

A. SPIELE

1. KÖRPER POSTERS

Cut pieces of butcher paper to match the height of each villager. Have villagers lie on the paper. The counselor or another villager traces the outline of their bodies. Villagers then color in the outline and label the body parts.

This activity uses a lot of paper. Stress that the posters should be taken home and hung up. Two variations which use less paper are: 1) Trace the counselor and color and label the body parts as a group. 2) Use chalk and trace, color, and label right on the *Marktplatz*.

2. KOPF, SCHULTER, KNIE UND ZEH

This is the German version of the song we all knew and loved as children “head, shoulders, knees and toes, knees and toes...” Young villagers will enjoy this. Change the words to get older students interested, z.B., “*Hals, Magen, Po und Fussgelenk, Po und Fussgelenk...*” The variations are endless and they might enjoy making up their own version.

3. PAUL SAGT

The German version of “Simon says” This is great for introducing new words. It’s TPR as a game. Give students commands and make the motions with them, z. B., “*Paul sagt: Zeigt auf den Kopf!*” When they get good have them repeat the command as they are doing it. And for really advanced students give them the opportunity to become “Paul.”

4. ANGELN

Tie string to a stick for a fishing rod. Make pictures or collect objects and place them in a bucket or large paper bag. Villagers “fish” for the objects (you attach them to the string). If the student answers “*Was ist das?*” correctly, the fish is a keeper. If the answer is incorrect, it gets repeated by all and put back into the bucket. This game has lots of applications-use pictures of verbs for “*Was tust du?*” and pictures of places for “*Wohin gehst du?*”

(This is really great if you can find a magnet to attach to the end of the string and paper clips to attach to each of the pictures!)

5. KÖRPER KOLLAGEN

This is similar to “K Posters” (Siehe #1) except students make a collage of various body parts. With pictures from magazines they create a body collage and label all the parts.

A good variation is to make a living collage. The counselor has already found pictures of body parts and labeled them. The villagers tape each picture to the appropriate body part of the counselor. When all are correct the students receive labels of the parts without the pictures and must repeat the exercise.

6. KAFEEKLATSCH

Set a table with your group while you’re waiting for stragglers. Use TPR and/or “Concentration” (Siehe #9) to introduce the dishes and utensils. Make the *die Gabel, die Serviette, die Tasse | der Teller, der Löffel | das Glas, das Messer* line-up obvious.

Use the opportunity to talk about what goes where on the table. Is it the same as is typically done in the States? Is it important?

Start to describe the positioning in German using the prepositions you plan to teach: *vor, hinter, neben, ...* Then move the utensils around and emphasize the prepositions.

Der Teller ist zwischen dem Glas und dem Messer

*Nun aber ist das Messer zwischen dem Toller und dem Glas
Und jetzt? Wo ist das Glas?*

Now have them each move their won place settings in order to answer yes to your question:

Ist das Messer auf dem Teller?

(villagers place the knife on the plate and respond)

Ja, das messer ist auf dem Toller.

Finally, have students work in pairs. They sit back to back. One student makes a “*Geschirrskulptur*” and then describes it to her/his partner. The partner must replicate the sculpture without looking.

7. LACHENDE KNOCHEN

Make cards with the words of two body parts, e.g., “*Hand und Knie*”. Villagers work in teams of two or three. They choose a card, say the command and then place the card between the named body parts. The team that can hold the most cards wins. A variation: Once they know the game have them make cards themselves. They may think of crazy combinations, but they will always run the chance of choosing their own cards.

8. WER BIN ICH, WAS BIN ICH, WO BIN ICH?

This is a fun game for advanced and older groups. The counselor prepares cards with *wer?* names (famous people, other counselors, etc), or *was?* things (words they know from activities or the Kiosk or previous lessons) or *wo?* places (cities, countries, mountain ranges, etc). The cards are taped to the villagers' backs. Villagers ask each other questions about who they are, what they are or where they are, (if you select objects in or around your meeting place this can be a good exercise for prepositions. Prepositions can also be used to describe locations on a map).

9. KONZENTRATION

This is the game you used to play in the car on long trips. Slap, clap, snap, snap. Slap, clap, snap, snap. (Ask someone to show you what this is if you didn't play it in the car as a kid!) This is a great way to introduce new vocabulary. Remember to repeat all words as a group before asking individual villagers to speak up alone.

10. CHARADES

This game can be adapted for many different objectives. For “*Was tust du*” use pictures of different actions or verb-cards with words. Put the cards face down in a pile. A villager chooses a card and acts out the verb for the other villagers. The group must guess what he/she's doing and make a sentence (or simply give the correct verb for beginners). For a competitive group, split into two teams and keep track of which team guesses faster. Or have team “A” write/draw the verbs which team “B” will have to act out. This can create intense competition and difficult verbs!

11. VERBKETTE

This game can be adapted for almost any lesson. For “*Was tust du*”: Every villager should have an object reflecting a verb. For example, a glass for *trinken*, a plate for *essen*, etc. The first villager in the circle makes a sentence using her object. (*Ich trinke Milch.*) The second villager says what she is doing and what the first villager is doing. (*Ich esse Wiener schnitzel. Sie trinkt Milch*) Continue around the circle trying not to break the chain. Try timing the chain and break your own records! For a variation use patterns from any day. “*Wohin gehst du?*”: use objects to represent places (i.e. plate=Gasthof, passport=Bank). Villagers make a chain with “*Ich gehe zum Gasthof, er geht zur Bank*; etc. “*Warum? Weil...* Each villager has to add on a different reason for going to the same place. (*Ich fliege nach Deutschland, weil ich Müsli essen will.*) For “*Was hast du gemacht*”: Have second villager respond using present tense for what she is doing and past tense for the others. “*Ich schwimme, sie hat Müsli gegessen, er hat seine Toblerone gekauft*, etc.”

12. MUSIKALISCHE GEGENSTÄNDE

Bring an object for every noun or verb. (*trinken*= glass, etc.) Place the objects in a circle and have the villagers walk around the circle while the music (some German pop songs) play. When you stop the music, the villagers must pick up the object in front of them. Of course, the circle is one object short and one villager will be left without. That villager must now tell what everyone else has or is doing. (is. *Bruno hat einen Ball/ Bruno spielt*

Fußball). Play again until everyone has the chance to speak.

13. BINGO

Have villagers make their own Bingo cards with drawings of given objects or verbs or prepare Bingo boards with pictures of 25 most commonly used verbs/objects in Waldsee. Write corresponding verbs/objects on slips of paper and then draw from these slips of paper. Call out the word on the paper and villagers cover the squares on their boards with grass, leaves, or other markers as the word is called. The first villager to cover 5 in a row can win, if she is able to make a sentence or name the the word corresponding to each space covered.

14. WÜRFELSPIELE

These games can be used with almost any lesson to create sentences for villagers. Use dice with corresponding words (on the side of the die or on a piece of paper numbered 1-6). Role the die and have villagers make sentences with the resulting words. For “Was tust du?” use dice with corresponding (*ich, du, er/sie/es, wir, ihr, Sie/sie*) (1=*ich*, 2=*du*, etc.). Another die corresponds with 6 verbs. Villagers role the dice and make sentences, practicing correct conjugations. For more advanced students add a dice with corresponding nouns, one with corresponding possessive pronouns (*mein, dein, sein*, etc.), one with modal verbs (*können, sollen wollen, müssen, dürfen, mögen*) or with dative verbs and dative pronouns (*mir, dir*, etc.) Now they role several die and create sentences using several words. Creative sentences result! For “Warum? weil...” use dice with different Waldsee places and actions. Villagers make sentences with the roled words. (ie. *Ich gehe zum Laden, weil ich schwimmen will.*) If the resulting sentence makes sense, give one point. For “Warum bist du...” use die with feelings and reasons. (*Ich bin hungrig, weil ich nichts gegessen habe.*)

15. BILDERBESCHREIBUNG

Draw or find several pictures with depicted actions, emotions, places, etc. This 'picture file' can be used for many activities and lessons including “Was ist das”, “Wie geht's” “Wohin gehst du”, “Warum bist du...”, etc. Begin by asking what the-villagers can identify in each picture or what the people in the picture are doing, thinking, feeling, etc. Then post pictures and split villagers into two groups. Each group picks one picture and describes It In detail to the group focusing on the lesson for the day. The second group must guess which picture the first team was describing. You can keep score by recording how long each group takes to guess or which group guesses the most correctly. Villagers should include the daily pattern In their descriptions.

