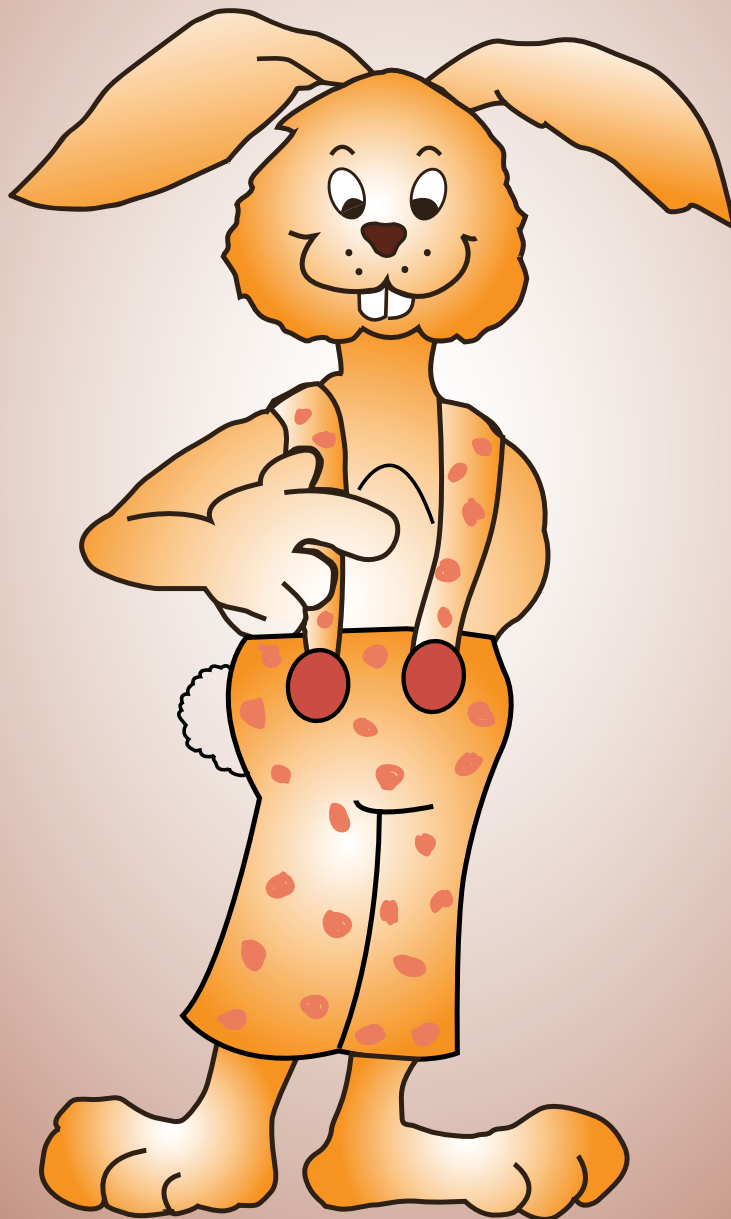


GERMAN IN THE NURSERY

Teaching Modules to introduce
German to *very* young learners



GOETHE
INSTITUT

Sprache. Kultur. Deutschland.

CURRENT SITUATION AND REASONS FOR EARLY FOREIGN LANGUAGE LEARNING

There is a worldwide tendency to start foreign language learning much earlier than 15 years ago. Research has shown that children learn a new language with enthusiasm, are able to develop elementary communicative competence and language awareness.

Early second language learning builds on children's curiosity, eagerness for knowledge, need to communicate and the willingness and ability to imitate and articulate words and phrases. Furthermore, children benefit from an additional opportunity to progress in a multifunctional manner. In this way a positive attitude towards foreign language and culture is promoted. The holistic approach has a positive effect on learning in general.

