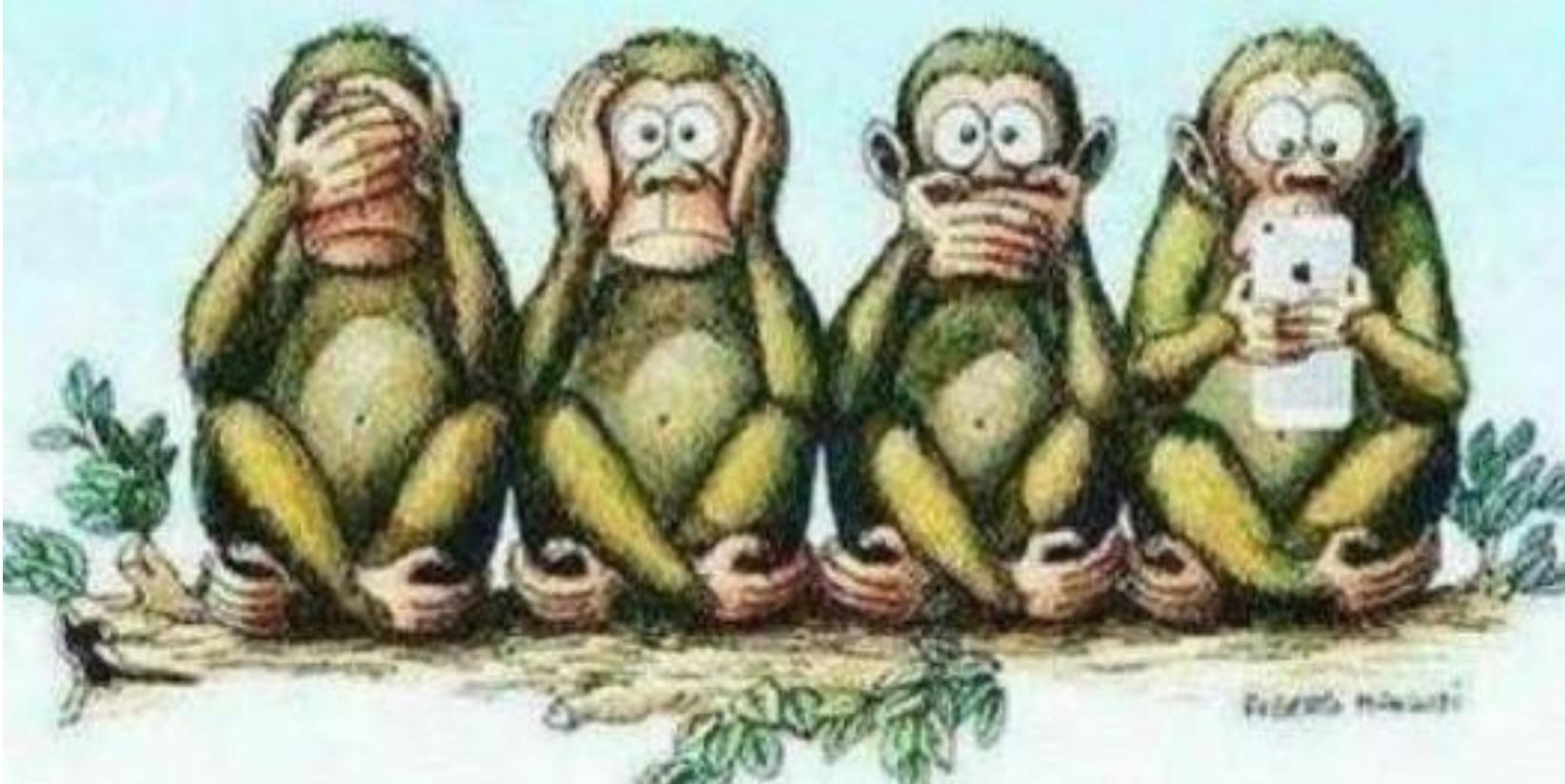


# Fremdsprachunterricht zeitgemäß und digital - im #distanzunterricht

Georg Schlamp 2020

georg@schlamp.de  
@georgschlamp1



<https://debeste.de/43527/Endlich-da-der-4-Affe>

Wenn Sie einen Scheißprozess digitalisieren,  
haben Sie einen scheiß digitalen Prozess.

Thorsten Dirks, CEO Telefonica Deutschland



Grafik: Kristina Wahl || [diefraumitdemdromedar.de](http://diefraumitdemdromedar.de)  || CC-BY-SA

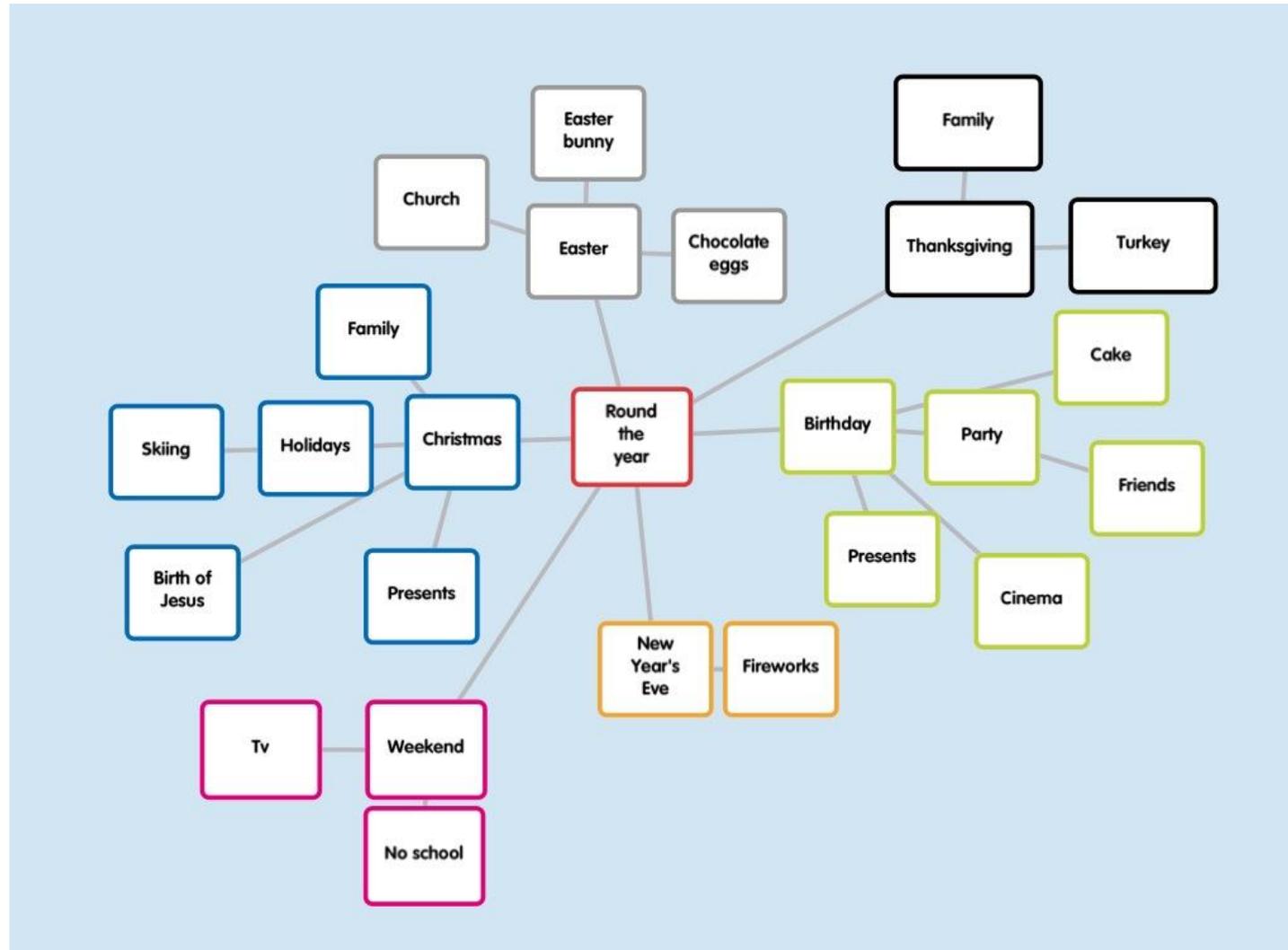
- einheitliche und schnelle Kommunikationswege
- kreative und spannende Aufgabenformate
- Nutzung multimedialer Inhalte
- Beachten der Bedingungen
- synchron vs asynchron
- anonyme email-Adresse für Schüler:innen
- Bedenken der Basics
- Möglichkeit der 4K?

## Digitales Lernen und Onlineunterricht

Mach es so...	... nicht so
	
 <p><b>Asynchrones Lernen</b> Lehrpersonen schaffen Lernsituationen in denen Lernende im eigenen Tempo arbeiten und den Lernstoff verarbeiten können</p>	 <p><b>Synchrones Lernen</b> Interaktion mit den Lernenden erfolgt ausschliesslich synchron via Videokonferenzplattformen und Live-Chats</p>
 <p><b>Weniger ist mehr</b> Für die Erledigung von Arbeitsaufträgen benötigen die Lernenden Zuhause fast doppelt so lange; Prioritäten setzen und realistisch bleiben</p>	 <p><b>Unrealistisch sein</b> Vergabe täglicher Klassenaufträge und Hausaufgaben, welche die Lernenden in kürzester Zeit erledigen müssen</p>
 <p><b>Klare Anweisungen geben</b> Formulieren Sie klare Anweisungen und definieren Sie den Zeitbedarf für die Absolvierung einer Lerneinheit</p>	 <p><b>Unklar und vage sein</b> Kommunikation in langen und schwierigen Sätzen, mit komplizierten Anweisungen und unklaren Arbeitsaufträgen</p>
 <p><b>Erwartungen definieren</b> Definieren Sie die Erwartungen und Anforderungen und setzen Sie klare Zeitlimits. (z.B. 2minütige Audioaufnahme anhand einer Checkliste erstellen)</p>	 <p><b>Zu offene Erwartungen</b> Vergabe von zu unklaren und offenen Aufträgen und nicht eindeutig formulierte Erwartungen (z.B. mache ein Video über den Mond etc.)</p>
 <p><b>Empathisch sein</b> Aufträge haben ein sinnvolles Mass; ermutigen Sie Lernende dazu Online- und Offline-Sequenzen abzuwechseln und sich auszutauschen</p>	 <p><b>Zu viel wollen</b> Mit täglichen Online-Klassensequenzen und zusätzlichen Hausaufgaben die Lernenden überfordern ohne Rücksicht auf deren Wohlbefinden</p>
 <p><b>Einheitlich kommunizieren</b> Alle Anweisungen und Aufträge kommen IMMER über denselben Kanal (z.B. MS Teams, LMS etc.)</p>	 <p><b>Kommunikations-Chaos</b> Inkonsistente Nutzung unterschiedlichster Plattformen (z.B. Mail, Office365, LMS etc.)</p>

