

Unit Title: Objectivity in Journalism**Language:** German**Author:** Jesse Peterson**Level:** High School, Intermediate**Big Idea:** Objectivity**Goals/Objectives**

1. Students will read and understand authentic newspaper articles from different newspapers (Standard 1.2).
2. Students will determine how the text is organized and identify signs of objectivity in the text (Standard 1.2).
3. Students will read similar police reports and discuss to identify similarities and differences in the reports using a Venn diagram (Standard 1.1).
4. Students will individually use the information from the Venn diagram to write a comprehensive article about the happenings in the police reports (Standard 1.3).
5. Students will correctly use Subjunctive I in the comprehensive report (Standard 1.3).
6. Students will organize a text to present information clearly and objectively (Standard 1.3).
7. Students will use the conventions of objective reporting of events (Standards 2.1 and 3.1).

Background Information

Students will complete the three assessment tasks after they have had several opportunities in previous classes to become familiar with the form and content of German newspaper articles. In addition to reading this material, they will have been taught how to identify supporting information, how to determine meaning from context, and the different ways that various types of writings in German are organized.

Assessment Unit Summary

You are an American journalist with a rich background in German. You have applied for a job as a team-journalist with the Badische Zeitung in Freiburg im Breisgau. The editors have asked you to send them a sample of your news-writing, so that they may consider you as an applicant for the job. You need to convince the Badische Zeitung that you are able to write an objective news article from police reports sent to you. The challenge is that you will need to use your own words to write the news article. First, you will read German news articles

to examine their structures. Later, you will read police reports and work with a colleague who has received similar police reports. You will need to discuss with your colleague the events you have in your police reports so that each of you can write a comprehensive article about the event. Once you have discussed the issue with your colleague, you will then work alone to write a final, objective article about the event. Your final article will be judged by the editors of the *Badische Zeitung* to determine whether you qualify for the job.

[German] Du bist Journalist aus Amerika mit guten Deutsch Sprachkenntnisse. Du hast dich für eine Stelle als Team-Journalist bei der *Badischen Zeitung* in Freiburg im Breisgau beworben. Die Redakteure haben nachgefragt, ob du ihnen ein Arbeitsmuster (sample of news-writing) schicken könntest, damit sie deine Qualifikationen bewerten können. Du musst die *Badische Zeitung* überzeugen, dass du einen objektiven Bericht schreiben kannst, aus Polizeiberichte, die dir zugeschickt waren. Am schwierigsten ist, dass du deine eigene Wörter benutzen sollst, um den Artikel zu schreiben. Zuerst, musst du Deutsche Berichte und Artikel lesen, um ihre Gliederung zu bestimmen. Danach liest du die Polizeiberichte. Dazu musst du mit einem Mitarbeiter arbeiten, der ähnliche Polizeiberichte bekommen hat. Zusammen müsst ihr eure Polizeiberichte diskutieren, damit jeder einen eigenen umfassenden Bericht schreiben kann. Nachdem, ihr die Polizeiberichte diskutiert habt, schreibt jeder einen endgültigen, objektiven Bericht über das Geschehen. Dein Artikel wird von den Redakteuren der *Badischen Zeitung* bewertet, um festzustellen, ob du als Team-Journalist qualifiziert bist.

Assessment Task 1: **Interpretive Task**

Essential Questions

1. How does the author organize the information in this text?
2. How does the organization of the text contribute to the reader's understanding?
3. How does the author show objectivity in the article?

Task Description

Students will read the following article, an authentic text from a German newspaper, and then complete a comprehension guide that addresses language and concepts drawn from the article.

Before handing out the article, the teacher will remind students to use some of the reading strategies that have been explicitly taught in class. The teacher will not explain which ones to use, however. For the interpretive task, students will be able to read the article once before receiving the comprehension guide. The students will then receive the comprehension guide and be able to read the article while completing the comprehension guide.

