

Oswald und der Rabe

Oswald and the Raven

Resources for German at KS3

Teachers Handbook



About these resources

These resources have been designed by academics from King's College London and University College London in collaboration with teachers and pupils from schools in the Peterborough area. They are aimed at KS3 learners of German. The resources take their inspiration from Oswald of Northumbria, a real-life medieval king. Oswald lived, ruled and died in the seventh century, but throughout the Middle Ages and beyond stories were told about him throughout Europe, especially in England, Germany, Austria and Switzerland. In England Oswald was venerated as a saint and was particularly important in Northumbria, Oswestry (where he is likely to have died in battle), Gloucester and Peterborough. His miraculously 'incorruptible' right arm was kept in Peterborough Cathedral and he was the city's most important saint.

Oswald is also an incredibly important figure in Germany. In Germany, the stories told about Oswald changed enormously. Whereas English legends of Oswald describe him as a good and virtuous king who was successful in battle (until he was killed!), German legends of Oswald give him a naughty talking raven who helps him find a wife. These German legends of an English king inspire the animation in the pack, as well as many of the exercises.

Oswald is a historical figure who inspired a range of legends in English and in German. Through these legends he also allows us to make connections between places in England – like Peterborough, Gloucester, Oswestry or Hexham – and the German-speaking world. We hope that these historical connections will inspire teachers and students in these areas (and elsewhere!) to explore contemporary links between where they live and places in Germany, Austria and Switzerland.

How to use this pack

This pack comes in three parts:

1. Main resource pack. This PDF contains the resources themselves and is designed to be student-facing. Teachers can share the entire PDF with students or print out individual exercises.
2. Teachers' handbook. This contains instructions, suggestions, and solutions to help teachers use the resources in the classroom.
3. Extra materials for exercises (e.g. flashcards), which can be printed out and laminated if desired.

The resources are designed both as a collection and as independent exercises, so teachers can pick and choose whatever feels most appropriate to their students and the classroom situation. Some exercises are directly connected to the original animation; others are entirely independent. Each exercise in the student-facing pack starts on a new page to allow for printing.

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I. Animation

This original animation is based on medieval German stories of Oswald of Northumbria. There are two versions: one with German subtitles and one without.

Extra materials pack: a full script of the animation.

II. Find the Intruder

Preparation: Watch the video yourself first, so you can clarify any key vocabulary with your students before showing it to them. Print the handout from the student pack.

Instructions: First, students watch the video clip once. Then, they receive the handout and read the sentences. After this, they get to watch the video clip again. This time, they should highlight the 'intruders' (the wrong words) and write the correct words in bullet points underneath each sentence.

Time: approx. 25 minutes (including comparison of results in class)

Skills: listening, reading, taking notes

Key:

1. König Oswald von Northumbria war ein einsamer, sehr **armer** Mann. Ein sprechender Rabe sollte ihm helfen, das Herz einer Prinzessin zu gewinnen. (**reicher** Mann)
2. Der Rabe stimmte zu, wollte dafür aber **bunte Federn und ein Festmahl**. (**eine Krone und goldene Federn**)
3. Als der Rabe bei der Prinzessin ankam, lehnte **die Prinzessin** den Antrag ab, **sie** sagte: „Nein, niemals!“ (lehnte **ihr Vater** den Antrag ab, **er** sagte ...)
4. **Der Vater** gab dem Raben einen Brief für Oswald. (**Die Prinzessin**)
5. Nachdem der Rabe Oswald den Brief gab und dieser ihn las, machte er sich mit **seinen Freunden** auf den Weg zur Rettung der Prinzessin. (mit **seiner Armee**)

Optional: ask students to translate the 'correct' sentences into English.

III. Dictation

A) Traditional dictation

Preparation: Bring along the text below

Text for dictation:

1. König Oswald war reich, aber einsam.
2. Deshalb wollte er die Liebe einer Prinzessin und fragte einen sprechenden Raben um Hilfe.
3. Aber der Rabe wollte dafür eine Krone, goldene Federn und ein Festmahl.
4. Um die Prinzessin zu finden, reiste er weit und hatte viele Abenteuer.
5. Der Vater der Prinzessin wollte Oswald nicht, aber die Prinzessin gab dem Raben einen Brief, weil sie hoffte, dass Oswald sie rettet.
6. Danach brachte der Rabe den Brief zu Oswald.
7. Daher machte sich Oswald mit seiner Armee auf den Weg, um die Prinzessin zu retten.

