance company for compensation or benefits due to a covered loss or event.

✓ Policyholder - The person who owns an insurance policy and is entitled to the benefits and coverage specified in the policy.

Instructions:

- Create a set of insurance scenario cards, each describing a specific insurance-related situation or problem.
- Create a set of insurance term cards, each with an insurance term or definition.
- Prepare a puzzle template or gather puzzle pieces to create a puzzle related to insurance scenarios.
- Place the puzzle pieces or puzzle template in a visible area.
- Shuffle the insurance scenario cards and place them facedown in a stack.
- Shuffle the insurance term cards and place them facedown in a separate stack.

Gameplay:

- Divide participants into small teams (2-4 members per team).
- Each team selects a scenario card from the stack and reads it aloud.
- The team then selects a term card and matches it to the scenario, identifying the relevant insurance term or concept.
- Once the team has determined the correct term, they earn a puzzle piece or have the opportunity to place a puzzle piece in the appropriate location.
- Teams take turns selecting scenario cards, matching them with the correct insurance term, and adding puzzle pieces until the puzzle is complete.
- The game continues until all scenario cards have been used, and the puzzle is fully assembled.
- After completing the puzzle, review the scenarios, insurance terms, and their corresponding meanings with the entire group.

10th City Tour:

"Charite Tour". In this city tour, the participants will be guided to the most famous hospital in Berlin.

3. Class: TO DO LIST

Content: Each module ends with this class, the aim of this class is to gather experiences and write them down for a Guide book and the film.

Methodology: Group Work.

XI Module: Finalising the guidebook

This module is dedicated to finalising the guidebook of the project.

XII Module: Finalising the Film

This module is dedicated to finalising the film of the project.