

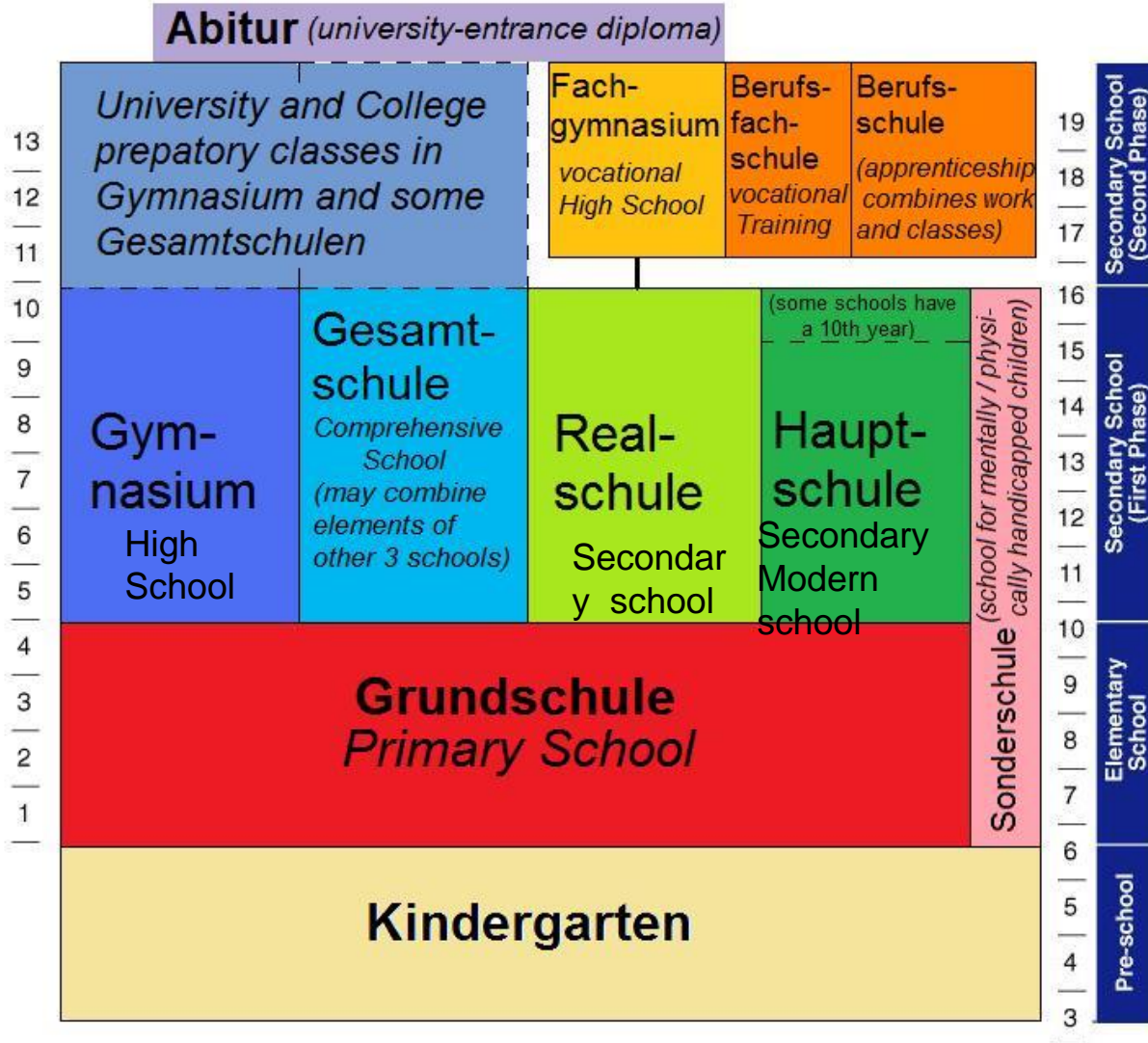
# Special-need students

... in Germany and in our school in Zielitz

# German school system

GRADE

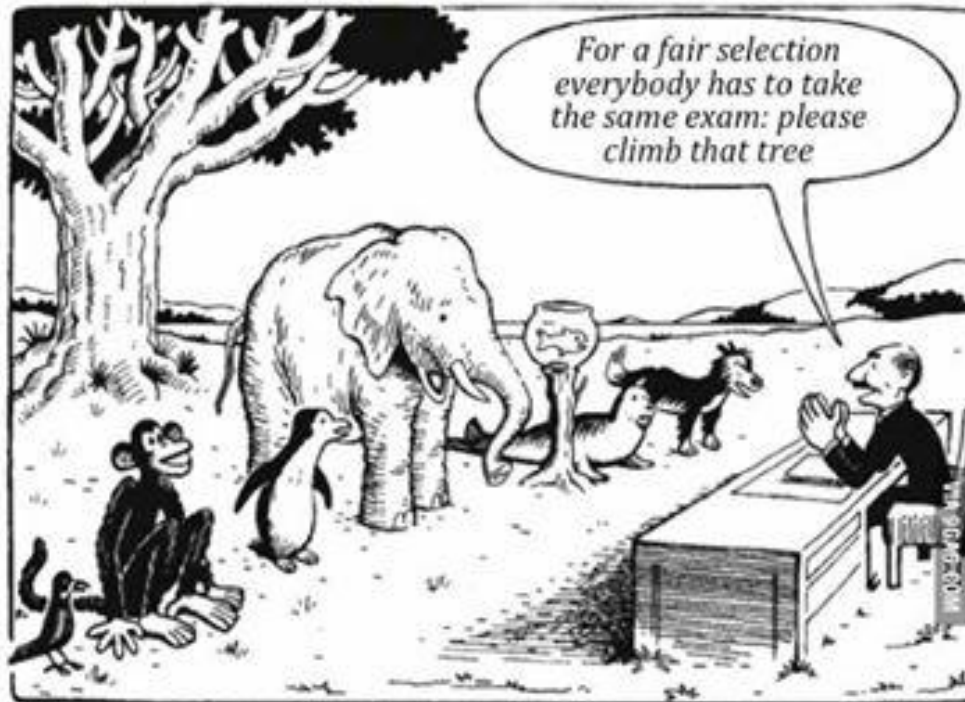
AGE



# Schools for special education

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## Our Education System

*"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."*

*- Albert Einstein*

# Inclusive education in Germany

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- since 2009 → the United Nations Convention on the Rights of Persons with Disabilities is legally binding
- Article 24 declares the right to inclusive education and demands the attendance of regular schools for disabled children
- more than 485.000 children have special educational needs (figures from 2009/2010, in Germany)
- about 80 percent of all children with special educational needs are taught in special schools, only about 20 percent attend a regular school (large differences among the federal states)
- special educational schools often prove as a one way street for the further development of children – almost three quarters of all students at special schools do not achieve a secondary modern school qualification

# Inclusive education in Germany

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## Early Childhood Care and Education