Instructions: Ask students to listen carefully and write down exactly what they hear. They should pay attention to spelling, word endings and punctuation. Then read the passage three times. The first time will be at a normal pace, and the second and third time will be slower for students to write.

Time: 20 minutes (incl. reflection/revision in class)

Skills: listening, writing, spelling, grammar (case endings, connectors)

B) Laufdiktat

Preparation: Depending on the size of your class, print four or five copies of the passage below. Cut the passage into its seven sentences and post each set side-by-side on the walls. Ensure the full passage appears in four or five different locations around the room.

Instructions

In groups of 2:

- One student from each pair (the “Läufer”) will be responsible for going to a designated area (like another room or a part of the classroom) where the text is displayed.
- The Läufer reads a section of the text and memorises it as much as possible. They then return to their partner, who is waiting with paper and a pen.
- The Läufer communicates the memorised text to their partner, who writes it down. The two students work together to ensure they capture the text accurately. After writing down the first section, the Läufer may return to read the next section and so on.
- Once all the sections have been dictated and written, students can come together in plenary to review the entire text, correct mistakes, and discuss any new vocabulary or grammatical structures in groups or with the teacher.

Time: 30 minutes (incl. comparing in class)

Skills: listening, writing, speaking, reading, grammar (case endings, connectors)

Text for the Laufdiktat:

1. König Oswald war reich, aber einsam.
2. Deshalb wollte er die Liebe einer Prinzessin und fragte einen sprechenden Raben um Hilfe.
3. Aber der Rabe wollte dafür eine Krone, goldene Federn und ein Festmahl.
4. Um die Prinzessin zu finden, reiste er weit und hatte viele Abenteuer.
5. Der Vater der Prinzessin wollte Oswald nicht, aber die Prinzessin gab dem Raben einen Brief, weil sie hoffte, dass Oswald sie rettet.
6. Danach brachte der Rabe den Brief zu Oswald.
7. Daher machte sich Oswald mit seiner Armee auf den Weg, um die Prinzessin zu retten.

These sentences can also be found in the ‘extra materials’ pack, presented to be printed and cut out easily.

Extra materials pack: sentences for the Laufdiktat

IV. Creative Writing

Preparation: print out and cut the vocabulary cards in the extra materials pack

Instructions:

- In groups of 3 or 4, students can continue the story by drawing a cartoon, preparing a play, or simply writing it out.
- Each group gets 5-8 vocabulary cards (your choice). They need to make use of the words on the vocabulary cards given to them.
- Ask students to have the following division of labour:
 - 1-2 student(s): thinker(s)
 - 1 student: writer
 - 1 student: grammar expert

Time: 30 minutes (preparation) + 20 minutes (reading out/presenting results)

Skills: speaking, listening, writing

Grammar: adjective endings (accusative & dative)

List of useful vocabulary for creative writing

(these lists are also reproduced as cards in the extra materials pack)

Verben

gehen, wandern, laufen, spazieren, (**intransitive Verben**)

schlafen, faulenzten, denken, (**intransitive Verben**)

trinken, essen, mögen, sehen, brauchen, besuchen, lieben, (**Akkusativ-Verben**)

danken, helfen, gefallen, antworten (**Dativ-Verben**)

Adjektive

verliebt, lecker, hübsch, schön,

grün, rot, blau, gelb, schwarz, bunt, weiß,

nett, lustig, verrückt, wunderbar,

gesund, gut, schlecht, schmutzig

Substantive

der Vater, die Eltern, das Baby, das Ehepaar,

die Hochzeit, das Fest, das Wochenende, die Feier,

das Wasser, das Frühstück, das Abendessen, das Glas,

das Meer, das Schloss, der Tag, die Sonne,

die E-Mail, der Podcast, die sozialen Medien, das Handy

Extra materials pack: vocabulary cards

V. Love Letters

Preparation: print out handout

Instructions: Students will work in groups of four. Two students will be responsible for generating creative ideas (Denker*innen), one will be responsible for writing down the ideas (Schreiber*in), and one will ensure correct grammar is used (Grammatik-Expert*in).

Time: approx. 30 minutes

Skills: speaking, listening, writing, reading, grammar

VI. Speed Dating

Preparation: Print and ideally laminate the 'character cards' in the extra materials pack.

In case there is some vocab on the material that students don't know yet, make sure to go through it before starting the activity.