# Mindmapping/ Strukturieren

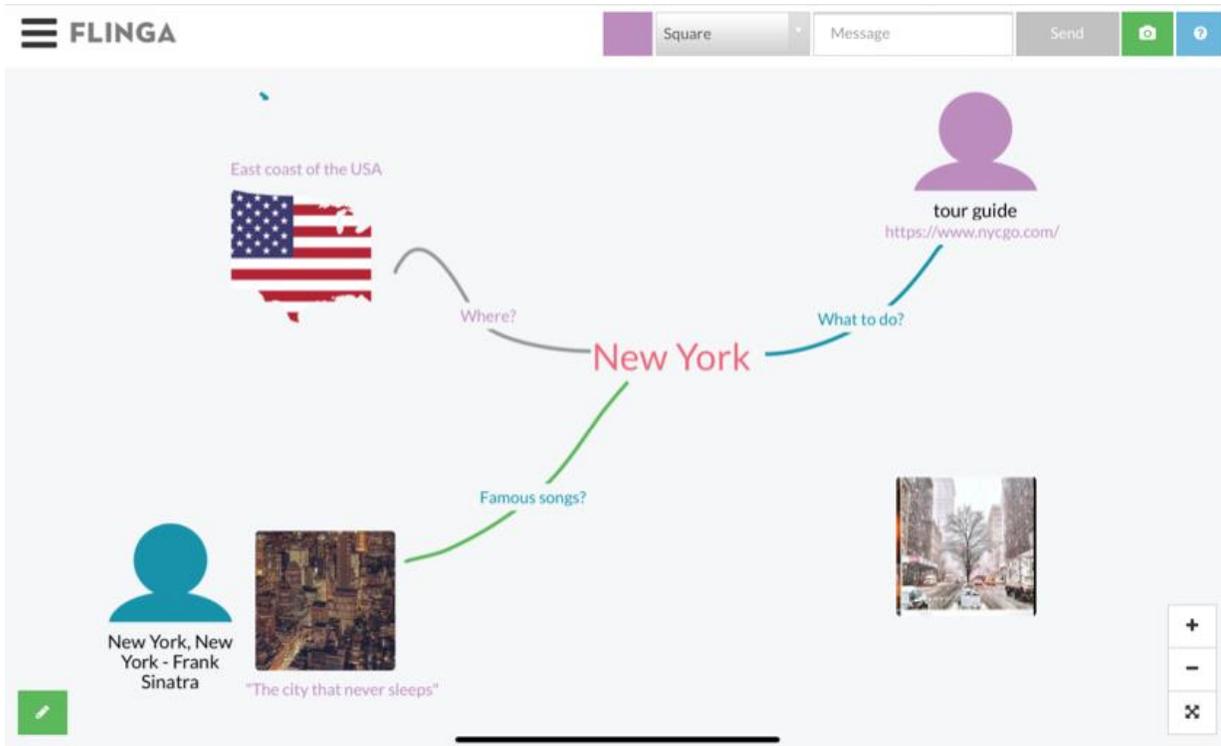
## PoppletLite



<https://www.popplet.com>

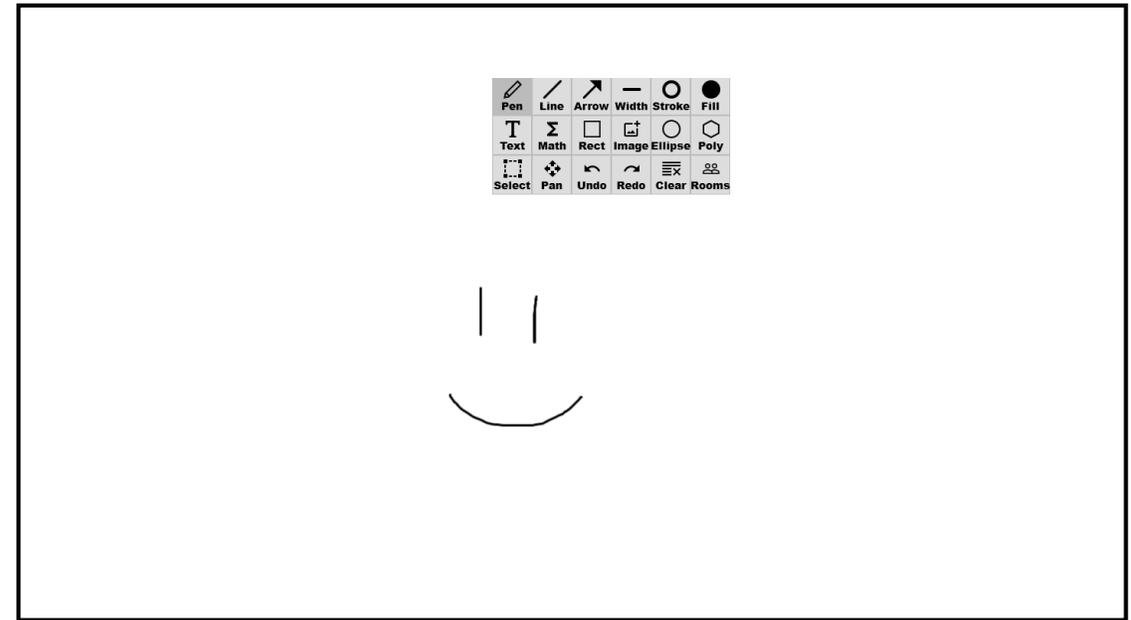
# Mindmapping/ Strukturieren

Online/Distanz



<https://flinga.fi/>

<https://app.conceptboard.com/>



<https://r8.whiteboardfox.com/>

<https://www.whiteborb.com>

<https://wbo.ophir.dev/>

<https://whiteboard.fi/>

# QR Codes

## Grammar Reload for 8b, Gymnasium Neubiberg

### Past Tenses and other stuff

Topic	Explanation	Exercise	Exercise
Tenses, simple vs progressive form	 <a href="http://kurzelinks.de/o34p">http://kurzelinks.de/o34p</a>	 <a href="http://kurzelinks.de/dq6r">http://kurzelinks.de/dq6r</a>	 <a href="http://kurzelinks.de/8bpw">http://kurzelinks.de/8bpw</a>
Present Perfect	 <a href="http://kurzelinks.de/v633">http://kurzelinks.de/v633</a>	 <a href="http://kurzelinks.de/2f5d">http://kurzelinks.de/2f5d</a>	 <a href="http://kurzelinks.de/r5j6">http://kurzelinks.de/r5j6</a>
Past Perfect	 <a href="http://kurzelinks.de/lewa">http://kurzelinks.de/lewa</a>	 <a href="http://kurzelinks.de/2y01">http://kurzelinks.de/2y01</a>	 <a href="http://kurzelinks.de/lb9w">http://kurzelinks.de/lb9w</a>
All tenses of the past		 <a href="http://kurzelinks.de/56i6">http://kurzelinks.de/56i6</a>	 <a href="http://kurzelinks.de/t6ut">http://kurzelinks.de/t6ut</a>
Modal Auxiliaries	 <a href="http://kurzelinks.de/fsvr">http://kurzelinks.de/fsvr</a>	 <a href="http://kurzelinks.de/zd6t">http://kurzelinks.de/zd6t</a>	 <a href="http://kurzelinks.de/0btk">http://kurzelinks.de/0btk</a>
Reported Speech	 <a href="http://kurzelinks.de/rspg">http://kurzelinks.de/rspg</a>	 <a href="http://kurzelinks.de/wfzu">http://kurzelinks.de/wfzu</a>	 <a href="http://kurzelinks.de/0sdt">http://kurzelinks.de/0sdt</a>
Passive	 <a href="http://kurzelinks.de/raeg">http://kurzelinks.de/raeg</a>	 <a href="http://kurzelinks.de/0a0">http://kurzelinks.de/0a0</a>	 <a href="http://kurzelinks.de/8o1l">http://kurzelinks.de/8o1l</a>
Conditional	 <a href="http://kurzelinks.de/tokq">http://kurzelinks.de/tokq</a>	 <a href="http://kurzelinks.de/8tpz">http://kurzelinks.de/8tpz</a>	 <a href="http://kurzelinks.de/4qh9">http://kurzelinks.de/4qh9</a>

Scan the QR-Code or enter the URL into your browser and go! Have fun!!

G. Schlamp, April 2020

## Vocabulary Reload for 8b, Gymnasium Neubiberg, Unit 1-5

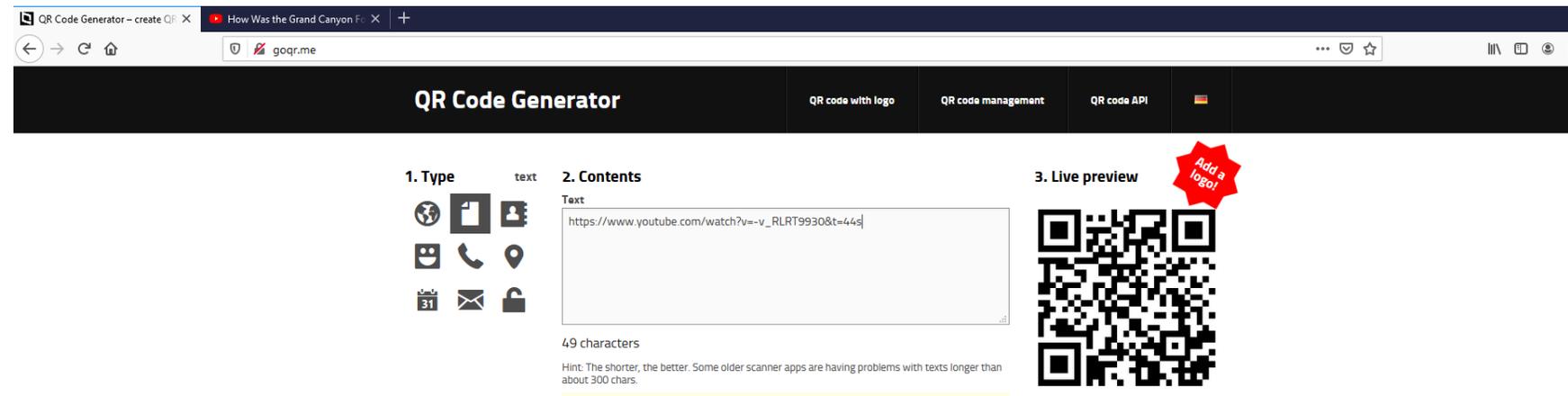
Do the TEST!!!

