ENDURING UNDERSTANDINGS

- Clothing defines us. From the first decision of each day to our sense of belonging or individuality.

ESSENTIAL QUESTIONS

- How does clothing define us?
- To what extent does commonality/individuality affect our educational performance?

CONTEXT

The school has asked the student body to consider the suitability of traditional school of school uniforms in the 21st century.

INTERPRETIVE Study of the differences between uniform practices in Germany and the UK.

INTERPERSONAL Personal views expressed on the different practices.

PRESENTATIONAL Video production showcasing the differences and student views.

MEDIATION FOR TRANSFER

- Exchange ideas on different approaches to school uniforms.
- Identity visuals, objects and example.
- Explain features of UK/German school uniforms.
- Compare and contrast characteristics of UK/German approaches to school uniforms.

AESTHETICS AND DRAMA STRATEGIES

SCHULUNIFORM

LEARNING EXPERIENCES AND INSTRUCTION

I CAN

	KNOWLEDGE	SKILLS
REVIEW	Clothing vocabluary, opinion phrases and justifications, noun genders, def and indef articles, use of the accusative case.	
SPIRAL	Create a glossary for school clothing, discuss and compare opinions on German school clothing and UK uniforms with partners, explain the advantages and disadvantages of school uniforms to German students.	• Describe concept with visual supports. • Offer information on clothing for different needs • Justify opinions on uniform and identity.
NEW		

INTERCULTURAL TRANSFER TARGETS

- I can recognize the two different uniform styles.
- I can organize descriptions of uniform styles.
- I can share ideas/practices of uniforms in the UK/Germany
- I can compare UK/German attitudes towards uniforms.

PRODUCTS	PRACTICES	PERSPECTIVES

Infographic detailing different uniform approaches.

Video showcasing differences in school uniform, pros and cons and student attitudes to both.

ICANADAPT CONCEPT MAP