

**GERM 3696
LBAT 2019
Current Issues: Sustainability in Germany
Instructor: Dr. Britta Kallin**



Class times:

Monday through Friday 9-10:30 am; 11-12:30 pm; sometimes in the afternoons 2-4 pm

Class locations:

Berufliche Schule für Wirtschaft und Handel, Hamburg-Mitte (BS02)
Umweltschule in Europa, Anckelmannstraße 10, 20537 Hamburg
Bauhaus-Uni Weimar, Coudraystrasse 13 A, 2. OG, Room 108, 99423 Weimar

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Course Description:

This course will provide students an insight into sustainability in Germany, its history, and its role in today's German culture. Sustainability and concepts related to it have played an important role in the shaping of Germany's business world, attitudes towards shopping, consumption, travel, public transportation, biking, education, and other areas of German culture. You will be able to gain an overview of certain aspects of sustainability issues such as intercultural communication, concepts of culture and how they influence ideas of sustainability, the economic, environmental, and social pillars of sustainability and newer concepts and definitions of ideas regarding sustainability and people's use of non-renewable and renewable energies and natural resources.

The federal and local governments in Germany as well as non-governmental organizations have long supported technologies, engineering efforts, and the reduction of coal-powered and nuclear energy. We will discuss what attitudes exist towards efforts from different political parties and other organizations, groups and individuals. As a port city that has actively traded with other continents around the world, Hamburg is a prime example of a German city that sees itself close to the cause of sustainable living. Its river Elbe and the big lake in the center of the city, the Alster, contribute to the idea of

Hamburg as a city on the water or the “Waterkant.” Husum’s proximity to the German National Park Wadden Sea also allows us to get a glance of sustainability initiatives that closely work in conjunction with Denmark and the Netherlands whose beaches border the Wadden Sea. Weimar provides us with an excellent environment to study various aspects of sustainability because it is another center of sustainability efforts in Germany. It has a long history because of its role as cultural center of Germany during the 18th and 19th century, as political center during the early 20th century as well as its role in the divided Germany as one of the towns in East Germany that still represents the heart of German classical culture. German thinkers, poets, and intellectuals came to Weimar to live the cutting-edge cultural developments in their lifetimes. You will get an insight into some of these thinkers’ approaches towards sustainability and German culture. We will engage with past and contemporary topics regarding sustainability and see where Germany is at this point in time when dealing with sustainability. Afternoon Excursions to historic and contemporary sites in Hamburg, Husum, Weimar, Erfurt, and Eisenach will round off classroom discussions and will open opportunities for further, creative engagement with the topic in the form of an individual essay, interviews and a video group project.

This class is designed to expand students’ reading and listening comprehension skills by exposing them to excerpts of films, poetry, essays of sociopolitical nature, and historical writing. Oral skills will be developed through in-class activities such as collaborative mini-presentations, role-play activities, discussions, and a video documentary. Students will further develop their writing skills in German through question-generating activities, and through the composition of a longer essay. These projects aim to engage students in discussion and critical reflection on contemporary German culture and sustainability as well as regional differences between Hamburg, Husum, and Weimar.

Expected Learning Outcomes (Course Objectives):

By the end of this class, you will...

- Have learned about different models of sustainability
- Have learned how to articulate issues of sustainability by improving your vocabulary, register, comprehension, writing and speaking skills
- Have gained new insights into the history of Germany through close encounters with historical venues in Hamburg, Husum, and in and around Weimar
- Have learned about the connections between German culture and the approach to issues of sustainability by the German federal and local governments as well as NGOs
- Have gained an insight into the local efforts to live a more sustainable life
- Have written an essay, interviewed locals and made a movie that describes and analyzes the efforts in Hamburg, Husum, or local Thuringia that you have learned about: transportation, recycling, education, consumption, local farming, integration of refugees, renewable energies etc.

ML PERFORMANCE GOAL #1: PROFESSIONAL COMMUNICATION	
ML Learning Outcome 1 : Demonstrate oral and aural proficiency in the target language	Students will demonstrate oral proficiency at the intermediate-low or higher level on the ACTFL scale.

