

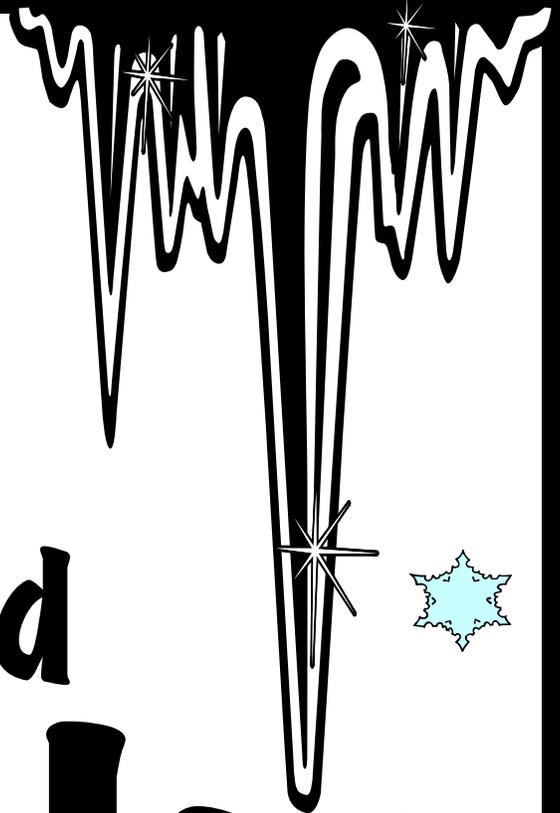
Wade Petersen Presents

Fire



and

Ice



Iowa World Language Association Conference
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Creativity speaks volumes.

Contact Information:

Wade Petersen
wadecp@netins.net
petersenw@wdmcs.org

Valley Southwoods Freshman High School
West Des Moines, Iowa

Faites attention à la politesse

Atención a la cortesía

Sei Brav!

English Title: "Mind Your Manners"

Activity Level: Beginning

Activity Duration: 5 - 10 minutes

Grammar/Vocabulary Focus: phrases indicating politeness

Required Supplies: optional prize(s)



To reinforce showing manners in French/Spanish/German, this activity focuses on three simple words and phrases:

French = "s'il vous plaît," "merci," and "je vous en prie"

Spanish = "por favor," "gracias," and "de nada"

German = "bitte," "danke," and "bitte sehr" or "Bitteschön"

Most teachers have noticed that many of their students are increasingly deficient in this most basic of cultural norms.

1. Instruct students to choose one object of their own to use (this can be as simple as a pencil, a backpack, or whatever students have with them at their desks). It is not necessary for the student to know the French/Spanish/German word for the object chosen.
2. Students stand up and wander around the room having brief exchanges of politeness with others in class. When any two students come together, they will greet each other appropriately (*Bonjour! / Ça va?*) / (*¡Hola! / ¿Cómo estás?*) / (*Guten Tag! / Wie geht's?*) and then "notice" the item that the other student has.
3. One student will first ask the other student for his/her item by pointing at the item and using the phrase "s'il vous plaît?" / "por favor" / "bitte?". The second student must then give the student his or her item. At this point, the first student will say "merci" / "gracias" / "danke" to which the second student must respond with "je vous en prie" (or "de rien") / "de nada" / "bitte sehr" or "Bitteschön."
4. The students will then circulate, looking for other students with whom to continue trading their constantly changing items. One important rule is that the same two students may only have one meeting during the entire activity; this forces all students to get involved with others in the class.

Additional Details/Options:

- * The element that makes this activity really fun is to give two or three students some sort of valuable item to inject into the students' trading! Before the trading begins, I usually pick two students whose items I replace with small candy bars or "free homework" coupons. With this added touch, the activity becomes a lot like "Hot Potato." At some point, the teacher must end the activity. Obviously all personal items will be returned to their owners, BUT ... whoever is in possession of a special item (candy or coupon) when the teacher signals the end of the activity will get to keep it! Students love this activity, and there is a lot of scrambling when they sense the end of the activity is near.
- * If there is more time, try a second round. Once students get the hang of this, it will get really wild! All the time, the three politeness phrases in French/Spanish/German are being used over and over to the point that they become natural and the students automatically use them!