16. HIGH CARD DRAW

(From Silver Bullets)

Use a deck of playing cards (German ones are the best) to inspire speech in this game. Deal one card to each villager. Then play one card from the remaining deck against the first villager in the circle. If your card is higher, you give the villager a command and they must follow it. (*Steh auf! Lauf um den Kreis!* etc.) If the villager wins, they give you the command. This game works well In partners, too. Divide villagers into pairs and give each pair a set or group of cards. They continue to play against each other. The winner gives the command and the loser performs it. *Fortgeschrittene* Groups use more advanced commands with dative verbs and pronouns: *Hilf mir! Gib mir das Buch! Folge mir!*

17. HANDBALL

(From Silver Bullets)

Another game to inspire conversation among villagers. Divide the villagers into groups of three. Each group needs a ball (or a wad of paper.) Two players sit facing the third. This third person is the “wall” for the handball game. The two villagers “playing” the game flip a pfennig to see who goes first. Then the “server” throws the ball to the “wall” and asks a 'yes' or 'no' question. (ie. *Kannst du Fußball spielen? Gehst du heute schwimmen?*, etc.) The “wall” must answer truthfully. If the answer is 'yes', the “wall” tosses the ball to the other player. The “receiver” tossed the ball back with another question. If the answer is yes, play continues. If the answer is “no” the opposing person gets the point. The object is to ask as many “yes” questions as possible. The “wall” must respond to negative questions with complete sentences using “*nicht*” or “*kein*” as appropriate. (ie. *Ich gehe heute nicht schwimmen. Ich esse kein Müsli.*)

18. WIE BITTE?

In this game, villagers practice asking and answering questions and loan new vocabulary. Begin by sending an object around the circle to the villager on the left. Say, “*Das ist ein Buch*”. The villager pretends not to hear or

understand and asks, “*Wie bitte?*” Repeat what the object is. Then the villager passes the object on to the person on her left, saying, “*Das ist ein Buch*”. Again, the response from villager #2 is “*Wie bitte?*” Villager #1 must ask YOU again “*Wie bitte?*” and then pass on the response to #2. This pattern continues around the circle. To add confusion and more objects, start another object in the other direction--to the villager on your right. The “*Wie bitte's*” are sure to cross paths!! Variations include sending an action with the object. For example, send a plate and say “*Ich esse.*”

19. HATSCHI-PATSCHI (FROM SILVER BULLETS)

Villagers sit in a circle. One villager does not have a space in the circle and leaves the area. One of the remaining villagers is “it” or “Hatschi-Patschi”. Call the outsider back to the circle. This villager now asks everyone in the circle, “*Wie heißt du?*” or “*Was tust du?*” or “*Wo wohnst du?*” Everyone answers with a correct answer except “Hatschi-Patschi” who says, “*Ich heiße Hatschi-Patschi*” or “*Ich spiele Hatschi-Patschi*” etc. This is the signal for all the villagers to trade places. The villager who was out last time tries to find a spot to sit. The villager who remains without a spot must now leave the room.

20. DICTIONARY

Patterned after the popular board game, this game can be adapted for any age level and many different language lessons. Divide your group into two teams If you want competition in this game. One member of each team draws a word-noun, verb, feeling or phrase-- and attempts to draw It. (With chalk on the Marktplatz or A chalkboard or with crayons or markers on paper). The team which guesses the word first wins. Or have only one team go at a time and keep track of how fast each team guesses.

21. ENTE, ENTE, GANS

This famous childhood game takes on a new twist when you introduce language skills. Children sit in a circle and one villager circles around tapping every villager on the head saying, “Ente, Ente, Ente, etc.” When this villager calls someone “Gans”, that person stands up and greets the villager with “*Guten Tag, wie heißt du?*” Both villagers must ask and answer this question and then they run in opposite directions around the circle. When they cross paths again, they ask the same questions again before continuing around the circle to the empty spot in the circle. Whoever gets to the spot first she, and the other person is now “it”. You can vary the language for many less”. Instead of “*Wie heißt du?*” villagers can ask each other “*Was tust du?*” or “*Wohin gehst du?*” For active kids this is great!

22. SENTENCE COMPLETION (FROM SILVER BULLETS).

The villager rolls a die and must complete a sentence with that many words. You begin the sentence with a few words. Set up the sentences to practice certain grammar points. If the villager rolls a 4 she would have to finish the following sentence. “*Ich bin froh*”, or “*Ich freue mich*” Prepare sentences before *Gesprächsgruppe* to match the patterns of the day! If the villager can complete the sentence in the required number of words, she or her group gets a point.

23. 52 CARD PICK-UP (FROM SILVER BULLETS)

This takes some preparation, but the game can be used for many lessons. Write 10-20 long sentences with the desired vocabulary or grammar for the day on a piece of paper. Space the words of the sentences out so you can cut in between them. Photocopy the sentence page and cut up the sentences in between each word or phrase to produce two or more identical word sets. Divide the villagers into two or more teams and give each team one set of words. Now each team competes to complete as many sentences as possible in a given amount of time. Give points for complete and correct sentences. Subtract points for unused words. Give points if one team can spot errors in the other team's sentences. Or award creativity points.

24. BALL OF YARN

This method encourages advanced speakers to use their skills. Use a ball of yarn or string or thread. Tie knots in the ball at various intervals or tie together bits of different colored yarn. Give one ball to each pair of villagers or

use one big ball to pass around the circle. The villagers must speak in German while wrapping the yam around one finger until the color changes or a knot comes around. Now they may pass the yam to the next person, who continues talking while wrapping the yam around their finger. Set up the conversation to use certain vocabulary words, themes of the day, grammar patterns or topics. As villagers talk, they have to follow your prearranged guidelines.

25. JEOPARDY

Answers to questions are given. The villagers must come up with the questions. Several categories of questions are possible (global awareness topics, countries and capitals, village life, descriptions of objects, famous people, music, and grammar and sentence structure practice.) More difficult questions could be worth more points. To practice verbs and prepositions; for example: *"Ich freue mich auf Wiener schnitzel.* Frage—*"Worauf freust du dich?"* This is an excellent last day review game using all the questions from the session.

26. PLUMS

Choose a forbidden number (3 or 4 usually work best). Villagers begin to count—one at a time no when they get to the forbidden number, a multiple of the forbidden number, or a larger number with the forbidden number in it, they must say “plums.” For example, 1, 2, 3, plums, 5, 6, 7, plums, 9, 10, 11, plums, 13, plums, 14... Add another “forbidden number” when students are familiar with the game and need more of a challenge. Or offer a “reward” *Gummibärchen?*) if they successfully make it to 100.

27. JA ODER NEIN STUHL

Set two chairs in the grass (or use tree stumps). Label one chair “*Ja*” and the other “*Nein*.” Then divide the group into two teams and number the villagers. Call out a number and then ask a yes/no question using the vocabulary you have been working on. The villagers with that number from each team race—the crabwalk will slow them down—for a spot in the correct chair. For example, pretend to drink from a cup and ask “*Esse ich ein Brötchen?*” point to Belgium on the map and ask “*ist das Belgien?*” and so on

This game works best with a LARGER GROUP so you may want to plan it with another Betreuer as an activity to do together.

28. LÜMMELKIND

The bratty kid always responds negatively to your suggestions. Give commands “*Trink deine Milch!*” Villagers refuse by responding with “*Nein, ich trinke keine Milch!*” or “*Nein, ich trinke Milch nicht gern.*” Add *DOCH!* when appropriate and *weder... noch* with *Fortgeschritten*.

29. OBST

Villagers sit in a circle. Each takes the name of a different fruit (day, color, month, country, holiday, piece of clothing...). The person who's IT stands in the middle with a soft bopper (rolled newspaper, bow of a fir tree,...). The game starts by calling out the name of one of the fruits. The person in the middle tries to “bop” the person named before that person calls out the name of a different fruit. And so it goes until someone gets “bopped” or calls out a non-existent fruit and ends up in the middle.

30. NEIN ... KEIN

Every villager has an object You ask “*Hast du eine Banane?*” The villager doesn't have a banana and answers, “*Nein, aber er/sie hat eine Banane.*” Continue asking around the circle until you discover who has the banana (or maybe you have it!) The villager discovered with the requested object is now the questioner. Pass objects around circle and keep them behind your back, so the questioner has to discover where it really is.

31. GEO-GESPRÄCH

The question “*wo wohnst Du?*” offers a good opportunity to add geography to the *Gesprächsgruppe*. Be sure to BRING A MAP to this *Gesprächsgruppe*. Show villagers where their “homes” are located. Talk a little about recent German history (reunification). Which cities are in the East? Which are in the West?

Introduce the names of the continents using a globe or floor map and TPR. Then have villagers separate (cut out)

the continents from a photo-copied map or a map they have drawn themselves. Each Villager takes a continent and the question “*Wo wohnst Du?*” is answered with the continent name (z.B., “*Ich wohne in Afrika*”). Do the same with countries, capitals, cities, mountain ranges, rivers, etc.

For more advanced groups introduce animal names: “*Das ist eine Giraffe. Wohnt die Giraffe in Europa?*” “*Wo wohnt die Giraffe?*” Then assign animal names to villagers and have them ask each other where they live. Play charades when someone has guessed the correct answer they must also say where the animal lives to win. Another variation would be to play “*Ja und Nein Stuhl*” (Siehe #11).

32. ER HEIßT “WUDDEL”

Works with same principle as “*Nein ... Kein*”. Ask a villager, “*Heißt du Wuddl?*” The villager answers, “*Nein, aber er heißt Wuddl.*” Continue asking around circle until you discover the predetermined “*Wuddl*”. Wuddl now becomes the questioner and a new “*Wuddl*” is secretly chosen.

33. EIN HUT, EIN STOCK, EIN REGENSCHIRM

This children's chant can teach the numbers 1-10 quickly. The song works well on walks especially on the *Rundgang* or on the way to the Norwegian or French villages. Each word falls on a step. “*Eins und Zwei und.... (bis zehn) ein Hut, ein Stock, ein Regenschirm*” Then “*vorwärts*”, “*rückwärts*” (all go one step back) “*seitwärts*” (take step to side) “*dran*” (close feet together). Continue walking from the beginning counting stage.

34. JA ODER NEIN

For active groups, is a great game to practice *ja* and *nein* as well as review or test German knowledge. Make two teams and give each player on each team a number. Place two chairs or draw two circles a few feet away from the group. One represents “*ja*” and one is for “*nein*”. Read a “yes/no” question from German trivia, Waldsee vocabulary, Betreuer names, etc. Then call a number. Players with this number from each team attempt to be the first to reach the correct chair to answer the question. Make questions appropriately challenging for villagers level. As an added speaking challenge you could ask the winner to make a statement responding to the question—affirmatively or negatively.

35. MORD

(from MORE NEW GAMES, p. 81)

Have villagers close their eyes and put their thumbs together—you squeeze the thumb of the person who will be “it,” *der Mörder*. The killer's weapon is to wink. And the killer's objective is to “murder” everyone before being found out.

Have villagers mingle, using the introductory dialogue (or any other dialogue you're wanting to teach). The murderer will try to slip in an inconspicuous wink when she catches the eye of her victims. If someone has been winked at then he must die a slow and painful death (usually with somewhat loud groaning and drawn out dramatics). To keep the killer's identity from being too obvious, though, there should be a bit of a delay between the wink and the death throes.

