

# CONTENTS

## Introduction

1. Arbeit und die Gemeinschaft	- Was brauchen wir?	7
	- Meine Familie - Wer macht was?	14
	- Wo kaufe ich alles?	26
	- Vom Schaf zum Pulli	42
2. Arbeit und Jugendliche	- Arbeit	51
	- Taschengeld	67
	- Teilzeitarbeit	86
	- Berufspraktikum	101
3. Berufe	- Wie heißen diese Berufe?	115
	- Arbeitsbedingungen	121
	- Wie bekommt man eine Stelle?	129
	- Tagesablauf eines Arbeiters	135
	- Wer braucht wen?	144
4. Von der Arbeit	- Was möchtest du werden?	151
	- Werkzeug und Arbeit	155
	- Arbeit und Arbeitsplätze	164
	- Beim Arzt	169
	- Vom Erzeuger zum Verbraucher	175
	- Wir räumen unser Klassenzimmer auf	184
5. Games		188
6. Making Materials		191
7. List of Resources		194

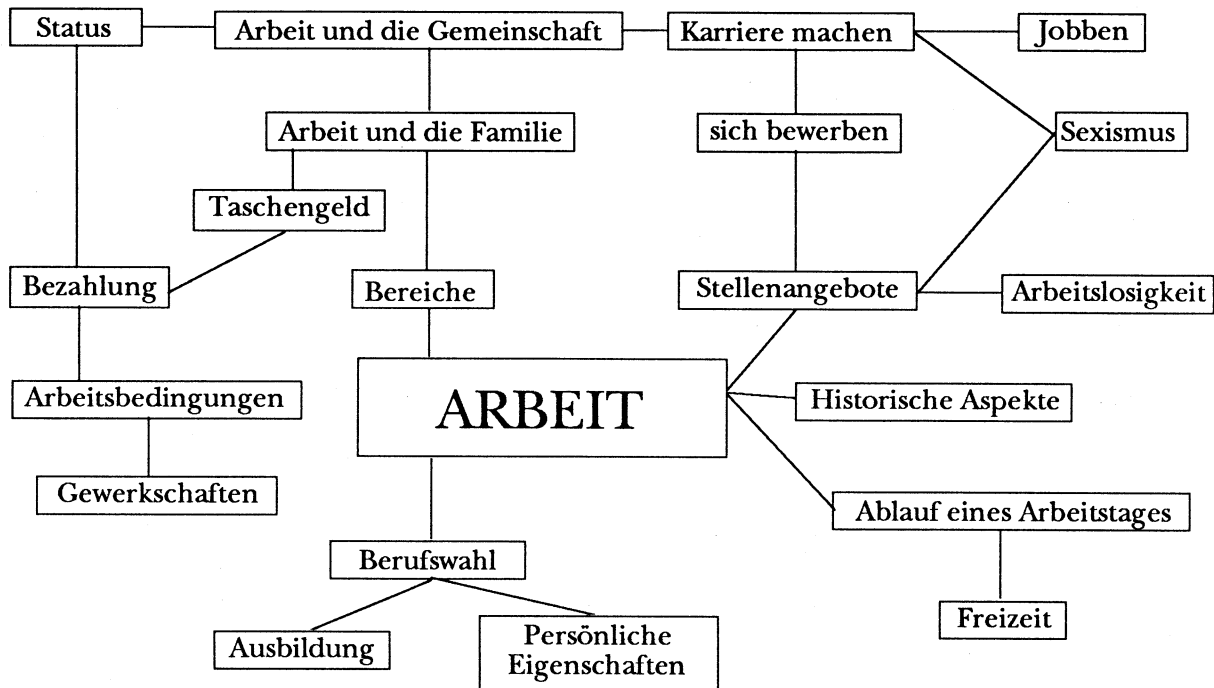


## Background

In view of the limited German teaching resources that can be directly used in Australian classrooms, we have tried to produce non-sexist materials that will be visually attractive and stimulating to students. The choice of topic was not a difficult one. The topic "Occupations" features in both primary and post-primary levels, though it is often dealt with in an uninspired way. We extended the topic to include "work"

We hope that teachers will produce units of their own work, stimulated by their personal interest and expertise. To this end we have included a detailed list of resources to which teachers may refer.