TEACHING STRATEGIES

Skills teaching

When talking about language skills, the basic ones are listening, speaking, writing and reading. The last two mentioned are at this stage of language teaching not relevant. However, other, more socially based have been identified more recently such as summarising, describing, and narrating. Children are able to work on these skills with the support of visual aids.

Code - switching

Changing between languages at some point in a sentence, is a commonly used communication strategy among language learners and bilinguals. It has the advantage that it encourages fluency development and motivation and a sense of accomplishment.

Sandwich technique

Is the oral insertion of an idiomatic translation in the mother tongue between an unknown phrase in the learned language and its repetition, in order to convey meaning as rapidly and completely as possible. The mother tongue equivalent can be given almost as an aside, with a slight break in the flow of speech to mark it as an intruder.

Teacher: Hört gut zu! - listen carefully! - Hört gut zu!

Total physical response

Children respond to commands which require physical movement. This approach allows children to gain confidence in listening and show their understanding.

AIM OF THE COURSE

- To introduce children to aspects of German culture.
- To focus on developing listening and speaking skills.
- To raise language awareness.
- To show it is fun to learn a foreign language.

Material

- A poly pocket for each child to collect their drawings and sheets and a small set of coloured pencils.
- Rubber stamps in different colours, shapes and motifs.
- Children get a stamp for completion of the activity sheets.

Resources for Teachers

- A hand puppet (rabbit) which is called Hans Hase gets introduced in the first lesson and should play a role in each lesson. He only speaks and understands German. The teacher plays the role of a translator between the children and Hans Hase.
- A bag 'Wühlsack' which can be used to introduce new vocabulary in forms of objects, flashcards or pictures.
- A magic blanket 'Zauberdecke' under which objects can be hidden or appear and disappear.

German language corner

A designated wall in the nursery can be used as a visual book of record for the children, staff and parents. Pictures can be displayed which are linked to the German class.

Material box

A box with resources, props and teaching aids as well as supplementary resources to support the core teaching units and follow-up activities.

Board games - give the children the opportunity to apply the language linked to a specific topic and phrases like 'Your turn' can be practiced in German.

Books - captivate children's imagination and provide a structured and embedded language input.

CDs - German children's songs: Music can play a vital part in language learning as both music and language are associated with emotions. Whenever possible use gestures and movements to accompany the songs.



RECOMMENDATIONS

The following recommendations can be adapted and put in use according to group sizes in the nursery. The circle time activities always provide the possibility of follow up language activities in smaller groups. Regular weekly slots for German in circle time are the starting point for the children's language learning in nursery.

- **Welcome song**
- **Chit chats with Hans Hase who is acting shy or cheeky. He could bring something special from Germany or something of interest for German in circle time.**
- **Teacher introduces three to four new German words by using real objects, flashcards or pictures.**
- **The children get the opportunity to show their understanding of the German words by doing the right action.**
- **The language task should enable the children to use only the new words**
- **Song, rhyme or riddle which is linked to the introduced words.**
- **It is the teacher's or pupil's decision when and how they want to continue working on the language topic; later in the week, in small groups, pairs or individually. A choice of activity sheets are provided for each topic.**
- **Children choose a picture to put up on the wall in the German language corner which is linked to the new words in German.**
- **Goodbye song and saying goodbye to Hans Hase and the children.**
- **Children get a rubber stamp for completion of an activity sheet.**



WELCOME SONG

The songs are accompanied by appropriate movements, i.e. waving and pointing. There is no fixed melody for the songs - choose one which you or the children like best. After the welcome song the children are greeted individually. Vary the greetings and shake hands. It is a cultural custom to shake hands when greeting people.

*Hallo ..., Guten Tag ..., (for late morning or afternoon).
Guten Morgen..., (for early morning).*



- 1 Guten Morgen, guten Morgen
wir winken uns zu.
Guten Morgen, guten Morgen
erst ich und dann du.
- 2 Guten Morgen, guten Morgen
wir klatschen uns zu.
Guten Morgen, guten Morgen
erst ich und dann du.
- 3 Guten Morgen, guten Morgen
wir stehn auf einem Bein.
Guten Morgen, guten Morgen
erst ich und dann du.
- 4 Guten Morgen, guten Morgen
wir drehen uns um.
Guten Morgen, guten Morgen
erst ich und dann du.