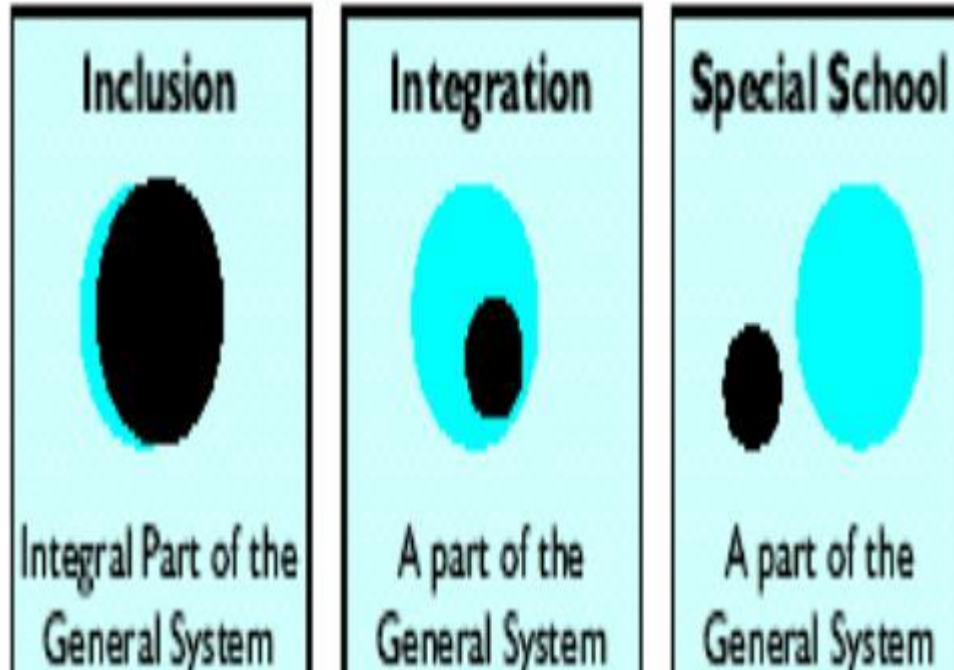
- children should be supported in an integrative manner
  - children with and without disabilities are to be taken care of and supported together

### **BUT**

- the situation is quite unbalanced in Germany
- in Saxony-Anhalt → all children with special educational needs attend inclusive day care facilities
- in Berlin, Mecklenburg-Vorpommern and Schleswig-Holstein → less than 10 percent of children with special needs are taken care of in special day care facilities
- in Baden-Wuerttemberg, Bavaria, Lower Saxony and Saxony → more than 50 percent of all children with special education needs attend special facilities

# Inclusive education in Germany

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# Example – Jenny

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- basis:
  - ca. 2009 joint decision-making power for parents according to the school
  - at first decisions as individual cases
  - 1 colleague of a school for special education was responsible for a large area
  - ca. 2011: first draft for the school law
  
- Jenny
  - 3 years in the differentiated enrolment of elementary school
  - diagnostic in elementary school → learning disability
  - 2 lessons supported by an external teacher for special education a week (on the basis of an individual educational plan)
  - comment on the report -> differentiated taught, individual graded





# Jenny

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- from class 5 → Secondary school Zielitz (in the common teaching)
- class 5/6: supported in 2 lessons + 1 extra lesson (1 additional supported lesson because of a physically handicapped student in class)
- in further classes: support in ca. 2 lessons + 1 extra lesson + close collaboration with the teacher for special education
- to be effective -> the working relationship between the specialist subject teachers and the special education teacher has to grow
- individual decisions:
  - always discussed with parents
  - conversation about the individual educational plan every year



name: \_\_\_\_\_

class: \_\_\_\_\_

date: \_\_\_\_\_

class: \_\_\_\_\_

### vocabulary check I

1. Answer Cyril's questions.

( \_\_ / 3 )

What's your name?

I'm \_\_\_\_\_.

I'm four.

What about you?

I'm \_\_\_\_\_.

I'm from Plymouth.

What about you?

I'm from \_\_\_\_\_.

2. Colour  the words, please.

( \_\_ / 3 )

yellow


grey

green

3. Find and Circle 5 colours.

( \_\_ / 5 )

f p i n k a g t e b l a c k s g w a n b r o w n i p o r a n g e a b g r p u r p l e

4. Draw a line .

( \_\_ / 4 )

	<u>black</u>
	<u>white</u>
	<u>blue</u>
	<u>red</u>

Form: ( \_\_ / 2 )

### Grammar test

Write the personal pronouns.

