



# LESSON PLANS – AUSTRIA

GTNMS ANTON-SATTLER-GASSE



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# CITY DEVELOPMENT- VIENNA

## Lesson Plan

Time/ Phase	Targeted competences	Planned teaching and learning	Social format, Working tools, Media	Reason for selection of the Social format, Working tools, Media
Preparations		Based on the WAE Resources, I prepare four information texts (around the following topics: Vienna - Roman camp, Residence city, Vienna in Middle Age) adapted in such a way that they might be understandable for second grade students. I develop worksheets around the above mentioned topics. I identify images from Internet that can be used to represent contemporary Vienna. At home I prepare the images of contemporary Vienna with several drawings on a sheet of paper, cut out the outlines, copy them as a template on a coloured paper and cut out again. On a poster, I draw the outlines in order to save time for gluing during the lesson. Identify from Internet four suitable pictures, which the students will also glue on the poster. (Atlas)	Use of the WAE resources: Höpler, B., Vogel, S. & Potyka, A. (2001) Vienna - city Gide for Children (Wien – Stadtführer für Kinder); Ehrlich, A. & Faulkner, J. (2015) Vienna for cool kids (Wien für Coole Kids).  Internet resources.  Encyclopedias.	

<b>Start 8:00</b>	Students can recognize the meaning of the words in the Austrian anthem and compare the description of Austria in the anthem with the reality	Discuss the first verse of the Austrian national anthem and the extract "In the middle of the continent you lie like a strong heart". – What is the meaning of words and phrases such as "mountain", "the middle of the continent", "cathedral"? Class discussion: Students are invited to express their impressions and feelings and then to check everything in the Atlas.	Whole class, Teacher-led; individual work (when checking information from the Atlas).  Atlas	Dialogic and Exploratory: Based on the Austrian anthem the students describe Austria's characteristics (close to the students' perspective) – the anthem is played often, for example during international football games, international sport events, etc.)  The students can investigate and check everything in the Atlas.
<b>Work out 08:13</b>	Students are able to find and retrieve relevant information from a text.	Divide students into groups. Each group receives an information text on one of the four topics - Roman camp, Residence city, Vienna in Middle Age, Contemporary Vienna. Explain key terms: Albertina (Art museum in the first Vienna district; the building), bastion (military fortification) and foundations (ground). Encourage co-operation and collaboration within the group task – some groups may need support with this. If a group completes the task ahead of the class they can read the text "Servus Vienna!" and discusses it.	Work in small groups (approximately five students per group). Teacher to facilitate collaborative working.  Information Texts and Working tasks	Social learning; developing understanding of discussion and effective group work; opportunity to assess how the students get involved and contribute to the process of learning.  Necessary materials: Posters. Colourful paper.

<p><b>Work out and preparing the results</b> <b>(Presentations)</b></p> <p><b>08:34</b></p>	<p>Students are able to apply the new information.</p>	<p>After the students have fulfilled the working tasks, each group presents their findings. The big poster (prepared in advance) is hung on the board for students to find where their contribution should be attached. They present (in 2-3 sentences) the tasks they have fulfilled. "What amazed me, what baffled me or was completely new for me?" The final product is a poster, created together by the whole class. Then each student gets a picture of the city.</p>	<p>Work in small groups but in plenum, Poster, glue.</p>	<p>Common development and creation of a class work. Although each group works for itself, the end result is a product of the whole class.</p>
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# ENTWICKLUNG WIENS

### Wien als kaiserliche Residenzstadt

Wien wurde im Jahr 1203 als kaiserliche Residenzstadt gegründet. Die Stadt wurde von Kaiser Friedrich II. gegründet und wurde zur kaiserlichen Residenzstadt. Die Stadt wurde von Kaiser Friedrich II. gegründet und wurde zur kaiserlichen Residenzstadt.



### Die Römer in Wien

Die Römer haben Wien im Jahr 1203 gegründet. Die Stadt wurde von Kaiser Friedrich II. gegründet und wurde zur kaiserlichen Residenzstadt. Die Stadt wurde von Kaiser Friedrich II. gegründet und wurde zur kaiserlichen Residenzstadt.



