



CONCORDIA
LANGUAGE VILLAGES

Concordia College, Moorhead, Minnesota USA

WALDSEE



LEHRERHANDBUCH

FÜR DIE

BETREUERSCHAFT

INTRODUCTION

Willkommen in Waldsee! The Concordia Language Villages offers villagers and staff a passport into another world--a world filled with new language, culture, friends and a challenge to change the course of history. By exposing villagers to new and different cultures, languages and ideas, we hope to bridge the gap between worlds and make our society a truly global village.

At *Waldsee*, an immersion environment inspires villagers to learn German in natural daily settings. As new and returning staff members, we are challenged to create an authentic total-immersion environment by speaking German with each other and with villagers throughout the day. From the morning's *Weckdienst* through each of the meals into the large and small language learning groups and especially in the cabin and during activity periods, learning German language and culture is the focus of the *Waldsee* program.

A carefully constructed curriculum based on question and answer patterns and language topics guides language learning at all levels throughout the day. During the large and small language learning group (*Gesang* and *Gesprächsgruppe*), these patterned questions are introduced and reinforced. Villagers should learn German from day one as real communication, not as isolated vocabulary words. These patterns unite the village throughout the day at every level and in every activity. For example, on the first Wednesday of each session villagers will be hearing and responding to the question "*Was tust du?*" at *Weckdienst*, on the *Fußballplatz*, at *Mahlzeiten* and *zu Hause*. As *Waldsee* staff we will try to make villagers experience as authentic as possible by using German with each other and villagers all day

HOW TO USE THIS MANUAL

This manual is a guide to the daily patterns and a resource for preparing the small language learning groups. Each day's themes and patterns are presented in a progression throughout the manual. In addition, the material in the manual is divided according to three different levels of language ability--*Grundkurs*, *Aufbau* and *Fortgeschrittenenkurs*. The bulk of the manual, the appendix, contains descriptions of games, activities, and ideas for pattern usage in the learning groups.

The language ability levels are fluid and the counselor should tailor the daily lessons according to the needs and abilities of the individual group, not the assigned language level. For example, if you have an "*Aufbau*" group that has not mastered *Grundkurs* material, use more ideas from the *Grundkurs* curriculum. The curriculum design allows us to expand or contract the material, grammar and vocabulary while remaining in the topic area.

Highlights of the main themes, patterns and goals for the day appear on one page as explained below. On the reverse side, you will find suggestions for activities. The sample page following explains each of the headings and how to use the information.

This is a working manual. Use it, write on it, criticize it and add to it. Your comments and suggestions about how to make this manual more workable are crucial to having an effective small group curriculum guide for future *Waldsee* counselors. Thank you for your ideas!