Play continues until someone wants to make an accusation—“*Ich klage an!*”—at which point another player must second the accusation—“*Ich klage an auch!*” If there is no second, play continues. If the accusation is seconded then the two players count to three and point at the same time to the person they think is the murderer. If they point to the wrong player, or if each points to a different player (even if one is correct) they both die instantly; And so the game goes until the killer is caught or she has eliminated all of the players.

36. IST DAS NICHT EINE SCHNITZELBANK?

This popular German *Quatschlied* uses *nicht* and *doch* in its words. “*Ist das nicht eine Schnitzelbank? Ja (or Doch) das ist eine Schnitzelbank! Oh du schöne, Oh du schöne, Oh du schöne Schnitzelbank.*” Continue with other words or pictures of vocabulary. For tune and actual text, ask a native or another Betreuer.

37. ZEN CLAP – AUSSPRACHEÜBUNG

(from MORE NEW GAMES, p. 79)

Use this to practice words with umlauts. Play begins when one villager places her hand on her head and says, for example, “*Küüüche*.” Whoever goes next depends on the way the starter's fingers are pointing. If she used her left hand, her fingers would be pointing to the person to her right so the person on her right would continue the game. If she used her right hand, her fingers would point to the left, and so the person to the left would continue the game.

The second person then places her hand (fingers extended) on her head and says, for example, “*Köööln*.”

The person she is pointing to will then continue by placing his hand on his head and saying, for example, “*Käääse*.” Now, the fourth player has an important role. Without saying anything she will point to another player in the circle. He will then begin the game from the start: “*Kiiüüche*,” “*Köööln*” and so on until someone messes up. That person then becomes a heckler, trying to distract the others as they continue to play.

38.20 FRAGEN

One villager thinks of an object (or person, place, idea) from daily vocabulary. Other villagers ask questions which can be answered by *jam* or “*nein*” to discover what the object is. Make questioning strategies appropriate to level. Give points for villager who guesses the object the fastest.

39. TIERE NACHAFFEN

(from MORE NEW GAMES, p. 147)

This is a very fun game with a larger group and a great way to teach animal names. There's lots of room for creativity so be prepared to come up with some animal representations of your own, but here is an outline, of the game and a couple of examples.

The names of one or two animals are introduced to begin with along with a three person representation of the animal. For example, and ELEFANT would be composed of one person who turns herself into a long trunk and two other players, one on each side, who form the large floppy ears with their arms. A STINKTIER might consist of the middle player placing his hands behind his back, raising his tail and making a hissing (spraying) sound, while the players next to him plug their noses and turn their heads away from the “smell”.

Before you begin play, all of the players should have had a chance to practice making the characters and would be familiar with their names.

To start the game stop into the center of the circle to be the spinner. Twirl around with your finger pointed, come to a quick halt, and call out the name of one of the animals. The person pointed to must assume the central part of that animal's pose, and the players on either side must complete the picture. Whoever messes up by making the wrong move or hesitates too long, gets to be the spinner for the next round. As players become comfortable with a couple animals add another, and another, and another.

40. SPUD

This popular American children's ball game can be adapted for many different language lessons—from practicing numbers to “*Wohin gehst du*”. It's great for large, active groups. In the basic game, every villager is given a number (or country or capital). All stand in a circle around you. Then throw the ball high and call out a number. The villager with this number runs to catch the ball while everyone else runs away. When the villager catches the ball, he calls “*Halt*”. Now, he may take three large steps toward the nearest (or any) villager and throw the ball at this villager. The villager may not move his feet, but may dodge the ball by ducking or bending. If he is hit, he gets the letter 'a' --as the first letter of the word 'spud'. If he does not get hit the 'thrower' gets the letter. Play until someone gets out by receiving all the letters of the word. The “thrower” now stands in the middle and tosses the ball up and calls a number. Variation for “*Wohin gehst du*”: Instead of numbers, every villager takes the name of a place in Waldsee (Gasthof, Bahnhof, Kiosk, etc.) Before the villager with the ball may throw the ball at someone, he has to answer the question “*Wohin gehst du?*” with “*Ich gehe zum Bahnhof*.” All other villagers should ask the question.

41. WÜRFELN ZUM WELT-WISSEN

Select 6 countries (or use the continents) and number them one through six. Develop questions, easy and hard, pertaining to each of the six. For example, Cuba: Is Cuba an island? Who is the leader of Cuba? Do many USians live in Cuba? Do many Cubans live in the United States? And so on. Villagers take turns rolling a die and answering questions about the appropriate country. One correct answer is rewarded with one point. The group can keep score as a whole. Play twice or more--perhaps before and after other geography activities--so the villagers are competing against themselves, trying to get a higher score each time.

42. WALDSEE BRETTSPIELE

Use a map of Waldsee or have villagers draw a large map of Waldsee and label everything. Then make a path with spaced blocks between each place on the map. Role the dice and move on the map as many blocks as the dice indicates. Students have to answer the question "*Wohin gehst du?*" or "*Warum gehst du...*" before moving on the board. Add obstacles, bonus blocks and a "finish" line. There are also large laminated Waldsee maps and pre-made *Brettspiele* in the *Abstellraum* in the poster box. You can do the same type of game with a map of the world or Europe.

43. BINGO AUF DER WELT

Divide the world map (or a map of a specific region) into 15-20 squares. Call out names of countries (or cities, rivers, etc.). Have villagers place their markers on the specific area that has been called in each square. If everyone has found each place, they should all "bingo" at the same time.

44. FANGSPIELE ODER TAG

This childhood running game can be adapted for language practice in active groups. One villager is "it" and has to tag or race the others. For "*Wohin gehst du?*" begin at the *Marktplatz*. The villager who is "it" asks another villager in the group "*Wohin gehst du?*". The other answers with a Waldsee place such as "*zum Bahnhof*." Both run to the *Bahnhof*. The first one wins and gets to challenge another villager.

45. GEHEIMNIS-TOTE

On one of the first days begin this ritual—once a day when you come to *Familiengespräch* bring with you a paper bag or box with some kind of object in it. Have villagers ask yes/no questions until they figure out what is in the "*Geheimnis-Tüte*." When villagers become familiar with the ritual, start to assign it to them. Give the bag to one of the villagers and tell her that it is her job to find an object and bring it to the next *Familiengespräch*.

46. FOLLOW THE LEADER

Villagers stand in line with hands on each other's shoulders. The leader chooses the place. The followers ask in unison or one after another "*Wohin gehst du?*" or "*Wohin gehen wir?*" The leader answers "*Ich gehe zum Bahnhof*." Everyone responds "*Ich gehe zum Bahnhof*" and make a train to the *Bahnhof*. When the chain gets to the *Bahnhof*, the leader goes to the back and the next person is leader. On the way to the destination, have villagers chant in a train rhythm "*Ich gehe zum Bahnhof*."

47. MONDBALL

(from SILVER BULLETS, p. 31)

This game is an excellent way to practice numbers, keep your group moving, and get them to work together. Scatter villagers on an open playing area. Use a well inflated beach ball as the object of play. The group's objective is to hit the ball aloft as many times as possible before the ball strikes the ground. No one player can hit the ball twice in succession. Count aloud (together or individually) to keep track of the "score". To make the game more interesting and competitive, tell villagers about the "world record" (or Waldsee record!) and see if they can beat it.

48. GLOBALPUZZLE

Waldsee has at least two large *Globalpuzzle* with maps of the world and puzzle pieces to fit. Use the puzzle to teach country names in German, world geography and "*nach*" when dealing with countries and cities. After assembling the puzzle, play a *Brettspiel* on the map or ask villagers "*wohin möchtest du in die Welt reisen?*" Add "*Warum?*" for second Monday.

49. ZEIT UM DIE WELT

Use the globe or a world map as the focus for your lesson on time and seasons. Show villagers the time zones on the map, ask them to explain why the seasons are opposite in the two hemispheres.

Then, have each student draw a card with the name of a country (city, mountain, etc.) which you have prepared. Ask the student what time it is, ask about the weather, ask what season it is... The villager will respond according to the time, season, and weather of the country on the card.

Mix up cards and draw again. This time tell villagers they need to form a line according to what time it is in their respective countries starting with 12:00 am. Check the line up by having all villagers tell the others what time it is in their country.

Follow up with a game of MEMORY (Siehe #55)

50. DEUTSCHLAND REISE

This board game and *Österreichreise* are great teaching tools for geography and “*Wohin gehst du?*” Follow directions on the game box cover or make up your own variations appropriate to your group's age and ability level.

51. WELCHE FARBE HAT DIE WELT?

Use the globe or a map to introduce and work with colors. Begin with TPR, having villagers point to the various colors. Then do the same with country/continent names. Next, begin to ask questions: *Welche Farbe hat Portugal?* *Weiche Länder sind grün?*

52. ICH GEHE ZUM... WEIL ICH ... WILL.

Use a rhythm and a beat to drill this basic pattern. Put in nonsense words or music where the dots are until villagers master the basic pattern. (*Ich gehe zum dadada, weil ich dadada will.*) Then, villagers can fill in words from a list of choices you give in- two columns after the basic pattern is mastered. Use this same type of drill for “*Ich bin..., weil ich ... habe.*”

53. DER IDEALE TAGESPLAN

Bring the Waldsee *Tagesplan* to *Familiengespräch* with you. Discuss what time things are done and look at the use of the 24 hour clock. Then ask villagers about their *Tagesplan* when they are at home, at school, etc. Finally, have villagers brainstorm and write their ideal Waldsee *Tagesplan*. At the end of the *Familiengespräch* have villagers present their proposal to the Dean for response!