Help: Sb p. 166









he (2x)

she (2x)

it (2x)

they (1x)

I (1x)

 Anna - _____	 _____	 Tino - _____	 _____
 Ben - _____	 _____	 Moni - _____	 _____

name:

date:

**1st class test**

**1<sup>st</sup> Basic knowledge: be-form**

Can you match the pronouns and the right be-form?



(Kannst du die Pronomen und die richtigen be-Formen zusammenbringen?)

be-form: am; are; is;

I \_\_\_\_\_ you \_\_\_\_\_  
 he \_\_\_\_\_ she \_\_\_\_\_  
 It \_\_\_\_\_ we \_\_\_\_\_  
 they \_\_\_\_\_

**2<sup>nd</sup> A new friend**

a) Read about Nick. Give German information.

- 1 My name is Nick and I live in Missouri.
- 2 I'm in class 8 at Rock Bridge High.
- 3 I have two brothers, George and Ben.
- 4 I want to be a gardener.
- 5 In my free time, I listen to music,
- 6 write e-mails and play basketball.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

b) Send Nick an e-mail. Write about you.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**3<sup>rd</sup> Holidays**

a) Englisch auf Reisen verstehen

1. Die Bilder auf Schildern helfen dir zu verstehen worum es geht.
2. Sieh dir folgende Schilder an. Was bedeuten sie?

a) b)

TIME	FROM	FLIGHT NO.	REMARKS
19:35	GLASGOW	LE5586	BAGS DELIVERED
19:40	ROME	TE7252	BAGS DELIVERED
19:45	SAN FRANCISCO	LV2317	BAGS ARRIVING
19:45	BRUSSELS	EA5319	LANDED 19:59
19:50	CASABLANCA	A21408	BAGS ARRIVING
19:55	NEW YORK	A73323	LANDED 20:02
20:05	HONG KONG	LX3100	LANDED 20:25
20:15	TEL AVIV	FB5510	LANDED 20:10
20:20	LONDON	BA3211	LANDED 20:19

3. Wann ist der Flug aus New York gelandet?

- zu 2.: a \_\_\_\_\_  
 b \_\_\_\_\_  
 c \_\_\_\_\_

zu 3.: \_\_\_\_\_

Name:

date:

**1<sup>st</sup> class test/LB/ class 8**

**1<sup>st</sup> Basic knowledge:**

Can you match the right be-forms in the table?

(Kannst du die richtigen be-formen in die Tabelle eintragen?)

Achte auch auf die Pronomen!

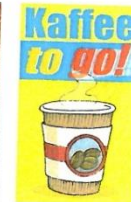
**Be-form:** is; was; were; am; are;

Pronomen	Be-forme-simple present (Gegenwart)	Be-form- simple past (Vergangenheit)
I		
you		
he		
she		
it		
we		
they		

**3<sup>rd</sup> Englisch im Deutschen verstehen:**

Sieh dir die Werbung an. Finde die Wörter auf Englisch in den Postern.

- Zum Mitnehmen - \_\_\_\_\_
- Bleib gesund - \_\_\_\_\_
- Kraft - \_\_\_\_\_
- So viel man essen kann.- \_\_\_\_\_



**2<sup>nd</sup> A new e-mail friend:**

a) Read about Yasin. Give German information.

To:	
Subject:	Do you want to be my friend?
Dear _____	
My name is Yasin.	
I'm 13 years old.	
I'm from King's way High school in Scotland.	
My favourite music is hip hop and I like computer games.	
I play football and I like swimming.	
Jack is my best friend.	
He is in my class.	
We like chatting online.	
Please, answer me.	
Goodbye,	
Yasin	

**4<sup>th</sup>. Free time activity:**

What the kids doing? Match the sentences to the right pictures.

(Was machen die Kinder? Verbinde die Sätze mit den richtigen Bildern.)

1. She is sleeping.
2. He is making dinner.
3. He is chilling out.
4. He is cleaning her room.
5. He is writing an e-mail.
6. She is going to the cinema.
7. She is reading the magazine.
8. She is chatting online.