WIE HEIßT DU? THEMA: INTRODUCTIONS	1. DIENSTAG (GRUNDKURS)	The section entitled Neue Fragen contains the core questions and response patterns for the day.																														
NEUE FRAGEN:																																
Wie heißt du? <i>Ich heiße _____.</i> Wie heißt dein/e Betreuer/in? _____. <i>Mein/e Betreuer/in heiße _____.</i> Na, wie geht's dir? <i>Danke, mir geht's gut.</i> Verstehst du? <i>Ja, ich verstehe. Nein, ich verstehe nicht.</i>	Wo wohnst du? <i>Ich wohne in _____.</i> Was möchtest du? <i>Ich möchte ein/e/n _____.</i> Wieviel kostet das? <i>Das kostet _____.</i>	The Thema is the overall language topic. This topic should be the focus at activities, meals, and in the cabin.																														
ZIELE DES TAGES:																																
<ol style="list-style-type: none"> 1. Villagers should recognize and be able to participate in an introductory dialogue. 2. Practice present tense verb endings with <i>ich</i> and <i>du</i>. <i>Ich heiße, wohne. Du heißt, wohnst.</i> 3. Prepare villagers for answering the question “Was möchtest Du” at the Kiosk, Bank, Laden and during meals. “Ich möchte eine Toblerone, zehn Mark, ein T-shirt, die Milch...” 4. Practice counting and using money. 5. Check in with villagers to see if they are understanding. Get them used to the idea of expressing comprehension and confusion in the language. <i>Ja, ich verstehe. Nein, ich verstehe nicht.</i> 6. Use a map to introduce the cities and countries of German-speaking Europe. Introduce the names of continents. 7. Practice cultural aspects of introductions. For example, Austrians, Germans and Swiss nearly always shake hands when they meet a new person. 	Ziele des Tages identify specific grammar, language and cultural objectives for the small groups. The goals are not meant to be mandates or exhaustive, but rather guidelines for each day	Mögliche Anwendungen und Vokabeln give suggestions for the possible vocabulary categories and applications to the language patterns. This section should spark creativity, not suggest a vocabulary list to drill.																														
MÖGLICHE ANWENDUNGEN UND VOKABELN:																																
<u>Zahlen, Preise u. Geld:</u> (zB: Wieviel kostet eine Cola? <i>Eine Cola kostet eine Mark</i>) eins, zwei, drei... zwölf 1,20 DM - eine Mark, zwanzig	<u>Grüße u. Abschiede:</u> Guten Morgen! Guten Tag! Tschüß! Guten Abend! Gute Nacht! Aufwiedersehen!	Übungen is a list of suggested activities using the patterns for your small language group. Each activity is numbered and all descriptions are indexed in the appendix.																														
<u>Waren im Kiosk u. Laden:</u> (zB: Was möchtest du? <i>Ich möchte eine Toblerone</i>) e Toblerone e Cola s T-shirt s Geld e Briefmarke e Cassette	<u>Geographie:</u> (zB: Wo wohnst du? <i>Ich wohne in Salzburg</i>) Staaten: Deutschland, Österreich die Schweiz... Städte: Berlin, Bonn, Wien (u. a. Hausnamen)	Notizen is a place for you to write down your own ideas and things to remember for the next time you teach this theme in the following sessions.																														
ÜBUNGEN:																																
<table> <tbody> <tr> <td># 9</td> <td>“Concentration”</td> <td>#35</td> <td>“Mord”</td> <td>#86</td> <td>“Auf der Bank”</td> </tr> <tr> <td>#74</td> <td>“Namensschildersalat”</td> <td>#78</td> <td>“Gummibärchen</td> <td>#88</td> <td>“Quatsch”</td> </tr> <tr> <td>#26</td> <td>“Plums”</td> <td>#19</td> <td>“Erraten”</td> <td></td> <td></td> </tr> <tr> <td>#76</td> <td>“Gruppenjonglieren”</td> <td>#31</td> <td>“Hatschi-Patschi”</td> <td>#94</td> <td>“Hee Hee Hee Spiel”</td> </tr> <tr> <td>#21</td> <td>“Ente, Ente, Gans”</td> <td></td> <td>Geo-Gespräch</td> <td>#97</td> <td>“Tiere und Planzen”</td> </tr> </tbody> </table>	# 9	“Concentration”	#35	“Mord”	#86	“Auf der Bank”	#74	“Namensschildersalat”	#78	“Gummibärchen	#88	“Quatsch”	#26	“Plums”	#19	“Erraten”			#76	“Gruppenjonglieren”	#31	“Hatschi-Patschi”	#94	“Hee Hee Hee Spiel”	#21	“Ente, Ente, Gans”		Geo-Gespräch	#97	“Tiere und Planzen”		
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Keeping language learning active is at the heart of the village experience. The activities listed in the appendix are meant to help counselors plan their small learning groups with active learning strategies for every day. The activities are mainly a compilation of ideas from Waldsee staff whose creativity and years of experience have made learning German fun for villagers since 1961. In addition, we borrowed and adapted some ideas from books and teacher seminars. Most of the activities work well for any day's pattern, even if examples for only one or two days are given. Every language group will develop its own dynamic. All of the games may apply to any age group depending on this dynamic and the counselor's personality.

TIPS FOR TEACHING THE SMALL GROUP

1. Always warm up with review. Even on the first Tuesday, you can review with pronunciation, greetings, names, etc.
2. Create a ritual to begin your session. A game, greeting, exercise or response pattern that unites your group and focuses them from the very beginning of the session. This also builds trust in the group.
3. Link new ideas to the old. The curriculum uses these connections from one day to the next.
4. Practice and repeat new patterns many times in different ways. Use rhythms, group and individual repetitions and build-up (part of sentence to whole sentence) to practice patterns.
5. Be aware of individual learning styles and use different tactics to aid visual, aural and tactile learners.
6. Praise villagers sincerely and often. Acknowledge everyone every session.
7. Be sensitive to the various social backgrounds in your group, including alternative family structures, sexual orientation, socio-economic group, etc.

HINTS FOR SMALL GROUP MANAGEMENT

1. Be on time. It shows that you are glad to be there.
2. Meet in the same place with your group for every session so that the villagers can find you.
3. Choose a spot with few distractions so everyone can see and hear everyone else.
4. Be aware of changes in weather, time of day and day of the week. All of these factors can affect the group's attention span.
5. Note who is and is not present. If a villager is missing, notify the appropriate person as soon as possible. The small learning group is an important check-in for all of the villagers.
6. Speak in German as much as possible. Be animated and use actions to help the villagers understand you.
7. Separate the most active villagers or seat them next to you.
8. Treat your villagers with respect and create choices for them. Give them the opportunity to take part in what they learn. (ie. vocabulary and culture which interests them, while still focusing on the daily pattern.)
9. Consciously develop a positive group dynamic and high trust level in the first few days. The villagers in your small learning group often spend more time together than any other groups, including the cabin group.
10. Give praise and attention to every villager in the group as equally as possible. Remember all villagers--active and quiet villagers--need and deserve your attention.
11. BE PREPARED: Plan your session in advance with enough activities to last 30 minutes. Have a rainy day plan ready just in case. Know how and why you will teach each new pattern.

Warum unterrichten wir so?

Waldsee's Philosophy of Language and Cultural Learning

Waldsee is a learning community in which opportunities to interact in German and experience German-speaking cultures permeate life at the village. The village goal is to create a safe, positive and caring environment that motivates participants to use the German language, learn more about German-speaking cultures, better understand themselves and relate to others, and be responsible citizens in our global society.

Villagers may not become fluent in German after one, two or four weeks at Waldsee, but every villager should leave Waldsee wanting to learn more German, and more about German-speaking cultures, for years and years.