After the task is completed, the students will receive feedback on an individual basis while other students are reading other articles as part of the unit. The feedback will especially address the students' understanding of the supporting details, how they were able to guess words in new contexts, and also how they identified the organizational structure of the article.

Article for Interpretive Task

01. Mai 2009 09:54 Uhr

Nächtlicher Großeinsatz - Dachgeschoss in der Freiburger Innenstadt in Flammen

Beißender Brandgeruch in der Freiburger Innenstadt: In der Nacht zum Freitag ist ein Dachstuhl in der Erbprinzenstraße ausgebrannt. Die Feuerwehr musste eine Frau mit der Drehleiter retten.



Betroffen war eine alte Jugendstil-Villa unweit der alten Universitätsbibliothek. Zahlreiche Nachtschwärmer verfolgten den Großeinsatz der Rettungskräfte, die um kurz vor 2 Uhr alarmiert worden waren. Vor Ort waren die Freiburger Berufsfeuerwehr, die zwei Drehleitern im Einsatz hatte, und mehrere Abteilungen der freiwilligen Feuerwehr. Insgesamt waren Polizeiangaben zufolge 80 Rettungskräfte im Einsatz.

"Der Dachstuhl stand lichterloh in Flammen", beschrieben Augenzeugen die Situation. Der Feuerschein war weithin zu sehen, in der ganzen Stadt war der Qualm zu riechen.

Feuerwehr und Rettungsdienst waren in der Nacht im Einsatz in der Erbprinzenstraße | Foto: Patrick Seeger

Eine Bewohnerin des Hauses schien das alles nicht um ihren Schlaf zu bringen - sie wachte erst auf, als die Feuerwehr schon 20 Minuten vor Ort war. In unmittelbarer Lebensgefahr war sie zwar nicht, da sie sich im Stockwerk unter dem Brandherd befand. Durch das verqualmte Treppenhaus konnte sie aber nicht nach draußen gelangen, so dass die Feuerwehr sie mit der Drehleiter aus einem Erker holten musste. Später brachten die Wehrmänner auch noch eine Katze in Sicherheit.

Eine Bewohnerin erlitt einen Schock; ansonsten wurde dank des schnellen Eingreifens der Feuerwehr nach ersten Erkenntnissen niemand verletzt.

Die Schadenshöhe liegt nach ersten Schätzungen der Polizei bei mehreren hunderttausend Euro. Betroffen war eine Maisonettewohnung im ausgebauten Dachstuhl des Gebäudes. Die Feuerwehr schätzt die Brandfläche auf 200 Quadratmeter. Die Kriminalpolizei Freiburg hat einen Sachverständigen hinzugezogen, der Brandursache klären soll.

Joachim Röderer / Karl Heidegger

<http://www.badische-zeitung.de/freiburg/dachgeschoss-in-der-freiburger-innenstadt-in-flammen> (accessed May 2nd, 2009)

Used with permission. Badische Zeitung.

[English] There was a fire on the top floor of a building in the Freiburg downtown area on the night of May 1st. The fire department had to rescue a woman with an aerial ladder. A villa near the University Library was the building on fire. Lots of bystanders watched the action of the fire department. The professional fire department responded with two aerial trucks and multiple departments of the volunteer department also responded. One could see the glow of the fire from far away and the smoke could be smelled throughout the whole city. A woman in the building woke up 20 minutes before the fire department arrived. She was not in danger, as she lived on the floor below the fire. They could not make it down the stairs, which were filled with smoke, so the fire department had to rescue her using the aerial ladder. A cat was also rescued. The damages are thought to be hundreds of thousands of Euros. The police department brought in an inspector, who will search for the cause of the fire.

Name: _____

Interpretive Task: Comprehension Guide

I. Main Ideas: Using information from the article, write the main ideas of the article in English. Be as specific as possible!

II. Supporting Information: For each of the following-

- Circle the letter of each detail that is mentioned in the article.
- Write the information that is given in the article in the space next to that detail.

