

CHARIS  
**DEUTSCH**  
EINHEITEN A1 - A4

**AGE RANGE 11 - 14**

**PHOTOCOPIABLE**

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The Stapleford Centre  
The Old Lace Mill  
Frederick Road  
Stapleford  
Nottingham  
NG9 8FN  
Tel: 0115 939 6270  
Fax: 0115 939 2076  
E-mail: admin@stapleford-centre.org

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# INTRODUCTION: THE CHARIS PROJECT

## Resources for spiritual and moral development across the curriculum

### What is the Charis Project all about?

Moral development in Maths and Modern Languages? Spiritual development in Science and English? Another problem or a fresh challenge? A new burden or an opportunity to enhance pupils' development? However we view the requirement for teachers to provide opportunities for spiritual and moral development through their teaching, it still remains rather uncharted waters for most of us!

So the Charis Project was born! It began with the intention to produce resources to enable subject teachers to provide opportunities for spiritual and moral development in the normal course of their lessons. The Charis Project resources are intended to complement and enhance those usually chosen to deliver the requirements of the curriculum. They provide:

- methodology for classroom practice to encourage pupils' personal development;
- content to enhance that development; and
- help for teachers to focus on the spiritual and moral dimensions inherent in their subject.

### Resources for secondary school pupils

The resources have been developed by practising teachers, using their experience of what their subject requires and what will work in the classroom. The project began by producing nine books for KS4 / ages 14-16+ which were published between 1996 and 1998, in English, French, German, Mathematics and Science.

This new book is one of five further publications in the same five subjects and is suitable for KS3 / ages 11-14.

### Why spiritual and moral development?

Spiritual and moral development of pupils relates to the wider concerns for the development of the whole person. This is not new - teachers have always been concerned for the personal development of their pupils. Legislation for England and Wales in 1988, required schools to "promote the spiritual, moral, cultural, mental and physical development of pupils". This was further formalised by subsequent legislation in 1992, 1996 and 1998, requiring inspectors in both 'Short' and 'Full' Inspections to report on the spiritual, moral, social and cultural development of pupils. The Charis resources particularly focus on the spiritual and moral aspects of personal development.

Spiritual and moral development of pupils is clearly a whole school issue. But it is also the responsibility of each subject teacher. It pervades all aspects of the life of the school - whether in the classroom, lessons, the playground, the assembly-hall or the bus queue. For each subject teacher, it concerns what they teach and *how* they teach it.

### Curriculum aims

The requirement to promote spiritual and moral development is clearly set out in the Aims of the revised National Curriculum for England and Wales, published in November 1999. In the second of the two Aims, it says that the school curriculum should "aim to promote pupils' spiritual, moral, social and cultural development and, in particular, develop principles for distinguishing between right and wrong".

The introduction of Citizenship Education and Personal and Social Education into the secondary curriculum from 2002 has provided renewed focus on pupils' development. Many would regard the spiritual, moral, social and cultural development of pupils as being fundamental to both Citizenship Education and Personal and Social Education. Even in schools where such legislation is not applicable, teachers are giving thought to the more fundamental dimensions of education - the personal development of their pupils and the values that are both explicit and implicit in the curriculum.

## Values and beliefs in education

People of various faith perspectives and of no particular religious outlook hold much in common. Values are often very widely shared. The Charis resources seek to promote these common values.

At the same time, the reasons why such values are held, the basic beliefs behind the values, differ from one perspective to another. These fundamental differences of belief lead to different total outlooks and understanding of detailed differences on what qualities, attitudes and actions are truly moral and/or spiritual.

These Charis Project resources are grounded in Christian belief; they explore spiritual and moral values, many of which may also be shared by those of other faiths or no faith. The writers believe that for young people to have an opportunity to understand the differences and the distinctives of the Christian perspective is an important element of their education and personal development. It is a very positive contribution to preparation for life in our contemporary plural society.

Professor Sir Stewart Sutherland, the former Chief Inspector of Schools in England and Wales, wrote in the 1996 Foreword to the first Charis Project resources, "The most important contribution of (the Charis) materials is to show that questions of beliefs and values do arise across the curriculum, and that to ignore that is to diminish the impact and potential of education".