1. **Waldsee creates a language and culture immersion environment in which German is used continuously by the staff so that villagers are hearing German naturally and constantly in various contexts within the village. From the moment villagers arrive active listening is encouraged as part of the natural progression of language development.**

Villagers will be listening to us all the time. What will they be hearing?

What does this mean for us?

- ❖ It means German is our language of choice. We use German when cleaning the bathroom or eating a meal, when we're waiting to go into the Gasthof for lunch, walking from the Strand to Worpsswede or from the Marktplatz to the Märchenwald, or canoeing to die Grüne Welle.
- ❖ It means we use German even when villagers use English.
- ❖ It means we are given an opportunity to learn and use a variety of language immersion techniques such as speaking more slowly, simplifying our vocabulary, and contextualizing our use of German with gestures, facial expressions, visual aids and other culturally-authentic village realia. Such techniques enable us to continue communicating in German in ways that are motivational, rather than frustrating, to villagers.
- ❖ It means we want to be overheard.
- ❖ It means that all large group announcements or interactions are always conducted in German, and staff are trained in techniques that enable them to impart important information while staying in German. There is no need to revert to English for "important" announcements, or to translate such announcements once you have said it in German.
- ❖ It means we want to use language continuously with each other and with villagers so participants are exposed to natural situations, a variety of vocabulary, dialects and usages.
- ❖ It means the use of English is clearly separated from the use of German. Use of English at Waldsee is kept to a minimum and is used when necessary to meet the safety and emotional needs of the villagers.

Tips

- ☞ Use everything around you - props, draw pictures, pantomime, clock, fingers, posters, and pictures. Have props ready and handy.
- ☞ Be patient. Be stubborn. Don't give up. Villagers really can understand more than you think.
- ☞ Be imaginative. Invent (This doesn't come naturally, it takes practice).
- ☞ Think in German. Dream in German. Think of many ways to communicate the same thing in German.
- ☞ Don't make excuses to use English.
- ☞ Pretend you don't understand English or Farsi. Pretend the villager only understands Farsi or German.
- ☞ Use German villagers don't understand, but make sure they often hear something they do understand.
- ☞ Think about how children learn their first language - they listen intently and search for clues to understand the meaning and then they strive to communicate their wants and needs with individual words and short phrases.
- ☞ Repetition is important to listening comprehension - basing your conversations on the Waldsee patterns reinforces aspects of language the villagers are familiar with and have begun to use themselves.
- ☞ Think about your own experiences learning both your first language and other languages. Weren't you able to understand and read far more than you could say or write?
- ☞ Use German even for informal or "relaxing" activities.
- ☞ Yell in German. Whisper in German. Sing in the shower in German. Talk in your sleep in German.
- ☞ Reinforce the Waldsee patterns in a variety of settings throughout the entire day.

2. Situations in which villagers need to use German to complete tasks and meet personal needs are a natural part of Waldsee's daily routine

Villagers need opportunities to practice what they know or try out what they are learning. How can you create these opportunities?

What does this mean for us?

- ❖ Examples include asking for milk or food at meals, exchanging money at the Deutsche Bank, buying Gummibärchen or Fanta at the Kiosk or Laden, asking for a paintbrush in Worpsswede, or choosing teams for Fußball.
- ❖ The purpose of Fußball is not Fußball. The purpose of Basteln is not Basteln. It is German.
- ❖ The purpose of the Waldsee Laden is not to make money - it is to provide for another kind of a setting to communicate in German.
- ❖ Making a T-shirt sale is less important than helping the villager use German to choose and pay for the T-Shirt.

Tips

- ☞ Structure activities and create routines so that villagers interested in that activity must enter into a conversation with a counselor or another villager before they can do the activity. For example, there might be an equipment check-out station at an arts and crafts activity, at which the patterns are practiced. Even at the beach German can be practiced at the Kontrollbrett, where all villagers must come before they can swim.
- ☞ Role play a villager who wants to buy a T-Shirt at the Laden, but who is reluctant to use German - how can *you* create a situation in which the villager is motivated to use German?
- ☞ Encourage German by using clarification requests to villager use of English. "Wie bitte?" is part of every counselor's standard repertoire.
- ☞ Use wait time. If given a chance, villagers can often tell you what they want.
- ☞ Many times during a typical day villagers will feel unsure about themselves - either about the language they are hearing or using or about what they are supposed to be doing. Uncertainty often leads villagers to use English. Try to use German to reduce uncertainty on the part of villagers.
- ☞ Praise. Encourage. Motivate. Use humor. Catch villagers using German and celebrate their efforts.
- ☞ Respond in simplified German to "I don't understand." Help villagers learn how to ask questions - especially phrases like, Wie sagt man ...? - in German.
- ☞ Have villagers ask questions in German. Remind them that they know how to ask for information.
- ☞ Add language rules to regular game activities - a free kick for the other team as penalty for speaking English in soccer.
- ☞ The toughest issue is how to build community and get to know villagers while still feeling you have to stay in the language - how can we overcome this dilemma?

3. Villagers are motivated to use German through active participation in a variety of activities and experiences reflective of German-speaking cultures. Culture is woven into Waldsee's daily routine. Cultural information is experienced actively in evening programs and thematic presentations, and is shared through authentic experiences throughout the daily schedule. Temporal, spatial and aesthetic aspects of German-speaking cultures are reflected in many aspects of the Waldsee program.