Unit			
Unit 1	 <a href="https://ogy.de/5fe2">https://ogy.de/5fe2</a>	 <a href="https://ogy.de/2r7a">https://ogy.de/2r7a</a>	 <a href="https://ogy.de/cof5">https://ogy.de/cof5</a>
Unit 2	 <a href="https://ogy.de/4042">https://ogy.de/4042</a>	 <a href="https://ogy.de/yt5l">https://ogy.de/yt5l</a>	 <a href="https://ogy.de/ubzq">https://ogy.de/ubzq</a>
	 <a href="https://ogy.de/xw9j">https://ogy.de/xw9j</a>		 <a href="https://ogy.de/d1uc">https://ogy.de/d1uc</a>
Unit 3	 <a href="https://ogy.de/ybpt">https://ogy.de/ybpt</a>	 <a href="https://ogy.de/zmsn">https://ogy.de/zmsn</a>	 <a href="https://ogy.de/651v">https://ogy.de/651v</a>
	 <a href="https://ogy.de/651v">https://ogy.de/651v</a>		 <a href="https://ogy.de/0gda">https://ogy.de/0gda</a>
Unit 4	 <a href="https://ogy.de/s18d">https://ogy.de/s18d</a>	 <a href="https://ogy.de/wbw4">https://ogy.de/wbw4</a>	 <a href="https://ogy.de/hk8x">https://ogy.de/hk8x</a>
	 <a href="https://ogy.de/v1vv">https://ogy.de/v1vv</a>	 <a href="https://ogy.de/tjcy">https://ogy.de/tjcy</a>	
Unit 5	 <a href="https://ogy.de/fd97">https://ogy.de/fd97</a>	 <a href="https://ogy.de/p4c5">https://ogy.de/p4c5</a>	 <a href="https://ogy.de/ubht">https://ogy.de/ubht</a>
		 <a href="https://ogy.de/7fo2">https://ogy.de/7fo2</a>	 <a href="https://ogy.de/rhuj">https://ogy.de/rhuj</a>

G. Schlamp © May 2020



# QR Codes



<http://goqr.me/>

<https://www.qrcode-monkey.com/de>

<https://www.qrcode-generator.de/>



<https://t1p.de/>

<https://kurzelinks.de/>

Youtube ohne Werbung?

- Füge einfach einen Bindestrich „-“ hinter das „t“ in der url ein...

<https://yout-ube.com/watch.....>

<https://www.yout-ube.com/#safety>

- <https://video.link/>

# Augmality

(iOS, Android)



Viewer starten

Hier können Sie  
Augmented Reality  
Inhalte erleben



Eigene Inhalte  
verknüpfen

Deine Visitenkarten, Einladungen,  
Notizen, Fotos, Postkarten mit  
Videos, Audios, Links oder  
3D-Modellen  
verknüpfen.

---

## Work in pairs

10 minutes



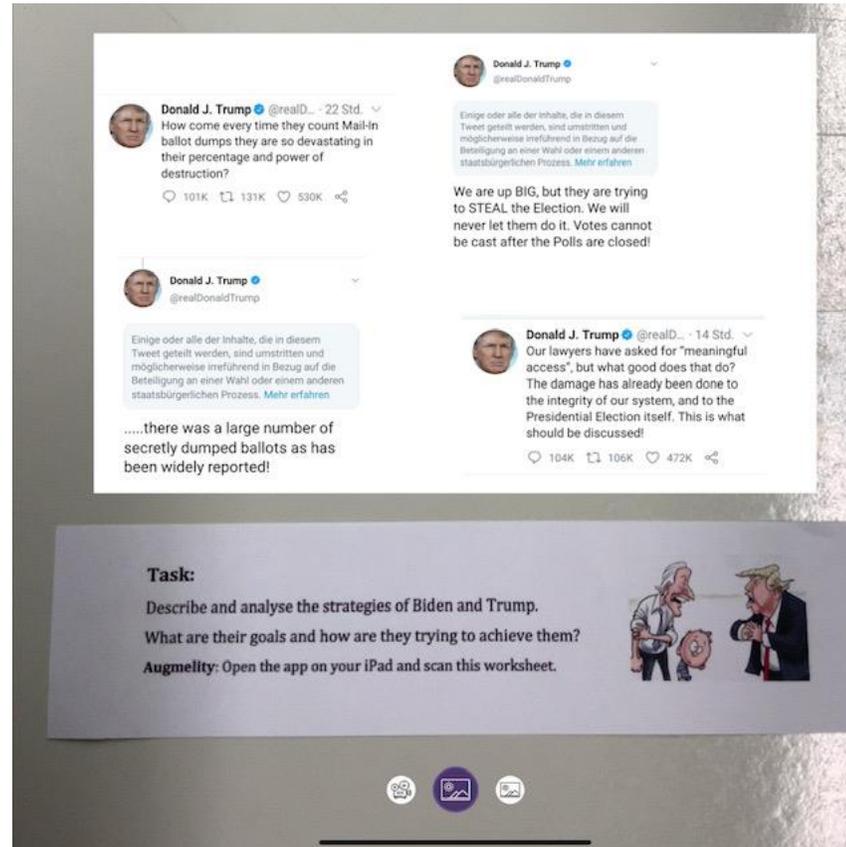
Describe and analyse the strategies of Biden and Trump  
What are their goals and how are they trying to achieve them?

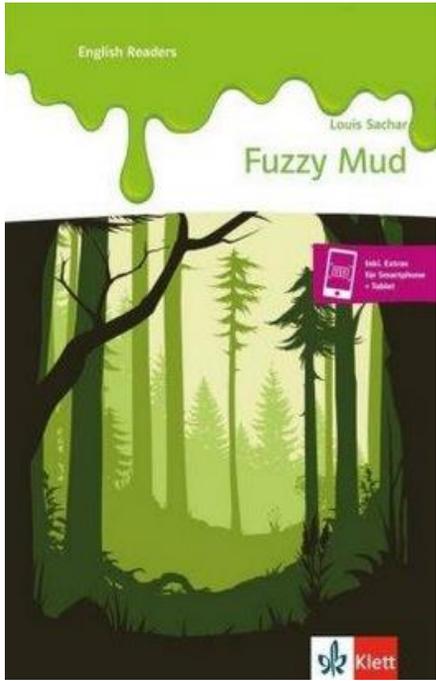
Use the app *Augmality*!

---

# Augmality

(iOS, Android)





# Literature

## Distanz



Nbb FM Twitter A | ZUMPad ×

https://zumpad.zum.de [redacted]

110%

B I U ↺ ↻ ↶ ↷ ⌨

Stil Color

↶ ↷ ⭐ ⚙️ ↶ ↷

1 **This is you personal (safe) Twitter.**

2 **Every day read one chapter of Fuzzy Mud again and post your thoughts in one tweet. You can use up to 288 characters (letters, numbers, blanks...) per tweet.**

3 **Start with the date and your name as you can see in the example! Always use the same color!**

4

5 Tuesday, November 2:

6 *Tamaya: There is a new boy at Woodridge High. Says he has been bitten by a wolf. Don't like him...*

7

8 Tuesday, November 2:

9 Chad: I'm at a new school named Woodridge Academy. It's a private school. My parents thought it would be a good idea to go there 😊

# RolePlay/Audio

## Online/Distanz

### Live from Heath Cliff – a radio interview

After the three children have disappeared into the woods, lots of media people arrive in Heath Cliff to interview people at the scene.

Your group tries to get as much information as possible about

#### Tamaya

One of you is the **interviewer** who interviews people who are close to her.

Find out what the following people would probably say about Tamaya:

- ▶ her **mother**
- ▶ her best friend **Monica**
- ▶ her **father** (who has come over from Philadelphia)
- ▶ the headmistress **Mrs. Thaxton**

You can also include other people who are close to Tamaya.

Ask about:

- ▶ how the person knows Tamaya and what he/she knows about her
- ▶ her character and usual behavior
- ▶ what happened on the day she disappeared

Practise your interview and then act it out in front of the class. You can also record it, if you want to.



Vocaroo



Vocaroo - Der führende Sprachaufzeichnungsdienst.

Hochladen



00:00

00:02



<https://voca.ro/8Pa2vNojZ4Q>

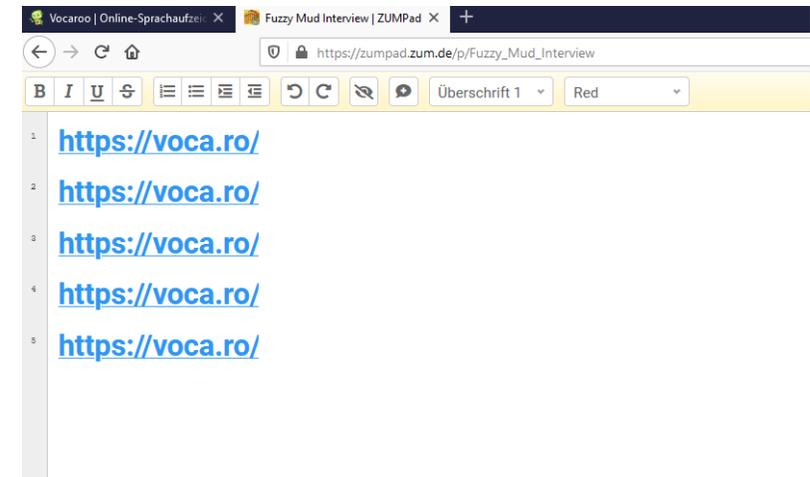


QR-Code

Einbetten

Herunterladen

Löschen



<https://vocaroo.com/>

<https://zumpad.zum.de/>

# Poetry



<https://ogy.de/6h81>

## The \_\_\_\_\_

By Robert Frost

Two roads diverged in a yellow wood,  
And sorry I could not travel both  
And be one traveler, long I stood  
And looked down one as far as I could  
To where it bent in the undergrowth;

Then took the other, as just as fair,  
And having perhaps the better claim,  
Because it was grassy and wanted wear;  
Though as for that the passing there  
Had worn them really about the same,

And both that morning equally lay  
In leaves no step had trodden black.  
Oh, I kept the first for another day!  
Yet knowing how way leads on to way,  
I doubted if I should ever come back.