<p>ML Learning Outcome 2: Demonstrate effective presentation skills in the target language</p>	<p>Students will present in groups on a topic connected to sustainability in form of a 5-min video. In addition, they will present on the progress of their group video project during the course.</p>
<p>ML Learning Outcome 3: Demonstrate writing proficiency in the target language</p>	<p>Students will demonstrate writing proficiency at the intermediate-mid or higher level on the ACTFL scale through regular text analysis activities (skimming, summarizing, writing mini-presentations) and a 300-word, individual final essay.</p>
<p>ML Learning Outcome 4: Demonstrate proficiency in comprehension of authentic written texts in the target Language</p>	<p>Students will demonstrate reading proficiency at the Advanced-low or higher level on the ACTFL scale through advanced work with texts such as summarizing and work with advanced organizers.</p>
<p>ML PERFORMANCE GOAL #2: INTERCULTURAL SKILLS AND KNOWLEDGE</p>	
<p>ML Learning Outcome 5: Demonstrate in-depth knowledge of a <i>specific</i> target-language country or region</p>	<p>Students will critically reflect on issues of sustainability in literary texts, film, newspaper articles, and documentaries. They will also become aware of Weimar’s different roles as literary center, political center, and small town during the GDR as well as its renewed stature after reunification.</p>
<p>ML Learning Outcome 6: Demonstrate the ability to analyze an issue from target-culture perspective(s)</p>	<p>Students will analyze issues of sustainability through a variety of different aspects of social, cultural, and political life in Germany.</p>
<p>ML Learning Outcome 7: Demonstrate critical reflection on cultural complexity and context</p>	<p>Students will become aware of how Germans see the need for sustainable living and sustainable changes in comparison to US-Americans.</p>



SLS Affiliated Course:

This course is part of Georgia Tech’s Serve-Learn-Sustain (SLS) initiative. SLS works with all six colleges to **offer students courses and other academic and extra-curricular opportunities** that prepare them to work with diverse collaborators - from the community, nonprofit, government, academic, and business sectors - to “create sustainable communities,” where humans and nature flourish, now and in the future. More information about SLS can be found at www.serve-learn-sustain.gatech.edu. Visit the website to sign up for the [SLS Email List](#), learn about SLS’ [signature programs](#), and find links to Facebook, Instagram and Twitter.

Participation:

Be prepared to actively volunteer in class during every meeting. This class will greatly benefit from you taking an active role in it by volunteering during classroom discussions or activities.

1. *Participation and preparation:* It will be expected that you come to class prepared, on time, and that you participate actively in class discussion and activities.
2. *Test:* There will be one exam in this class. On the exam, you will be asked to answer several short identification questions and to write an essay on a text-based question and/or photo.
3. *Video:* In the course of the class your group will make several short interviews and you will be asked to engage with an individual essay, an interview segment, and a video for your presentation. Be creative!

Participation grade profiles:

- A: volunteers frequently and is actively engaged in class activities
- B: volunteers several times and is actively engaged in class activities
- C: does not usually volunteer but is generally actively engaged in class activities
- D: does not volunteer and does not take an active part in class

Course Lectures:

Since this course deals with sustainability and at the same time cannot rely on extensive preparatory readings, each session is introduced by a brief PowerPoint lecture, which will introduce the necessary background information and will ask you to take part in short brainstorming/group work activities.

Reading Load/Classroom Conventions in this Class:

Since we will mostly have class during the mornings and excursions in the afternoons or vice versa, and since you will have to work on a class project, preparation time for the class is meant to be kept at an absolute minimum, roughly the equivalent of about 4 textbook pages per class day. These pages do not necessarily constitute all text, there can be images/film clips as well. You are responsible for preparing the material on time. You will also have to prepare short intros about some sites we will see. In the classroom, we will approach new and often previously unprepared material together in the form of lectures, group research tasks, and by means of video/listening comprehension exercises. You will be expected to engage with very short excerpts of literature, political speeches, popular culture items, and with visuals or filmic texts. This class thrives on active classroom discussion. It is expected that you come to class ready to participate. Please ask questions, state your ideas and impressions, and try to make as much of the communicative opportunities to improve your German and learn about sustainability as possible.

Errors and Mistakes:

Errors and mistakes are inevitable. In my classroom, I foster an atmosphere where mistakes will be treated respectfully. Language learning and practicing in an advanced setting like this class requires risk taking, and I want you to feel safe and relaxed, so that you can speak up in front of the class without any anxiety, even if you are not certain that your contribution is 100% correct. Please do not hesitate to contact me if there is anything going on in the classroom that prevents you to speak up in class.