54. MOVING SENTENCES

This idea can be used for any long sentence structures or patterns which give villagers difficulty. Put one word of the sentence pattern on separate note cards. Each student gets one note card. Call out the sentence slowly and have students line up in the correct order holding up their cards. For pattern, “*Ich gehe zum Gasthof, weil ich essen will*” make sure the villager holding “*ich*” moves to the second half of the sentence. Change cards frequently so students get the idea that “*will*” is at the end! Variation: once they can move quickly to the patterned line-up, use a ball or a balloon. Toss the balloon and say the first word of a sentence. The villager with the second word has to say that word and hit the balloon back up. Try to complete sentences without letting balloon hit the ground.

55. MEMORY

This is a good game, especially because villagers will most likely be familiar with how the game works and you won't need to do much explaining. You can play memory with almost every daily theme. Here are some examples:

To practice verbs, have one set of cards with pictures of various activities (soccer players, swimming, sleeping, etc.) and another set of cards with the verbs written out (*spielen, schwimmen, schlafen...*). Use the game to elicit responses to the question of the day. If a villager gets a match she must correctly use the verb to keep the cards.

To practice time expressions, have one set of cards with digits or pictures of clocks with different reading different times (12:00, 12:40, 22:00, etc.). On the other set of cards write out the time expression (*zwölf Uhr, zwölf Uhr vierzig...*) In order to keep the cards villagers must correctly answer your question “*Wieviel Uhr ist es?*” or “*Wann gehst Du ins Bett?*”...

To practice geography along with verbs, propositions, time expressions... have one set of cards be cut out shapes of countries and the other set the country name and flag. Villagers can answer all kinds of questions to keep the cards: *Wohin fliegst Du? Wo liegt Norwegen? Wieviel Uhr ist es in Japan?*

56. KIOSK

Villagers line up at the Kiosk, Laden, Gasthof, etc. The first person in the line says, “*Ich gehe zum Kiosk.*” The second person continues the sentence with, “*weil ich Toblerone kaufen will.*” The third person begins the pattern again, but the fourth must give a different reason for being there. Continue through whole group. Fortgeschritten groups should use phrases with ‘*um...zu, denn, da, damit*’.

57. FAß BLAU AN

This game of commands and responses can help villagers learn new vocabulary and feel comfortable with the language quickly. Make a command such as “*Faß blau an!*” Demonstrate by touching someone's blue shirt, shoes, jeans, etc. Everyone should follow. Quickly change commands by calling out all the colors. Continue until they can respond without looking for your example. Works well with house vocab. too. “*Faß das Bett an!*” etc.

58. RIESEN, ZWERGE, ZAUBERER

This game is based on the game “Paper, Scissors, Rock” only the villagers act in teams. Villagers line up in 2 lines facing each other. They secretly choose what they will become at your signal. A *Riese* (arms up and standing on toes) can crush a *Zwerg* and therefore defeat it. A *Zwerg* (crunched down on knees) can trick the *Zauberer* and therefore defeat it. A *Zauberer* (one hand out holding a magician's wand) can zap the *Riese*. Each team makes their decision, -on the count of drei every one assumes their position. The winners chase the losers and those who are tagged become part of the other team. Be sure to establish “safe” zones behind each line first! If both teams choose the same character, they must hug each other.

59. LEBENDE UHREN

A “*lebende Uhr*” Is a clock formed with your arms. It takes some practice to figure out just which arm is going to be the minute hand and which one will count the hours so spend a second practicing before you meet your group. You can introduce the time expressions using a paper clock, chalk, twigs, or your own arms whatever.

Once villagers are familiar with “time” in German, have them begin to move your (the counselor's) arms to form the correct time in answer to your questions. For example you ask “*Wann essen wir Frühstück?*” and the villagers move your arms to the correct time position (be prepared for some wise “*wenn die Glocke läutet!*”). Repeat this a few times and then ask all villagers to form the answer with you, i.e., with their own arms. Next have them simply form the time that you say (z.B., “*Es ist 12 Uhr!*” They put both arms up.) It will take some time for them to get it--this is a good opportunity for them to help one another. Once everyone seems fairly comfortable with the forming a clock, start to point to students individually, using different commands and questions according to the level of your group.

Then form a circle and bring one person to the middle to act as a spinner. The person in the middle spins around, stops abruptly, and calls out “*Es ist _____ Uhr!*” The person he is pointing to must then form that time. If she gets it correct, play continues. If she happens to form 9:00 o'clock instead of 3:00 o'clock then she goes to the middle to be the spinner.

60. KING OF THE MOUNTAIN (FROM SILVER BULLETS)

Practice negation and antonyms with this popular children's game. One villager is chosen as “King or Queen of the mountain”. The others quickly ask questions with ‘yes’ or ‘no’ answers. The King must respond with a negative answer to the question. (“*Bist du glücklich?*” “*Nein, ich bin nicht glücklich*” OR “*Nein, ich bin traurig.*”) If the

King makes a mistake or can't answer, the villager who asked the last question becomes King. Give points for the King who can answer the most questions correctly. Give a list of possible feelings and antonyms to work on "Warum bist du..."

61. WAS WIRD AUS WALDSEE?

To practice talking in the future tense with werden have villagers hypothesize about what Waldsee will be like in 10, 20, 50 years. Break your Familiengesprächsgruppe into smaller groups (of maybe three or four). Have them draw maps of the future Waldsee, speculate what their favorite counselors will be doing, and decide what each of the villagers in their group will be doing. Then have each group present their ideas to the others.

62. VERSTECKSPIEL

This form of hide-and-seek can be used for several activities including "*Was ist das*", "*Wo ist das*", and "*Warum bist du...*". Hide an object under leaves, under sand, behind another villager and ask the appropriate question. For "*warum bist du...*" villagers should express sadness when object is 'invisible' and happiness when it is found again.

63. HABT IHR GEHÖRT?

Announce -that a murder has been committed in Waldsee and that the Polizei will be coming by to hear what each of them was doing at the time of the murder. Give them a few minutes to think of a good alibi and to tell the other villagers what they were doing so that they all have the same story. Then, put on your most official looking face and a hat or badge. Ask each student what she or he was doing at the time of the murder (*Was hast du um sieben Uhr gestern abend gemacht?*). And then ask other students to corroborate each alibi (*Was hat sie gemacht?*). Differing information is grounds for further questioning!

64. ICH WÜNSCHE ...

This activity will engage students in speaking in the subjunctive or Konjunktiv form. One villager starts with a wish, "*Ich wünsche, daß ich nach Deutschland fliegen könnte.*" The next adds on to this wish with his own desire. Continue around the circle until all have expressed their wishes. Variation: Pair up students. One expresses a wish and the other asks why. After the explanation, the other must express a wish and explain why.

65. PAPAGEI

This is a simple game to check comprehension. Introduce the pattern that you are concentrating on for that day (e.g., present perfect tense--*ich habe gegessen*). As a *Papagei*, the villager only repeats sentences that match the pattern for that day (sentences in the past using the present perfect).

66. GEOGRAPHIE

Make a list of destinations in the world. Ask students questions like, „*Wo könntest du viel Schnee und Eis in August finden? Wo würdest du wohnen, wenn du immer heißes Wetter haben wolltest?*“ Students have to give the correct places in complete sentences. Use subjunctive to practice this sentence structure. OR give the place and students have to come up with a reason why they might go there.

67. TIME TRAVEL

This is an active version of PAPAGEI (Siehe #65). Draw or tape a line that students can jump across. One side of the line is present time, one side is past. If you, say something in the past then they jump to that side of the line. With another line you can also add the future!

68. BAG LADY

Put junk or nature objects into little bags for each pair of students. Give them a few minutes to look at each object and plan their skit. They should use as many objects as possible and then present a story or skit using the objects for something other than their actual purpose. For example, an old necklace becomes a street, a pine cone is the car, an old shoe- is the house and grass blades are the people driving down the street on their way home. Villagers speak throughout the skit using the objects as props.

69. THE FAMOUS AND THE INFAMOUS

This would take a bit of preparation but it could be a good and interesting lesson. Choose some interesting characters from history and some modern day heros. Try to get a mix of people-both those who are famous for good things and those who are famous for bad things, both women and men, both whites and minorities, etc. The question is: “*Was hat er/sie gemacht?*” Once that is established ask other questions in the past: “*Wo hat er/sie gewohnt?*”, “*Wann hat er/sie gelebt?*” etc.

It would be fine to allow some discussion of the characters in English, particularly if villagers have different opinions.

Follow up with a game of MEMORY (Siehe #55) using the picture and the statement of what the person did as a matching pair. Or play a round of WER BIN ICH (Siehe #8) taping the names of the characters you have just discussed to the backs of the villagers.

70. CARTOONS

This is a great last day activity for all levels. Use any English or German cartoons (books located in the Lehrerbüro) and white out the words. Present copies of blank cartoons to villagers. They have to take a character role and act out the scene in their own words. Or have them write in expressions.

71. BEI GRÜN GEHEN, BEI ROT STEHEN

Once I saw Meike playing this with four young boys. I was sold instantly-they were having a blast AND learning language. The game is “red light, green light.” One person is “it” the others hold familiar objects which represent some action (e.g. a book for “lesen”). When the person who is “it” has his/her back to the group, the light is green and the other villagers can try to sneak up to the finish line (where “it” is standing). When “it” turns around and yells “*Halt!*”, however, the red light has gone on. “It” then asks each of the other players: “*Was hast du gemacht?*” and they answer accordingly. If “it” has seen someone moving, then that person will have to answer with “*ich habe gemogelt*” and return to the original starting point. When someone finally reaches the line, s/he becomes ‘it’ and the others trade objects and start over.

72. EINE RUNDE AUF DEN SCHÖSSEN

Villagers sit in chairs in a circle. They take off their shoes and put them under their chairs to mark their starting points. The Betreuer/in then gives directions: “*Alle, die grüne Hemden tragen, gehen 3 Plätze nach rechts.*” Those affected by the command must stand and go 3 spots to the right. Then they sit-whether or not someone else is already sitting in the seat! The commands continue (*Alle, die eine Brille tragen, 2 Plätze nach links ...*). The first villager to make it all the way around the circle once and return to her original chair and put her shoes back on wins.