We aren't just teaching language - we are helping villagers learn about other cultures and are working to build our community.

What does this mean for us?

- ❖ Try to make every activity culturally authentic and reflective of German speakers' practices, products and perspectives.
- ❖ Try to structure and decorate your Haus in a way as culturally authentic as possible.
- ❖ Don't just teach German as an abstraction. Give it meaning. Give it life. Make it relevant to each villager in your group.
- ❖ Brainstorm ways to integrate culture more effectively and naturally into the entire program.
- ❖ Use all five senses to teach language and culture. See in German. Hear in German. Taste, touch, and smell in German.
- ❖ Always connect the activities you lead to German culture. Don't allow yourself to just put a German gloss on activities that are really American.
- ❖ Structure your activity, your Familie, your Klassenunterricht, your Hausgespräch in a hands-on fashion.
- ❖ It takes a whole village - make use of the village environment. Waldsee is far more than simply a classroom in the woods.
- ❖ Draw on the cultural expertise of native German speakers on our staff and become familiar with the rich resources available at Waldsee in our Videothek, Bibliothek, etc.
- ❖ Make the German language and culture become real.

4. Language learning begins with phrases and vocabulary useful in daily village interactions. As villagers become familiar with these village-centered patterns, the interactions are expanded to broader contexts and more detailed discussions within and beyond the village.

*How do we not **overwhelm** the villagers? How can we immerse the villagers in German without **submerging** them in it?*

What does this mean for us?

- ❖ Become familiar with the Waldsee village curriculum.
- ❖ The village curriculum is composed of daily topical and grammatical themes revolving around question and answer formats geared to building natural language proficiency and challenging to all levels.
- ❖ The curriculum is community-based and rooted in meeting communicative needs in the daily-life of the village.
- ❖ The curriculum is flexible, integrated, and responsive to different learning styles/speeds.
- ❖ It lends itself to content-based and task-based applications and activities geared to every aspect of the day.
- ❖ It combines small group practice and review sessions with language-enriched activities for individual language or age levels, cabin groups and interest groups.
- ❖ It is open to experimentation and changing talents of staff.
- ❖ Villagers are encouraged to communicate in German using vocabulary and patterns of the language that they know.
- ❖ Language use is not grammatically sequenced.
- ❖ Language in most situations is the tool of instruction, not the object of instruction.

Tips

- ☞ Use the daily patterns and themes in every possible situation.
- ☞ Use the same words and phrases more than you want to.
- ☞ Show, give, perform an example of adapting a language use in a situation (Laden, for example) for three different villagers who differ in language level and age (distinguish between the formal Sie and the informal du).
- ☞ Discourage villagers from translating each new word. Encourage them to focus on getting the gist.

5. Errors are addressed in ways that support and encourage the villager toward more accurate language, rather than in ways that inhibit communication.

Villagers and staff both make language mistakes. How do we deal with these?

What does this mean for us?

- ❖ Model! Don't correct - converse.
- ❖ Rephrase an inaccurate statement, for instance, in response to "Ich habe an den Strand gegehen" you might say "O ja, ich bin auch zum Strand gegangen" instead of "Nein, das ist falsch. Du mußt sagen, 'Ich bin zum Strand gegangen.'"
- ❖ Don't interrupt the villager's flow of talk with multiple corrections.
- ❖ Listen to villager language for commonly made mistakes. Structure your Familie, Familienausflug, Hausgespräch, Veranstaltung or other opportunities to learn in ways that address these recurring errors.
- ❖ Be patient. Take time to elicit responses from the villager.
- ❖ Be supportive. Be dramatic.
- ❖ It is appropriate to attend to error correction and accuracy during Familienzeit and then to be forgiving during informal language time.
- ❖ Prompt the learner to rethink their own language use, e.g., "Reich mir die Salz, bitte!" "Sagt man *die* Salz?" Learners are less likely to make the same error again, if they have corrected their own language before.
- ❖ Errors are normal, natural and unavoidable part of language learning. They can show us that a learner is on the path to gaining control of the language.
- ❖ Target errors that are particularly annoying to native German speakers.
- ❖ Error correction among staff is a sensitive subject. As a rule of thumb do not correct fellow staff in front of villagers, and if possible do so in a motivational way - we are all language learners! If you want to point out common errors by staff, use the sheet posted in the staff lounge.

6. While Waldsee emphasizes listening and speaking ability, reading and writing German may accompany or support the development of listening and speaking in the two-week program, and is central to instruction in the credit program.

Does a focus on speaking and listening preclude reading and writing?

What does this mean for us?

- ❖ The written word in the form of labels and signs is an integral part of Waldsee's cultural atmosphere. Label everything. Use these words a lot.
- ❖ Try to use authentic written materials in the village curriculum, to promote greater understanding of life in German-speaking Europe, and to broaden intercultural skills.
- ❖ Use the Internet - for projects, for information, about a particular topic of interest or to post news (in German) from Germany, America or around the world.
- ❖ Have your villagers - at any level of language ability - maintain a journal.
- ❖ Read and review texts of lengthier songs.
- ❖ Create brochures, catalogs, menus, train schedules, "wanted" posters, "how to" guides in German. Remember that written documents evolve over time and typically require multiple drafts with opportunities for self-, peer-, and teacher/counselor input.
- ❖ Start a cabin, class or village newspaper. If you are not producing the newspaper, help your villagers read it.
- ❖ Use Hausgespräch time to have your villagers label items in the cabin, write out cabin rules, daily memories, etc. Work with them to understand the Dienstliste.