List of possible Topics that focus on Sustainability and ...:

1. UNs Sustainability Development Goals and corporate efforts in regard to sustainability issues: Porsche, Mercedes Benz, Siemens, G+D and others. (UN SDGs: climate change, clean energy, clean drinking water, healthcare etc.)
2. Refugees in Germany (integration efforts, education, success stories & difficulties)
3. Renewable Energies (wind energy, solar energy, photovoltaic, biomass, biogas, water compared to fossil fuels)
4. Democracies (inequalities, women's rights, LGBTQIA rights, racism, colonial history, decolonialization efforts)
5. Smart Cities (recycling of plastics & chemicals, public transportation, use of bikes and e-scooters, architecture, water and electricity use, sustainable consumption, etc.)
6. Food & Consumption (resources, eating habits, local farming, organic foods, certification of organic foods, GMOs, farm to table, certified fair trade, use of crops, meat production, etc.)

Classroom Etiquette:

It is expected that you show up on time. Persistent tardiness (two or more instances) will result in a poor participation grade for the entire class. Cell phones must be put in silent mode in class; computers/cells/tablets may be used only for note-taking or assigned activities. Repeated instances of using computers for non-classroom related activities will result in a poor participation grade for the entire class. We must all do our best to make class a pleasant and valuable experience for everyone. Please conduct yourselves accordingly.

Excursions:

The excursions all pertain to the course content and are meant to expand the scope of the class by exploring places in Hamburg, Husum and in and around Weimar. ***This means that participation in all excursions, unless noted is mandatory. Excursions are part of the participation grade.*** Unexcused absence from an excursion results in a bad participation grade for the day. Unless otherwise noted/communicated, the instructor and/or the assistants will inform you of the meeting point in advance via WhatsApp, Canvas, or Email. The times indicated on the syllabus and the excursion list are the arrival times at the location. ***In general: departure times will be communicated on the day of the excursion in class, WhatsApp, and/or Canvas.***

Special needs:

Georgia Tech provides upon request appropriate academic accommodations for students with disabilities. To determine whether you qualify, please contact the ADAPTS Program at the Dean of Students office (<http://www.adapts.gatech.edu>). If they certify your needs, the School of Modern Languages will work with you to make appropriate arrangements. Please do not hesitate to talk to me to get the necessary assistance.

Authorized collaboration and unauthorized collaboration FOR THIS CLASS:

Plagiarism: Plagiarizing is defined by Webster's as "to steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source." If caught plagiarizing, you will be dealt with according to the GT Academic Honor Code. Quote and attribute any words that are not your own. Do not cut and paste anything into your paper. You may insert quotes but you will have to identify the author according to MLA (Modern Language Association) guidelines, which can be found at www.mla.org

For Homework/Essays/Quizzes/Tests: Unless specifically identified as group work, homework, essays, quizzes, tests, etc. are to be completed alone. You are allowed (and encouraged) to work together with other students on homework, as long as you write up and turn in your own words. You are also allowed (and encouraged) to ask me questions. Cheating off of another person's test or quiz is unethical and unacceptable. Cheating off of anyone else's work is a direct violation of the GT Academic Honor Code, and will be dealt with accordingly. Use of any previous semester course materials is allowed for this course; however, I remind you that while they may serve as examples for you, they are not guidelines for any tests, quizzes, homework, projects, or any other coursework that may be assigned during the semester. (*"Word" is saved copies of old tests, quizzes, homework, projects, or other coursework teachers have given in past semesters.*) For any questions involving these or any other Academic Honor Code issues, please consult me or www.honor.gatech.edu

IMPORTANT FERPA INFORMATION:

This course requires you to complete a significant online component by creating a video. As far as the coursework is concerned, the video should be posted to YouTube PRIVATE and/or Canvas, so that no privacy concerns will arise out of your coursework. See the following tutorial on how to post to YouTube and setting the video setting to “private:” https://www.youtube.com/watch?v=OrgQlin-B_c Should you want to make your film on YouTube public, *all* members of the group will have to agree to that. This is then not related to the course.