73. SANDKARTE

A “Sandkarte” is a *Landkarte* made in the sand. Take your group to the beach with a couple of maps, a pale, and maybe a rake. Work together on making a map in the sand-make it as detailed as you want (and as time permits)--you can put in mountains, rivers, industrial areas, or you can simply have the outlines of a few countries or the continents. I think this is the most experiential way of learning geography and, if you haven't done it yet yourself, you will be surprised at how much you can learn by actually creating the map with your hands.

Once you have the map made, use it! The applications are endless. Have villagers stand on the map, drive matchbox cars around the map, simulate weather on the map, be animals on the map, put twigs, leaves, etc to represent population, resources, consumption, etc. on the map, invite another *Familiengruppe* to see your map...

74. NAMENSCHILDERSALAT

For introductions, have villagers throw their nametags into a big pile. Each villager then selects someone else's nametag and moves through the group having the introductory dialogue (*Guten Tag/ Guten Tag. Ich heiße so und so. Wie heist Du?/ Ich heiße so und so*) until they find the owner of the nametag.

75. RÜCKBLICK AUF WALDSEE

To practice the simple past, have villagers reminisce about their first week in Waldsee. Have them create a collage

of pictures and written sentences about what they played, sang, ate, heard, etc. Which things did they like and which things didn't they like?

76. GRUPPENJONGLIEREN

This is a great and fun way to learn and practice names, places, words for foods, animals, etc. Each villager introduces him/herself (chooses and introduces a place, fruit, animal, etc.) to the group.

The group leader begins by saying “*Guten Tag, Trudhilde!*” and throwing a beanbag to Trudhilde. Trudhilde continues the game by saying “*Guten Tag Max!*” and throwing the beanbag to Max. The game continues for a while and then the group leader introduces a second beanbag (the first is still in play). And then a third beanbag, a fourth, a fifth... Up to ten beanbags can be used depending on your group's size eventually it should look like a “group juggle.”

Make this more interesting by varying the greeting with each beanbag. For example, start with “*Guten Tag*” on the first beanbag, move to “*Griß Dich*” for the second, “*Wie geht's*” for the third and so on.

An important safety precaution is to make sure everyone knows one rule: Players must have the attention of the person they are throwing to before throwing the beanbag.

77. SUCHBILD

(from GERMAN GAMES) *Ein Mensch wird an die Tafel/auf Papier gemalt mit Gesicht und Körper, Details je nach Kenntnisstand der Gruppe. Eine/r wird hinausgeschickt. Auf Vorschlag der Gruppe--Ein Auge Löschen!--wird das jeweils Angegebene gelöscht, Arm, Bein, Augenbrau, usw.*

Der/Die Hinausgeschickte wird hereingerufen--alle: Komm rein!--und gefragt: Was fehlt hier?

Hat er/sie es erraten, bestimmt er/sie die/den Nächste/n, dielder hinausgeht. Und wieder wird etwas gelöscht.... so daß die/der nächste und folgende zu einer Aufzählung kommt, die so aussehen kann: Es fehlt ein Auge, ein Bein, ein Arm und ein Ohr.

78. GUMMIBÄRCHEN ERRATEN

Bring a jar of *Gummibärchen* to *Familiengespräch*. Have villagers guess the number of *Gummibärchen* in the jar. Then give a few to each villager and have them count outloud to see what the true total is. Eat!

79. MEINUNGSÄUSSERUNG

Set up a scale reaching from agreement (*Übereinstimmung*) to disagreement (*Ablehnung*). (A smiley face on one end and a frown on the other works well). Explain to villagers that they are to place themselves on the scale according to their opinions. The counselor then reads prepared statements--for example, “*Ich meine, Wienerschnitzel schmeckt gut*”--and the villagers place themselves on the scale accordingly. Another opinion is read (“*Ich meine, eine Reise nach Grünland ist eine gute Idee.*” “*Ich meine, George Bush ist ein guter Präsident.*”) and villagers switch around. With an advanced group, have them make the statements.

80. ABSTRAKTE BILDER

Bring abstract pictures to your *Familiengespräch*. Introduce some of the pictures and say what you think is represented. “*Ich meine, das ist eine Frau/Zitrone/Wolke.*” Then pass the pictures out and ask villagers what they think. Trade pictures and have each of the villagers find a different image from the previous villager who had the same picture. The group objective would be to find as many different representations as possible.

81. WO SOLLEN WIR HIN?

Bring a map or globe to your *Familiengespräch*. Tell villagers that they have just been awarded an unlimited supply of money--the only condition is that they must use it to travel. Help villagers plan a trip, offering suggestions each time and then asking for their opinions. “*Sollen wir nach Deutschland oder in die Schweiz reisen? Was meinst du?*” Continually add factors that will change the desired destination (time of year, amount of time to spend there, food...)

82. HAST DU JE?

Begin this activity by using the *Ja oder Nein Stuhl* (#27) game. Test for comprehension-- du dich je im Regen geduscht?" (Villagers who have run to the *JA* and those who haven't run to the *NEIN*.) Then have villagers ask the questions to practice the constructions. Now you are ready to play "*hast du je*." Ask each villager to think of something she has done that the others probably haven't. Each villager then asks the others if they have ever done this particular thing. If no one else has ever done it, the villager who asks the question receives chips--one for each time she's done it (*Wie oft hast du einen Frosch geküßt? Ich habe's 3 3 mal gemacht.*) If other have done it, the person asking the question receives no chips and the others receive the appropriate number according to the number of times they have don't it.

83. TRISTANS FAMILIENKAMPF

This is a game to play with another group. Make a list of questions and possible answers. (*wie oft spricht deine Familie Deutsch? 1. häufig, 2. selten, 3. 5 mal am Tag, usw.*) Have one person from each group (rotating so everyone has a chance) come to the middle. They will 'select the answer for their family. Meanwhile, the rest of the family is discussing the question and selecting their own answer. If the two answers match, then the family gets a point, if not, none.

84. WALDSEE TRIVIA

Make a playing board and a list of questions concerning Waldsee--z.B., *Wie oft haben wir Gesprächsgruppe am Tag? Wie oft haben wir getanzt? Wie oft haben wir Müsli gegessen? usw.* Villagers roll a die and move their marker on the board to a specific category of questions. If they answer correctly they receive a chip and roll again, if not the next villager takes a turn.

85. WO IST DIE SCHNUR?

A great game for practicing prepositions! A ball of string is passed from villager to villager. On the first round have them follow your suggestions, e.g., "*Die Schnur ist um dein Hals.*" The second time around have villagers say themselves where they have placed the Schnur. End each round when the string is a tangled web around everyone.

86. AUF DER BANK

Villagers line up on a bench (or a log). At both ends, pairs of villagers ask each other, e.g., "*Wie heißtt du?*" They must then move to arrange themselves in alphabetical order without stepping off of the bench. After moving one space, each must ask the question again and so on until they have the order completed. If the question is answered with a number, e.g., "*Wie oft bist du?*?", "*Wann ?*", have villagers line up chronologically. And, as always, be aware of safety--you may want to have spotters.

87. RAUPENSPIEL

Great for every pattern! Villagers stand in a line. The last two people in line have a short dialogue, e.g., "*Wohin gehst du?*?", "*Ich gehe zum Laden.*" Once they are finished, the last person in line goes to the front of the line, and the dialogue begins again. The line moves like a caterpillar to a particular place. The group can also be divided so that the caterpillars have a race.

88. QUATSCH

This game is patterned after a common American card game--"expletive". All cards are passed out. The objective is to get rid of all your cards. The person who starts lays down all of the 2's that she has and tells the others in the group how many she's placing on the discard pile. The next person lays down 3's, the next 4's and so on. The fun comes in when people start to cheat. If the person who should lay down 5's has none, she can choose other cards in her hand, lay them down, and say that they're 5's. If someone also in the group believes she has lied, that person yells "*Quatsch!*" If the cheater has been caught, she must take the discard pile. If the quatsch-yeller was wrong, she must take the discard pile. The game continues until someone successfully gets rid of all her cards.

89. FALSCHE KÖRPERTEILE

Villagers sit in a circle. The first person begins by pointing to a body part and saying a different one, e.g., pointing

to her nose she says, “Das ist mein Knie.” The next person must point to the body part that was said while saying another one and so on around the circle.

90. ICH SEHE ETWAS WAS DU NICHT SIEHST

The villager who is “it” secretly chooses an object in the area around the group. This person then says, “*Ich sehe was, was du nicht siehst, und es ist... (blau, rund, gross, usw.)*” the others in the group try to guess what it is the person is describing.

91. PAMPELMUSE

Everyone gets a piece of paper. Then everyone draws a head and folds it over so you can't see it. Then everyone passes their paper to the person next to them. That person draws shoulders, folds it over and passes it on. And so on down to the feet. Beautiful people posters to decorate the *Gasthof*!

92. THE NO NAME TAG GAME

Write locations (like *Strand*, *Kiosk*, etc.) on pieces of *Schmierpapier*. Tape the locations onto villagers' backs. Then call out, e.g., “*Wohin gehst du, Britta?*” If Britta says she's going to the *Strand*, everyone has to chase and touch the person with “*Strand*” on her back.

93. SENTENCE TAG

Good to get active villagers to practice the pattern of the day. This is just a normal game of tag. The German twist is that the person who is “it” questions as she chases the others. In order to avoid being tagged they must answer with a complete, correct sentence. Use this to help villagers practice verbalizing patterns in a fun, non-threatening way. If you can think of a way to add context to the game so that the pattern/question/answer they use has real meaning, all the better!

