

# LEARNING AT HOME

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This is how you can support your child now

**Englisch**

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**Sandra Scheeres**  
*Senator for Education,  
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Dear parents,  
dear students,

The corona pandemic has dramatically changed our everyday lives. The school closures have put a particular strain on all Berlin school children and parents. Today we all wish for a rapid return to normal school life. But we need patience. The key is: as quickly as possible, as safely as necessary.

In the near future, too, part of the learning will have to take place at home. That is why we would like to give you useful tips and advice for learning at home with this brochure. And please also make use of the offerings that Berlin has developed especially for “digital learning”.

With kind regards

Sandra Scheeres



# LEARNING AT SCHOOL AND AT HOME

**Due to the Corona pandemic, school cannot take place as usual at present. Lessons in small groups now alternate with increased learning at home.**

Teachers prepare the learning material for home use together with the pupils and then carry out the follow-up work. How exactly the transition between school and learning at home is organised is coordinated between the school administration and the teachers as well as parents and pupils. The school administration makes sure that you as parents are informed about this.

## **Your role as parents**

For many families this means an adjustment and a challenge, especially if the parents currently have their own professional situation to cope with.

As parents you cannot and should not replace school lessons. You should also not take on the role of a teacher. Teachers give your child tasks to do at home, which your child can work on independently. You stay in contact with your child and help them to learn. Your role as a parent is to support, encourage and motivate your child - just as you have done for homework. You can find tips on this here.

# HOW YOU CAN MOTIVATE YOUR CHILD



## **Good atmosphere**

Your child needs a lot of self-discipline for this new learning environment. What matters now is to create a positive atmosphere. Concentration, patience and a sense of humour are required. Because more frequent learning at home itself has to be learned first. Teachers play their part in this: they practice learning methods and discuss task content and results with your child.



## **Encourage and reward**

Encourage your child. Give them a show of confidence. Express an interest in their learning success. But remember: too much control often leads to a bad mood and less learning success. Discuss with your child how to get help when problems arise. Make sure that your child is rewarded for achieving their goals.



# HOW TO HELP WITH THE ORGANISATION



## Designing the workplace

Make sure that your child has a fixed place for schoolwork where they will not be distracted. All necessary working materials should be available there. Quiet music in the background might not be distracting, but moving pictures (television, computer) and speech (radio play, podcast) are distracting. Organising this at the time when all family members are at home more than usual can be a big challenge in smaller apartments.



## Planning

At school your child will receive a daily or weekly schedule for learning at home, on which they can work independently. You can, of course, help them with the time management. Calmly look at the to-do list together. A daily plan will split the “big mountain” into manageable stages. Crossing out or ticking off completed tasks brings a sense of achievement and helps to keep an overview. Stay in contact with the teachers - not only with questions.



## Working hours and breaks

Learning at home also needs a rhythm with breaks. You or your child can use a clock, a timer or an egg timer to limit the learning time, for example, to 30 minutes. Younger children need a change or a break after 15 minutes. Learning together with other children in the class via phone or video chat can bring variety. As in school, fruit, finely chopped vegetables or dried fruit make good snacks for the breaks.



## Calling it a day

When the tasks for the day are done, your child is free for the day. So give them that time off. Do not spontaneously come up with new tasks to continue the learning. General rule: a clearly regulated daily routine gives your child a feeling of security.



# HOW BERLIN SUPPORTS YOU

Learning at home is increasingly based on digital services. This is a challenge for everyone involved, but at the same time, it is also a great opportunity. The Senate Department for Education, Youth and Family offers a range of support services for this. It has created the “learning bridges” and the “tablet loan” campaigns. During the summer and autumn holidays there will be a summer school.

## **Berlin learning space**

Berlin learning space is an offer of the Senate Department for Education, Youth and Family for all Berlin schools. The digital learning space can be used free of charge and without prior knowledge or special qualifications. On the Internet platform, teachers can work with their pupils in a protected area. Berlin learning space is supervised by a team with teaching experience.

The prerequisite is that a teacher provides content for the learners there. Students also need a user account. Instructions can be found under the menu item “**FOR STUDENTS**”. There is also a link to explanatory YouTube videos. [www.lernraum-berlin.de](http://www.lernraum-berlin.de)



## **Media Forum**

The Media Forum of the Senate Department for Education, Youth and Family is an educational library from which teachers can borrow films, textbooks and other media. It also has a large online pool of teaching materials and media for all school subjects. Teachers can give their students access to the online pool. Please contact your child's teacher for access.

## **Tablet loans**

For Berlin schoolchildren who do not have a computer at home, 9,500 loan tablets equipped for working over the Internet, including a case and keyboard, are available in Berlin as a first step. One of the requirements is a statement from you as parents that online learning would not be possible at home due to a lack of technical equipment. If your child needs a loan tablet, please contact the school or class administrator.