Instructions:

In groups of 6:

- Room arrangement: for each group, two rows of three chairs face each other. Each chair will serve as a spot for a student to sit for short conversations. One row remains stationary while the opposite row rotates.
- Each student gets one 'character card' and uses their 'potential partner' handout.
- Once they start the conversation, a timer is set for approx. 2-3 minutes. During this period, students engage in conversation with their partner using the target language.
- Once the timer goes off, one row of students rotates, moving to the next partner. This continues until students have conversed with three partners.
- After the rotations, students can reflect on their conversations and ask potential partners for a date.
- In plenary: Oswald will present his partner (if he has found one). You can also ask your students to discuss what went well, what they found challenging, and/or revise the new vocabulary.

Time: approx. 15 minutes

Skills: speaking, listening, reading, taking notes

Extra materials: character cards

VII. Dress the Raven

Preparation:

- Print and ideally laminate the ‘dressed ravens’ in the extra materials pack
- Print the Dress the Raven handout with the raven outline for students
- In case there is some vocab on the material that students don’t know yet, make sure to go through it before starting the activity.

Instructions:

In pairs:

- One student will be the ‘dictator’ and the other the ‘artist’.
- Distribution of materials: Give each pair a Dress the Raven handout, one dressed raven and the required colouring materials.
- The ‘dictator’ describes how to dress the raven. Provide a brief example to ensure everyone understands how to give clear instructions (e.g., “Zieh dem Raben eine Stickjacke an” oder “Male dem Raben ein buntes Halstuch”).
- The ‘artist’ must listen carefully and follow the instructions. They should only ask questions if they genuinely do not understand a term.
- **Switch Roles:** Once the time is up, have the students switch roles so that each person gets a chance to dictate and to create. The ‘dictators’ in this round will get a new raven from you.
- **Gallery Walk:** After both students have had a turn, they can display both the finished artworks and the originals on their desks. Allow students to walk around and view each other’s creations.

Time: 15-20 minutes

Skills: listening, speaking

Grammar: imperative, case endings

Vocabulary: clothes, colours

Extra materials: Dress the Raven: dressed raven images

VIII. The Raven speaks German (mutual dictation)

Preparation:

- Print out copies of the dialogue in the extra materials pack and consider highlighting/translating any keywords or phrases that may be challenging for your students.

Instructions:

In groups of 4:

Assign each student one part of the dialogue to work on. For instance:

- Reader 1 will be the raven
- Reader 2 will be the expert in German pronunciation
- Writer 1 - raven
- Writer 2 - expert in German pronunciation

Ensure that each writer is assigned to write down only the parts corresponding to their partner's reading.

Explain that the readers will read the dialogue aloud to their partners, while the writers will listen and write down their assigned parts of the conversation. Make it clear that the readers should only pause after reading a complete sentence/question and that they should read at a slow and steady pace.

Conduct the Activity:

- Give the readers copies of the dialogue in the extra materials pack
- Set a timer (20 minutes) for the dictation. During this time, the readers should read their sections clearly, while the writers transcribe what they hear.

After the dictation, have students come together as a class to review the entire dialogue. Read it aloud and ask students to compare their written submissions with the original dialogue.

Discuss any misunderstandings, focusing on pronunciation or grammatical points as necessary.

Time: approx. 30 minutes

Skills: speaking with focus on pronunciation, listening, writing

Optional: Are there volunteers who want to read out the dialogue in front of the class?

Extra materials: dialogue text ('Der Rabe spricht Deutsch!')

IX. Domino

Preparation: print and laminate the domino tiles in the extra materials pack

Instructions:

- Students can play in groups of 4.
- They mix the dominoes thoroughly and lay them face down on the table.
- Each player picks 7 tiles from the shuffled pile.
- The player with the tile that has a star on it gets to start and places it in the middle of the table.
- On their turn, each player tries to match either the description or the picture on one of their dominoes to the one(s) on the table. When they find a match, they should place their domino next to the matching one while saying the word out loud.
- If a player cannot make a match, they tap on the table and skip their turn.
- The game keeps going until one player has used all their dominoes. That player is the winner!
- If no one can make a move and some dominoes are left, the player with the fewest remaining dominoes is declared the winner.