- 1 Good morning, Good morning
(or later - Good day,...)
We all wave hello (children
wave)
Good morning, good morning
From me to you
- 2 Good morning, good morning
We all clap hello (children clap)
Good morning, good morning
From me to you
- 3 We all step up (children stand on
one leg)
- 4 We all turn round (children turn
around)



GOODBYE SONG

Geht die Gruppe nun zu Ende,
geben wir uns jetzt die Hände
du und ich, ich und du,
winken uns zum Abschied zu.

Now we all are going home
We shake each others' hands
(children shake hands)
You and me, Me and you
We all wave bye bye! (children wave)



TOPIC 1

Colours and German Symbols

Outcomes

- To get to know Hans Hase
- To learn greetings in German
- To get to know colours in German
- To get to know a rhyme in German
- To get to know the colours of the German flag
- To get to know the traffic light men in Germany

TOPIC 1	DESCRIPTION	ACTIVITIES	LANGUAGE	ORGANISATION	CULTURAL INPUT	MATERIAL RESOURCES	SUPPLEMENTARY RESOURCES
Colours	Welcome song	Singing, pointing, waving, clapping	Song text	Circle	Shaking hands	Song	
	Teacher greets children individually	Children and teacher shake hands	Guten Tag/ Guten Morgen.		Greetings in German		
	Teacher introduces Hans Hase	Teacher talks to Hans Hase and includes the children	Das ist Hans Hase. Hallo	Circle		Hand puppet	
	Introducing colours	Hans Hase hands out scarves in different colours (red, yellow, green, black, blue)	Rot für ... Gelb für ... Grün für ... Schwarz für ... Blau für ...	Circle		Different coloured scarves	Game: Stille Post Pass the message The first player whispers the name of a colour to the next player. Each player passes the word on. The last player announces the colour or points to the scarf in that colour.
	Reproducing new vocabulary	Colour game: Teacher calls out a colour - children holding the scarf with the named colour wave the scarf above their heads.					
		Hans Hase does magic: He says a spell and the children holding the scarf with the colour which was mentioned in the spell make their scarves disappear behind their back.	Hokuspokus Fidibus: Rot ist weg. Schwarz ist weg. Gelb ist weg. Grün ist weg. Blau ist weg.	Circle	Colours in German	Hand puppet scarves	Game: Farben raten Guess the colour Two children sit with their backs to each other in the middle of a circle. The one child needs to guess the colour of the scarf the other child has chosen.
Colour and German symbols	Red and green traffic light men	Teacher shows pictures of the green and red traffic light men and shows the movements of walking and standing. Children walk about and stop when the teacher says rot and start walking again when the teacher says grün .	Grün (go). Rot (stop).	Circle	The 'traffic men' are symbols from the former GDR and are popular with people from all parts of Germany and are a popular souvenir with visitors to Berlin.	Laminated pictures of the traffic men	Game: Fliegenklatsche Fly swart Four children get a fly swart and four differently coloured circles are laid out in the middle. The teacher calls a colour and the children hit the right coloured circle.