## **Learning bridges**

The learning bridges programme supports pupils who in the school's view, have particular difficulty learning at home. This is the case, for example, if your child does not have a computer and Internet connection at home or if you are not able to support them while learning. In the learning bridges the youth welfare organisations work closely with the teachers. They visit the pupils at home, meet in small groups in the schools or keep in touch online or by phone. Talk to your child's teacher if necessary.

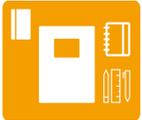
## **Summer school**

A summer school is offered to pupils in grades 1, 2, 7, 8 and 9 who are disadvantaged when learning at home. This enables them to catch up on teaching materials. The teachers make suggestions as to who could participate in the summer school programme. Are you or your child interested? If so, please contact the class teacher.

The selection process takes into account both children and adolescents who are new to Germany and those who have significant learning disabilities due to the corona pandemic. The offer is particularly suitable if you are exempt from paying your own contribution to learning materials or receive benefits under the Education and Participation Act (Bildungs- und Teilhabegesetz - BuT).

The summer school will be offered during the summer and autumn holidays. It will take place in study groups with a maximum of eight students and for each group last four weeks with 15 hours of 60 minutes classes each week. Participation is voluntary and should in any case be continuous. The success of the summer school depends on the cooperation between the school's teaching personnel and the parents.

# TIPS FOR STUDENTS



## **Set up your workplace**

Create a “school” workplace. Put everything you need for learning there, e.g. pens, ruler, books, worksheets. Avoid distraction, even if it is difficult. Concentrate on your tasks and say to yourself: “Now is my study time!”



## **Give yourself a daily schedule**

There’s no school bell at home. Try to work with a regular schedule anyway. When are your working times and when does your free time begin? Take a break and do some exercise.



### Questions for the teachers

Discuss with your class teacher how you can reach them if you have questions or concerns. Also discuss in class how you can reach students to discuss work results or questions.



### Create a weekly schedule

At the beginning of the week, look at the assignments and materials that your teachers have given you. What do you have to do during the week? Do not be alarmed if you see many assignments. They are planned for the whole week. So divide your work for the week into sections for each day. After a difficult task, schedule an easier one. You will find an example of such a weekly schedule on the next page. 



**WEEKLY SCHEDULE**

Name:

Class: 5c

TIME	SUBJECT	TASK	MEDIUM	DONE
<b>MONDAY</b>				
8:30-9:15	<b>German</b>	Oral exercises on the computer for the 4 cases:	Video chat	✓
	<b>Mathematics</b>	Weekly work plan no. 8 on multiplication	Worksheet	✓
	<b>Natural sciences</b>	Read pp. 296-297, write the red mnemonic (p. 296) and process task 1 writing in whole sentences.	Book	✓
		Note 20 animals that have a spine, including a maximum of 5 mammals.		✓
	<b>Art</b>	Completion of the work: creation of an optical illusion: 1. Read the worksheet "Optical illusion". 2. Work with pencil, ruler, compass, black felt-tip pen and black fineliner and draw very carefully!	Sketchbook or two sheets (19 cm x 19 cm)	✓
<b>TUESDAY</b>				
	<b>German</b>	Exercise dictation: Work through the tasks on the worksheet "D_Exercise_Dictation_Snails".	Worksheet, sheet	✓
	<b>Mathematics</b>	Edit the worksheet "M_multiplication/division before addition/subtraction_3".	Worksheet	
10:00-10:30	<b>English</b>	1st Textbook p. 74 Language Detectives: Read the sentences and answer the questions. 2nd textbook p. 171, G12: Word order in sentence	Computer Meeting-ID: Password:	✓
10:30-11:30		Textbook p. 74, Ex. 8, 9, 10: Write down 5 questions (Tb. p. 75, Ex. 11) so you can interview each other on Thursday 30th April.		✓
	<b>Social Sciences</b>	New topic "Rome": Watch the video (approx. 6 min) with my message and the topic entry.  1. p. 108/109: Read the headline and the green text and look at the pictures. 2. Describe how the two cities (the old Rome and today's Berlin) resemble each other in the pictures.	<a href="http://www.youtube.com/watch?v=kCmDd_rZpnU@feature=youtu.be">www.youtube.com/watch?v=kCmDd_rZpnU@feature=youtu.be</a> Book	
<b>WEDNESDAY</b>				
8:30.	<b>Mathematics</b>	Review of the tasks from 02.04., p. 158 in the book: Have your worksheets with the solutions and a red pencil ready.	Computer: Video chat	
	<b>Social Sciences</b>	Watch the video or read the text on page 112, T1. Write down what you do not believe about the legend of the foundation of Rome. Voluntary: Work on the Anton app in our group "Marys 5c" Section "The founding saga of Rome" under the heading "Roman antiquity".	<a href="http://www.youtube.com/watch?v=lqMO7dj_E30@feature=youtu.be">www.youtube.com/watch?v=lqMO7dj_E30@feature=youtu.be</a> ; Book	