94. HEE HEE HEE SPIEL

This comes from a villager. The group stands in a circle with left hands above the right hands of their neighbors. While saying and answering the *Frage des Tages*, they send a clap around the circle, one clap for each syllable. The last three syllables are always “hee-hee-hee.” Either the one who gets hit on the last “hee” or the one who messes up goes in the middle. The person in the middle has to come up with the next pattern. Speed it up for Fortgeschrittene!

95. LEUTE, DIE JEDER KENNT

Have the villagers write the names of famous people on little slips of paper. Then put the pieces of paper in a hat. Divide villagers into two teams. Teams take turns with one person drawing from the hat and describing the famous person. The team which guesses correctly keeps the slip of paper. Each player has one minute to describe as many people as she can. Gerd says, “They love this game!”

96. FAMILIENFOTOS

Have villagers bring photos of their families-or cut out pictures from magazines to make a “*meine Familie*” collage. Then take turns asking “*Wie heisst deine Mutter?*”, “*Wie heisst dein Hund?*”, usw.

97. TIERE UND PFLANZEN

Vary any of the games you may play on this day by giving villagers names of plants and animals. Animals could answer “*Wo wohnst du?*” by pointing to the appropriate country on the globe. Plants could answer -by locating their plant in Waldsee.

98. MONSTER

Ask villagers to draw a monster. Give them directions on how to draw each part of the monster. For example, tell them the monster must have six eyes, three feet, etc. Then ask villagers “*Was ist das?*” for each of the body parts they've drawn. Use many different colors and ask the question “*Welche Farbe hat das?*”

99. UM DEN KREIS

Have villagers sit in a circle with the Betreuer in the middle. The Betreuer holds objects or pictures of objects.

Start the game by having one of the villagers stand behind one of the seated villagers in the circle. The Betreuer asks “*Was ist das?*” and holds up an object/flashcard. The first villager to answer correctly wins. If the standing villager is the winner, she proceeds to stand behind the next villager in the circle. If the seated villager wins, he stands and proceeds to the next villager in the circle while the other takes his spot. The first villager to make it all the way around the circle becomes the *Betreuer* and asks the question.

100. PHOTOAPPARAT

Have one villager play the “*Photograf*” and another the “*Photoapparat*.¹” The *Photograf* puts her hand over the eyes of the *Photoapparat* while a third person holds up an object. The *Photograf* then opens her hand quickly allowing the *Photoapparat* a glimpse of the object. Then the *Photoapparat* is quizzed--“*Was ist das?*” “*Welche Farbe hat das?*” etc.

101. GENDER RELAY

Place two piles of objects several feet away from the villagers. Each team must pick out an object from the pile and run and put it in one of three piles, “*der*,” “*die*,” or “*das*” depending on the article of the object.

102. SLAPJACK

Make flashcards with objects or animals. Select one of the objects to be the slapjack. As you flip through the stack have villagers name the objects. When the slapjack comes up, villagers slap--the first to recognize it takes the pile. This is great for young villagers.

103. PARTICIPLE RHYTHM

Have villagers chant several “ge”-words to a rhythm. “*Gegessen, gelesen, gesungen, gespielt!*” etc.

104. EDITORIALS

Have villagers write editorials for the *Waldsee Zeitung*. They could express opinions about the *Tagesplan*, the cabins, activities, food, etc.

105. STAFFELLAUF (RELAYS)

*These are great ideas for young, active groups. Be creative and use the relay idea for any day, if your group likes it.

A. “*Was tust Du?*”: Write several actions or draw action pictures on flashcards. Divide the cards into two piles and place them at a distance from the kids. Divide the villagers into two groups. At the word “go”, one villager from each group must run to the pile and pick up a paper. The rest of the group hollers, “*Was tust du?*” or “*Was machst du?*” and the villager must answer by acting out the action and saying it at the same time. For example: “*ich trinke.*” The villager may put the card on the discard pile and run back to the group. When she gets back, the next person in the group may run to the stack.

B. “*Wohin gehst du?*” Divide villagers up into two teams. The counselor holds up a stack of cards with pictures or words of *Laden*, *Kiosk*, *Bank* etc. Kids race up to the counselor in pairs and race to see who can say a correct sentence with *zur*, *zum*, *nach*.

106. “HOUSE OF CARDS”

Variations on this game can be used for almost any day. This is also a good review activity. Here it is described for ‘*Was tust du?*’. Have villagers build a house out of playing cards by adding one card to the house at a time. With the addition of each card, the villager must say one word to help build a sentence. For example, the first villager places the first card on the card house and says, “*ich*”. The next villager in the circle places another card and adds another word to the sentence: “*Ich spiele.*” The object of the game is to have the villagers build longer and more complex sentences as the size of the house grows. Hopefully, they will end up with a sentence like, “*Ich spiele Fußball mit Fritz auf dem Fußballplatz.*” Before each villager adds a new word, the group should ask “*Was tust du?*” or “*Was machst du?*”

107. REFLEXIV GUMMIBAND

A snappy way to teach reflexive verbs. Sit in a circle on the ground. One person begins by throwing an end of a string/ bungy cord/ long rubber band/ etc. to another person in the circle. The 'thrower' says "ich dusche". The "receiver" lets the band or cord snap back to the thrower/speaker. When the cord returns to the speaker, she finishes the sentence with "mich". Now the receiver continues the toss with a new verb.

108. MEINE INTERESSEN

Cut random pictures out of a newspaper or magazine like images of sports, festivals, books, political events, advertisements for different things. Have the villagers make a collage with the heading "*Ich interessiere mich für...*" and have them say (and/ or write) the activity represented in each picture in their collage.

109. MEIN LIEBLINGSSALAT

This activity focuses on *gern*, *lieber*, *am liebsten*. Have the villagers create a salad out of the plastic *Obst* and *Gemüse* found in program supplies or have them draw their own produce. Have them add the ingredients progressively into the salad using *gern*, *lieber* and *am liebsten*.

110. MIGRATORY BIRDS

This is one of many possible activities which incorporates environmental themes into the daily patterns. For "Wohin gehst du?", use the bird migration map from the Umwelt materials or use the following idea with other animals. Each villager chooses one migratory bird. Ask them, "Wohin gehst du?" and "Woher kommst du?" or "Wohin fliegst du?" Expect answers like, "Ich fliege nach Suden." or "Ich komme aus Sudamerika." Use the lesson to teach something about seasonal migration, hibernation, etc.

111. UMWELT WISSEN

Take a tour of the woods around Waldsee. Stop to look at various trees and ask, "Warum ist dieser Baum eine Fichte?" Expect answers like, "Dieser Baum ist eine Fichte, weil er quadratische Nadeln hat." Take time to teach shapes and adjectives first. Here is a short list:

flach – the needles of a TANNE

quadratisch – the needles of a FICHTE

roh – a piece of bark

glatt – a piece of birch bark

schleimig – slime from the lake

spitz – the point of a leaf rund-the end of a stick

Extend the game to other questions like, "Warum ist dieser Baum braun?" Antwort: "Weil er krank ist." This could lead to a discussion of *Waldsterben*.

112. TIC-TAC-TOE

The "Tic-tac-toe" board can be used in a variety of ways for almost any day. (See sample below) Three X or 0 in a row wins. Write new vocabulary in each square and ask questions which can be answered with the vocabulary. Or make villagers use the word in a correct sentence to get the space. If a team or villager answers correctly, they get to mark an X in the box. This may also be used like a 'Jeopardy' board, where the 'answer' is in the box and the villagers have to make up the questions. Be creative. The following idea was specifically developed for "Warum ... well" practice. Make the tic-tac-toe board with the pronouns. In order to get an X or an 0 on each of the spaces, the villager must use the pronoun in a *warum ... weil* sentence with an appropriate form of the modal verb. (,Wir gehen zum Strand, weil wir schwimmen wollen.") See sample below.

| | | |
|-----|-----|----------|
| es | ihr | er |
| sie | du | Sie |
| wir | ich | sie (pl) |

113. BRETTSPIEL – DIE U-BAHN

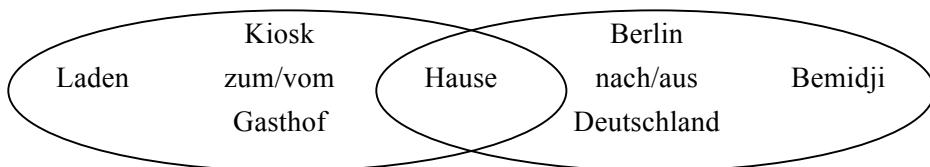
Use the large S-Bahn and U-Bahn maps available at the Lager or photocopy the map from page 26 in the Brücke book. Make game pieces for each player and use one die. Have the villagers start from the Hauptbahnhof, roll the die, and move their game piece the corresponding number of stations in any direction. With each move they must answer the questions “*Wohin gehst du?*” and “*Woher kommst du?*” Whoever gets to an end station on an exact roll wins.

114. RHYTHMIC CHANTS

Use the following rhythmic pattern to teach any daily pattern. The following descriptions shows this variation on concentration (#10 in this manual) used with “*Wohin gehst du?*” Chant “*Wohin gehst du?*” three times and point to someone in the circle. They slap their knees for ich ; clap hands for gehe and snap right hand for zur, zum, nach, etc.; then snap left hand for *Bank*, *Kiosk*, etc. Everyone chants again. ‘*Wohin gehst du?*’ and the villager who just finished points to a new person.

115. VENN DIAGRAM

Use the following diagram to visually help students with the difference between zu and nach. The diagram can become more complicated if you add the difference between zur and zum or vom and aus. Be creative!



116. SET THE MOOD

The following set of tips can help teach moods and feelings for “*Warum bist du?*” This is a difficult day for beginners and these ideas may help break up the length and complexity of the sentence.

- * Make feeling flashcard faces with paper plates. (*glücklich, traurig, sauer, etc.*)
- * Use colors to represent the feelings. (*rot= sauer oder böse*)
- * Use different hats to represent feelings.

* Bring pictures from magazines with people expressing different feelings.