FURTHER PROJECT INFORMATION:

Potential Approaches to the Project:

You have a lot of freedom in creating your contribution – be creative and bring YOUR interest to the project! In broad terms, you should relate the course content and / or your personal experience of Weimar, Husum, and Hamburg and the class to the task. In general, the essay should offer a more complex and detailed analysis of the topic, whereas the video should guide the viewer not necessarily familiar with the topic through a tour of visual impressions and reactions. The video needs to contain an interview segment, during which you have to present at least two people from Weimar or tourists and their opinions and impressions about your topic of inquiry.

Essay:

The 450-500 word essay will be written on your own. There is some class time set aside for writing, but you will have to do the research outside of class as well. During the project planning meetings, you will have the opportunity to define the topic and scope of the essay, divide the work evenly, and to receive help with vocabulary and grammar from the instructor, the course assistants, and the tutors. Please contact me if you need further help with the topic.

Video:

You will form a group of three to four students and conduct research for your topic. You will then write an essay of about 450-500 words, excluding the bibliography; split up the topic among the group members. Together, you are responsible for the creation of a 1,500-2,000-word essay on your selected topic and a corresponding 4 ½-5 minute video feature or documentary. The essay should either creatively engage with the issue of sustainability that you are describing or offer a comparative analysis of it. The video is generally meant to supply further, visual information on the topic, but it could also be a creative treatment regarding the sustainability issue of your choice. The video has to have an interview segment in which you collect impressions from locals in Weimar or tourists in Weimar on the topic. In the second week of classes, you will present to your peers a 4 ½-5-minute PowerPoint presentation on your topic, in which you give an overview on your project. Your peers and the instructor will give you feedback.

Video/Film Segment:

The film segment will be made in several stages:

1. The first stage is reserved for planning. During the first planning meeting, you will create a concept for the film and a shooting schedule for your video. The shooting schedule should detail the planned visits to the location and the nature of the material to be produced on that day: outside/inside shots, interviews, etc.

2. The video will contain an interview segment in which you gather the points of view of people from Weimar and/or tourists on your topic. The interview will be in German. Please develop 10 questions in German that you can ask during the interview. Please ask the assistants and tutors to proofread those and then submit them on Canvas.
3. For the group presentation of your project on **Wednesday, June 26, or Thursday, June 27**, you will put together a 3-minute PowerPoint presentation for the class that introduces your project. Please do not use more than 1-2 slides per student. First, present your topic in several images or a clip. Then, introduce your take on the topic together with key vocabulary that your peers will need to understand your topic. Then present the audience with an overview of the things you will say/do in the essay and video. Make clear: what extra information will the video add to the topic? The course participants, the assistants, the tutors, and the instructor will provide you with feedback on your ideas and progress.
4. During the work phase on the video, you will edit the video you shoot on location into a film of 4 1/2-5 minutes length – not shorter or longer. You are expected to work largely independently. During this period, you will have the chance to work with the assistants and tutors on grammar and vocabulary to get the language close to perfect.
5. You will at the same time write your final essay of about 450-500 words for which you need a topic and which you will discuss with the tutors and assistants. You will have the opportunity to work with the assistants and tutors and ask them for feedback on your essays. The assistants will let you know when they can meet with you. Make sure that you have submitted **a Final Draft** to them as a Word document via email by **Tuesday, July 2, at 4 pm**. You will receive feedback by **4 pm on July 3**.
6. The **FINAL ESSAY** includes all contributions from the group members and is due to me as a Word document (not pdf) by email on **Wednesday, July 3, at 10 pm**.
7. Finally, when you have completed creating the **FINAL 4 ½-5-Minute VIDEO**, you will upload your work to YouTube and/or Canvas, a process that you will finish on the second last day of class in Weimar by **Thursday, July 4, at 10 pm**. The course will then close with **a presentation and a brief 30-second commentary by each group member of their film on Friday, July 5, between 10-12 pm**.

TECHNICAL EQUIPMENT:

Each group should have at least ONE OF EACH of the following items:

1. **Video camera, photo camera, tablet capable of shooting HQ video.** This camera should produce good image quality and sound (HD video). Important: the device should produce digital files that can be imported to a computer through USB or Flash SD Cards. Watch out especially for the sound. Make sure that the camera produces audio good enough so that it can be used for interviews, moderations, and for capturing on-scene sound. Avoid using smart phones in the street, since they generally produce sound that is useless for our purpose due to background noise bleed. This needs to work fine when you are speaking into the camera on a busy street with cars going by, for example.