Week from 27.04.2020 to 30.04.2020

TIME	SUBJECT	TASK	MEDIUM	DONE
<b>WEDNESDAY</b>				
	<b>Music</b>	AB 1 "Papers of the composer_proposals_works": Select a composer.  AB 2 "Criteria_Composition Paper": Edit points 1-4 for the beginning of the paper.	Worksheets 1 and 2	
45 min "Legs and arms fit"	<b>PE</b>	6 x 3' + 2': Exercise without interruption 3 min with exercises from the ABC run. Do 3 x 5 pushups in the next 2 minutes - full or half (on your knees) - and 10 x handstands. Six of them! Afterwards 10 min loosening and stretching the legs and arm circles. Do not forget to drink!	Sport/running wear, towel or gym mat; Tip: YouTube: Alba - daily sports lesson	
<b>THURSDAY</b>				
	<b>Mathematics</b>	Edit the worksheet "M_multiplication/division before addition/subtraction_4" Then check your results using the solution sheets "M_multiplication/division before addition/subtraction_3" and "4_solutions".	Worksheet	
11:00-11:45	<b>English</b>	Your interviews - Tb. p. 75 (11) and workbook p. 52-53 (4 a, b, c, 5, 6)	Computer, meeting ID: Password:	
	<b>Social Sciences</b>	Read p. 112 T2 and T3 and work on task 2. Voluntary: In the Anton app in our group "Marys 5c", work on Section "Rome - capital of the world" under the heading "Roman antiquity".	Book; optional: Anton App	
	<b>Music</b>	<i>See Wednesday</i>		
<b>FRIDAY</b>				
	<b>English</b>	Log in to the "Teams" program and work on the task "Send email". After processing, click on "Send".	Computer	
	<b>Natural sciences</b>	Go through your work from week 1-3. Complete or correct your worksheets (some still need to be cut out and glued, e.g. the skeletons).		
45 minutes. "Endurance"	<b>PE</b>	Exercise 30 minutes without a break so that you start sweating, e.g. by inline skating, cycling, hiking, badminton or similar. Afterwards shoulder stand, spinning, back roll again.	Sportswear, towel or gym mat; Tip: YouTube: Alba - daily sports lesson	



Using an example of the  
Mary Poppins Elementary School



### **Plan your day**

Check your weekly schedule daily to see what you want to get done this time. Decide which task you want to start with. Tip: you might want to start with the task that seems more difficult or that you don't like to do. Then you will soon have it behind you. There may also be days when it is important to start with an easy task in order to start learning. This is like warming up for sport.



### **Work single-mindedly**

Work through your daily tasks step by step. Concentrate and do not let yourself be distracted. Mark in a list or on your weekly schedule what you have already done. This way you can keep track of how much has already been done and which tasks are still pending.



### **Don't give up**

Like working at school, some tasks will be easy for you, but for other tasks you will have to work harder. Do not be too impatient. If you realize in the middle of a task that it is actually more difficult, do not give up immediately. Just move on to the next task. Collect your questions for the next contact with your teacher or other children in your class.



### **Reward yourself**

When you have finished your work, give yourself a reward. For example, you can play a game with your siblings or family, talk to friends on the phone, read a book, listen to music or pursue your hobbies.

Choose a slogan that will guide and motivate you during the time of learning at home.

# FURTHER INFORMATION AND HELP

- ▶ Stay in touch with the teachers.
- ▶ Please check the websites of your child's school as regularly as possible.
- ▶ The website of the Senate Department for Education, Youth and Family provides information about important topics and current changes: [www.berlin.de/sen/bjf](http://www.berlin.de/sen/bjf)
- ▶ If you have questions or problems in connection with the school, you can also contact the district school board: [www.berlin.de/sen/bjf/ueber-uns/adressen](http://www.berlin.de/sen/bjf/ueber-uns/adressen)
- ▶ If necessary, contact the SIBUZ (School Psychological and Inclusion Educational Support Centre) responsible for your region at: [www.berlin.de/sen/bjf/go/sibuz](http://www.berlin.de/sen/bjf/go/sibuz)
- ▶ At this web link there are selected websites with free digital learning and games and teaching materials: [www.berlin.de/sen/bjf/go/zuhauselernen](http://www.berlin.de/sen/bjf/go/zuhauselernen)

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