THE WALDSEE PHILOSOPHY OF LEARNING--NOTES

Agreement: examples, evidence that it works

Extensions: expanding to include other elements

Problems: contradictions, omissions, disagreements

WANN UNTERRICHTEN WIR?

A TYPICAL DAY IN WALDSEE

Der Tagesplan

The following is the typical schedule of a day in Waldsee. Of course our villagers are learning German all day, from the earliest strains of the “Weckdienstsänger” right up until “Gute Nacht Geschichten.” But certain times of day are designated for focused language instruction. On the this two-week program “Tagesplan” planned language learning times are highlighted. What this means for you as a teacher will be discussed below.

Kursteilnehmer (KT)	
7.20	Weckdienst
7.45	Küchendienst
8.10	Morgenkreis
8.20	Frühstück
9.00	Putzzeit/
9.15	Gesang
10.00	1. Familie
10.45	Pause
11.15	1. Veranstaltungsstunde
12.15	Küchendienst
12.30	Mittagessen
13.15	Betreuungsstunde
14.15	2. Familie/Familienausflug
15.00	2. Veranstaltungsstunde
16.00	Pause
16.30	3. Familie/Familienausflug
17.30	Gesamtkonferenz/3. Veranstaltungsstunde
18.15	Küchendienst
18.30	Abendkreis
18.45	Abendessen
19.30	Abendpause/Freizeit/Kollegiumschor
20.30	Abendprogramm/Lernzstationen
21.45	Gute Nacht!

PLANNED LANGUAGE LEARNING IN THE DAILY SCHEDULE

Die Allgemeine Gesang- und Vorführungsstunde—This period, known in shortened fashion as “Gesang,” is the period at Waldsee when villagers and counselors meet to present the new material for the day. In addition to the daily language patterns, we review songs that we have learned, and learn new songs as well. Waldsee also has a special tradition of “Waldseetheater” at Gesang, in which counselors present an ongoing story to the village using the patterns of the day.

All counselors attend Gesang, not only to learn the structures and songs of the day, but to serve as model speakers for the villagers. As in any large group presentation, it is important to note that Gesang is not just led by the counselors at the front of the group. Villagers find it easier to cooperate and pay attention when there are counselors sitting with them.

Gesang is a great opportunity for you to practice leading large groups. Please bring up your ideas for songs and “Waldseetheater” and let us know when you want to lead. We also have room for accompaniment at Gesang, which has traditionally come from guitar players. If there are any pipers, accordion players, or keyboardists who want to play along, please feel free to bring your instruments.

Familiengespräch-- Familiengespräch is small group language practice. Familien consist of groups of 3-6 KTs of roughly the same age and ability level, and a counselor who leads them in practicing the language structures of the day. It is the Familienbetreuer's responsibility to plan and lead two of the three Familiengespräche scheduled during the day. While Familien meet three times a day, one of the two afternoon sessions is spent on an Ausflug, explained below. Over the course of two weeks, the Familien meet 28 times: the counselor leading the Familie teaches 20 of those lessons. It is important to note that during one two-week session, a Betreuer will lead *either* two Familiengespräche *or* two Familienausflüge each day. Over the course of the summer, you will be able to try both.

Familienausflug--The Familienausflug is also small group language practice. For one hour in the afternoon, Familien leave their regular Familienleiter and go on an Ausflug with a counselor who has planned a language lesson around a particular talent or interest. Ausflugsleiter host two different families each day, in effect teaching as often as Familienleiter. Ausflugsleiter have the advantage of often needing only to plan one lesson each day, and then adjusting it to the language ability of the families they work with.

Ausflugsleiter have offered a wide variety of activities over the years: Brettspiele, Kochen, Backen, Jodeln, Gedichteschreiben, Essensvortellungen, Werbung, Globale Themen, Kanufahren, Yoga, Kartenspiele, Immigrantenhaus, Basteln ohne Grenze, Sumpfwandern, Turnen, Service projects, Videos, Waldsee Radio, Waldsee Café, Bank, Laden, Kiosk, Flossbauen, die Hanse, Bibliothek...to name more than a few. As wide as this variety is, in all cases, Ausflugsleiter have succeeded in integrating the language patterns of the day in their activities, again with the idea that activity is primarily a vehicle for language instruction, and an opportunity for language practice.

In the past, Ausflugsleiter have hosted a new family every session of the afternoon, giving them the chance to work with eight different Familien each week. Sometimes the logistics of so many changes meant that families were not always sure where to go, and that Ausflugsleiter were not always sure of language level of the groups visiting them. To improve the logistics, we have been discussing changing this slightly this year. We would like to try week-long Ausflüge, during which the same Familien would

visit the same Ausflug four times. This would offer continuity, familiarity, and a chance for the Familien to complete more sophisticated projects with their Ausflugsleiter.