2. **A computer capable of handling video.** Rule of thumb: any reasonably recent notebook should work. Important: since video files are very big, the computer needs sufficient hard drive space (at least 20 GB).
3. **A basic video editing software**, such as iMovie (Mac), Windows Movie Maker (Windows), or Cinelerra (Linux). Make sure that the software accepts the media files the camera produces. This needs advance testing!
4. **Possibly a memory stick** to transfer/backup data.

Checklist video:

For final submission and the presentation on **Friday, July 5**, your film needs:

- a title
- credits at the end
- a corresponding statement signed by all group members that you equally shared the work; this can be submitted to me on paper or by email on the second last day of class, July 4
- video file uploaded on Youtube and/or Canvas

Assessment and Grading:

All students are evaluated according to the same criteria: grammar, vocabulary, sophistication of sentence structure and idiomatic expressions, and argument. Excursions and information gathered during visits can be subject to quizzes and tests and count towards course grade.

Final Grade:

1. Participation and preparation (includes 2 quizzes, each 5%):	20%
2. Test	20%
3. Presentation of Outline for Video	20%
4. Final Essay	20%
5. Video	20%

Total: **100%**

Tentative Course Schedule¹

DATUM	Unterricht (9.00-10.30)	Unterricht (11-12.30)	TERMINE
Samstag, 15. Juni			14-16 Uhr Ankunft in Hamburg, a&o Hamburg City, Spaldingstraße 160, Hamburg 18 Uhr Abfahrt zum Willkommensessen

¹ NOTE: *This course calendar represents current plans and objectives. Especially during a study abroad program, these plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.*

Sonntag, 16. Juni			14-18 Uhr Ausflug durch Hamburg
Montag, 17. Juni	7.30 Uhr Frühstück im Hostel 8.15 Uhr zu Fuß vom Hostel zur Schule 8.30 Uhr – Beginn des ersten Unterrichtstages: Berufliche Schule für Wirtschaft und Handel Hamburg-Mitte (BS02) Umweltschule in Europa Anckelmannstraße 10 20537 Hamburg 8.30-9.30 Uhr Begrüßung und technische Einführung	Intro: What is sustainability? How did the idea and concept develop? What is SLS? Concepts, Theories and Models of Sustainability: What are the connections? Auf Deutsch <u>und</u> Englisch.	12-13.30 Uhr Treffen mit Berufsschueler_innen
Dienstag, 18. Juni	Nachhaltigkeit: Vokabular, Konzepte, Ideen, Unterschiede Nachhaltigkeit und Corporate Social Responsibility (CSR): Was machen Firmen, um die SDGs in die Firmenarbeit einzuarbeiten?	Erneuerbare Energien: Geschichte und EEG – Erneuerbare Energien Gesetz	Besuch im Laden: verpackungsfrei einkaufen
Mittwoch, 19. Juni	Der Wald und die Deutschen Johann Wolfgang v. Goethe und Weimar: Warum ist er der bekannteste deutsche Autor?	Biosphäre/Erde: Muttererde/Mutter Erde, Vaterland; Wasser, Luft, Klima, Klimawandel	15 Uhr Nachhaltigkeits-Tour OSAKA Pavillon Hamburg Hafen-City
Donnerstag, 20. Juni	Quiz 1 Inequalities/Ungerechtigkeiten: Krankheiten, Zugang zu sauberem Wasser, zu Bildung, gleichen Rechten, Rassismus, Flüchtlingen/Geflüchteten	Treffen mit Berufsschueler_innen	15 Uhr Vortrag RCE Hamburg und Umgebung Research + Transfer Centre „Sustainability & Climate Change Management“ (FTZ- NK) Ulmenliet 20 / 21033 Hamburg
Freitag, 21. Juni	Aus dem A&O auschecken Zug nach Husum	Ankunft am Nachmittag	Ankunft in Husum WWF Vortrag im Nationalpark-Haus 16.30 Uhr Wattenmeerbüro, WWF Deutschland