### Wien im Mittelalter

Wien wurde im Jahr 1203 als kaiserliche Residenzstadt gegründet. Die Stadt wurde von Kaiser Friedrich II. gegründet und wurde zur kaiserlichen Residenzstadt. Die Stadt wurde von Kaiser Friedrich II. gegründet und wurde zur kaiserlichen Residenzstadt.

### Das Wien der Gegenwart

Das Wien der Gegenwart ist eine Stadt, die sich in der Entwicklung befindet. Die Stadt wurde von Kaiser Friedrich II. gegründet und wurde zur kaiserlichen Residenzstadt. Die Stadt wurde von Kaiser Friedrich II. gegründet und wurde zur kaiserlichen Residenzstadt.



PRESENTATION OF THE COUNTRIES  
PARTICIPATING IN THE PROJECT  
LESSON PLAN FOR THREE HOURS

Time/ Phase	Targeted competences	Planned teaching and learning	Social format, Working tools, Media	Reason for selection of the Social format, Working tools, Media
<b>Preparations</b>		From the pool of the Resources on the "We are Europe" website select appropriate resources.	Computer access required for each student	
<b>08:00 Start</b>	Students can build on prior information.	<p>Introduce the countries participating in the project.</p> <p>Initial response activity: using Flashcards about each country (eg. names of the countries, images of landmarks etc), discuss and group associated cards. Feedback to class and identify correct answers</p>	Small Group Discussion (dialogic); teacher to facilitate	<p>Willingness to talk, to teach and learn.</p> <p>Express own thought about the pictures.</p>



<b>08:15 Work out</b>	Students are able to make internet research independently.	<p>Divide the class in groups corresponding to the number of the participating countries.</p> <p>Randomly assign a country to each group.</p> <p>Instruct the groups to gather as much information about the country as possible using the internet. If necessary, discuss ways of judging the reliability of their web sources to ensure the information is accurate.</p>	<p>Group work:</p> <p>6 groups with approximately 4 students in each group</p> <p>PC:</p> <p><a href="http://europa.eu/kids-corner/countries/flash/index_de.htm?country">http://europa.eu/kids-corner/countries/flash/index_de.htm?country</a></p>	Elaborate information independently.
<b>08:50 – 8:55</b>		Break		
<b>8:55 – 9:45</b>	Students are able to summarize information.	<p>Collate the information.</p> <p>Create a poster, either electronically or on paper depending on resourcing and IT competence</p>	Team work, PC, Poster paper/pens (if appropriate)	Select and evaluate information.
<b>9:45 –10:00</b>		Break		

10:00 – 10:50	Students present their works	Present the posters to the rest of the class	Whole Class	Use different techniques for sharing information.
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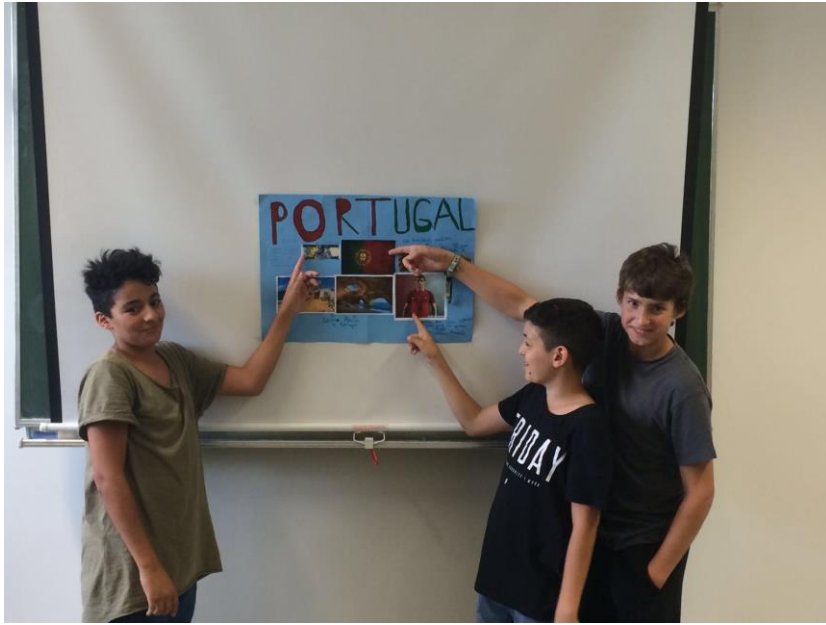