I shall be telling this with a sigh  
Somewhere ages and ages hence:  
Two roads diverged in a wood, and I —  
I took the one less traveled by,  
And that has made all the difference.

# Poetry

21:39 Montag 12. Okt.

T

## Robert Frost

In pairs, read your verse and "translate" it into simple English.  
Write your "translation" into a **green subtitle** onto the FlingaBoard.

<https://t1p.de/b478>



Verse 1, verse 2, verse 3, verse 4.

---

F Flinga - Frost, Road

https://flinga.fi/s/F69KHWM

## FLINGA

Subtitle Message Send

### Robert Frost

The Road in the forest splits  
up in two and I could not  
decide which one to choose. I  
tried to look into the future  
until I could not see anymore

I chose the path which was  
grassy and was unused.  
Eventhough both paths had  
the same amount of traffic .

The paths looked the same  
without a step taken on them.  
I first took the second path,  
knowing that they are  
connected at the same  
beginning.

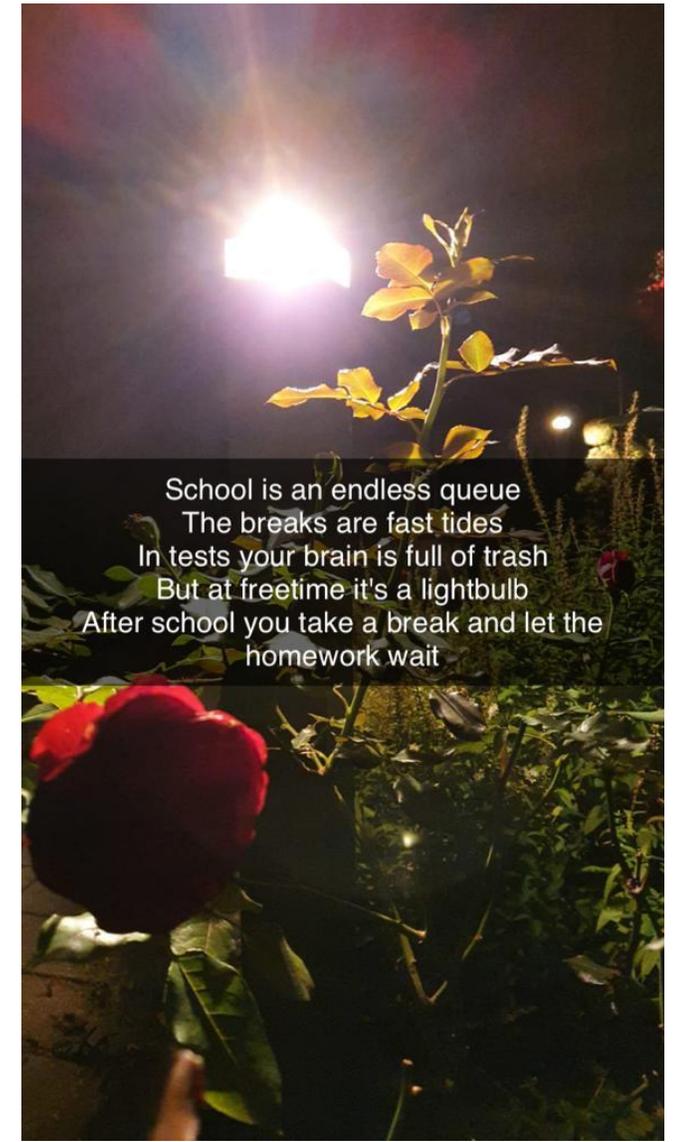
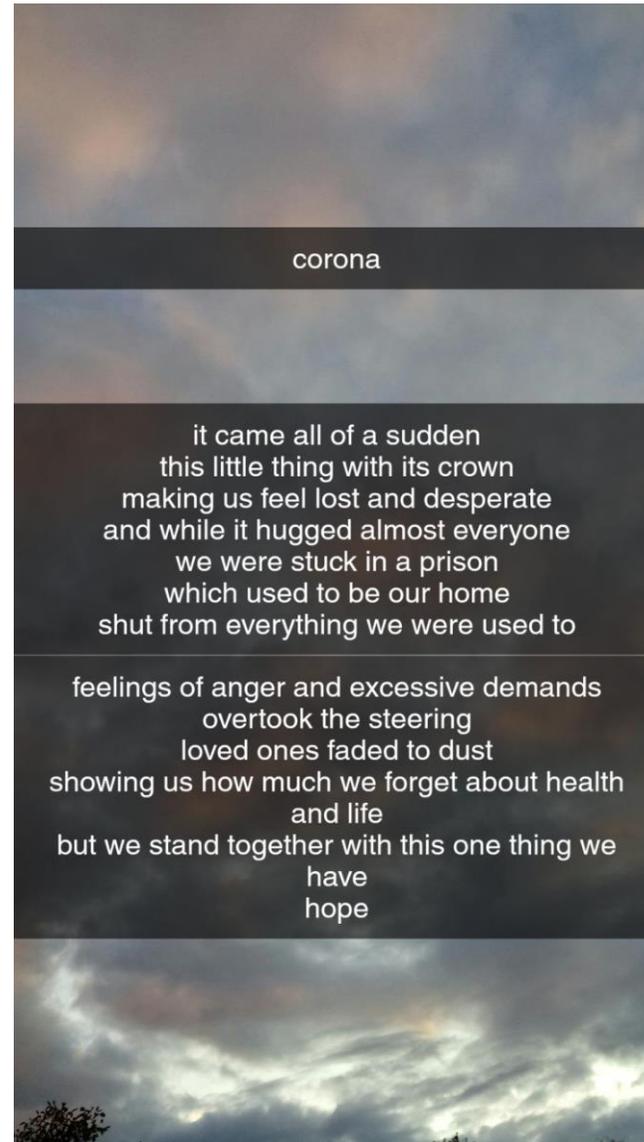
I look back from the future, I  
chose the one that hadn't been  
travelled that much and that  
made a huge difference.

<https://flinga.fi>

# Digitale Kommunikation

## Gedicht auf Snapchat

hier zB: Unterricht zu Poetry,  
Stunde zu Imagery, Metaphern,  
SuS schreiben Elfchen,  
Akrostichon, sammeln  
Metaphern;  
„Now use your metaphors to  
describe your thoughts and  
feelings in a poem. Increase the  
power of your words by using a  
suitable picture in a fake  
Snapchat post on  
<https://zeoob.com> .



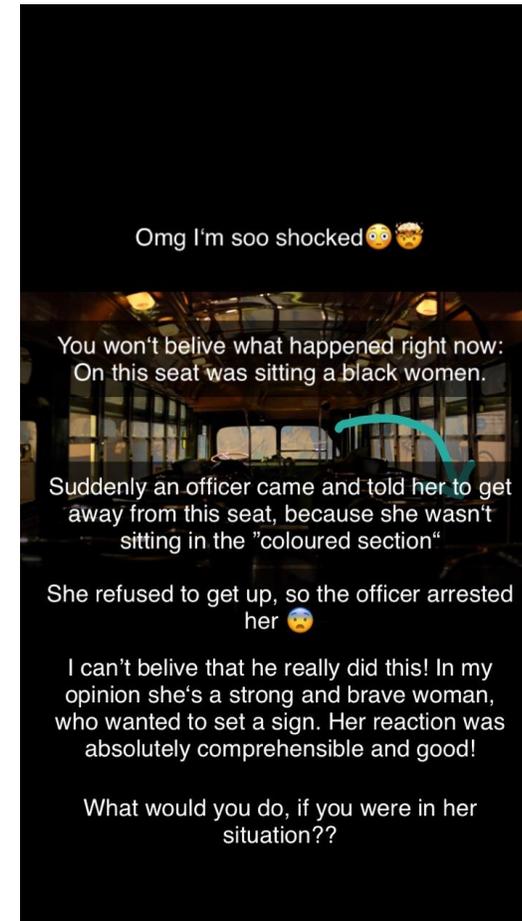


# Digitale Kommunikation

## Zeitzeugen auf Instagram

hier zB: Unterricht zu Civil Rights Movement, Stunde zu Montgomery Bus Boycott;

"You are a passenger on the bus in which Rosa Parks refused to leave her seat. Describe your thoughts in a fake Instagram post. Use <https://zeoob.com> .



# Kreative Textarbeit

**The ransom**

It was a Wednesday afternoon, sometime around 4.30 p.m., I guess, when the kid first came up to my office. 'McGill', it says on the door. 'J. McGill. Private Detective'. Not a bad job. A tough one at times, I admit, but that's the way I like it. It was a beautiful October day, I remember, and the maple trees down on Commercial Street were blood red against the deep blue sky. From up in my office on the fourth floor, I can see right over Boston Harbour to Charlestown Bridge. But on that afternoon, like most days, I had pulled down the blinds, so the sunlight was coming through in stripes.



or something?" The kid was carrying a small suitcase, I noticed.

"No, Mr. McGill. It's not that. It's my girlfriend, Mr. McGill. She –"

"Call me Butch. Everybody else does. – So, what's this about your girlfriend?"