TOPIC 1	DESCRIPTION	ACTIVITIES	LANGUAGE	ORGANISATION	CULTURAL INPUT	MATERIAL RESOURCES	SUPPLEMENTARY RESOURCES
Follow up activities:							
Activity 1	Traffic light men	Children colour in the red and green traffic light men.	Das ist grün und das ist rot. Grün oder rot?	Small groups or individually		Activity sheet 1	German and Scottish flag: Hans Hase shows the German and the Scottish flag. Children gather scarves to make the German and Scottish flag. Schwarz, rot, gelb Blau, weiß
Activity 2	German and Scottish flag	Children colour in the German and Scottish flag.	Das ist blau und das ist weiß. Blau oder weiß?		German Flag	Activity sheet 2	
Activity 3	Colour rhyme	Children colour in the sun, the sky, the grass and a rose.				Activity sheet 3 rhyme	
	Language corner	Child or teacher puts up a picture of the traffic light men				Pictures, German language corner.	
	Goodbye song	Singing, waving, pointing	Song text Tschüss, auf Wiedersehen			Goodbye song	
		To say goodbye to Hans Hase	Tschüss /auf Wiedersehen Hans Hase.		To say goodbye in German	Hand puppet	At the end of circle time the children get a sticker of the German flag to put on their poly pockets.