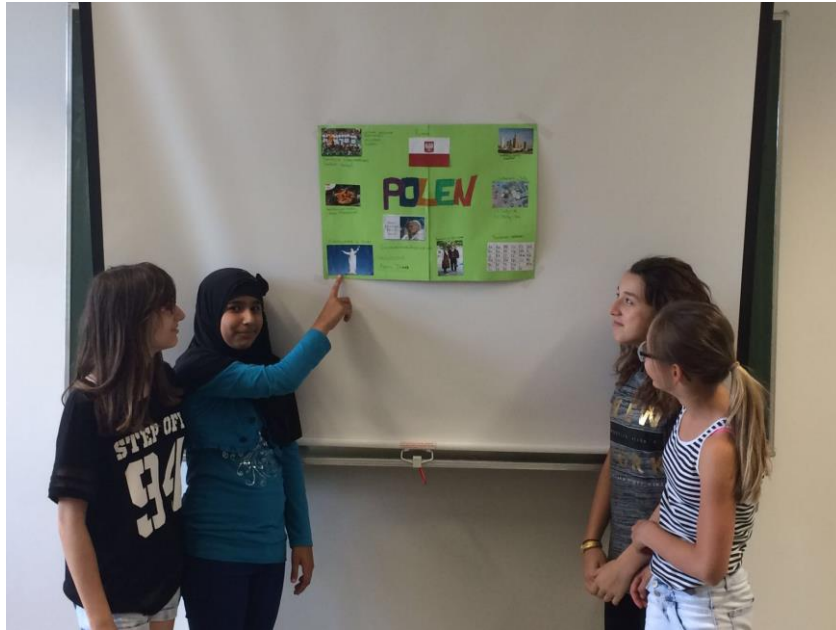


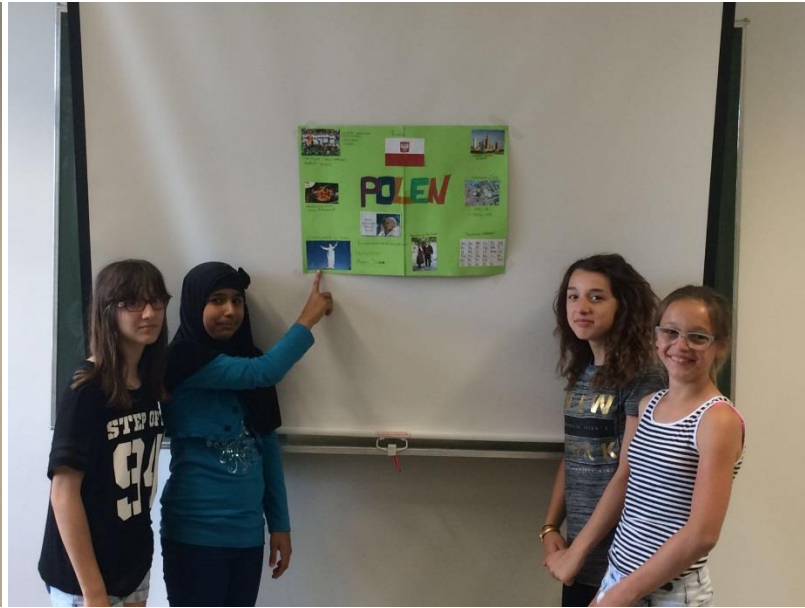
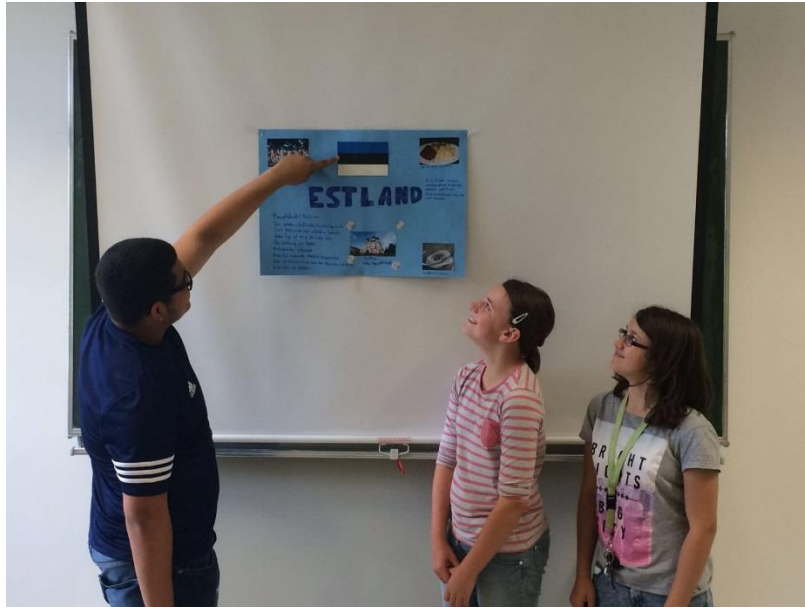