# Jenny

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- from class 7 -> reduction of the support
  - some more subjects without differentiated teaching and individual grading
- goal -> cancellation of the special educational needs in class 8 or 9
  - + teach student on the level of the secondary school
- Jenny → cancellation of the special educational needs in class 9
  - repetition of class 9 on the level of the secondary school
  - hopefully secondary school qualifications after this school year
- school for learning difficulties -> no school-leaving qualification after class 9
  - possibility to go to a secondary school (repetition of class 9)
- no school-leaving qualification (with and without status of a special educational need ) -> BVJ (associated to the vocational school) -> secondary school

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▶ qualifications possible

# The development

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- the common teaching regulated itself by attempts
  - at first: special education teacher for each speciality -> much confusion, little team work
  - each school writes its own differentiated curricula
- advance in the development:
  - previous, schools had to look for special education teachers by itself
  - at first, each school has prepared its own teaching materials
  - today, there are some differentiated materials to the books



- 1 Cut out the parts of the dialogue and put them in the right order. Then glue them on a piece of paper.

☞

A: Let's do a trip together on Saturday.

B: Maybe my father can take us in his car.

A: That's a great idea. I love Kingsand beach.

B: Oh no! Dartmoor is boring! I'd prefer a trip to the beach.

A: Yes, but it's expensive. Let's go to Dartmoor.

B: What about a theme park? 'Woodlands' is lots of fun.

A: I don't know. There are lots of great places near Plymouth.

B: Me too. Let's go to Kingsand.

A: How can we get there?

B: Great idea. Where do you want to go?

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- a) Now look at the pictures. What trip do you want to do? Pick your favourite.  
b) Talk to your partner. Agree on one trip.

- 1 a) Look at the pictures. What do you want to do? Pick your favourite trip.



a trip to a theme park

a trip to the beach

a camping trip

- b) Now write why you like the trip. You can also write why you don't like the other trips. Make notes.

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- 2 a) Find a partner. Say what your favourite trip is and why. Your partner answers. Then swap.

*I'd prefer a ... because I like ...  
I love ...  
I want to do a ... because I ...  
I have a nice idea for ...  
... is a lot of fun.*

*A ... is a terrible idea.  
I don't like / I hate ... / I can't swim.  
I don't have ...  
That's boring.  
... is too expensive.*

- b) Now agree on a trip together.

*What about a ...?  
I'd prefer a ...  
I really want to do a ... because ...  
I love ...*

*I think that's a great / a terrible idea.  
Oh no! That's boring! I don't like ...  
I can't ... / I don't have ...  
Yes, but that's expensive! ...*



- 1 You want to do a day trip with your friends in class. Think of 3 places where you want to go and give reasons why you like them.

1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

I want to do a ... because I like ... • I want to go to ... • I love ... •  
 You can ... • ... is a lot of fun.

- 11 2 Talk to a partner about your ideas. Agree on one trip.

*What about a ...?*  
*I'd prefer a ...*  
*I really want to do a ... because ...*  
*I want to go to ...*  
*I love ...*

*I think that's a great / a terrible idea.*  
*Oh no! That's boring! I don't like ...*  
*I can't ... / I don't have ...*  
*Yes, but that's expensive / ...*  
*Me too. Let's go to ...*

- 3 Plan your trip and present it in class.

These questions can help you:

- ↳ Where do you want to go?
- ↳ When do you want to go?
- ↳ What can you do there?
- ↳ How can you get there?
- ↳ What does it cost?
- ↳ What can you bring?

*I want to do a ... next weekend / on ...*  
*I want to go to ...*  
*There you can ...*  
*We can go there by ...*  
*It costs about ... euros.*  
*You can bring ...*  
*Who wants to come with me/us? Hands up.*

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Thank you for your attention 😊



# Sources

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