A. The fire was large.

B. The fire went unnoticed.

C. The woman could not escape the building.

D. The woman was in grave danger.

E. No people were hurt in the fire.

F. A cat died in the fire.

G. There were many firefighters on the scene.

H. The fire did a lot of damage.

III. Meaning from Context: Based on this passage, write what the following three words probably mean in English.

A. Dachstuhl _____

B. Rettungskräfte _____

C. Schadenshöhe _____

IV. Concept Inferences: “Read between the lines” in order to answer the following questions in English:

A. How did the author show objectivity in writing the article?

B. Why did the author not speak with the person whose apartment was burning?

V. Comparing Cultural Perspectives: Answer the following questions in English

A. What did you learn about German culture from this article?

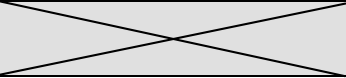
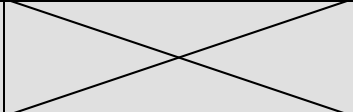
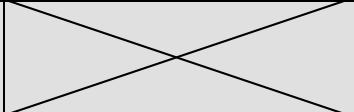
B. How would this article have been different had it been written for a U.S. audience?

VI. Organization: How is this article organized? Write an outline for the article with all the major parts and circle the format that is used to organize the article.

- A. Normal Pyramid
- B. Inverted Pyramid
- C. Chronological Order
- D. Problem & Solution

Name: _____

Rubric for Interpretive Task

Category	Exceeds Expectations (4)	Meets Expectations		Does Not Meet Expectations (1)
		Strong (3)	Weak (2)	
<u>Literal</u> I. Main Idea (4 points possible)	Identifies the main ideas of the text in great detail.	Identifies most of the main ideas of the text.	Identifies some main ideas of the text.	Does not identify the main idea of the advanced-level text
II. Supporting Detail (8 points possible)	Identifies all 5 supporting details on guide.	Identifies 4 supporting details on guide.	Identifies 2-3 supporting details.	Identifies 1 or fewer supporting details.
<u>Interpretive</u> III. Word Inferences (4 points possible)	Infers the meaning of 3 unfamiliar words in new contexts.	Infers the meaning of 2 unfamiliar words in new contexts.	Infers the meaning of 1 unfamiliar word in new contexts.	Does not infer the meaning of any unfamiliar words.
IV. Concept Inferences (3 points possible)		Infers the author's intent.	Infers some of the author's intent.	Does not infer the author's intent.
V. Cultural Perspectives (4 points possible)	Identifies cultural perspectives.	Identifies most cultural perspectives.	Identifies some cultural perspectives.	Does not identify cultural perspectives.
VI. Organization (4 points possible, all or nothing)	Identifies the organization of the text.			Does not identify organization of the text

Source: ACTFL Integrated Performance Assessment Manual

Total Points: _____/27

Assessment Task 2 Interpersonal Task

Essential Questions

1. How can I ask for clarification if I have trouble understanding?
2. What is the importance of working together?
3. How can I express my opinion without offending others?

Task Description

Students will be given the directions written below in German:

Für diesen Teil, bekommst du einen Polizeibericht. Du musst den Polizeibericht sorgfältig lesen, um zu bestimmen, was in dem Polizeibericht passiert ist. Dann arbeitest du mit einem Mitarbeiter, der einen ähnlichen Polizeibericht bekommen hat. Ihr müsst zusammen eure Polizeiberichte diskutieren, damit ihr zusammen einen umfassenden Bericht schreiben könnt. Das heisst, die Polizeiberichte sind nicht gleich, sondern sie haben Unterschiede. Ihr müsst herausfinden, welche Teile gleich sind, und welche Teile anders sind, damit ihr einen Bericht über das ganze Thema schreiben könnt. Die Diskussion über die Polizeiberichte sollte mehr als drei Minuten und weniger als sechs Minuten dauern. Während der Diskussion schreibt ihr zusammen in einer Tabelle auf, was die Ähnlichkeiten und Unterschiede eurer Polizeiberichte sind.