- * Review “*warum...weil*” first and teach emotions “*Ich bin...*” before the whole new structure.

117. KOMPLIMENTE

Villagers write compliments about each other on small slips of paper (in German of course). They then say something positive about themselves based on the compliments they receive. For example: “*Ich bin froh, weil ich schön bin.*”

118. BOARDINGHOUSE REACH

(from Games for all Reasons)

Use pictures of food or real food and sit around a table in the *Gasthof*. Introduce all of the food and vocabulary first. Then say the name of one of the foods or objects at the table. The first villager to recognize the food, grabs it from the pile. Continue with all of the other objects/foods until the villagers have grabbed them all up. Then ask the villagers “*Was ißt du zum Mittag?*” Or if they didn’t get one of the items they wanted, ask them, “*Was willst du zum Mittag essen?*” This can also be used with your family or house at mealtimes to teach foods and distribute the meal.

119. BULLSEYE

(from Games for all Reasons)

Introduce command forms for directions phrases such as: “*Geh gerade aus!*” “*Haft!*” “*Geh ein bißchen links/rechts/höher!*” Then draw two bull's eye marks or choose a spot on a tree as a bull's eye. Divide the group into two teams and choose two individuals to be “it”. Blindfold these villagers and give them something to put in/on their bull's eye. Now the teams have to direct their blindfolded member to the bull's eye using the commands. If you spin the blindfolded villager first, it will be more difficult. After the first villager finds the bull's eye, continue until all members of the team have had a chance.

120. TIERE BEWEGUNG

In this *Umwelt* application, villagers will learn verbs of motion which correspond to *Tiere*. Teach verbs like *hupfen, fliegen, schwimmen, schleichen, laufen, springen*, etc. Then teach *Tiere* like *Hase, Fisch, Schlange, Vogel*, etc. Villagers choose an animal and move like their animal. Ask villagers, “*Was tust du?*” They answer with the movement of their animal, “*Ich fliege.*” Make this into a relay by making teams and requiring villagers to move like their animal from the starting point to the ending line after answering the question, “*Was tust du?*”.

B. ROLLENSPIELE

Rollenspiele help advanced speakers' practice their skills in real-life scenes. Set the scene, go over important grammar, sentence structures and vocabulary needed for the skit and then give the villagers time to practice before performing for each other. Taping these scenes may add an extra incentive to perform!

200. BETREUER/VILLAGER

One villager plays a child and one plays the parent or Betreuer. The child wants to go out, but the parent/Betreuer requires the child to do some chores first. Require villagers to practice with modals (*wollen, müssen*) or „*entweder.... oder*“ or specific vocabulary.

201. DAS BADEZIMMER

The scene is in the bathroom. Every villager has to do something important in the bathroom in order to get ready for some big event. But not everyone can get in the bathroom in time. Another villager plays the *Betreuer* and tries to settle the scene. Use reflexive verbs (*Ich muß mich duschen*) and party plans (*Ich habe eine Einladung*).

202. DIE VERABREDUNG

Two villagers meet to discuss plans for the *Veranstaltungen*. Each one chooses a different activity, but they need to make a compromise if they want to do something together. Practice modals (*Ich will schwimmen gehen*) and different verbs at *Veranstaltungen*. Or require that they build in some difficult dative verbs. (*Ich folge dir nach Worpswede, wenn du mir mit Bauernmalerei hilfst.*)

203. DER VERKÄUFER

Enact a scene *im Laden*. One villager is *Verkäufer/in* in the other is *Kunde*. Discuss dialog and practice.

204. MITFAHRZENTRAL

Every villager chooses a place in Waldsee or the world where she would like to go. Half of the group has some sort of transportation and the other half needs a ride. Those with transportation offer a Mitfahrmöglichkeit and those who need it choose the best offer. Those who want the same offer will have to work out a solution!

205. REISEBÜRO

Villagers choose places where they would like to travel. They have to call or go to the travel agent and make reservations. Complicate the situation as the travel agent by creating a problem with different travel plans: i.e. the tickets are sold out. Or pair villagers up so one is the traveler and one is the agent.

206. HOTEL

Some villagers play owner of a *Jugendherberge, Zimmer-frei, Pension, or Hotel*. Others are looking for a place to stay. Each of the “owners” only has one spot free (or none). Every “traveler” has to find a place to stay. Discuss how to make reservations, what options are available are available in rooms (*WC, Dusche, Waschbecken, Fenster, etc...*).

207. DER BESUCH

Pair up villagers. One is visiting the other in Berlin. They want to do something together, but they have some different interests. They discuss 3 different possibilities before deciding on an activity.

208. TRAVEL TROUBLES

See page 29 in *Die Brücke*. Follow the outlined role-plays.

209. FAMILY VACATION

Villagers play part of a family trying to decide where to go on vacation. Villagers have to support their choice with reasons and with words like *weil, damit, um...zu, denn*. The villager with the best reasons or who convinces the rest of the family wins. Take a vote!

210. MÄRCHEN

Retell fairy tales in present tense explaining why everything happened. Villagers take the role of fairy tale characters and explain what and why they are doing everything. For example, “*Ich bin Rotkäppchen. Ich gehe zu Oma, weil sie krank ist.*”

211. POLITIKER

Villagers role-play politicians trying to convince others why they should win. Bring in discussion of current political issues and *Redewendungen* used to express opinions.

212. LEHRER/SCHÜLER

One villager plays a student and one plays the Betreuer or Lehrer. The Lehrer asks continual “*Warum*” questions of the student. For example, “*Warum bist du zu spät?*” “*Warum hast du keinen Bleistift?*” etc. Pair up and perform for each other or have one villager play *Lehrer* and all others are *Schüler*.

213. TRÄUME

Villagers dream about places they would go or things they would do if they had 1.000.000 Euro or a whole year free plane ticket anywhere in the world. Villagers make up dream scene and ask each other “*Was würdest du machen, wenn du...*”

214. WALDSEE WÜNSCHE

Villagers begin scene with “*Wenn ich Dean wäre, würde ich...*” They may all give wishes or pair up and play two villagers with opposing ideas about what should be.

215. IF I WERE YOU...

One pair makes a statement “*Ich bin krank*” The other partner responds with what they would do if they were in this situation, “*Wenn ich krank wäre, würde ich zum Arzt gehen.*” Now the second partner gives a statement. Perform for each other or pass statements around the circle.

216. LAST DAY

Villagers enact scenes from their Waldsee session. Perform for whole camp after dinner, if they are good!

217. SEIFEN-OPER

Devote one period of your *Familiengespräch* each day to the writing and performing of a soap opera. Tell students to try to develop a story line which centers around the “question of the day.” Have them write a script and practice the lines. CREATE opportunities for them to perform their soap opera for other *Familiengruppen* or for the entire village—or perhaps even for the *Elternprogramm*!

218. RESTAURANT

With a beginning group practice making reservations and then role play the dialogue with you as the restaurant host/ess. When they are comfortable with making reservations, switch to a discussion of what happens at a German restaurant. Bring a copy of a menu to your *Familiengespräch*. Talk about the different foods, the concept of a *Menü*, different customs (in most countries people do not place their hands on their lap while at the table as is customary in the US, for example). Then role play ordering and receiving food, asking for the bill, and paying with you as the waitron. For added fun serve each villager a *Gummibärchen* or piece of *Schokolade*!

For a more advanced group make your role play a bit more complicated and creative. Give each villager a slip of paper with a specific role on it—they shouldn’t know the roles of the other actors. One could be a waitron who is very hard of hearing, another a customer has to make her plane in less than a half hour, but is starving; two could be poor students who try to slip out without paying, etc...

219. EIN TREFFEN IN DER KIRCHE

Der Leiter spielt Sekretär des Treffens und muß zuerst die Frage vor der Gruppe einleiten, nämlich, ob die Kirche der Heiligen Wege ein neues, größeres Gebäude bauen sollte...

Die Personen sollen sich vorstellen, bevor die Diskussionen anfangen.

Organist/in Pfeiffer

Ja

Du willst eine neue, größere Orgel. Dein Job wäre ansprüchsvoller in einer größeren Kirche. Dein/e Partner/in hat ein Reisebüro und würde ein besseres Geschäft machen (und mehr Geld verdienen), wenn die Kirche mehrere Mitglieder hätte.

Pfarrer/in Schulz

Nein

Du arbeitest schon 60 Stunden in der Woche und fürchtest, daß du in einer größeren Kirche noch mehr arbeiten müßtest. Du glaubst auch, daß die Gemeinde nicht genug Geld geben könnte, um ein neues Gebäude zu bauen.

Herr/Frau Komski

Ja

Deine Schwester besitzt ein Teil des Landes, das die Kirche kaufen würde, um Platz für das neue Gebäude zu haben.

Herr/Frau Fuktabat

Nein

Du bist Autohändler und du hast Angst, daß in einer größeren Kirche es zwei Autohändler geben könnte.

Herr/Frau Ederer

Ja

Du besitzt die Firma, die das ganze Holz und elektronische Material an die Kirche verkaufen könnte.

Nachbar/in Schlechte

Nein

Du wohnst neben der Kirche und du weißt, daß der Parkplatz sehr groß sein würde, daß es sonntags viel Verkehr geben würde, und daß die Preise der Häuser sinken würden.

220. EIN ABEND IM KINO

Gegenstände: 4 Stühle in 2 Reihen von 2, wie im Kino

Der/Die Betreuer/in ist der/die Platzweiser/in und steht bereit, jede überbegeisterte Ausseinandersetzung zu zähmen.

Die KritikerInnen sitzen gleich vor Jungen Personen 1 und 2.

Kritiker/in 1

Du und ein Freund wollen einen Vergleich zwischen diesem Film und einem Film, den ihr letzte Woche gesehen habt, machen. Diskutiere die Schauspieler, Fotographie und Aktion des Filmes.