Tournoyez la bouteille

Gira la botella

Das Flaschendrehen

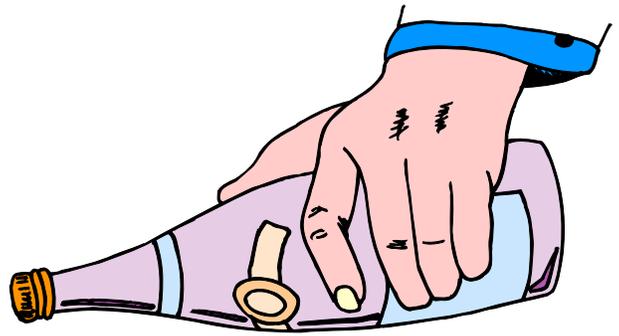
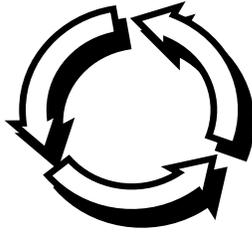
English Title: "Spin the Bottle"

Activity Level: Beginning - Advanced

Activity Duration: 15 - 20 minutes

Grammar/Vocabulary Focus: teacher-generated categories

Required Supplies: bottles (glass work best), list of categories



To review a lot of material in a short amount of time, this fun review activity is perfect for all levels of classes.

1. Divide French/Spanish/German students into groups of six to eight students (depending on class size). Each group finds its own area of the classroom to sit on the floor in a circle.
2. Provide a bottle for the group to spin.
3. Distribute a list of review categories to each group. The categories can include vocabulary or grammar from any current unit of study: parts of the body, regions of France (countries of Central America / states of Germany), things you drink, animals, reflexive verbs, weather phrases, colors, etc.).
For intermediate to advanced level students, it is always useful to throw in some categories from their beginning level course to refresh their memories
4. One student in each circle spins the bottle to begin. The student to whom it points is the first student in the "chain." The first student must name any item in French/Spanish/German that fits the teacher-prompted category (or the first category in a given list).
5. The student to his or her left must repeat the previous student's item and add one of his or her own:

French = student 1: *le chat*; student 2: *le chat, le chien*; student 3: *le chat, le chien, la vache ...*).

Spanish = student 1: *el gato*; student 2: *el gato, el perro*; student 3: *el gato, el perro, la vaca...*).

German = student 1: *die Katze*; student 2: *die Katze, der Hund*; student 3: *die Katze, der Hund, die Kuh...*).

Items may not be used twice. This repetition forces each student to say a lot of vocabulary and work on memorization at the same time.

6. Students continue the chain until it gets to the one student who cannot give another item that fits in the category. This player is eliminated from the competition by leaving the circle.
7. After the first round, the last player to give a correct answer in the chain gets to spin the bottle for the next round as they move on to the next review category.

Additional Details/Options:

- * Since glass soda bottles are difficult to find these days, you can easily substitute any type of glass bottle that is heavy enough to spin on the floor (test your bottles in advance to see if they will work). I found some creme soda and root beer bottles that work great for this activity.
- * You may list the categories on the board for the entire class to see or call out the categories for each round. Since each group will move at its own pace, the best technique I have found is to put a list of 10 categories on the floor with each group.
- * An eliminated student could continue to play for the fun of it (with no one being eliminated). Another option to keep eliminated students involved is for them to form a new circle in the room (since each group will be eliminating players, this will not take long to do). You can direct eliminated students to a new location to continually form new circles to "spin the bottle."



La course d'obstacles

El curso de obstáculos

Die Hindernisbahn

English Title: "Obstacle Course"

Activity Level: Beginning - Intermediate

Activity Duration: 15+ minutes

Grammar/Vocabulary Focus: prepositions, verb commands

Required Supplies: masking tape, various classroom objects (the obstacles), blindfolds



Students love this activity (even though they are a bit scared at first). This activity works well to reinforce prepositions and command forms of verbs.

1. Prepare three or four "obstacle courses" in the classroom. The number of courses will depend on the size of your classroom. Establish "lanes" (or outer boundaries) for each obstacle course by putting two parallel strips of masking tape about three feet apart (and about six feet long). Inside these lanes, place five or six items that act as the obstacles.
2. Divide the class into groups (each obstacle course should have no more than five students).
3. One student in each group volunteers to go first and to be blindfolded. The other students in each group stand outside the taped lanes and are the ones to give directions, in French/Spanish/German, to the blindfolded student. The goal is for the blindfolded student to make it from one end of the course to the other without his or her feet touching the taped lines (outer boundaries) or any of the objects in the obstacle course! If a foot touches any of these, the student is "out" and another student may try.
4. After a student is blindfolded, the other students should rearrange the obstacles in the path (just so the blindfolded student cannot memorize the route). Once this is done, the blindfolded student must rely on the others to give him or her directions on how to move through the course without touching anything.
5. Each student will want to take a turn being the blindfolded person. The others may alter the course for each round (be sure they do not make it impossible).