[English] For this part, you will receive a police report. You must read the police report carefully in order to determine what happened in the police report. Then you will work with a colleague, who received a similar police report. You must discuss your police reports together, so that you will be able to write a complete article together. That means that the police reports are not equal, but that they have differences. You must find out which parts are the same and which parts are different, so that you (both) can write an article about the whole theme. The discussion about the police reports should last more than three minutes and less than six minutes. During the discussion you will write together the similarities and differences of your police reports.

Considering that students are at the intermediate level, they should be able to understand the majority of the instructions. The teacher

will conduct student comprehension checks in English, to make sure students definitely know what they are responsible for. For the interpersonal task, half of the students in the class should receive “Police Report Part A,” and the other half should receive “Police Report Part B.” The police reports come from one longer police report, and each have parts missing from the larger account, thereby creating an information gap (For complete article see appendix). Due to class time restrictions, the students will have part of one day to read their police reports, and need to complete the interpersonal speaking task the next day.

In order to discuss the police reports, each student will speak with a partner who has read a different part of the report. The teacher will assign partners immediately before calling a pair into the hallway in order to minimize what other students hear, and to prevent some students from getting an advantage over their classmates. Then the students can begin discussing their articles. The students will receive a maximum of 6 minutes to discuss their police reports and the differences and similarities they found within those reports. During their discussion, they will work together to fill out a Venn diagram. This can be found on the CoBaLLT website (<http://www.carla.umn.edu/coballt/modules/strategies/gorganizers/EDITABLE.HTML>). While some students are performing the interpersonal speaking task, the others will read articles from magazines and analyze them.

Police Report Part A

Ort: Freiburg i.Br.
Termine: 22.04.2009

Raubüberfall auf Sonnestudio war vorgetäuscht

Kurzbeschreibung:

Freiburg i. Brsg., Raubüberfall auf Sonnenstudio war vorgetäuscht

Dies belegen inzwischen die Ermittlungen der Freiburger Kriminalpolizei, die in akribischer Arbeit nachweisen konnte, dass ein 20-jähriger in Abstimmung mit einem 21-jährigen Freund und einer 24-jährigen Mitarbeiterin des Sonnenstudios diese Tat ausgeführt hatte. Wie seinerzeit berichtet, hatte damals kurz vor Geschäftsschluß ein maskierter Mann das Bräunungsstudio betreten, war auf die allein anwesende Mitarbeiterin zugegangen. Anschließend raubte er die Tageseinnahmen in Höhe von mehreren Hundert Euro.

Die bedrohte Mitarbeiterin bezeichnete später eine völlig unbeteiligte Frau der Mittäterschaft, da diese vor dem Betrieb angeblich auf

den Räuber gewartet habe.

Diese Hinweise ließen sich zunächst nicht präzisieren. Anfang 2009 führten sie zu dem 20-jährigen, der dort als (vermeintlicher) Räuber aufgetreten war. Sein mitwissender und beteiligter Kumpel und die damalige Angestellte des Sonnenstudios schweigen sich aus.

[English] This is what was confirmed by reports from the Freiburg police, who could prove with painstakingly meticulous work, that a 20 year-old, along with a 21 year-old friend and a 24 year-old employee of the tanning salon coordinated the deed. As was reported then, a masked man entered the tanning salon and approached the only working employee. Finally, he stole the day's profit of a value of hundreds of Euros.

The threatened employee later identified a fully uninvolved woman of being an accomplice, who is said to have waited in front of the store for the robber. These tips were unable to be followed. Early in 2009, they led to the 20 year-old, who emerged as the (assumed) robber there. His accomplice and buddy and the then-employee of the tanning salon are keeping quiet.

Police Report Part B

Ort: Freiburg i.Br.