Zeit im Haus--At Waldsee, Betreuer live with houses of 8-13 Kursteilnehmer and one or two other Betreuer. We see them when we wake up, at meals, during the Betreuungstunde, and at bedtime. Cabin time is also a time to practice naming and using Waldsee patterns, and to learn vocabulary for household items, games, clothing, contests, and excursions. And of course, it is an excellent time to plan outings, prepare for the Modeschau, or rehearse for Talentabend and Essensvorstellungen.

Veranstaltungsstunde-- Veranstaltungen have included Sport, Musik, Kunst, Kochkunst, Tanz, Theater, Zeitung, Gedichte, Wandern, Natur, Spionspiele, Brettspiele, Geländespiele...you name it, and we (might) have tried it. The choice of which Veranstaltung to attend is entirely voluntary for the KTs at Waldsee: they can participate in any Veranstaltung offered, as long as they participate in something. The number of villagers attending a single Veranstaltung at any time can vary greatly, as can the age and ability levels of the KTs.

Two Veranstaltungsstunde are planned each day at Waldsee. Normally, Betreuer plan to lead--or co-lead--one Veranstaltungsstunde each day, and use the other period to plan. The Waldsee language teaching philosophy applies especially to Veranstaltungen. The activity period is not so much about the activity as it is about learning German, especially to practice the Waldsee patterns and structures of the day. Therefore, it is important not to just roll out the ball and play. Working language into an activity takes some foresight, discussion, and planning--and maybe some modifications to how you would normally play Fussball.

Given that we are encouraging natural language use all through the day, even “down times” such as **die Pause** are opportunities for language interactions. This summer we want to consider the whole day, even Pause, as time for counselors to encourage language use with villagers. So you may consider participating in Pause as your daily activity or Veranstaltungsstunde to “lead.” We will be discussing at orientation strategies for “power language” use during “hanging-out” time.

Nochmal, bitte. Wie oft muss ich unterrichten?--In short, as planned language learning teachers, Betreuer in the two-week program participate in **Gesang**, lead either two **Familiengespräche** or two **Familienausflüge**, include German with the Betreuer they live with, and lead one **Veranstaltungsstunde** (or **Pause**) each day.

DEIN TAGESPLAN

Gesang: recommended songs, what we should teach, things you'd like to lead, ideas for Gesangstheater

Familien: What age/ability groups would you like to work with? -- Grundkurs, Aufbaukurs, Fortgeschritten? What's your favorite thing about Familien?

Familienausflug: If you were to design a four-hour, four-day lesson around an activity for the same six kids, what could it be? What would you do if it rained?

Veranstaltungen: What activities would you like to lead? Consider activities where kids might show up one day and not the next, which happens occasionally. What would you need to know to make your activity work?

Zeit im Haus: How can you promote cabin unity while practicing the patterns of the day with kids of varying language ability?

WAS UNTERRICHTEN WIR?

THE WALDSEE PATTERNS

Waldsee uses a carefully constructed ten-day curriculum for the two-week program based on question and answer patterns and language topics that guide language learning at all levels throughout the day. Villagers immediately learn German for real communication, and all language practice during the program is done to promote and rehearse communication, to create cultural understanding, to make connections to other areas of interest, and to contribute to participation in their community. These “Four C’s”—communication, culture, connections, and community—are the core of foreign language teaching standards in the United States.

Every staff member will receive a manual that will serve as a guide to the daily patterns and as a resource for planning **Gesang**, **Familiengespräche**, **Familienausflüge**, **Hausgespräch**, and **Veranstaltungsstunden/Pausen**. The following outline shows the basic questions of the day that are introduced in the Grundkurs. Questions in the higher Aufbau- and Fortgeschrittenkurse are based on elaborations of these questions.

These questions constitute not only the language that everyone in Waldsee shares. They also enable our KTs to discuss themes important to them in their lives, themes to consider when planning our language instruction.

GRUNDKURS – BASIC DAILY PATTERNS AND THEMES

DAY	QUESTIONS	POSSIBLE THEMES
1. Montag	Willkommen!	KTs get oriented to Waldsee
1. Dienstag	Wie heisst du? Wo wohnst du? Was möchtest du? Wieviel kostet das? Wie geht's?	Self: health, identity, emotions Interpersonal relationships: friends, family Basic Needs: shelter, food, clothing, money Social Activities: mealtimes Cross-cultural Contexts: geography,
1. Mittwoch	Was tust du? Was spielst du gern?	Self: emotions and beliefs Interpersonal relationships: teen/youth culture, stereotypes Basic Needs: food, transportation Social Activities: going out/dating, restaurants, celebrations, traditions, life rituals, mealtimes Leisure: hobbies, arts, sports, travel, entertainment Education: daily routines Responsibility: work/jobs, community service Cross-cultural Contexts: different conceptions of space, time, gender roles and language
1. Donnerstag	Was ist das? Wo ist das? Welche farbe hat das?	Self: body, hygiene Basic Needs: shelter, food, clothing, money, transportation Social Activities, Leisure Education: classroom basics Cross-cultural Contexts: geography, environment, climate/weather, architecture, different conceptions of space
1. Freitag	Wohin gehst du? Woher kommst du? Wo bist du? Bist du ____?	Self, Interpersonal relationships, Basic Needs, Social Activities, Leisure Education: daily routines, educational systems Responsibility: work/jobs, community service, future goals Cross-cultural Contexts: geography, environment, architecture, different conceptions of space and language