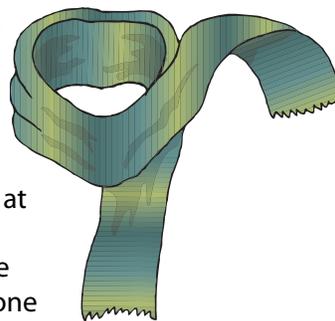
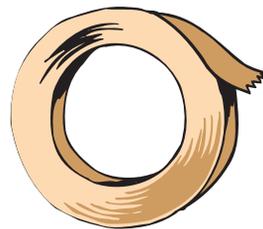
Additional Details/Options:

* Using the hallway outside a classroom will work great as well (not only does it provide more room, other students will be intrigued by the game and realize that this class has fun!).

* For blindfolds, I use colored bandanas that can be purchased very cheaply at discount stores or craft stores.

* Usually the students giving directions get so excited that they are all yelling out directions at the same time (which makes it hilarious but confusing for the blindfolded student); require the other students to each take a turn giving one command to the blindfolded student. Commands and prepositions may be useful to review as a class before beginning the activity and to give students sample prompts.

* Do this one day and try it again during the last few minutes (if there is extra time) of the following class days. What generally happens is that students find this very difficult at first, but they get more comfortable giving and receiving the commands, that it goes rather quickly.



Au marché
Al mercado
Am Markt



English Title: "At the Market"

Activity Level: Beginning - Intermediate

Activity Duration: 20+ minutes

Grammar/Vocabulary Focus: food (store) vocabulary, numbers (money)

Required Supplies: fake money, merchandise flashcards, shopping lists

This activity is designed to practice shopping dialogues and vocabulary. For this activity, teachers will need to have fake money for students to use (Teacher's Discovery has a great set of paper euros and plastic coins for sale).

1. Prepare at least 15 different items "for sale" by making 20 copies of that item on a flashcard (using the French/Spanish/German word or picture for the items). These items can be from any current unit of study. Place each set of 20 flashcards in an envelope to give to student "clerks."
2. Divide the class into clerks and shoppers. The clerks will set up little markets (desks) around the outside of the classroom. Each clerk is given the set of flashcards naming (or picturing) the one item that he or she sells at his or her market. The shoppers are each given a set amount of money to shop.
3. Model a typical dialogue with all students before starting the activity (incorporating common greetings, manners, typical questions: "how much is this?", "this costs ... ", "I would like to buy one ... ").
4. When you tell students to begin, shoppers will begin at any desk where there is an opening. Each shopper has an appropriate dialogue with a clerk to purchase the item that the clerk is selling. Preset the cost of all items (for example, any item is worth one euro (if using coins) or five euros (if using paper money).
5. Shoppers then continue to other desks where there is an opening to make more purchases.

Additional Details/Options:

- * To turn this into a game, from time to time, ring a bell (or make some loud obnoxious noise). Once this happens, all students freeze; call out one (or two) vocabulary items that are "on sale" at the different *marchés/mercados/Marktstände* but that have been recalled. Any shopper who has purchased this item must forfeit that item flashcard in a box in front of the classroom. Shopping resumes and those who lost items must begin again (with less money). Do this every once in awhile. The student with the most products at the end of the playing time wins. Students can then switch roles.
- * This version is for advanced students. Instead of having a set price for each item, let individual clerks set the price of their item. This way, students will have to decide whether or not they are willing to pay that much for an item. But, as is typical in most other countries, it is acceptable to bargain or negotiate for the price. Be sure that all shoppers begin with the same amount of money. If a class does this version as a competition, the shopper with the most products at the end wins, and the clerk who has negotiated the most money from shoppers also wins!
- * While studying foods and food stores, I have each of the clerks represent a different type of food store. They have flashcards in a packet that show different products available in their store. The shoppers are told that they are shopping for a party with a particular menu and will need a variety of items. I have then prepared 15-20 shopping lists that have five or six items on each list (but which come from different stores). The shoppers must examine their lists and first decide which stores will have the items on their list. The student waits for an opening at one of the stores to buy the necessary item from his or her list from that store's clerk (sometimes students have to wait in line!). When a student has purchased a particular item from a clerk, that clerk gives the student a flashcard of the purchased item. Each student continues to shop until he or she has found all the items on the list. Once this is done, the student brings his or her shopping list and purchased flashcards to you for verification. During a second round, clerks and shoppers switch roles.