The teachers in the Charis working groups hope that, by using these materials, teachers will be encouraged to develop their own resources and their own methodologies for the promotion of spiritual and moral development through their subject areas.

**Alison Farnell**

**John Shortt**

The Charis Project

Spring 2000

## What exactly is the spiritual and moral development of pupils?

For pupils to develop spiritually and morally, teachers need to *provide opportunities* for development to which pupils are able to *respond*.

The guidance from curriculum and inspection authorities encourages teachers in every subject across the curriculum to create opportunities for spiritual and moral development of pupils which:

- provide pupils with knowledge and insight into values and beliefs;
- enable them to reflect on and develop their own beliefs and values, aspects of life and experiences so that they develop spiritual awareness and self-knowledge;
- encourage pupils to consider life's fundamental questions, and relate religious teaching to those questions;
- encourage pupils to explore meaning and purpose, values and beliefs;
- teach the principles which help pupils to make moral decisions and to distinguish right from wrong;
- foster values such as honesty, fairness, respect for truth, justice and property;
- encourage pupils to express moral values across issues affecting their school community;
- encourage pupils to respect other people and relate to them positively;
- encourage pupils to take responsibility, exercise initiative, participate in community and develop an understanding of citizenship;
- create opportunities to work cooperatively, and to participate cooperatively in the school community;
- teach pupils to appreciate their own cultural traditions, and the diversity and richness of others, to gain understanding of societies, families, school and communities; and
- provide opportunities to enrich pupils' cultural learning experiences.

The Charis Project resources are intended to support teachers, to some extent, with their responsibility for spiritual and moral development of pupils in their subject.

# INTRODUCTION: CHARIS DEUTSCH

## The aims of *Charis Deutsch Einheiten A1 - A4*

These new *Charis Deutsch* units of work are intended for use with pupils aged 11 - 14. They complement the two books for older pupils which have already been published by The Charis Project Modern Languages working groups.

## The *Charis Deutsch* resources:

- enhance and complement existing modern languages resources
- tackle familiar language using different content and contexts
- encourage pupils' personal development by enabling exploration of spiritual and moral issues.

In this way the materials address a key requirement of the **National Curriculum for Modern Foreign Languages** (in England), which states that modern language teaching, along with all other subject areas, should address the spiritual, moral, social and cultural development of pupils.

Some of the content of these units will also help teachers of modern languages provide opportunities to introduce some of the topics raised as part of the **citizenship** curriculum. For example, *Einheit A4* provides opportunities for pupils to think through the importance of developing their personal characteristics and qualities within the context of considering choosing a mayor.

Pupils' personal development happens through all aspects of their lives and can be fostered through all areas of the curriculum. Their spiritual and moral development is part of their personal development. While in-depth discussion of moral and spiritual issues in the target language is not a realistic goal at this stage of the pupils' learning, these materials should prompt pupils to reflect, stimulating their thinking and providing opportunities for their spiritual and moral development.

Spiritual and moral development is a curricular aim in all subjects, and is therefore the responsibility of modern language teachers, yet it is an area of the curriculum with which many teachers are less familiar. As an introduction to the spiritual and moral dimensions of modern language learning, these units seek to:

- promote a sense of the meaning and the wholeness of life;
- challenge materialism and self-interest as a basis for life;
- explore moral aspects of life and relationships;
- encourage pupils to question narrow stereotypes;
- encourage an understanding of diversity of values, beliefs and customs.

## Implications for Modern Languages lessons

These language learning units use less common contexts to introduce and practise familiar areas of language. They seek to introduce thought-provoking content while still providing the necessary practice in linguistic skills, motivating learners by catching their interest. They are designed to enrich and supplement, rather than replace existing work. Plan to integrate them into your existing scheme of work; use them for revision, extension and consolidation.

Photocopiable worksheets, game activities, word lists, solutions and full Teacher's Notes are all provided.