Das Ampelmännchen The German Traffic Light Men

Das Ampelmännchen (little traffic light man, pl. die Ampelmännchen) is the symbolic person shown on traffic light at pedestrian crossing.

Prior to the German reunification and the fall of the wall in 1989/90 the two German states had different designs for the traffic light men. The Ampelmännchen in West Germany was a generic human figure and the Ampelmännchen in East Germany was a male figure wearing a hat. The Ampelmännchen was a beloved symbol in Eastern Germany and has now the privileged status of being one of the few features of communist East Germany to have survived the end of the Iron Curtain with his popularity unscathed. After the fall of the Berlin wall the East German Ampelmännchen acquired cult status and became a popular souvenir item.

A more childlike explanation could be:

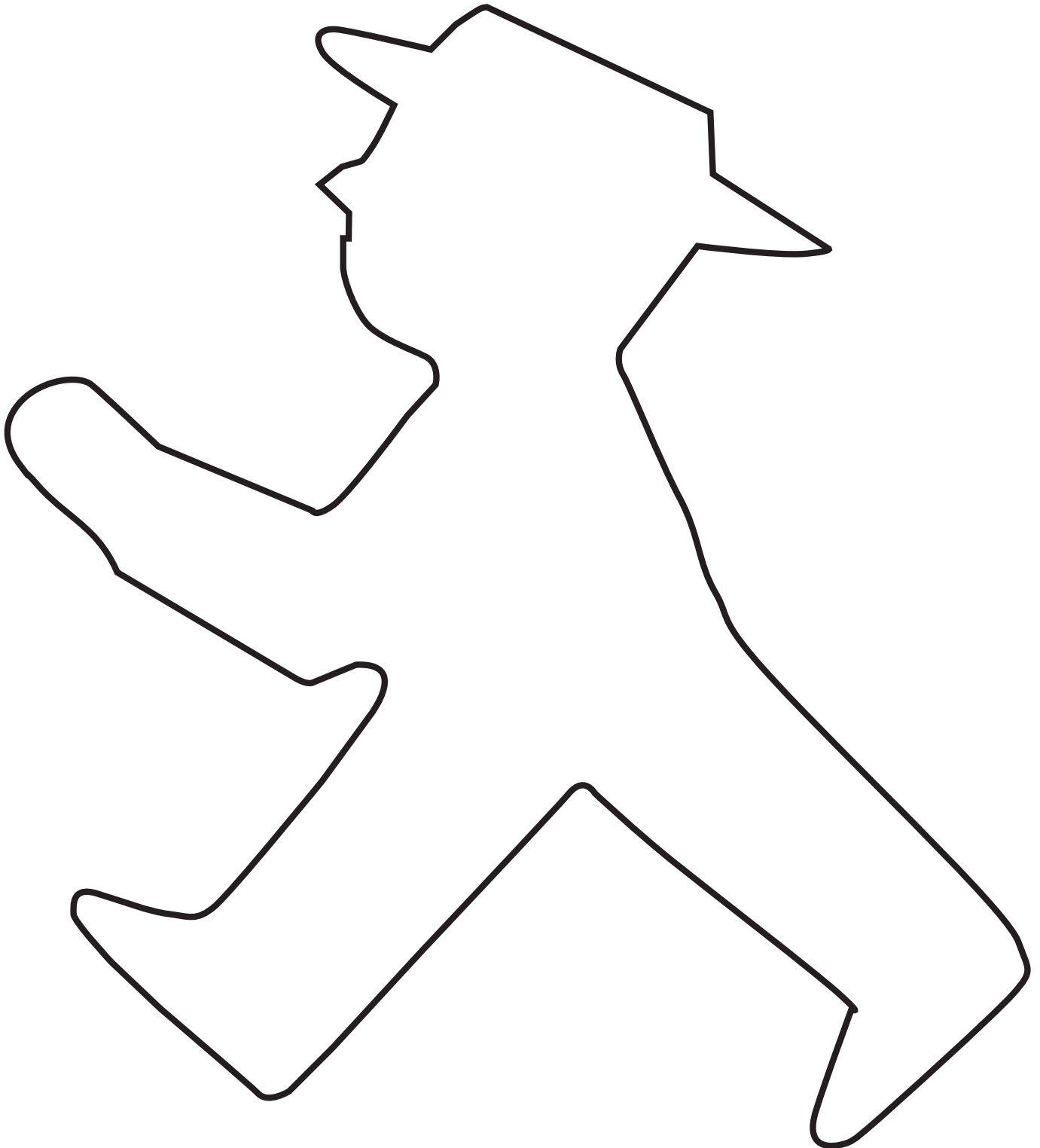
In Scotland, at road crossings, we have red and green men to tell us when it is safe to cross the street. In Germany they are very fond of their red and green men who wear little hats. They often use them on T shirts, mugs and other souvenir items. <http://ampelmannshop.com/>