Termine: 22.04.2009

Raubüberfall auf Sonnestudio war vorgetäuscht

Kurzbeschreibung:

Freiburg i. Brsg., Raubüberfall auf Sonnenstudio war vorgetäuscht

Der Anfang Mai 2008 gemeldete Raubüberfall auf ein Sonnenstudio in der Freiburger Innenstadt hat nie stattgefunden. Die angezeigte Tat war vorgetäuscht. Wie seinerzeit berichtet, hatte damals kurz vor Geschäftsschluß ein maskierter Mann das Bräunungsstudio betreten, war auf die allein anwesende Mitarbeiterin zugegangen und hatte sie mit einem spitzen Gegenstand massiv bedroht.

Die bedrohte Mitarbeiterin zeigte den "Raubüberfall" an, beschrieb den maskierten Täter sehr vage. Mitte November 2008 erhielten die Fahnder bei anderweitigen Ermittlungen einen vagen Hinweis, dass eben dieser Raubüberfall auf das Sonnenstudio vor knapp einem Jahr nie stattgefunden habe. Er hat inzwischen den vorgetäuschten Überfall eingestanden. Sein mitwissender und beteiligter Kumpel und die damalige Angestellte des Sonnenstudios schweigen sich aus. Alle drei sind der Polizei nicht fremd.

[English] The robbery of a tanning salon in downtown Freiburg reported at the beginning of May 2008 never took place. The deed was feigned. As was reported then, shortly before closing, a masked man entered the tanning salon, went to the single employee working, and threatened her with a sharp object.

The threatened employee reported the “robbery”, and described the masked villain very vaguely. In mid-November 2008, the investigators received a vague tip through other sources, that the robbery of the tanning salon hardly a year before had never happened. He admitted to the feigned robbery. His accomplice and buddy and the then-employee of the tanning salon are keeping quiet. All three are not unknown to the police.

Name: _____

Interpersonal Task:

Non-Negotiables:

_____ Student has read the police report.

_____ Conversation lasts between three and six minutes

_____ Student is an active participant in the discussion

_____ Student helps fill out graphic organizer

Total Points: _____/24

Rubric for Interpersonal Task

Category	Exceeds Expectations (4)	Meets Expectations		Does Not Meet Expectations (1)
		Strong (3)	Weak (2)	
Language Function	Language is expanded to include connectedness, cohesiveness, and different time frames.	Creates with language; ability to express own meaning expands in quantity and quality.	Creates with language; able to express own meaning in a basic way.	Mostly memorized language with some attempts to create.
Discourse Type	Mostly connected sentences and some paragraph-like discourse.	Strings of sentences; some connected sentence-level discourse; some complex sentences.	Simple sentences and some strings of sentences.	Simple sentences and memorized phrases.
Engagement and Interactivity	Uses different strategies to initiate and maintain conversation.	Maintains conversation by asking and answering questions.	Maintains simple conversation by asking and answering questions. (prompted)	Responds to basic direct questions. Asks a few formulaic questions (mostly prompted)
Comprehensibility	Easily understood by partner and teacher; would be mostly understood by non-language learner	Generally understood partner and teacher; would be somewhat understood by non-language learner	Somewhat understood by partner and teacher; clarifications needed; may not be understood by non-language learner	Frequent difficulties being understood by partner and teacher; would not be understood by non-language learner
Language Control	Mostly accurate in present tense. Some errors in other tenses and with complex forms.	Mostly accurate in present tense. Accuracy decreases with other tenses and complex forms.	Somewhat accurate in present tense. Accuracy decreases significantly with other tenses and complex forms.	Most accurate with memorized language. Accuracy decreases significantly when creating own meaning.
Content	Demonstrates clear understanding of police report; identifies many similarities and differences.	Demonstrates clear understanding of police report; identifies some similarities and differences.	Demonstrates partial understanding of police report; identifies few similarities and differences.	Does not demonstrate understanding of police report; cannot identify similarities and differences.