Les bâtons et les pierres

Los palillos y las piedras

Stock und Stein

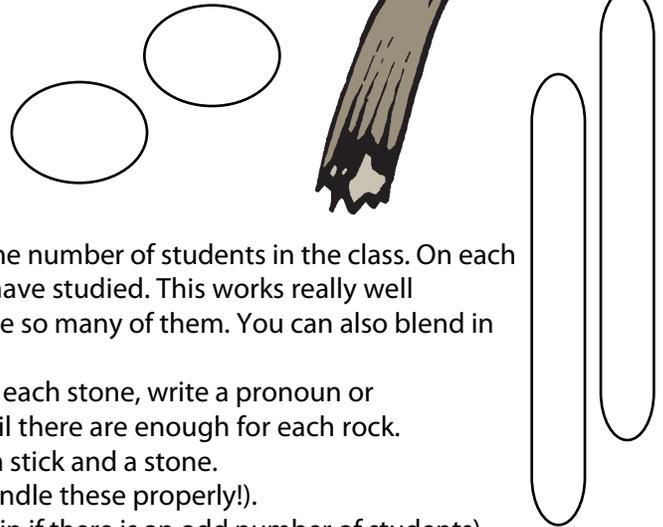
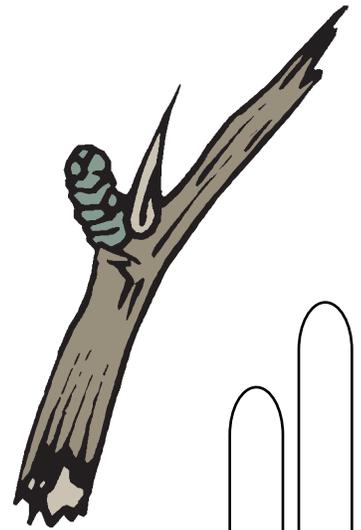
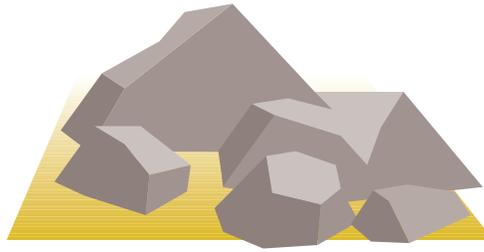
English Title: "Sticks and Stones"

Activity Level: Beginning - Advanced

Activity Duration: 10 minutes

Grammar/Vocabulary Focus: verb conjugation

Required Supplies: wooden popsicle sticks, stones



This activity is challenging but helps students work on verb conjugations in a fun way. The scope of the activity depends on the number and variety of verbs that the students have learned and need to review.

1. Purchase wooden popsicle sticks -- one stick for the same number of students in the class. On each popsicle stick, write a verb infinitive that the students have studied. This works really well once students have learned regular verbs since there are so many of them. You can also blend in any irregular verbs the class has studied.
2. Locate stones, enough for each student in the class. On each stone, write a pronoun or proper noun. It is perfectly fine to repeat pronouns until there are enough for each rock.
3. Tell each student in class that he or she will need both a stick and a stone.
4. Distribute the sticks and stones (caution students to handle these properly!).
5. Signal the students to stand up and find a partner (step in if there is an odd number of students).
6. When students have their partners, each takes a turn giving a complete sentence in French/Spanish/German using the pronoun (or proper noun) from their stone along with the correctly conjugated form of the verb infinitive on their stick. Challenge them to form impressive sentences (not just subject and verb).
7. Once both partners have stated their sentence, they must exchange either their sticks or their stones (not both). This will force the student to vary his or her sentences with the next partner (either with a different subject or a different verb).
8. The partners separate to find a new partner, but students may never go back to the same partner.
9. The exchanges and the trading of sticks and stones continues as long as time permits.