The word lists offer support exercise by exercise, and allow pupils to work independently on many activities. Some are alongside the activity, others are at the end of the units. They can either be photocopied, or shown on an OHP. Words are listed in alphabetical order and in the form in which they occur. Gender and singular or plural forms of nouns are indicated where appropriate, also verb infinitives.

For some activities, pupils will work independently. Pairs or groups are needed for other activities. Mixed ability grouping will be most appropriate for game activities.

The icons in the text will guide pupils and help with lesson planning.



- reading



- writing



- reading and writing



- cut out



- speaking / working in pairs



- vocabulary /  
grammar support



- these thought bubbles usually contain a phrase or question which is designed to encourage pupils to think a little more deeply. This is just one way of allowing pupils to interact with the subject matter, to reflect and to respond at a personal level, without requiring them to share this publicly unless they wish to do so.

### Curricular links

Links with the revised National Curriculum in England appear on the first page of the Teacher's Notes for each unit. These links are a way into the material. By taking a known or familiar starting point and developing it in new and less usual contexts, the units give pupils opportunities for considering related spiritual and moral perspectives. They seek to touch areas of pupils' lives that remain otherwise untouched in modern language learning. Pupils are interested in more than the material and mundane, and we can present them with challenges to their thinking and attitudes.

In preparing these units, the Charis working group members found that pupils:

- enjoyed these units;
- were stimulated to fresh self-reflection;
- enjoyed the language they met in these fresh contexts;
- were stimulated to ask follow-up questions and enter into discussion after the lesson;
- started to ask their penfriends questions relating to some of the units.

Some units have very clear cross-curricular links. In particular:

Unit	Title	Examples of cross-curricular link
A1	Gedichte und Gedanken	Citizenship, PSE, Religious Studies
A3	Grammatik mit Genuss	PSE, Religious Studies
A4	Gute Nachbarn	Citizenship

When the content of any unit provokes discussion, it may be worth developing it briefly in English, whilst remembering that the stimulus came in the foreign language; if pupils wish to discuss issues at greater length, opportunities may be found in other parts of the curriculum. It would be a highly worthwhile outcome if pupils have been challenged as a result of study in the foreign language to investigate an issue further elsewhere. We aim to show how learning a foreign language is more than mastering a practical skill - it can open up new perspectives on real life issues. In this way we hope that these materials will help to enhance the value of learning another language.

### The Charis Modern Foreign Languages Team

Spring 2000

	<b>Einheit A1 Gedichte und Gedanken</b>	<b>Einheit A2 Ein Jahr in Deutschland</b>	<b>Einheit A3 Grammatik mit Genuss</b>	<b>Einheit A4 Gute Nachbarn</b>
<b>Links with the National Curriculum (England)</b>				
Knowledge, Skills and Understanding	1 (c), 2 (f), 3 (b) (e)	3 (b) (c) (d), 4 (c)	1 (b) (c), 2 (c)	1 (c), 2 (c) (f), 3 (e)
Breadth of Study	5 (c) (f)	5 (a)	5 (a) (c) (f)	5 (a) (f) (i)
Cross-curricular links	Art, English, PSE, Religious Studies, Science	PSE, Religious Studies	PSE, Religious Studies	Citizenship
<b>Linguistic content</b>	Friendship; the natural world.	Festivals and the calendar.	Inversion of word order; negatives; character qualities; question words.	Places in a town; occupations; character qualities.
Sample moral / spiritual aims	To give opportunities to: <ul style="list-style-type: none"> <li>• think more deeply about life;</li> <li>• reflect on friendship;</li> <li>• consider the world God made.</li> </ul>	To understand that some festivals have a religious significance, others are secular.	To encourage pupils to: <ul style="list-style-type: none"> <li>• reflect on cause and effect of behaviour;</li> <li>• look closely at stereotypes and then encourage pupils to think about their own character.</li> </ul>	To encourage pupils to: <ul style="list-style-type: none"> <li>• put others' needs before their own;</li> <li>• reflect on why other people matter and to learn to value others regardless of their status.</li> </ul>