Adapted From: ACTFL Integrated Performance Assessment Manual and Rubric for Interpersonal Task (Jae Cody - CoBaLLT Site)

Assessment Task 3 **Presentational Task**

Essential Questions

How can I be certain that others will understand my language?

How can I organize my writing so that readers will be able to find what they are looking for?

Task Description

For this task, students will have a period of three days to complete the task. On the first day, students will be given their Venn diagrams back and have the whole 54-minute period to write the article in class. On day two of the task, students will have a peer review session and a conference with the teacher about their article and how it does or does not meet the standards laid out in the rubric. On day three, students will have the chance to revise and edit their articles based on the feedback they were given on the previous day. They may ask for assistance from the teacher as well. In lieu of sending students' articles to Germany to have professional newspaper editors read them, the teacher will play the role of editor by assigning grades. Scoring can then happen outside of the classroom using the included rubric as a means to judge student work.

Before the students begin, the teacher will instruct them in German as follows:

Für diese Aufgabe arbeitet ihr allein um einen umfassenden Bericht über all die Geschehen in deinem Polizeibericht und in dem von deinem Mitarbeiter zu schreiben. Ihr habt die Polizeiberichte mit euren Mitarbeitern diskutiert, und habt zusammen ein Venn-Diagramm ausgefüllt. Jetzt bekommt ihr Kopien von diesem Venn-Diagramm, und ihr müsst einen eigenen Bericht über das ganze Geschehen schreiben. Der Bericht muss alle Schwerpunkte der Polizeiberichte ausdrücken, und darf solange sein, wie nötig, um das zu schaffen. Ihr werdet Feedback von euren Mitarbeitern und auch dem/der Lehrer(in) bekommen. Ihr arbeitet allein, weil die Redakteure der Badischen Zeitung bestimmen wollen, wie gut DEIN Deutsch ist, und nicht das Deutsch eurer Mitarbeiter. Euer Bericht wird von den Redakteuren der Badischen Zeitung bewertet, um festzustellen, ob ihr als Team-Journalist qualifiziert sind. Die Redakteure passen auf Konjunktiv I auf!

[English] For this task you will work alone to write a comprehensive article about all the happenings from the police reports of you and your colleague. You have discussed the police reports with your colleague, and you filled out a Venn-Diagram together. Now

you will receive copies of the Venn-Diagram, and you must write your own article about the whole event. The article must express all of the main points of the police reports, and may be as long as you need to accomplish that. You will receive feedback from your colleagues and the teacher. You will work alone, because the editors of the Badische Zeitung want to know how good YOUR German is, and not the German of your colleague. Your article will be evaluated by the editors of the Badische Zeitung in order to determine whether you are qualified to work as a Team-Journalist. The editors are looking for Subjunctive II!

Presentational Task:Non-Negotiables:

____ Article includes two instances of Konjunktiv II ____ Rough draft is submitted for peer and teacher feedback

____ Article incorporates main points from both police reports

Total Points: _____/20

Name: _____

Rubric for Presentational Task

Category	Exceeds Expectations (4)	Meets Expectations		Does Not Meet Expectations (1)
		Strong (3)	Weak (2)	
Language Function	Language expands toward connected and cohesive expression when expressing meaning.	Language expands in quantity and quality when attempting to create meaning.	Language expresses meaning in a basic way when attempting to express.	Language is mostly memorized phrases; little creativity is attempted.
Impact	Student keeps audience engaged by selecting exciting words.	Student keeps audience engaged by selecting some exciting words.	Student keeps audience engaged by selecting few exciting words.	Student does not keep audience engaged. Language is not exciting.
Comprehensibility	Audience easily understands the writer's message.	Audience somewhat understands the writer's message.	Audience has some difficulty understanding the writer's message.	Audience has much difficulty understanding the writer's message.
Language Control	Language is accurate when using familiar forms and some unfamiliar forms.	Language is mostly accurate when using familiar forms and some unfamiliar forms.	Language is somewhat accurate when using familiar forms; some unfamiliar forms are attempted.	Language is inaccurate when using familiar forms; unfamiliar forms are not attempted.
Content	Synthesized article clearly shows a good understanding of the police reports.	Synthesized article shows a good understanding of the police reports.	Synthesized article shows a basic understanding of the police reports.	Synthesized article does not show understanding of the police reports.