Additional Details/Options:

- * If the class is large, it is all right to repeat some of the verbs to have enough for all the sticks (in fact, make several sticks with (*être, aller, avoir, and faire*) / (*ser, estar, hacer, and ir*) / (*sein, haben, gehen, and machen* on them). In intermediate to advanced levels, the verb options are endless.
- * For many teachers, finding stones is as easy as going outside to the yard or driveway. If these are not available, go to any craft store and buy a bag of cheap decorator stones.
- * A great technique is to catch them at the classroom door as they enter; this way they won't have too much time to think or worry about what is going to happen.
- * For intermediate to upper-level classes, ask students to do the same activity in a different verb tense (past tense / future tense). For an upper-level class, stop partners after each exchange and inform them in what tense their next encounter must occur.
- * For an added surprise, before the activity begins, put a special mark (a star?) on one or two of the sticks or stones. Do not tell the students anything about this until the activity is over and it is time to collect both the sticks and stones. Whatever student ends up with the specially-marked sticks or stones gets a special prize (candy, free homework coupon, etc.).

Les soldats et les envahisseurs

Los soldados y los invasores

Soldaten und Invasoren

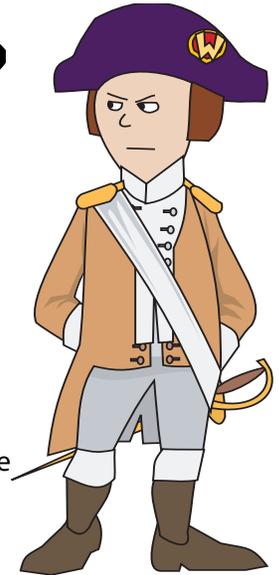
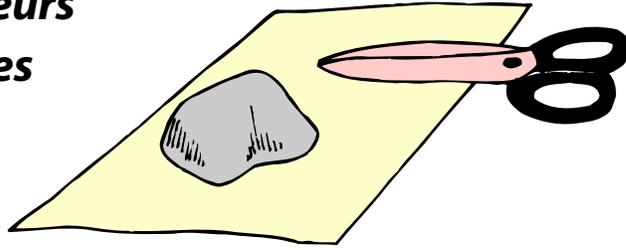
English Title: "Soldiers and Invaders"

Activity Level: Beginning - Advanced

Activity Duration: 20 minutes

Grammar/Vocabulary Focus: general vocabulary

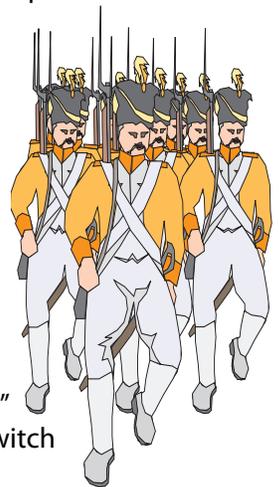
Required Supplies: vocabulary flashcards, throne (?) and crown (?)



1. Select one random student to begin as the king or queen of France/Spain or Mexico/Germany (this student gets to sit on a "throne" at the front of the classroom).
2. Pick nine more students as the "soldiers" to protect the king or queen and arrange these in three rows in front of the king or queen. The first row (or "line of protection") has four students; the second row has three students; and the third row (closest to the king or queen) has only two students. The students in each row stand at least five feet apart.
3. These "soldiers" have the same role for the entire game and do not change. Each of the "soldiers" has a stack of vocabulary flashcards from a current unit (the flashcards can be divided randomly, or each soldier could have a separate set of flashcards that represents a different chapter's vocabulary).
4. All other students start the game as the "invaders" and form one line at the back of the classroom (farthest away from the king or queen).
5. It is each invader's job to try and overthrow the king or queen. To do this, invaders must battle their way through the soldiers who protect the king or queen.
6. To begin, since there are four soldiers in the front line, the first four invaders each approach one of the soldiers. In each encounter, the soldier asks the invader for the French/Spanish/German equivalent of the English word/phrase on the flashcard (the French/Spanish/German should be on the back of the flashcard for the soldier to verify).
7. If the invader correctly states the French/Spanish/German word or phrase, the invader and the soldier immediately do a quick "Rock, Paper, Scissors" competition (review this for students who do not know how).
8. If the invader is successful in this, he or she moves on to the next row of three soldiers (the invader can pick any soldier that is unoccupied). The process starts over with another vocabulary battle between soldier and invader. If the invader is unsuccessful in either not knowing the correct French/Spanish/German word or phrase or the "Rock, Paper, Scissors" game with the soldier, he or she must immediately go to the back of the classroom and get in line to try again in another "military campaign."
9. If an invader successfully makes it past the second row of soldiers, he or she goes on to the third row of two soldiers. If the invader makes it past this last row, he or she becomes the new king or queen.
10. The deposed king or queen now must go to the back of the room, get in line, and become an invader to try to regain his or her throne.
11. End the activity while the energy and enthusiasm are still high.