"She's been kidnapped! And the kidnapers are demanding a ransom of half a million dollars! I've got to hand over the money by tomorrow night. They –"

"Wait a minute, Nelson. You say your girlfriend has been kidnapped? And you have to pay the kidnapers? Now, that sounds kind of strange. Why don't the kidnapers try to get the money from her parents?"

"Gloria doesn't have any parents. They died years ago. And they weren't exactly rich."

Unlike the Wainwrights, I thought.

"OK, I understand," I said. "Now tell me, when did this happen?"

"Last night. Gloria told me she was going out with some friends and would call me when she got back to her apartment. But she never did! And this morning I got this phone call from the kidnapers."

"And you don't have any idea who these kidnapers might be?"

"No, Butch. All I know is they're going to kill Gloria if they don't get their money. I've got to make sure they get it. I've got to get Gloria back alive!"

He put the small suitcase down on a chair.

"The money's in there. Keep it for me, Butch, till tomorrow. I –"

"You what? You're telling me there's half a million dollars in that suitcase? Are you crazy? Where did you get the money, kid?"

"Out of my father's safe. My parents are away just now – but they may be back at any time! I can't risk being found with the money in my room at home. My father would go crazy if he knew I'd taken it! He doesn't like Gloria. Help me, Butch, please!"

"Who is this girl, Nelson? Gloria who?"

"Hammersmith. That's her name. She –"

"You needn't tell me. Gloria Hammersmith, the model, right? Wasn't she Tony Cavori's

15 "You've got to help me, Mr. McGill! You –"  
"Now wait a minute!" The kid was scared. I noticed that the moment he burst into my office. "Keep cool, kid. Let's start at the beginning, OK? What's your name, then?"  
20 "Wainwright. Nelson Wainwright. You know my brother Steve, right?"  
"Oh? Steve Wainwright? Yeah, I remember him, sure." So Nelson here was the younger of the Wainwright brothers. Their father owned the Wainwright Corporation. Rich, stinking rich. I knew Steve from a few years back, when we'd played baseball together. Since then, Steve had left Boston and now lived in L.A., as far as I knew.  
25 ■ I looked at the kid in front of me. How old would he be? Twenty, twenty-one maybe? "OK, Nelson, so what's wrong? Something wrong at home? You left home

35  
40  
45  
50  
55  
60  
65  
70  
75  
80

68 sixty-eight

## The Ransom – The story and beyond

You will work in pairs

You have 60 minutes

### Group 1:

- Write a newspaper article about Wednesday, Thursday or Friday, you will be given the day.
- Write about the events from the point of view of a journalist.
- Make it big, make it sensational, make it interesting, make it flashy.
- Take a picture and put it into the article.
- Use [www.paulnewsman.com](http://www.paulnewsman.com) and publish it.

Paulnewsman.com  
[nbbspark@web.de](mailto:nbbspark@web.de)

### Group 2:

- Write a dialogue between Nelson and the kidnapers.
- Use information from the text.
- Use your imagination to expand the dialogue.
- Use the App *TextingStory* on the iPads.

# Kreative Textarbeit

I'm - Very - Hungry - KIDNAPPERS WANT A SUM OF 500.000 DOLLARS

### KIDNAPPERS WANT A SUM OF 500.000 DOLLARS

10. Mai 2019 von Suahil wood

Winnie Pooh



On Thursday afternoon, the kidnapers contacted Nelson Wainwright again. They had already called him on Wednesday and had told him that his wonderful girlfriend, Gloria Hammersmith, the famous model, had got kidnapped by them. The people who kidnapped her wanted money from her boyfriend because her parents had died years ago. The poor boy has to pay **half a million dollars**.

Many people were waiting in front of the millionaire's House and asked how Gloria was and when he would get her back again. Some of the people were Gloria's friends. But the boy didn't want to give us more information about the kidnapers or how Gloria was.

The money was kept in an unknown place, where nobody could find it. It is probably from his rich father... Maybe he gave it to a close friend or maybe he already gave it to the kidnapers. It could even be that he and the kidnapers are working together with Nelson and he just wants his father's money, since the father never gives much money to his son. What if there never was a kidnapping and the Wainwrights just want the attention of the public? Because the Wainwrights cooperation has lost plenty of money the last few months.

Anzeige



#### Schlagzeilen

**Facebook**  
[Ermittlungen sehen Mark Zuckerberg](#)

**Europa**  
[Österreich droht mit Klare gegen deutsche Mantel-Polizisten](#)

**Paul Newman**  
[Internationale feiert Erfolg mit Witzenbüchlein](#)

#### Politik Ausland

- = AFRIKA
- = AMERIKA
- = ASIEN
- = EUROPA
- = NAHER OSTEN

#### Kolumnen

**US Wahl**  
[Alle Meinungen auf einen Blick](#)

textingstory.com

Anonymous

Nelson

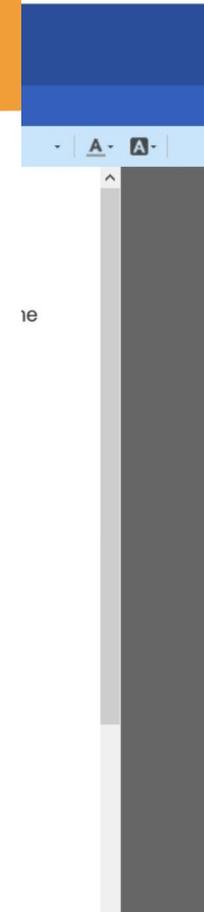
W



# Kreative Textarbeit

Distanz

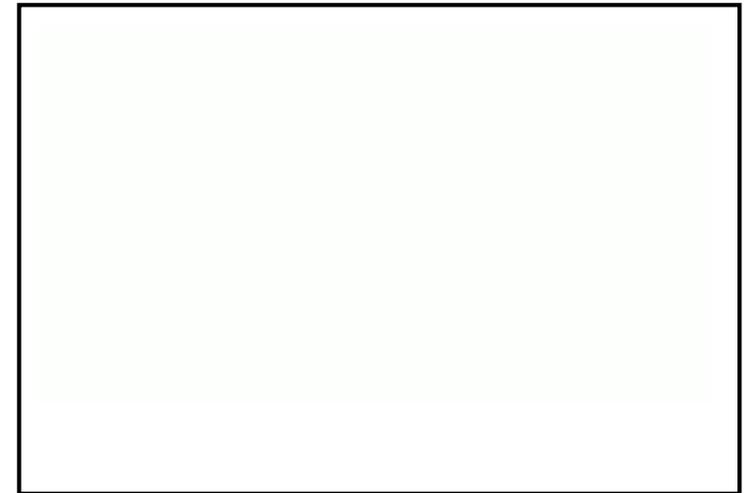
Kreative Darstellung in [fakewhats.com](https://fakewhats.com)



<https://cryptpad.fr/>

# Digitale Lernprodukte

**Hyphen**



Videos: Explain Everything, Spark Video, Doceri, Keynote, Powerpoint  
<https://www.mysimpleshow.com/de>

# Bewertungsmöglichkeit KLN

Titel:		Gruppenmitglieder:		Klasse:	
	Merkmale			Eigene Bewertung (+/o/-)	Teilnoten
Inhalt	Titel und (Teil)Überschriften	→ Titel und Teilbereiche/Überschriften sind vollständig bearbeitet		40	
	Fachliche Korrektheit	→ Fachbegriffe richtig anwenden Erläuterungen verständlich in Bild und Ton umsetzen			
	Aufbau	→ Reihenfolge muss logisch und fachlich richtig sein			
	Vollständigkeit	→ Vollständige Bearbeitung des Themas ohne Lücken und Sprünge			
Sprache		→ Wortschatz		30	
		→ grammatikalische Richtigkeit			
		→ Aussprache			
		→ Geschwindigkeit			
Ablauf	Vorspann	→ Titel soll ansprechend auf das Video einstimmen		15	
	Dramaturgie/ Gliederung	→ Video an sinnvollen Stellen unterteilen			
		→ Elemente wie z. B. Bilder oder Effekte in sinnvoller Reihenfolge nutzen			
	Nachspann	→ Quellenangaben			
Layout	Bilder/ Videosequenzen	→ die Einheit von inhaltlichen Zielen und künstlerischer Gestaltung (Effekte wie Zeitlupe, Sepiafarben, Drehung etc.) gewährleisten		15	
		→ Sinnvolle Übergänge wählen			
		→ Effekte sparsam einsetzen			
		→ gut lesbar / nicht zu viele Schriftarten			
	→ dürfen wesentliche Gestaltungselemente des Videos bzw. Bildes nicht verdecken				
	Musik (optional)	→ Thema und Lautstärke passend zum Video			
		→ inhaltliche Übereinstimmung der Sprache mit der Aussage des Videos/ Bildes			
Gesamt				100	

Anmerkungen: \_\_\_\_\_

## Feedbackbogen Spark-Videotutorial

Videotitel: \_\_\_\_\_

Ersteller des Videos: \_\_\_\_\_

Du hast in jeder Zeile die Möglichkeit eine Feedback abzugeben. Markiere jeweils mit einem X.	Feedback					
	--	--	-	+	++	++
Die Story des Videos ist interessant für den Betrachter.						
Die Handlungsschritte sind logisch aufeinander aufgebaut.						
Überschriften, Bilder und Grafiken werden situationsgerecht eingesetzt.						
Die gesprochenen Texte sind verständlich formuliert.						
Es wurde Fachsprache verwendet.						
Die Sprecherin / der Sprecher bemüht sich um eine klare und ansprechende Aussprache.						

Kommentar:

Feedbackgeber: \_\_\_\_\_



Wolfgang Schlicht @SchlichtEdu

# Digitale Lernprodukte

## Distanz

**A song project**

**1 Miss California**

Listen to the song, read the words and talk about it in class. The tip box will help you.

How to deal with songs	Music
What you present depends on how much you can find out.	What kind of music is it?
Don't worry if you can't explain everything. Songs are like poems. They can often be interpreted in different ways.	What instruments are used?
First look at all the information you have got. If something is missing that could help you to understand the song better, try to find it out. The internet is probably the best source of information for you.	What does it sound like?
	Can you describe the rhythm?
	What feelings are created by the music?
	What is the structure of the song (verses, chorus)?
	<b>Words</b>
	Do the words tell a story?
	What is the point of view?
	What is the setting?
	(When and where a story takes place)?
	What feelings are expressed by the words?
	Is there a message?
	Is there anything special about the language?
	What words/names are unknown?
	If there's something you don't understand and you can't find an answer, use the information you have to make your own interpretation.