# ELECTION OF CLASS PRESIDENT1

Lesson Plan 1

Time/ Phase	Targeted competences	Planned teaching and learning	Social format, Working tools, Media	Reason for selection of the Social format, Working tools, Media
Preparations		Ballots, "Ballot box". Discussion on how a polling station can be set up in the class room		
08:55 Start	Students can identify the connection between the "Class President Election" and the political processes in Austria.	Ask students to consider for e.g. Presidential elections.	Whole Class Discussion; teacher to facilitate.	To encourage student participation and engagement.  Promote a willingness to talk about democracy in Austria.

09:10 Work out	The students are able to come to a consensus and to create a profile for a public office role.	In pairs, students reflect on the functional requirements and the tasks expected of a Class President.	Small Group Discussion	To develop students' ability to find compromises during discussion
09:25 Work out	The Students can reflect on their personal skills and interests.	Students think about who would like to be a Class President using the determined requirements.	Individual work.	Promote the ability of self-assessment.
09:35 Backup of the results	The students are ready to take tasks and responsibility.	<p>Five students, who are not candidates, form an electoral commission. (Teacher may need to select, or students can self-select).</p> <p>The candidates register with the electoral commission.</p>	Group work.	To encourage engagement and the taking of responsibility.

09:40	The Students are able to organize an election and to carry it out.	By the next lesson: <ul style="list-style-type: none"><li>- Each candidate prepares an election poster.</li><li>- The electoral commission prepares a list of the class and ballot papers.</li><li>- The rest of the students (with the help of the teacher) plan the polling station.</li></ul>	The students receive working tasks. Group work.	Promote the work in groups.
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# ELECTION OF CLASS PRESIDENT 2

Lesson Plan 2

Time/ Phase	Targeted competences	Planned teaching and learning	Social format, Working tools, Media	Reason for selection of the Social format, Working tools, Media
<b>Preparations</b>		Ballots, "Ballot box" and polling station will be prepared. The polling station can be set up in a corner of the classroom and divided from the rest of the room Using a flipchart or other screen.		
<b>08:55 Start</b>	Students recall the previous lesson and reflect on it.	Short reflection on the previous lesson.	Whole Class Discussion	Recall prior learning about the topic of "Class President Election" and the preparations.
<b>09:00 Work out</b>	Students speak about their skills and present themselves.	The candidates present themselves and their programme in the form of short oral reports.	Reports / formal presentations.  Discussion between the students (with the participation of the teacher) on the programme of each candidate.	Practice expression and presentation of skills.

<b>09:10</b> <b>Work out</b>	Students express their opinion in the form of a vote.	The electoral commission takes its position in order to run the procedure. The students go to vote. (Presentation of a valid student ID). The electoral commission, records voters and counts votes.	Group work	To get to know the election process.
<b>09:25</b> <b>Work out</b>	Students can accept a democratically achieved decision.	The electoral commission and the election observers count the votes, announce the results and declare the winner.	Group work	Encourage students to take social responsibility.
<b>09:35</b>	Students can accept a democratically achieved decision.	Class president and the deputy president (2nd in the election) are introduced and awarded office.		
<b>09:40</b>	Students give reasonable feedback	Reflect on the process: what have the students learned?	Whole Class Discussion	The students describe the election from their personal perspective.