

Focus on the Bundesliga

Learning Scenario created by Kathy Fegely

Performance Range: Novice low to mid

Targeted Standards

Interpersonal Communication. Students compare scores and standing for their teams. Students ask about their classmates' team standings. They ask and answer questions about the towns in which teams are located. Students can fill out a form with his/her name, address, phone number, birth date and nationality. They can complete a simple online form. Students can write a postcard message. They can write about something learned online or, in a class.

Interpretative Communication. Students identify scores and basic information about the Bundesliga through authentic broadcast summaries of games results each week throughout the soccer season in Germany (August through May). Students can understand personal information about sports stars from various media.

Cultures. Students understand the intensity of the interest and fan involvement in German soccer.

Target Language Learners

5-8th grade learner, 11-14 years old

Instructional Setting

Beginning German class at middle school or high school. This scenario reflects a theme that is carried across instruction throughout the school year.

Learn-Practice-Assess

Throughout the school year, students will track the progress of a selected team in the German Bundesliga. When students have been introduced to numbers, they will hear the results of the scores and standings weekly, tracking their teams' progress against the other teams in the Bundesliga.

Students will create a poster to introduce the team to their classmates. The poster will be enhanced throughout the school year. After learning basic "W-Questions", the students will use the poster to show information about the team such as the name and location, the coach and highlighted players, the home and away jerseys, and the teams' previous records for success.

After learning how to write addresses, students will research and display the home venue for the team including significant tourist attractions in the area, the population and major industries of the people living there.

As students learn vocabulary related to public transportation, they will plan a virtual visit to a game during the season describing how to use public transportation to travel to the stadium from the center of the team's hometown, describing the stadium, and purchasing a ticket for a game.

Students will shop virtually for team merchandise at the team's online store, completing a form for ordering their selected products.

When students are introduced to past tense speaking near the end of the first year of instruction, they will join with a partner to create an interview with a player of their choice from their team. They will reflect on some of the highlights from the season, as well as acquire personal information about the selected player.

Adaptations to other ages/grades

Once the students are engaged in learning about the teams of the Bundesliga, they will be motivated to learn more about soccer and its history. The films, *Das Wunder von Bern* and *Der ganz grosse Traum* are recommended to additional exploration. For authentic reading and learning more about soccer, students might enjoy *Meine Fußball Schule* by Jürgen Klinsmann. Students may want to join the Facebook page for their favorite team to learn more and interact with other fans.

Reflection

Even students who are not interested in sports become motivated to learn more about soccer by following their teams through the year. They want to understand more about the game, about the national teams as FIFA approaches, and track their favorite players. This project takes learning out of the classroom to create learners who explore at home. Many students continue to track their teams to truly become lifelong learners.