The following points may be worth looking at:

Background information
Who are the singer(s)/the band?
Who wrote the words/the music?
When was the song written?
Was it a success?

**2 The project**

1. Divide into groups of 4-5 people and choose one of the other three songs to work on. More than one group can work on the same song if necessary.
2. Your group can choose between two ways of presenting the result of your work:  
a) You do an oral presentation (see the Skills pages in Units 3 and 4) on your song in front of the class. Or:  
b) You design a booklet or poster about the song and put it on exhibition in the classroom.
3. Listen to the songs in class. Then start working in groups. The tip boxes after each song will help you. You will need to look things up in a dictionary and/or on the Internet.
4. After each song has been presented in class, talk about all four songs. What do you like or dislike about them? Compare what ideas are presented in the songs and how this is done. Link the songs to the unit title.

**5 A Miss California (Dante Thomas featuring Pras)**

Uh I mean, I'm just sitting right here  
(California) Checking out this young lady right here.  
Baby you're hot (That's where I saw her)  
I mean, you sexy, oh my god (I learned to love her)  
Let me ask you one question: Where you from anyway

**Chorus:**  
The Miss California, hottest thing in West LA  
House down by the water, sails her yacht across the bay  
Drives a Maranello, Hollywood's her favorite scene  
Loves to be surrounded with superstars that know her name  
She's a rich girl from the top of the food chain  
Love and material things  
Kinda lonely, till I met her at the Grammys  
Ten mill on a diamond ring  
She invites me to spend a day on the jet skis  
At first it didn't mean a thing  
Then she told me I'm the one that she searched for  
It was hard to believe

**Chorus**  
In a couple of days she had me a bracelet made  
From Harry Winston's place  
Went horseback up to the mountain top  
Showing me the land she's got  
Well, it's all right, something else is on your mind  
Looking past all that shines, now the tears are running too  
All those things are nice but it's not why I'm here  
I will wipe away your tears simply by just loving you

**Chorus (2x)**  
And there you have it  
I mean, she just love the way I do my bling bling  
From the ghetto to Beverly Hills, baby  
Now I want everybody on the dancefloor to just shake it  
I mean, I want you to get down 'cos we hot tonight, baby  
We on fire - now tell these cats where you from

**Chorus (2x)**  
Como estas senorita, yeah we got pretty Pras up in here  
We got Dante up in here and it's on like that  
That's right, that's right  
Now all you cats that's talking that jebessey!  
Please stop it man, we can't take it no more  
Now tell them cats where you from, baby, c'mon, let 'em know

**Chorus (2x)** jebessey to avoid the stress - belongs from Pras Gabezzini

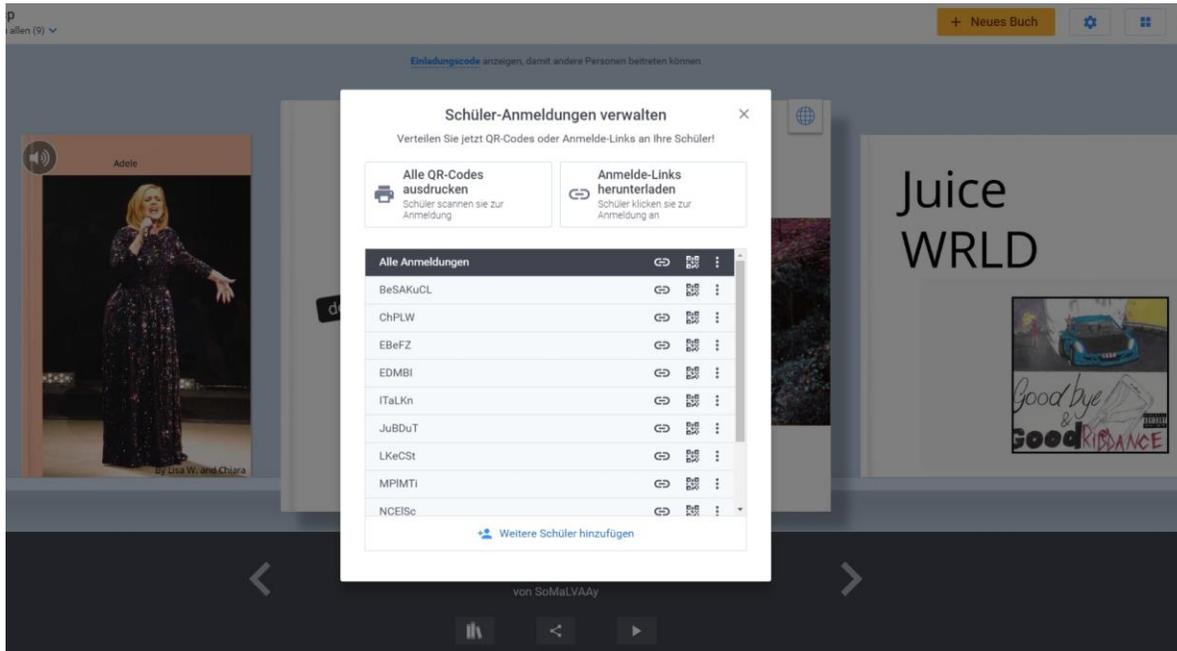
### Produce an eBook using the App „BookCreator“ and include the following:

- Introduce your musician/band, write a text about his/her life and development.
- Find suitable pictures or produce one yourself!
- Write and record an interview with the artist, use the video app on an iPad or your phone. Make sure your faces are not visible! Use puppets, dolls or sth else!
- Choose a song and analyse it in a text or a voice recording, the blue box on p.84 in your book will help you.
- To collect ideas, open your own ZUMPAD as a workspace for your team! Remember to bookmark your page.
- First, produce all the material, then create a book using App „BookCreator“.
- Make sure you name all your sources, be careful with the copyright!

<https://bookcreator.com/online/>

# Digitale Lernprodukte

Distanz



<https://bookcreator.com/online/>





# Bewertungsmöglichkeit KLN

eBook

Podcast

	Referent/in		
	Notizen	Teilnote	Gewichtung
<b>Inhalt</b> <ul style="list-style-type: none"> <li>Fachbegriffe</li> <li>Inhaltlich richtig</li> <li>Vollständigkeit</li> <li>Struktur sinnvoll</li> <li>Kapitel ausreichend bearbeitet</li> <li>Hauptsächlich eigenes Material verwendet</li> </ul>			4-fach
<b>Sprache</b> <ul style="list-style-type: none"> <li>Verständlich</li> <li>Satzbau/Grammatik</li> <li>Rechtschreibfehler</li> </ul>			1-fach
<b>Gestaltung</b> <ul style="list-style-type: none"> <li>Buch ist abwechslungsreich</li> <li>Bilder</li> <li>Videos</li> <li>Text</li> <li>Links</li> <li>Layout (Seitengestaltung)</li> <li>Kreativität</li> <li>Urheberrecht beachtet</li> <li>Quellen zitiert</li> </ul>			2-fach
<b>Gesamtnote</b>			

Name: \_\_\_\_\_

Thema: \_\_\_\_\_

Teilbereich	Notizen	Teilnote	Gewichtung
<b>Inhalt</b> (z. B. Vollständigkeit der Information, Fachbegriffe, verständlich für Zielgruppe, logisch aufgebaut)			2-fach
<b>Sprache</b> (z. B. Tempo, klare Aussprache, Abwechslung in der Betonung, Motivation des Hörers)			2-fach
<b>Extras</b> (z. B. Sounds, Effekte, Story)			1-fach

Frank Lohrke  
@Loh\_Edu

# Kreative Aufgabenformen

## Kreative Mediengestaltung:

Weekly task for the week starting [March 16, 2020](#):

Watch [this](#) video.

Now make your own [video](#) and put the link (looks like this <https://captiongenerator.com/2337565657/xxxx>) into our forum or post it in Signal.

---

Weekly task for the week starting [March 23, 2020](#):

Look at [Picture 4](#).

Now make your own funny meme about [life in times of Corona](#) and post it into our forum or post it in Signal.

---

Weekly task for the week starting [March 30, 2020](#):

Watch this [clip](#).

Now make your own funny short clip about [family life in times of Corona](#) and post it into our forum or post it in Signal.

# Kreative Aufgabenformen

## Kreative Mediengestaltung:



WOULDN'T IT BE IRONIC IF TRUMP WAS  
BROUGHT DOWN BY A VIRUS FROM CHINA  
NAMED AFTER A MEXICAN BEER!

<https://imgflip.com/memegenerator>  
„private“ auswählen, dann Download

# Padlet

Georg Schlamp + 1 - 31.

## 8b Corona Media Wall

just click the + and add your creation! you can comment on the others' work!

**Funny Mexican**

Corona  
00:05 - 00:07at the moment 00:07 - 00:1...  
caption generator

Kommentar hinzufügen

**Meme about life in times of Corona**

When I sneeze in public

Kommentar hinzufügen

**Clip about Corona fa life**

Due to Corona nature recovering remarkable

trim 2FBDF53E 4AEF 476E 97A5 P  
00:06.63 video  
padlet drive

Kommentar hinzufügen

Titel  
Schreibe etwas ...

- Hochladen  
Datei von deinem Computer auswählen
- Link  
Eine beliebige URL einfügen
- Google  
Nach Bildern, Videos, Audios, GIF-Dateien und Webseiten suchen
- Fotografieren  
Ein Foto mit deiner Kamera machen
- Video  
Video mit deiner Kamera aufnehmen
- Stimme  
Audio mit dem Mikrofon aufnehmen
- Bildschirm  
Den Bildschirm aufnehmen
- Zeichnen  
Auf dem Bildschirm malen.
- Ort  
Füge einen Ort hinzu.
- Padlet  
Mit einem deiner anderen Padlets

<https://padlet.com>

# Grammar

## Online Meeting, vorbereitende Aufgabe:

### *Klasse 7 Gym GL3 Conditional 3*

- geeignetes Erklärvideo zur Vorbereitung, im Idealfall das Erklärvideo aus dem DUA
- einfache Übungsaufgaben online, zB learningapps
- Text S. 69 lesen
- *find 6 conditional sentences, write them down; say what the verb forms in the main clause and the if clause are*
- Online: besprechen, gemeinsam TA entwickeln

IMMER DIE ABGEHÄNGTEN BEDENKEN



## If I hadn't talked so much ...

### LISTENING 8 Before you read: Where's Jay?

L3/1-2 Ⓞ  
→ S22-24

a) Listen to the recording. Who is talking to Olivia, Gwen, Holly and Jay? Why?

b) What facts do the friends learn about the Globe Theatre? Make notes about:  
the building | the audience | the actors

L3/3-4 Ⓞ

c) Now read how the story goes on and find out what happens to Jay.