Activity Sheet 1a



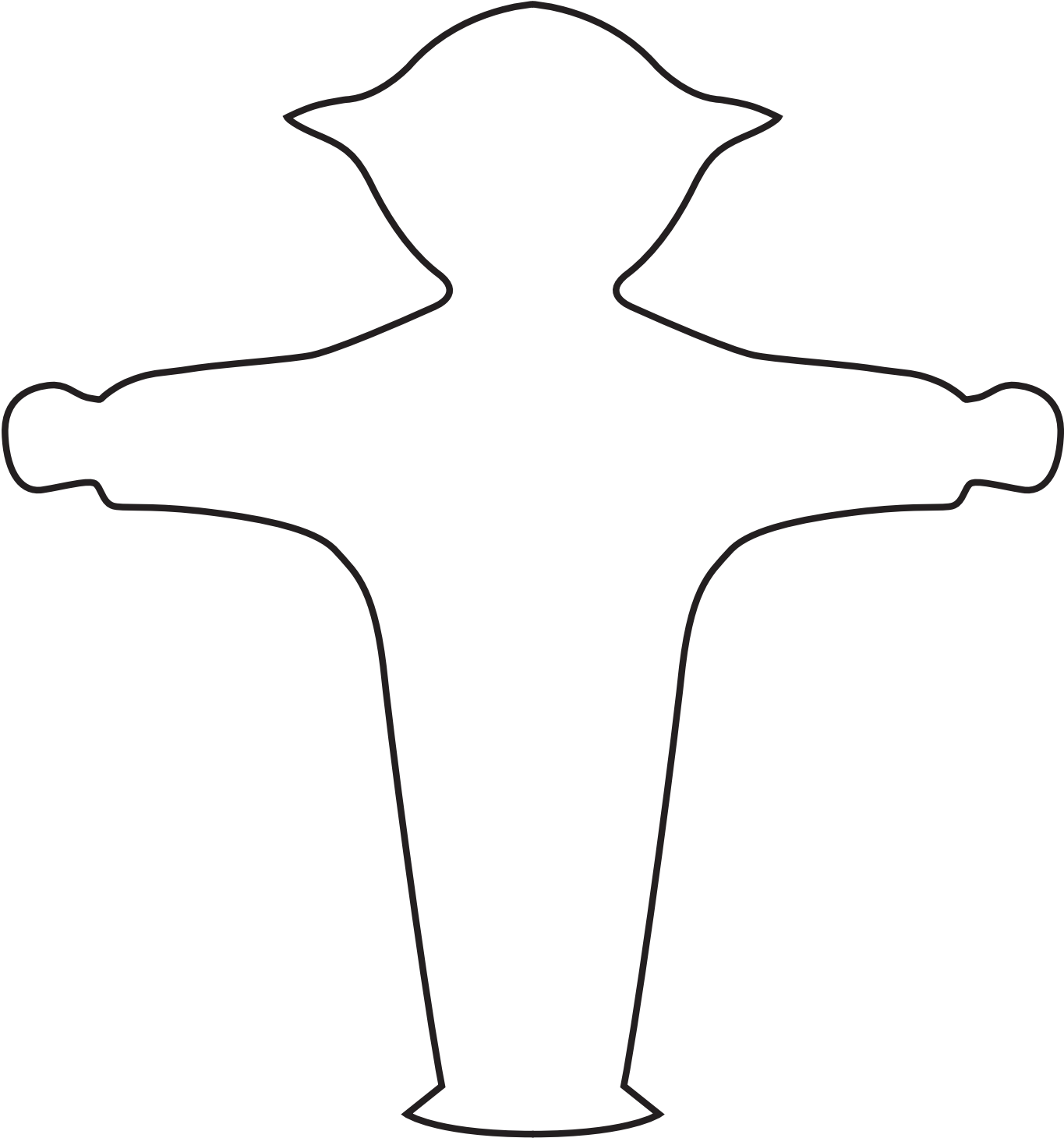
Task: Colour in the traffic lights man in green.