1. Samstag	Wann _____ du? Wieviel Uhr ist es? Was haben wir heute für einen Tag?	Interpersonal relationships, Basic Needs, Social Activities, Leisure, Education, Responsibility Cross-cultural Contexts: history, climate/weather, different conceptions of time and language
2. Montag	Wohin gehst du? Warum gehst du zum _____? Warum fliegst du nach _____?	Self, Interpersonal Relationships, Basic Needs, Social Activities, Leisure, Education, Responsibility, Cross-cultural Contexts
2. Dienstag	Was hast du gemacht? Was hast du gegessen?	Self, Basic Needs, Social Activities, Leisure, Education, Responsibility, Cross-cultural Contexts
2. Mittwoch	Wie geht's? Warum bist du so _____? Warum kommst du so spät?	Self, Interpersonal Relationships, Basic Needs, Social Activities, Leisure, Education, Responsibility, Cross-cultural Contexts
2. Donnerstag	Schwimmst du oft? Wie oft schwimmst du? Hast du je _____? Was meinst du?	Self, Interpersonal Relationships, Basic Needs, Social Activities, Leisure, Education, Responsibility, Cross-cultural Contexts,
2. Freitag	Wiederholung	

More about themes

Communicating competently means being able to function proficiently around a variety of core organizing themes. The two-week village curriculum is designed to support villager competence in these core areas, and is also used in the credit program to guide each teacher's curriculum design.

Here is a summary of the themes listed above. Think about how you can integrate these themes into your planned language instruction.

Self: health, body, hygiene, identity, emotions and beliefs

Interpersonal relationships: friends, family, teen/youth culture, stereotypes

Basic Needs: shelter, food, clothing, money, transportation

Social Activities: going out/dating, restaurants, celebrations, traditions, life rituals, mealtimes

Leisure: hobbies, arts, sports, travel, entertainment

Education: classroom basics, daily routines, educational systems

Responsibility: work/jobs, community service, future goals

Cross-cultural Contexts: geography, environment, history, climate/weather, architecture, different conceptions of space, time, gender roles, and language

The Waldsee Curriculum

Pick a day from the Waldsee curriculum. Note your ideas on how/what to teach...

...a Familiengruppe of five eleven year olds. (Try to consider one of the day's themes, as well.)

...a Familienausflug that you'll meet with for four days. What kind of activity would you teach? How could you integrate the questions of the day?

....your daily Veranstaltung. Imagine an activity that you would do indoors on a rainy day. What language patterns of the day can you focus on?

...your Hausgespraech. How can you and your fellow Hausbetreuer get your cabin to speak German for that half-hour? What kind of activity might motivate them?

WIE UNTERRICHTEN WIR? PLANNING, PRINCIPLES, AND METHODS

We have a number of resources available to you in helping you prepare your planned instruction. The Staff Handbook, our two-week curriculum handbook, and our time together at orientation will serve as excellent resources in your planning. The important thing is to actually do the planning. For new (and not so new) teachers, planning can be daunting. Where do we start?

PREP

Here is a very simple tool to help counselors develop lesson plans. The acronym to remember the four steps to planning is PREP, which stands for the four basic components of any lesson:

Prepare Review Enter Perform

Prepare--Prepare does not just mean preparing your lesson, it also means preparing your group. Get them ready to speak! Warm them up! How? With low-risk, easy, and attention getting questions. You should have two goals at the beginning of your lesson--getting your students attention, and getting them talking. Now is not the time for quizzes, killer-questions, or new material. Now is the time to get them going with a song, ritual, or phrase they already know. Quick and easy games and routines work here.

Review--Keep going with what they know, but now move on to newer material, reviewing language that you hope they have learned in the past couple of lessons. Use games, dialogues, or pair work that integrate and revive structures they already know. This is a good time to combine structures that they have not used together before. This is also a good time to review vocabulary that will be useful when you present new structures.

Enter--Bring in new material. When presenting new material, always work to model what you want your students to do first. If you have a teaching partner, great! If not, it may be time to pull out the sock puppet. Model the materials a couple of times, especially if it has been a while since Gesang, or if you are presenting material that did not come up in Gesang. With new material, have kids repeat new items in groups first. Then have half the group ask the other half. Switch halves. Have partners work together to ask the questions. Postpone student's performing in front of your whole group until they have had ample time to practice.

Perform--Remember that your students aren't learning German so that they can perform well in your small group. The practicing that they are doing is for real life performances and interactions, at activities, with friends and family, while traveling, to express themselves. In short, your mission is to prepare your students to perform. The more your small group practice leads to real performances, the better.

A PLAN

PREP provides an easy-to-remember outline for the basics of planning. But depending on your teaching situation, your plan will need to include some more features.

Goals and Timing--Note your goals for your specific lesson. What do you expect to practice in thirty minutes? Forty-five? An hour? Do your goals line up with the patterns of the day? Do you have a new pattern your kids need? As a guideline, during a 45- minute session the first five minutes might be **Prepare**, the next 10 minutes **Review**, the following 15 minutes **Enter**, and the final amount of time **Perform**. A brief review at the end can be a good closure.