After much discussion it was decided to write the teachers' notes in English to facilitate the broadest possible use of the materials in German and other L.O.T.E. programs.



and found a multitude of possibilities. Some of the possible topics for units of work are included in the diagram above.

## Introduction

Obviously we could not produce materials dealing with all aspects of a topic as broad as "Work and Occupations". Consequently each member chose an aspect of the topic on which to focus, and in conjunction with the others, has produced a unit of work.

Each of the units has a varying number of sub-topics that are not necessarily sequential but related in some way to the theme of the unit. It is envisaged that the teachers will utilise those sections relevant to the needs of their students. Each unit is probably far too long and detailed to be used as a single unit of work. An entire unit might be dealt with over a number of years. It would be appropriate for teachers to use items from the different units regardless of the stated target group. Many primary activities are suitable for post-primary students, and obviously the reverse is true.

## Acknowledgements

There are many people we would like to thank whose contributions have made the project possible. In particular we wish to thank:

- Liz McGrath, our artist, whose work is both inspirational and of outstanding quality
- our schools, particularly the administration staff and teachers' aides for helping with the photocopying and typing
- The Australian Wool Corporation, particularly Mary Hayden, for supplying valuable materials including the Larry story
- the Internationales Woll Sekretariat for checking translations
- the Goethe-Institut, particularly Immi Waechter and Volker Wolf, for providing invaluable assistance and support
- Felten Medien Konzept KG for permission to reproduce articles from Jugendscala
- Europa Kurier Pty Ltd for permission to reproduce articles from Die Woche in Australien
- the AISV for providing the funding for this project, and Jenny K and Judy Oakes for their advice and encouragement

# How to use this kit

1. Each page of this resource kit is numbered sequentially. In addition to this the Worksheets and Teacher Sheets for each sub-topic have an additional **numbering system**. The Teacher Sheets and Worksheets are given a number according to the order in which they are required. An activity may consist of more than one Worksheet eg. "1A, 1B and 1C," where students receive all three Worksheets. If alternative Worksheets are provided, these are listed as "1A or 1B" and students receive either Worksheet 1A or 1B. Thus the first side of the first Worksheet of a sub-topic is numbered 1A, the second 1B and so on. Worksheet 2A is the first side of the second Worksheet.
2. **Masters** for each sub-topic are to be found after the teachers' notes for the relevant sub-topic. Exceptions to this are the following masters which are found in the plastic envelopes:
  - 24 Occupation pictures
  - Occupation word list
  - 6 Shop frieze pictures
  - 8 Shopkeeper and shopper figures
  - 7 Occupation category pictures
  - Occupation category word list
  - Larry story
  - Stefan und der Staubsauger story
  - 12 Wool industry occupation pictures
  - Wool industry occupation word list
  - 2 Household task Memory games
  - Occupation Quartett
3. The **activities** for each sub-topic are numbered. Where an activity has several steps eg. Activity 1.1, 1.2, 1.3, these are intended to be sequential.
4. All **titles** are underlined. This includes books and games to be found in the List of Resources or Games section respectively, as well as poems and songs which are ordered alphabetically according to source in the List of Resources.
5. The **solutions** for puzzle activities are included in the teachers' notes for the relevant sub-topic.
6. Examples of teacher questions and student responses are provided in the teachers' notes for each sub-topic. These **suggested language structures** are indented and italicized for easy recognition within the teachers' notes.
7. There is a heading **Additional Resources** at the end of the teachers' notes for some sub-topics. Other materials that could be incorporated into the sub-topic are listed here.
8. In the **Making Materials** section explanations are provided for teacher-made materials referred to in the teachers' notes as well as for other ideas that could be used throughout any of the units of work.
9. The **Games** section contains descriptions of general language games referred to within the teachers' notes for units.
10. The **List of Resources** consists of all published materials referred to in the teachers' notes for each unit of work. In addition many other materials related in some way to the topic "Arbeit und Berufe" are included. The materials are listed alphabetically according to title. A grid indicating the nature and general content of each resource provides teachers with some guide as to the usefulness and suitability.