Time: approx. 10 minutes

Skills: vocabulary revision, pronunciation

Optional exercise: After completing the game, students continue to work in groups of four to write a story using at least seven of the words. They should pay particular attention to the use of *haben* or *sein* in Perfekt and adjective endings

Time: 20 minutes

Skills: vocabulary revision, adjective endings, Perfekt (use of *haben* <> *sein*)

Extra materials: domino tiles

X. Hot Seat

Preparation: it might be useful for students to revise vocabulary before this exercise, e.g. as part of their homework

Instructions

In 2 teams:

- Each team sends one player to the hot seat — sitting at the front, facing away from the board.
- Write or project one of the words below so only the class can see it.
- Each team gives clues (in German!) to their person in the hot seat to help them guess the word (no spelling, gestures, or direct translations).
- The student in the hot seat must guess the word correctly (in German)
- If they guess correctly within 30 seconds (or your chosen time), their team earns a point.

- Rotate the players and start again with a new word.

Time: 10-15 minutes

Skills: Speaking, listening, pronunciation, vocabulary revision

Variation:

Reverse Hot Seat: The student in the hot seat sees the word, and must describe it to the class (who must guess).

List of words to choose from

der Held, -en die Heldin, -nen der Rabe, -n die Krone, -n die Prinzessin, -nen die Burg, -en der Vater, -"er der Partner, - die Partnerin, -nen die Meerjungfrau, -en der Fisch, -e das Land, -"er das Meer, -e das Herz, -en der Experte, -n die Expertin, -nen die Stimme, -n die Feder, -n der Brief, -e der Ring, -e die Liebe der Tag die Nacht, -"e der Hunger der Durst das Brot, -e der Wein das Wasser die Flut, -en das Geschenk, -e der Himmel, - der Traum, -"e das Ziel, -e das Unwetter, - das Schicksal der Plan, -"e	sprechen fliegen schwimmen tauchen überqueren verlieren essen trinken lesen schreiben beeindrucken beweisen helfen versprechen rufen ausruhen tanzen	einsam verliebt überrascht prächtig edel königlich saftig lecker süß scharf
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XI. Role Play: The Dinner

Preparation: print and ideally laminate the stimuli in the extra materials pack.

Instructions:

In groups of 4:

Each student receives a stimulus, or you can let them choose their roles.

20 mins: Students discuss and write down the dialogue in their group. You walk from table to table, helping with grammar or vocabulary questions.

10 mins: Now they get to practise the role play, focusing on pronunciation and intonation. Ideally, you assist with it.

10 mins: A few groups present their role play at the front of the classroom.

Time: 40 minutes

Skills: speaking with focus on pronunciation, listening, writing

Extra materials: stimuli cards

XII. The Raven Goes on Holiday: Ich packe meinen Koffer

No preparation needed

Instructions:

- Explain to students that they 'are' the raven who is packing a suitcase to go on holiday. Everyone adds one item to the suitcase — and they have to remember everything that's already inside!
- Start the sentence:
The first player says: "Ich packe meinen Koffer und nehme eine Krone mit."
- The student who is next must repeat what you/the first player said and add one new item.
- Continue around the circle.
- If someone forgets an item, mixes the order, or gets the gender/article wrong, they're out (or you can give a gentle reminder, depending on your class level).

Keep going until...

- Only one student can correctly remember all the items, or
- The group reaches a long, funny list!

Time: 10-15 minutes

Skills: speaking, listening, vocabulary revision

Grammar: gender of nouns

Variation:

Adjective Challenge: Add an adjective to each noun:

- “Ich packe meinen Koffer und nehme **eine goldene Krone** mit.”

Skills: speaking, listening, vocabulary revision

Grammar: gender of nouns, adjective endings

XIII. Die Vorlieben des Oswald und der Prinzessin

Preparation: revise and clarify vocabulary as appropriate

Instructions: After reading, students can answer the questions on their own or in groups of two

Time: 20 minutes

Skills: Reading comprehension

XIV. Heimische Helden

Preparation: Print instructions and sentence starters. Alternatively, sentence starters can be projected.

Instructions:

In small groups and then plenary (5-10 mins):

- Ask students what a hero is to them. Is it someone famous or someone from your town who has done good deeds?

In groups of 2 (15-20 mins):

- Ask students to research – or invent – a pair: a local hero and one from another country that shares a connection (e.g., kindness, bravery, etc.) and to take notes
- Encourage them to use the sentence starters
- Students present their pair in plenary. Each student presents one of the heroes and speaks in the first person as if they were the hero.

Time: 20-25 minutes

Skills: speaking, listening, writing

Grammar: subordinating and coordinating conjunctions