New vocab--Make sure that YOU know the vocabulary and structures you'll be teaching. Note anything that's new for you, hard for you, or interesting that you just learned. Let your students know that you are a learner, too.

Materials--Write these down. Find them. Have them ready. Bring them. Double check well before your lesson that you have them.

Pacing--How many activities should you have ready for your small group. If you are not working on one single project, or working on one Veranstaltung, a rule of thumb for "class" activities can be based on the age of your kids. The younger the kids, the shorter their attention spans. I plan lessons around a minute-long for each year of the kids age. That means, if I have nine year olds, I have nine-minute long activities. It's kind of arbitrary, but it is a guideline. Have at least six things planned for a forty-five minute lesson.

Example (1) Greetings and warm-up song (2) Review game (3) Review dialogue (4) Present new material (5) Students practice in Pairs (6) New game with new material (7) Find out where they will practice new material.

Factors beyond your control--Be ready for weather, your location, and the quirks and moods of your particular kids. Know your stage and your audience.

Plan B--The activities you have planned for your lesson might be great, every one of them, every day. Or you may be a mortal, and have an occasional lesson that stinks. There is no activity so precious that it cannot be replaced by a Plan B. Have one ready.

Listen--Listen to your kids. Watch them. Give them time to think, answer and react. If they look bored, you know what? They might be bored. If they enjoy a game, keep it on hand to play again, when you have down-time later. Be flexible. If you listen and watch your kids, you will have plenty of feedback.

Get off the stage--We are hired because we have expertise. As experts, it's often hard for us to stop sharing our expertise with our kids. One element to build into your lesson plan is time when you are not talking, times that you have engineered when you are listening to kids talking to each other, working on projects, and performing with you just enough off-stage to support them if they need you. It is a balancing act, to be sure. Preparing your villagers and then letting them perform is one part of what we mean by villager centered instruction.

SOME NUMBERS

How much will you have to plan? Here are the number of lessons each counselor must teach in two weeks.

Gesang	participate in 10 sessions
Familiengespräche	
OR	teach 18 lessons
Familienausflüge	
Zeit im Haus	Plan 10-15 German-related house activities
Veranstaltungsstunden	lead 10 activity periods

PLAN A LITTLE

Pick another day from the two-week plan. Considering the guidelines above, plan a lesson--for any planned language instruction that you prefer. Include any favorite games, language learning activities, and projects that you'd like to share with your villagers.

Include in your plan...

Activity	Goals	Specific language	Materials	Results

Don't forget your Plan B!

WER KANN MIR HELFEN?

RESOURCES

Resources

For many of us, our favorite part of Waldsee is the rich environment that it provides us for intellectual, linguistic, and emotional growth. The rest of us come for the Schnitzel. One direction that we can grow incredibly is as teachers. Waldsee offers a great training ground for new teachers, and an a wonderful laboratory for not-so-new teachers who may want to try out new ideas. In any case, teaching resources abound that can help you become a better language teacher.

Materials--We hope that we have all received the CLV Staff Handbook by now. There are excellent universal teaching tips in the staff handbook, for both large and small group instruction, discussion groups and activity leaders.

The two-week curriculum manual includes not only the patterns for the day and daily goals, but also a great collection of games and activities that have been Waldsee tested.

Every year, the KTs are given a Waldsee book when they complete the program. Currently, there are four books available, one each for the Grund-, Aufbau-, and Leistungskurs. The fourth book, Die Brücke, is a useful collection of realia--authentic materials--which were compiled and supplemented with exercises to practice using German with real German texts.

The Waldsee Gasthof houses two resource centers--die Bibliothek and Liechtenstein. Die Bibliothek has not only a first class collection of classic German literature, but also reference works on art, sports, music, social studies--and activities for kids. It also houses our computer, software, videos, brochure collection, magazines, and newspapers.

Liechtenstein is one of the staff work rooms. In addition to all of our office materials, Liechtenstein also houses our teaching and activity resource files, with daily teaching tips, a treasure trove of planned activities, and files and files of songs and music.

Your colleagues--We all come back to Waldsee because of the people we get to work with. Our colleagues are excellent resources for language verification, brainstorming, feedback, teaching tips, and as team-teaching partners. Cooperative teaching is one of the luxuries of Waldsee: when you need another German teacher, you can always find one. Senior staff are also available as substitutes, observers, and counselors to you!

Your students--Again, listen to your students. They will let you know what they know, and what they want to know, if you let them. Your major accomplishment, especially for teachers of groups who are not beginners, is striking the balance between what is too easy and what is too difficult. One way to find this balance is to pay attention to the interest level of your students. We are teaching as a resource to them. Find out how you can teach them what they want to know.

Yourself--Finally, pay attention to yourself, your experience, and your instincts. You have your entire history as a language learner to draw on. You can remember great (and not so great) teachers. Many of us are returning to Waldsee--some for the second, the seventh, (thirty-second?!) time.

To reflect, though, means that you need to take time to reflect. Think now, throughout orientation, and during your breaks about the kind of teaching you've experienced that you want share with your kids. How did you learn, how can your villagers learn best? Be specific, be imaginative. Share what you remember when you come up with your plans. Let us know what you think.

MORE NOTES

MORE NOTES