Additional Details/Options:

- * Having a crown for the king or queen is a great prop! They love it! As added motivation, sometimes I have a bowl of candy by the throne of the king or queen. Any student who takes over as king or queen gets a piece of candy.
- * There is an element of knowledge (knowing vocabulary) as well as chance (it takes a lucky invader to get through all three lines of soldiers and win all three rounds of "Rock, Paper, Scissors"). You can easily call for a "changing of the guard" during the game where all the soldiers must recruit an invader with whom to switch places; this would get the soldiers involved in reviewing more vocabulary.
- * For upper-level classes, using vocabulary flashcards is still a lot of fun (even level IV students who have to review vocabulary flashcards from a chapter they had while in level I or II will be challenging and fun).



Sauvez, volez, échangez, ou sacrifiez ! ¡Salve, robe, intercambia, o sacrifique! Wahren, Schnapppen, Tauschen, oder Opfern!

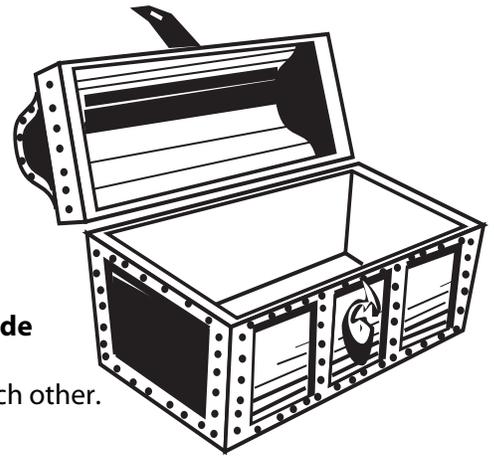
English Title: "Save, Steal, Switch, or Sacrifice!"

Activity Level: Beginning - Advanced

Activity Duration: 15 - 20 minutes

Grammar/Vocabulary Focus: verb conjugation (multiple tenses)

Required Supplies: board, markers, box with labeled cards (or sticks) inside



1. Divide the class into four teams. Each team will sit in desks close to each other.
2. On the board, designate one area for each of the four teams.
3. Each team sends one of its members to the board.
4. Give these students a subject (pronoun) and a verb (infinitive). As soon as the students have heard both, they write both the subject and correct conjugation of the given verb.
5. Watch to see which of the four students is the fastest.
6. Once all four students have written their answers, send any student who is incorrect back to his or her desk. Of the remaining students who answered correctly, each student automatically scores two points for a correct answer (and they write their points on the board).
7. The student who finishes first gets an additional reward ... a chance to draw from the "Box of Opportunity" (*la boîte d'opportunité / la caja de oportunidad / die Gelegenheitskiste*). Inside this box are many cards that you have prepared in advance. On many of the cards (or sticks), write a point value (put in ten sticks, each with a number from one through ten). On other cards (or sticks), write the French/Spanish/German words for "Save," "Steal," "Switch," and "Sacrifice" (put two of each of these cards in the box).
8. The winning student must draw one card (stick) from the box. If the student draws any card (stick) with a number, those points are added to that team's score.
9. If the student draws a card (stick) with "Save" on it, nothing happens and the team's score stays the same. If the student draws a card or stick with "Steal" on it, he or she will automatically steal the points from another team and add them to their own team's score. If the student draws a "Switch" card, he or she switches points with any other team. If the student draws a "Sacrifice" card, he or she loses all of their own team's points!
10. The winning team is the team with the most points at the end of the playing period (the class may play for as long as time allows).

Additional Details/Options:

- * Index cards or slips of paper work fine, but I prefer to use wooden craft (popsicle) sticks since they are more durable and easier for students to pick up.
- * Make sure all students have a couple of chances to come to the board. As much as students will love earning their own points, their devious sides will love stealing the points from other teams as well.
- * I suggest writing the four consequences for the "save," "steal," "switch," and "sacrifice" on the board. Students always forget all options (this saves a lot of time during the actual game).
- * Instead of simple conjugations, use this for vocabulary. Students receive a word in English, and they must write the correct spelling of the French/Spanish/German word (to add a level of difficulty, you could require the correct article with the word).
- * Instead of conjugations or spellings, ask students to translate entire sentences on the board. This requires more time (and it's easier to tell who finishes first). If any element of the sentence is wrong, send the student back to his or her desk. A "tag" system can be implemented where a student can go back to his or her team, tag another student, who then goes up to the board to fix any errors.