			Hafenstraße 3, Husum
Samstag, 22. Juni	Zum Bahnhof gehen 10 Uhr mit dem Fahrrad zum Watt	11 Uhr Wattenmeer- Führung/ Lundenbergsand	15 Uhr Theodor- Storm-Haus - fakultativ
Sonntag, 23. Juni	Aus Jugendherberge auschecken Abfahrt nach Weimar 11 Uhr	Ankunft in Weimar 17.50 Uhr, in die Wohnungen, (Sonntags haben die Geschäfte in Weimar geschlossen, daher müssen Sie bis Montag mit dem Einkauf warten)	19 Uhr Begrüßungssessen im Restaurant Jagemanns
Montag, 24. Juni	9 Uhr Begrüßungsfrühstück an der Bauhaus-Universität Tour mit den Tutor_innen	Nachhaltigkeit in Weimar PROJEKTARBEIT	
Dienstag, 25. Juni	Bauhaus und Nachhaltigkeit: Was war das Bauhaus?	Transition Towns/ Städte im Wandel: Wo begann die Bewegung? Wie verbreitete sie sich?	14-16 Uhr: Weimar im Wandel Tour Andreas Bauermeister
Mittwoch, 26. Juni	Thüringer Nachhaltigkeitszentrum Arnstadt Herr Abramowksi Frau Schiller	Bauhaus und Nachhaltigkeit PROJEKTARBEIT	15.15 Uhr Gruppe 1 15.45 Uhr Gruppe 2 Bauhaus Museum
Donnerstag, 27. Juni	Martin Luther: Religion, Reformation, Sprache, Gesellschaft Johann Sebastian Bach: Sein Leben und seine Musik	Quiz 2 Waldquell: Geschichte der Firma und ihre Nachhaltigkeitsstrategie	14.45 Uhr: Führung Goethe-Gartenhaus 17 Uhr: Führung Parkhöhle
Freitag, 28. Juni	Waldquell – Firmenbesuch: 8.30 Uhr Abfahrt Coudraystraße 10 Uhr Firmenbesichtigung	12.30 Mittagspause VIBA	ca. 17 Uhr Rückfahrt
Samstag, 29. Juni			15 Uhr Erfurt – Stadttour Fakultativ
Sonntag, 30. Juni			12 Uhr Abfahrt nach Eisenach

			13.30 Uhr Bachhaus 16.30 Uhr Wartburg ca. 18 Uhr Rückfahrt
Montag, 1. Juli	8.20 Uhr Berkaer Bahnhof: Ausflug zum Waldkindergarten Was machen die Kinder? Was lernen die Kinder?	Waldkindergarten Was ist die Philosophie dahinter?	Unterricht: 14-16 Uhr Test
Dienstag, 2. Juli	Paul Celan: Gedichte und Kunst als Reaktion auf die Shoah	Buchenwald: Welche Rolle hat das Konzentrationslager während des 2. Weltkrieges gespielt? Befreiung des KZs.	13.30 Uhr nach Buchenwald, Bus Linie 6 vom Goetheplatz Termin: 14.30 Uhr Film, 15 Uhr Führung (englisch, kein Fotografieren erlaubt)
Mittwoch, 3. Juli	9 Uhr Abfahrt 10 Uhr Nachhaltiges Wohnen: Beispiele von nachhaltigem Zusammenleben Baumhaus e.V.	Anna Amalia: Wie hat sie Nachhaltigkeit und das klassische Weimar geprägt?	16 Uhr Anna Amalia Bibliothek
Donnerstag, 4. Juli	- Independence Day - 9-11 Uhr Schnitzeljagd in Weimar	11-13 Uhr PROJEKTARBEIT	PROJEKTARBEIT
Freitag, 5. Juli	10-12 Uhr Präsentationen	13 Uhr Abschiedsessen im Resi-Restaurant	Koffer packen, Wohnungen aufräumen, Müll rausbringen, Pfandflaschen abgeben, Flaschen zum Recyclingcontainer bringen... ☺
Samstag, 6. Juli	10.55 Uhr Abfahrt vom Bahnhof Erfurt an 11.09 Uhr Erfurt ab 11.28 Uhr	13.29 Ankunft in Berlin S-Bahn 7 Berlin Hbf ab 13.38 Uhr Berlin Ostbhf an 13.49 Uhr	Programm in Berlin beginnt!