Adapted From: ACTFL Integrated Performance Assessment Manual and Rubric for Interpersonal Task (Jae Cody - CoBaLLT Site)

Step 3. The instructional and formative assessment components of the unit			
Functions	Structures	Vocabulary	Materials/Resources
Asking questions, requesting clarification, describing events.	Subjunctive I.	Basic vocabulary related to news and media can be pre-taught, however the vocabulary needed for the assessment tasks will come from the articles students read and will be covered as necessary.	German newspaper articles, other forms of written media, and handouts for completing tasks.

Appendix

Complete Article for the Interpersonal Task

Ort: Freiburg i.Br.
Termine: 22.04.2009

Raubüberfall auf Sonnestudio war vorgetäuscht

Kurzbeschreibung:

Freiburg i. Brsg., Raubüberfall auf Sonnenstudio war vorgetäuscht

Der Anfang Mai 2008 gemeldete Raubüberfall auf ein Sonnenstudio in der Freiburger Innenstadt hat nie stattgefunden. Die angezeigte Tat war vorgetäuscht. Dies belegen inzwischen die Ermittlungen der Freiburger Kriminalpolizei, die in akribischer Arbeit nachweisen konnte, dass ein 20-jähriger in Abstimmung mit einem 21-jährigen Freund und einer 24-jährigen Mitarbeiterin des Sonnenstudios diese

Tat ausgeführt hatte. Wie seinerzeit berichtet, hatte damals kurz vor Geschäftsschluß ein maskierter Mann das Bräunungsstudio betreten, war auf die allein anwesende Mitarbeiterin zugegangen und hatte sie mit einem spitzen Gegenstand massiv bedroht.

Anschließend raubte er die Tageseinnahmen in Höhe von mehreren Hundert Euro.

Die bedrohte Mitarbeiterin zeigte den "Raubüberfall" an, beschrieb den maskierten Täter sehr vage und bezeichnete später eine völlig unbeteiligte Frau der Mittäterschaft, da diese vor dem Betrieb angeblich auf den Räuber gewartet habe.

Mitte November 2008 erhielten die Fahnder bei anderweitigen Ermittlungen einen vagen Hinweis, dass eben dieser Raubüberfall auf das Sonnenstudio vor knapp einem Jahr nie stattgefunden habe. Diese Hinweise ließen sich zunächst nicht präzisieren. Anfang 2009 führten sie zu dem 20-jährigen, der dort als (vermeintlicher) Räuber aufgetreten war. Er hat inzwischen den vorgetäuschten Überfall eingestanden. Sein mitwissender und beteiligter Kumpel und die damalige Angestellte des Sonnenstudios schweigen sich aus. Alle drei sind bei der Polizei keine Unbekannten.

<http://www.polizei-freiburg.de/servlet/PB/menu/1287242/index.html?ROOT=1148553>

Used with permission. Badische Zeitung.

[English Summary] Robbery of Tanning Salon was feigned, Freiburg im Breisgau.

The previously reported robbery of a tanning salon in May 2008 was found never to have happened. The Freiburg Police uncovered the deception after painstaking work. Beforehand, a masked man entered the tanning salon shortly before closing time and threatened the only present employee with a sharp object. He then robbed her of the money in the cash register, a value of hundreds of Euros. The threatened employee described the event and the masked man very vaguely. Investigators received a vague tip in November 2008 that the robbery had never happened. These tips could not be clarified. In early 2009, the tips led them to the 20 year old, who was likely the accused robber. He admitted to having feigned the whole robbery. His accomplices and the employee of the tanning salon are keeping quiet. All three are not unknown to the police.

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