"I'm sure the Globe was great fun back then," Jay said to Holly and the others as they walked along a dark little road. "People walked around and shouted during the plays! And there were 5 *animals* there too! How funny." Jay talked and talked and talked. But then he noticed he was talking to – nobody. Where were the others?! He had turned into another dark little road and he could only hear the sound of water. 'I'm 10 close to the river,' he thought. 'But I'm really stupid! If I hadn't talked so much, I would have noticed that the others had gone somewhere else.' Jay tried to turn back but found himself in another dark road. Now he was scared. How 15 could he get out of this place? 'The others could have helped me if they hadn't turned off their phones,' he thought.

Suddenly, he could hear a voice which was telling a scary story about a murder which had

#### Across cultures



The new **Globe Theatre** is one of London's most popular attractions. After the theatre from Shakespeare's time had burnt down, they rebuilt the Globe in the 1990s very much like the original. Audiences love the special atmosphere there: There's no roof, and you can get very close to the actors!



What special old buildings do you know about? What is special about their history?

happened right here in this street! He moved 20 towards the voice and found himself in a new tour group: the Victorian tour. What luck! The tour guide was talking about blood and crime and dirt and rats. Jay knew the Victorian period was interesting, but *this* interesting? Wow! He 25 hadn't realised that people had lived like this – in London! Of course, they would have lived in a better part of the city if they had had money.

But Jay felt there was probably much 30 more action here. 'I would have missed these cool stories if I had stayed with the others!' he thought. The guide suddenly said "Stop!" Everyone stopped and listened. Then, a man in Victorian clothes walked past them, slowly, like a ghost. He didn't make a sound. A moment later, a woman's voice came from one of the 35 houses. She was screaming!

Then Jay saw that the 'ghost' had dropped something – his pipe? Jay quickly picked it up. 40 'If I hadn't joined the wrong tour, I wouldn't have seen a man in Victorian clothes with a pipe,' he thought. 'And if I hadn't been so quick, I wouldn't have got a Victorian pipe for my calendar photo! Just wait till I tell the others – 45 they'll never believe me!'



## Conditional sentences type 3 - form

2020-03-23

If Jay  (stay) close to the group, he  (not lose) them.  
 If he  (ask) me, I  (help) him. Unfortunately his phone had no signal. If  
 his phone  (had) signal, he  (call) me. But I do not know if Jay talks  
 German. Well if Jay  (speak) German, I  (tell) him what to do. I really  
 liked the story, because I am interested in the Victorian Age. That is why I  (follow)  
 the man in Victorian clothes, if I  (be) in London with Jay. I already booked a trip to London, but  
 my flight was cancelled because of the virus. I  (come) to London with Holly, Gwen and  
 Olivia, if there  (not be) a virus.

ähnliche App erstellen

merken in "Meine Apps"

<https://learningapps.org/>

# Grammar

## Üben im Etherpad

The screenshot shows a web browser window with the address bar displaying [https://zumpad.zum.de/p/7b\\_conditional](https://zumpad.zum.de/p/7b_conditional). Below the browser is the Etherpad editor interface, which includes a toolbar with icons for bold (B), italic (I), underline (U), strikethrough (ABC), bulleted list, numbered list, indent, and outdent, as well as undo, redo, and eraser icons. There are also dropdown menus for 'Stil' and 'Color'. The main editing area contains a list of 11 conditional sentences, each with a line number on the left. Various parts of the sentences are highlighted in different colors: yellow, green, blue, and purple.

- 1 If I go on holiday, I will take my dog.
- 2 If I take my dog, I will take many bags
- 3 If I take many bags, I will put something in.
- 4 If I put something into my bag, I will need a lot of space
- 5 If I need a lot of space, I will take a big bag.
- 6 If I take a big bag , I will take a suitcase
- 7 If I take a suitcase, I will take a lot with me.
- 8 If I take a lot with me I'll need a big suitcase
- 9 If I need a big suitcase, I'll buy one
- 10 If I buy one , I will need money
- 11 If I need money, I will rob a bank



# Vocabulary

The screenshot shows the Quizlet homepage. At the top, there is a blue navigation bar with the Quizlet logo, a search icon, and the text 'Suchen'. To the right of the search bar are buttons for 'Erstellen' and 'Upgraden auf Quizlet Lehrer'. Below the navigation bar is a yellow 'Start' button. The main content area features a large white box with a blue plus icon and the text 'Erstelle für jedes Fach, das du unterrichtest, ein eigenes Lernset' and a 'Loslegen' button. Below this is a section titled 'Letzte Aktivität' with a grid of four learning sets: 'Green Line New 4 Unit 5' (106 Begriffe), 'Green Line New 4, Unit 5, Language B' (36 Begriffe), 'Green Line New 4, Unit 5, Language A' (22 Begriffe), and 'Green Line New 4, Unit 5, Intro' (15 Begriffe). A sidebar on the left contains navigation options like 'Schaubilder durchsuchen', 'Einstellungen', 'Lernsets (0)', 'Ordner (0)', 'Kurse (1)', and 'Hilfocenter'. At the bottom, there is a banner for 'Du arbeitest im Fernunterricht?' with a 'Los geht's' button.

The screenshot shows a Quizlet learning set titled 'Green Line 3 Bayern Unit 3 Story'. The top navigation bar is blue with the Quizlet logo, 'Suchen', and 'Erstellen'. Below the navigation bar, the title 'Green Line 3 Bayern Unit 3 Story' is displayed in a large font, with a subtitle 'Die erste Bewertung hinterlassen'. On the left side, there is a vertical menu with options: 'LERNEN' (Karteikarten, Lernen, Antworten, Schreiben, Testen) and 'SPIELEN' (Zuordnen, Schwerkraft, Live). The main content area is a large white box with the word 'mystery' centered in a large font. At the bottom, there is a navigation bar with left and right arrows, the text '1/25', and icons for a keyboard and a full-screen view.

<https://quizlet.com/>  
<https://skribbl.io/>  
<https://t1p.de/spieleVK>  
<https://stadtlandfluss.cool>

# Communication im Online Meeting, vorbereitende Aufgabe:

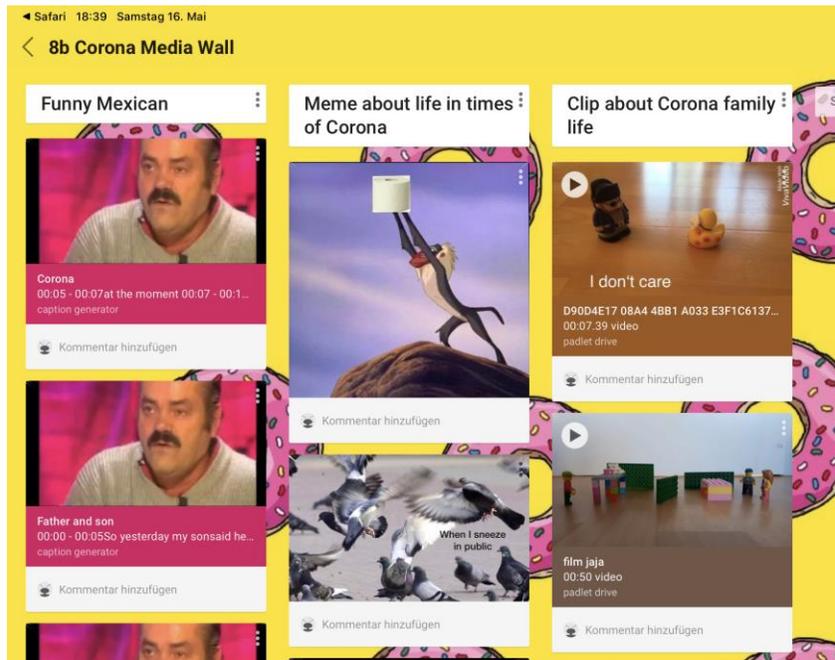
z.B. Pair Work, Discussion

- geeignetes thematisches Video zur Vorbereitung
- <https://youtu.be/xcz2lun0h78>
- **Germany eases Lockdown**
- *Watch the video, take notes.*
- **Online:** After introduction get into pairs (Breakout Rooms), prepare position in favour or against measures (eventuell auch mit Etherpad)
- **Together:** 4 pupils discuss, rest take notes and gives feedback afterwards

# Feedback

*So viel Peer-Feedback wie möglich, so wenig Feedback von Lehrenden wie nötig.*

Klee, Krommer, Wampfler 2020



<https://padlet.com>

<https://vocaroo.com/>

Vocaroo



Vocaroo - The premier voice recording service.

Upload



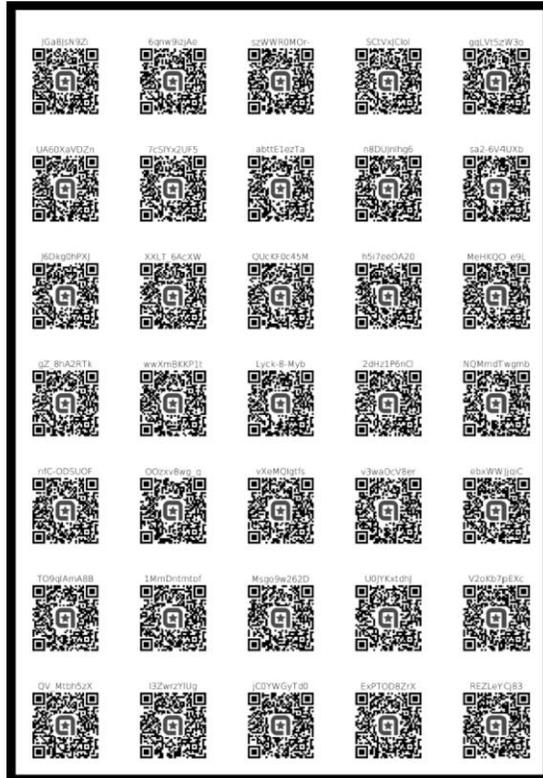
Press the button to start recording!