Activity Sheet 1b



Task: Colour in the traffic lights man in red.



Die Nationalfahne in Deutschland und in Schottland

The German and the Scottish flag

The German flag, (die Fahne or die Nationalfahne), has three colour bands - Red, black and gold (yellow).

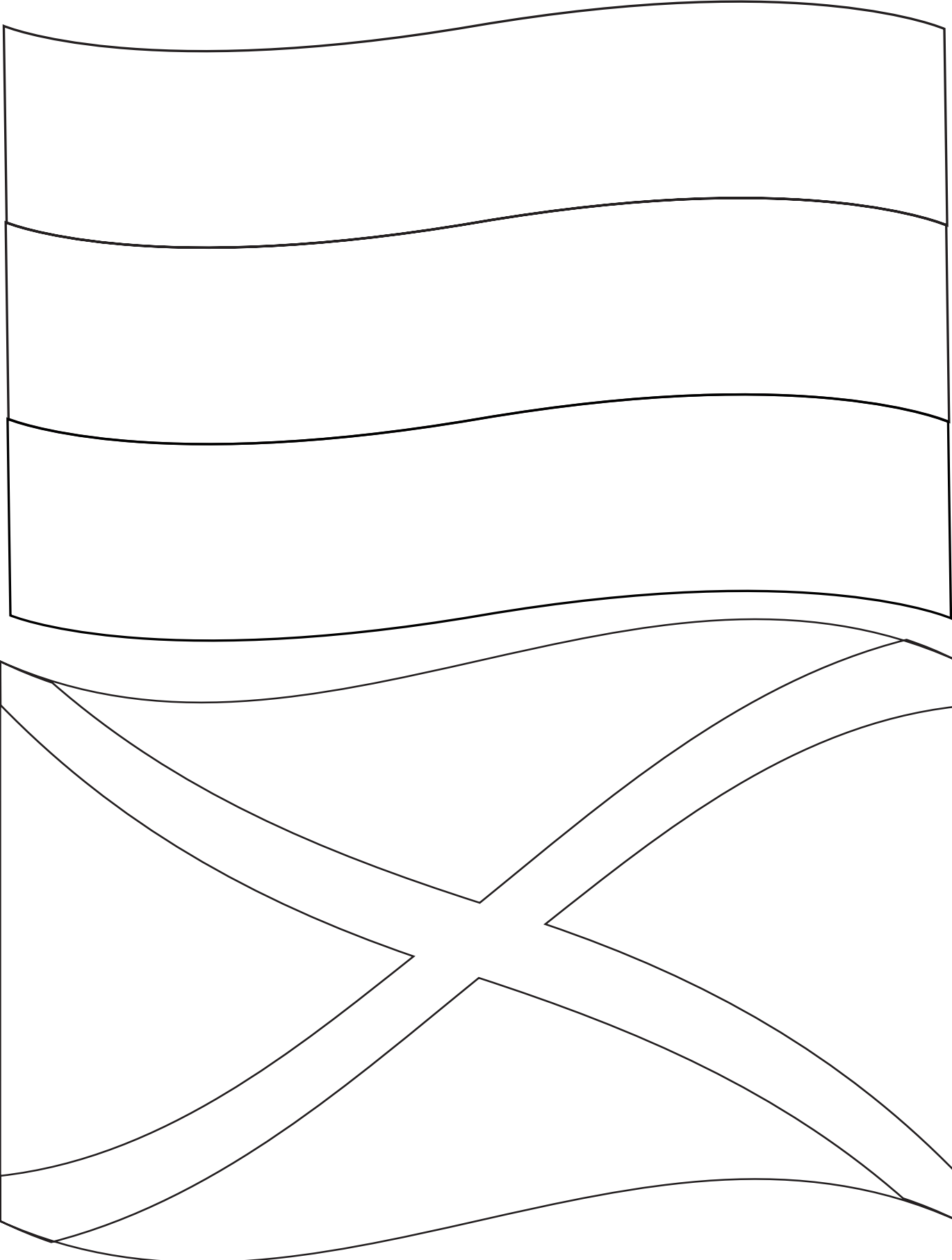
The flag was first adopted as the national flag about 100 years ago, but the colours of the flag have been associated with German kings and states since the Middle Ages. It has been said that the red stands for courage, the black for determination and the gold for generosity

Our Scottish flag, the Saltire, is blue with a white cross from corner to corner. It forms part of the British Union Jack flag. The Saltire dates back to the Middle Ages and is believed to be the oldest national flag in Europe.”



Activity Sheet 2

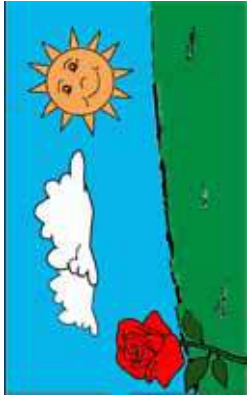
Task: Colour in the German and Scottish flags.