Kritiker/in 2

Du und ein Freund wollen einen Vergleich zwischen diesem Film und einem Film, den ihr letzte Woche gesehen habt, machen. Diskutiere die Schauspieler, Fotographie und Aktion des Filmes.

Junge Person 1 (zweite Reihe)

Du bist sehr schüchtern und es fällt dir schwer, anderen Leuten deine Meinung zu sagen. Weil die Person vor dir so groß ist, kannst du überhaupt nichts sehen.

Junge Person 2 (zweite Reihe)

Du hast bemerkt, daß dein/e Partnerin unglücklich ist und du willst versuchen, herauszufinden, was das Problem

ist.

221. IM FLUGZEUG

Der Leiter ist Pilot/in des Flugzeuges und muß entscheiden, wann das Anschnallenlicht angeht.

Gegenstände: 3 Stühle in einer Reihe

Passagier 1 sitzt am Fenster, Passagier 2 in der Mitte, und Passagier 3 am Gang.

Passagier 1

Du sitzt neben dem Fenster in einem Flugzeug. Du bist Kettenraucher und mußt unbedingt zum Raucherabteil des Flugzeuges gehen, bevor der/die Pilot/in ansagt, daß jeder sich anschnallen muß. Du willst niemandem sagen, daß du Raucher bist – es ist dir peinlich.

Passagier 2

Du hast einen Gipsfuß und kannst nicht ohne Hilfe aufstehen. Du bist auch sehr klug und hast viele Gründe, warum du nicht aufstehen sollst.

Passagier 3

Du bist Mitglied der Organisation "Welt ohne Zigaretten" und du glaubst, daß du jeder Person erklären mußt, warum sie auch Mitglieder der Organisation sein sollte.

Flugbegleiter/in

Es ist deine Aufgabe, es jedem Passagier bequem zu machen und Probleme zwischen den Passagieren zu lösen.

222. TAXI! TAXI!

Gegenstände: 4 Stühle, um ein Taxi zu bauen.

Der/Die Leiter/in sitzt im Taxi.

Taxifahrer/in

Du fährst Taxi. Deine Preise sind: 3 Euro Minimum. 1 Euro 20 pro Kilometer. Der Bahnhof ist 7 Kilometer entfernt. Das Arbeitsamt ist 8 Kilometer entfernt. Und Tengelmann ist 3 Kilometer entfernt. Du hast den ganzen Tage schon gearbeitet und willst nur noch einen Mitfahrer mitnehmen.

Alte Frau/Alter Mann

Du mußt sofort zum Bahnhof fahren, weil deine Enkeltochter in einem Kölner Krankenhaus liegt. Du hast kein Auto.

Student/in

Du bist Student/in. Heute abend schmeißt du eine riesige Party und deshalb willst du sofort zum Tengelmann, dem Supermarkt, fahren, um Chips, Cola und Bier zu kaufen. Du hast die/den Taxifahrer/in zuerst erreicht.

Ausländer/in

Du bist Ausländer/in und du mußt sofort zum Arbeitsamt, weil du in Termin um 3 Uhr hast. Wenn du nicht pünktlich um 3 Uhr an kommst, wirst du deine neue Arbeit verlieren.

223. AUF DER STRAÙE

Autofahrer/in

Du fährst einen roten BMW. Ein/e Polizist/in hat dich gerade angehalten. Du bist nicht mehr als 55 Kilometer pro Stunde gefahren. Du bist unterwegs zu einem wichtigen Treffen, wo du der Gastsprecher/in bist. Du hast schon 3 Straffzettel. Mit einem vierten Straffzettel verlierst du deinen Führerschein. Der BMW gehört dir nicht. Auf keinen Fall kannst du es dir leisten, dein Auto zu haben. Versuch alles mögliche, nicht bezahlen zu müssen.

Polizist/in

Du hast gerade einen roten BMW angehalten. Der/Die Fahrer/in ist mit 65 Kilometer pro Stunde gefahren. Er/Sie hat auch be idem Stoppschild nicht ganz angehalten. Du glaubst, daß BMW-Fahrer reich und unintelligent sind. Du bist selber sehr arm, weil du 4 Kinder hast. Wenn ein Autofahrer das Auto, im dem er fährt, nicht besitzt, mußt du genaue Informationen über seine Person haben.

224. ZAHNPASTATAG

Der/Die Betreuer/in ist Direktor/in der Schule.

Der/Die Lehrer/in

Du mußt heute den SchülerInnen beibringen, wie man sich die Zähne putzt. Erwähne Zahnpasta, Zahngleide, wann und wie oft man sich die Zähne putzen sollte, usw.

Schüler/in 1

Heute hast du einen Teddy-bär zur Schule mitgebracht und du willst ihn den anderen SchülerInnen unbedingt zeigen. Zuerst aber, mußt du die Aufmerksamkeit des Lehrers auf dich bringen.

Schüler/in 2

Dein Zahnarzt hat der gesagt, daß du Zahngleide nicht benutzen mußt, weil du unter 10 Jahre alt bist. Du mußt auch auf's Klo, aber erst wenn die Lehrerin sagt, daß du gehen darfst.

Schüler/in 3

Du weißt alles, du hast immer Recht, und du fragst nach allem Möglichen, wenn jemand der etwas erklärt.

225. ICH MUß OTTO SEHEN

Der/Die Betreuer/in ist Besitzer/in des Kinos und kommt zur Hilfe, wenn das nötig ist. Die SpielerInnen machen eine Schlange vor dem Kinoarbeiter in der Reihenfolge: Kinobesucher 1, 2, 3.

Kinoarbeiter

Du hast noch 2 Karten für den Film "Otto lebt," und 5 Karten für den Film "Die letzte Chance." Platzkarten kosten 8, 10, und 12 Euro. Die zwei Karten, die du noch hast, kosten 10 Euro.

Kinobesucher 1

Du willst "Otto lebt" sehen, weil es der einzige Film ist, den du noch nicht gesehen hast. Heute abend ist der letzte Abend, an dem der Film gezeigt wird. Du kauftst immer die teuerste Platzkarte (12 Euro).

Kinobesucher 2

Dein/e Partner/in will "Otto lebt" sehen. Du willst eigentlich "Die letzte Chance" sehen, aber du weißt, daß du alles möglich machen mußt, um sicher zu sein, daß dein/e Partner/in "Otto lebt" sieht, weil es sonst keine zweite Verabredung geben wird. Du weißt auch, daß dein/e Partner/in nicht immer sagt, was er/sie wirklich sehen will, nur um nett zu sein.

Kinobesucher 3

Du findest "Otto lebt" total doof, aber du willst nett zu deinem/er Partner/in sein, weil du weißt, daß dein/e Partner/in unbedingt "Otto lebt" sehen will. Alleine gehst du nie ins Kino.

C. Die Brücke

Die Brücke can be used to expand any day's themes and patterns with new topics.

300. WIE HEIST DU? WO WOHNST DU?

A. "Informationen zur Person" (p. 1-4). Fill in the sample *Formulare* and discuss German bureaucracy, living

abroad, exchange programs, etc.

B. "Wohnen" (p. 5-10) Discuss the living situation in Germany.

301. WAS TUST DU?

- A. "Die Schule" (p. 41-44) Teach about the German school system. *Was tust du? Ich lerne!*
- B. "Einkaufen" (p. 20-24) Teach about shopping, prices, money, etc. in Germany. *Was tust du? Ich kaufe ein! Ich gucke nur. Ich hätte gern...*
- C. "Die Post" (p. 38-40) Teach about everything you can do at the post office in Germany. *Was tust du? Ich schicke einen Brief. Ich mache ein Ferngespräch.*
- D. Discuss different job possibilities. *Arzt/in, Rechtsanwalt/in, Mechaniker/in, etc.*

302. WOHIN GEHST DU?

A. "Reisen" (p. 25-31) Discuss *Jugendherberge, Pensionen, Zimmer-Frei*. Discuss *Verkehrsmittel* and travel possibilities in Europe—*U-Bahn, S-Bahn, Bus, Fahrrad, Auto, Flugzeug*. Discuss *Visen*, European Union, and Passport.

303. WAS HAST DU GEMACHT?

- A. "Die Schule" (pp. 41-43) Discuss the German school system. Make a *Stundenplan auf Deutsch*. Then ask, „*Was hast du am Dienstag in der dritten Stunde gemacht?*“ Villagers play classmates. One has been on a *Klassenfahrt*, the other stayed at school. They ask, „*Was hast du gemacht?*“
- B. "Telefon" (p. 32) Discuss how the German telefon system works with *Einheiten* and also the *Telefonzelle*. Teach important words like *Ferngespräch, Auf Wiederhören, Anruf, besetzt, Wählton*, etc. Focus on past tense phrases as well – *falsch verbunden, die Rufnummer hat sich geändert*, etc. Then play „*Telefon*“. One person begins by whispering a sentence to the one next to him. The next person asks, „*Was hat er/sie gesagt?*“ Continue around the circle and see what the end result is!

304. WARUM? WEIL...

- A. "Unterhaltung" (p. 14-19) Villagers choose an evening activity and justify why they want to do that.
- B. "Einkaufen" (p. 20-24) Villagers go shopping for food to make dinner. They must answer why they are buying each item.
- C. "Reisen" (p. 25-31) Discuss why villagers would like to go to different places in the world or Germany.
- D. "Schule" (p. 41-43) Discuss German school system and compare to American. Which parts of the system do villagers like best? Why?

305. WARUM BIST DU...?

- A. "Wohnen" (p. 10) Villagers should explain why they are happy or sad faces next to different living arrangements. „*Sie ist traurig, weil die Wohnung zu teuer ist.*“
- B. "Unterhaltung" (p. 14-19) Villagers choose an evening activity and express their desire to do something. You present a problem with everyone's choice; tickets are sold out or the movie isn't showing tonight. Villagers must express their feelings about these frustrations. „*Ich bin sauer, weil ich den Film sehen wollte.*“