<https://vocaroo.com/>

# Feedback

The screenshot shows the qwiqr.education website. At the top, there's a navigation bar with the logo and a menu icon. Below that, there are three main sections: 'Students' with an 'Enter feedback code' button, 'Teachers' with a 'Create instant feedback' button, and a promotional section for 'Give your students better feedback with @QWICR!' featuring a photo of a student and a 'Sign up for FREE' button. At the bottom, there's a section for 'What teachers are saying about @QWICR' with social media testimonials.

<https://qwiqr.education/>



The screenshot shows a video player interface. At the top, it displays the time '18:47 Samstag 16. Mai' and a battery level of '85%'. The video content is a blue bird icon, which is the logo for Chirp.qr. Below the video, there is a play button icon, a progress bar showing '00.00', and a QR code in the bottom right corner.

Chirp.qr (App/iOs)

# Further ideas

- **Museumsbesuch** online, pick a painting, an artefact and describe it.

<https://artsandculture.google.com/>

<https://www.spiegel.de/kultur/coronavirus-und-kunst-empfehlungen-fuer-virtuelle-museumsrundgaenge-a-12897466-b495-4843-bdfc-13214b30fd88>

<https://omnia360.de/blog/willkommen-im-digitalen-museum>

<https://naturkundemuseum-bw.de/entdecken/virtueller-besuch>

<https://artsandculture.google.com/search/exhibit?p=deutsches-museum>

<https://gez.la/> (Museen, Zoos, etc)

<https://www.travelandleisure.com/attractions/museums-galleries/museums-with-virtual-tours>

<https://www.lernentrotzcorona.ch/Lernentrotzcorona/VirtuelleAusfluege>

<https://artsandculture.google.com/partner>

- **Erklärvideos**

Pick a grammar item from this year's curriculum and make your own explanatory video! <https://www.mysimpleshow.com/de/>

- **Comic strip**

Read the text carefully and turn it into a comicstrip

<https://www.storyboardthat.com/de>,

<https://www.makebeliefscomix.com>

- **Fake News**

<https://paulnewsman.com/>

<http://www.breakyourownnews.com/>

# #DigiCards

## 32 zeitgemäße und digitale Unterrichtsideen

#twlz @fuersti77 @annekatweiss @stefanhanaukska @georgschlamp1

**SPIEL** **D**

Vokabel Montagsmaler

Schwierigkeitsgrad: [Progress bar] Zeitaufwand: [Progress bar]

Online Vokabel Montagsmaler, besonders im Distanzunterricht

SuS mit jeweils eigenem Gerät mit Internetzugang, <https://skribbl.io/>

L auf Website: „Create private room!“, Settings festlegen, eigene Wörter eingeben (mit Komma trennen), Häkchen setzen

Link unter „Invite your friends!“ an SuS schicken, „Start the game!“

 020   
<https://skribbl.io/>  
 Methodik

**TEXT** **D**

Interview kollaborativ

Schwierigkeitsgrad: [Progress bar] Zeitaufwand: [Progress bar]

Kollaborativ Interview erstellen, besonders im Distanzunterricht

SuS mit jeweils eigenem Gerät mit Internetzugang

SuS schreiben gemeinsam Interview in Etherpad (z.B. ZumPad), nehmen Fragen u Antworten auf (z.B. vocaroo), stellen Links zu Audios ins Etherpad

„After reading the article xxx, write an interview about family life in times of Corona lockdown and record it!“

 008   
<https://t10.de/dboi>  
<https://t10.de/cvln>  
 Methodik

**BILD** **D**

Poster digital mit PicCollage

Schwierigkeitsgrad: [Progress bar] Zeitaufwand: [Progress bar]

Poster mit App erstellen, z.B. zur Präsentation

GA (3-4), 1 Tablet pro Gruppe, Internet, Beamer, App PicCollage

SuS erstellen gemeinsam ein Poster, um Sachverhalte zu präsentieren und digital zu teilen

„Research the concept of „Melting Pot“ and create a poster to support your presentation!“

 024   
<https://t10.de/e07v>   
 Methodik

**CLASSROOMMANAGEMENT** **B**

TeamShake

Schwierigkeitsgrad: [Progress bar] Zeitaufwand: [Progress bar]

Schüler zufällig in Gruppen einteilen, nach Schülermenge oder Gruppengröße; Tablet, Beamer

Einteilung nach Leistungsstärke möglich, homogen oder heterogen.

Unerwünschte Paare/Gruppen können (ohne Wissen der SuS) im Vorhinein ausgeschlossen werden.

Schnell, einfach, zuverlässig.

 026   
 Tools 

<https://t.co/MKnUQ7tokA?amp=1>

# Vielen Dank!

Mail: [georg@schlamp.de](mailto:georg@schlamp.de)

Twitter: [@georgschlamp1](https://twitter.com/georgschlamp1)

Weiterführendes, eine Auswahl:

<https://mihajlovicfreiburg.com/> Dejan Mihajlovic

<https://tablets.schule/> Andreas Hofmann

<https://schulesocialmedia.com/> Philippe Wampfler

<https://joschafalck.de/digitaler-schwindel>

<https://digitales-klassenzimmer.org/>

Twitter: [#BayernEdu](https://twitter.com/#BayernEdu) [#ZeitgemäÙeBildung](https://twitter.com/#ZeitgemäÙeBildung)

# Etherpads

## ZUMPad

- einfaches Tool um gemeinsam Texte zu schreiben ("Etherpad"), auch Chatfunktion
- keine Registrierung notwendig
- z.B. für Gruppenarbeiten, kreatives Schreiben, Projektplanung

<https://zumpad.zum.de/>

Tutorial: <https://youtu.be/gR8DFWN5zbY>

oder auch hier: <https://youtu.be/qeRv30UnIn8>

## CryptPad

- einfaches Tool um gemeinsam Texte zu schreiben ("Etherpad"), auch Chatfunktion
- keine Registrierung notwendig
- verschiedene Arbeitsflächen

<https://cryptpad.fr/>

Tutorial: [https://youtu.be/t-jEcQB\\_gVU](https://youtu.be/t-jEcQB_gVU)

## Flinga:

<https://flinga.fi/>

Online Whiteboard für Brainstorming und Mindmaps.

Tutorial: <https://ebildungslabor.de/blog/flinga/> ,

Beispiel von Tobias Müller mit Film:

[https://twitter.com/mt\\_wnw/status/1202212906110197761?s=21](https://twitter.com/mt_wnw/status/1202212906110197761?s=21)

<https://onthesamepage.online/about> Online kooperativ zeichnen, zB Mindmaps oder Storyboards



# Online Meetings

<https://zoom.us/>

Direkt im Browser oder als downloadbarer Client, Apps für mobile Geräte, Initiator der Konferenz muss sich (kostenlos) registrieren, Dauer ist in der kostenlosen Version auf 40 Min. beschränkt, danach muss ein neues Meeting erstellt werden. Diese Beschränkung ist für Bildungseinrichtungen zurzeit aufgehoben.

DSGVO schwierig

<https://jitsi.org/>

Open Source, Browser, Apps Internetverbindung, Kein Login nötig, kein Download nötig. ressourcenintensiv.

Tutorial von @KaeptrKeks:

[https://m.youtube.com/playlist?list=PLvaS3TynazL\\_KU9Xy\\_df68m2qMhYR6Ti](https://m.youtube.com/playlist?list=PLvaS3TynazL_KU9Xy_df68m2qMhYR6Ti)

<https://bigbluebutton.org/>

Open Source, browserbasiert, Schulen können Server aufsetzen

MS Teams

# Links

<https://learningapps.org/>

Verschiedene Aufgabenformen erstellen, die interaktiv bearbeitet werden können.

Tutorial: <https://youtu.be/dKAB6DFqPsY>

<https://quizlet.com/de>

Vokabelübungen zu vielen gängigen Lehrwerken

<https://www.mysimpleshow.com/de>

Tutorial: [https://youtu.be/kyGna\\_AtNss](https://youtu.be/kyGna_AtNss)

Learn English with TV series

YouTube Channel bei dem man mit TV Serien, Filmen und Liedern Englisch lernen kann. Harry Potter etc

<https://www.youtube.com/channel/UCKgpamMIm872zkGDcBJHYDg>

Tubequizard

Hörverstehensaufgaben zum Eintippen zu YouTube Videos. Verschiedene Filter möglich (z.B. Sprachlevel, ab A2)

<http://tubequizard.com/>

<https://breakingnewsenglish.com/>

Vorbereitete Einheiten, auch mit Audios

<https://telegra.ph> Schnell kleine Websites für Schulprojekte erstellen, zB Blog

<https://bookcreator.com/online>

# Grundlagen für Aufgaben im Fernunterricht (Maik Riecken)

- Aufgaben müssen so gestellt sein, dass Schüler\*innen sie eigenständig bearbeiten können
- Korrektur und Beratung sollte soweit möglich durch Lehrkräfte erfolgen
- Lehrkräfte müssen für Rückfragen zu festen Zeiten per Telefon oder Videokonferenz erreichbar sein, wenn Probleme mit den Aufgaben und Lernangeboten gibt.
- Innerhalb einer Klasse bedarf es der Abstimmung unter den Lehrkräften bezüglich des Umfangs und der Art der Aufgaben.
- Lieber wenige, durchdachte Aufgaben, als viele ein bisschen angerissen und nicht abgestimmt.
- Nicht nur die vermeintlichen Hauptfächer in den Blick nehmen. Bewegung und Kreativität sind in der Isolation sehr wichtige Elemente.
- Schüler\*innen, die nicht digital erreicht werden können, müssen auf alternativem Wege erreicht werden können.

<https://www.riecken.de/2020/04/selbstverstaerkungsmechanismen-und-der-wunsch-nach-sicherheit/>