Activity Sheet 3

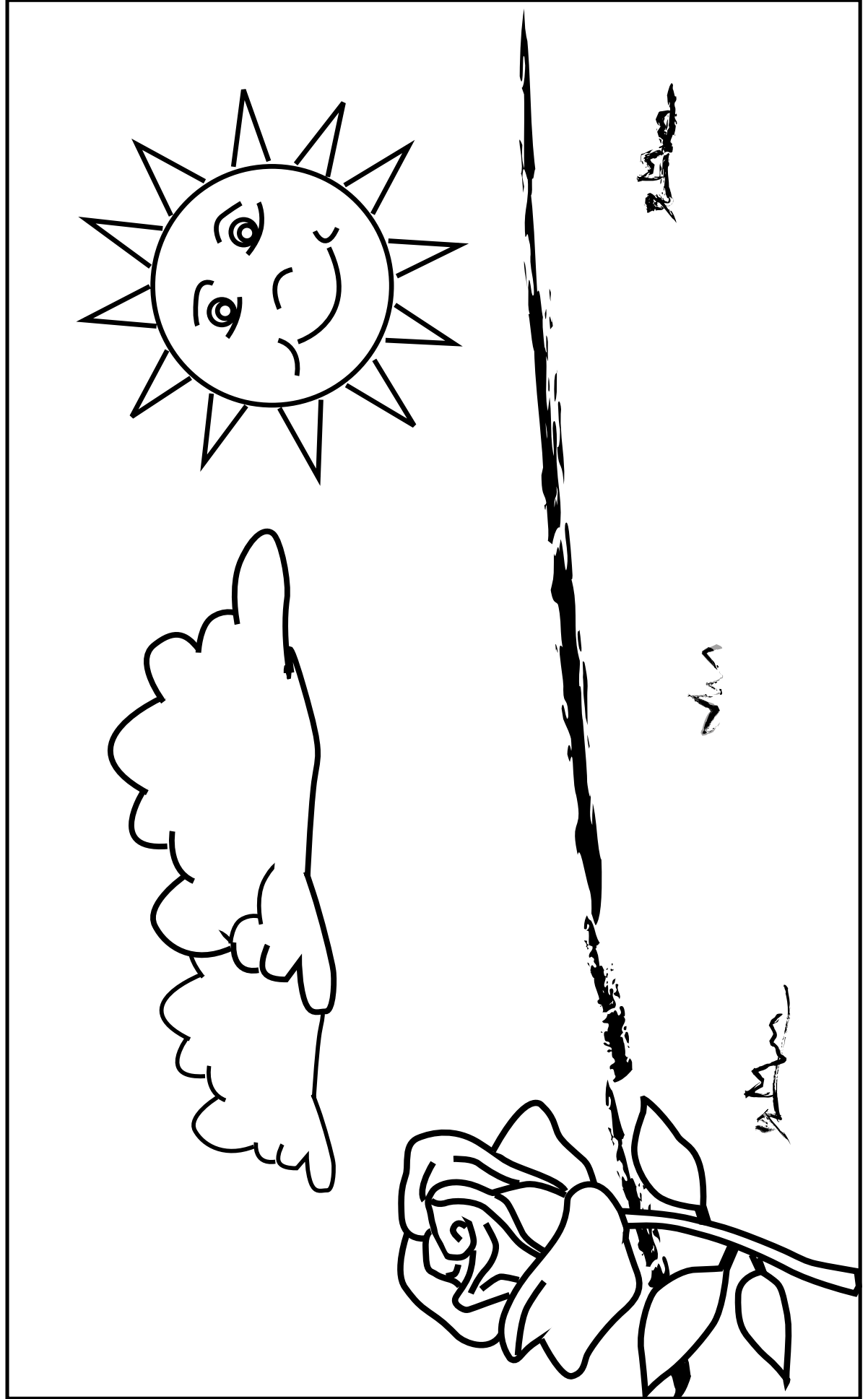
Teacher says rhyme and children join in.

Reim:
Blau ist der Himmel,
gelb ist die Sonne,
rot ist die Rose,
grün ist das Gras,
so einfach ist das



Rhyme:
Blue is the sky,
yellow is the sun,
green is the grass,
red is the rose
so easy it goes.

Task: Colour in - use the rhyme as your guide.



TOPIC 2

Parts of the Body

Outcomes

- To get to know the parts of the body in German
- To become familiar with the Berlin Coat of Arms
- To compare the Berlin Coat of Arms with the Glasgow Coat of Arms
- To learn a children's song in German

TOPIC 2	DESCRIPTION	ACTIVITIES	LANGUAGE	ORGANISATION	CULTURAL INPUT	MATERIAL RESOURCES	SUPPLEMENTARY RESOURCES
	<p>Welcome song</p> <p>Teacher greets children individually</p> <p>Hans Hase greets children</p>	<p>Singing, pointing, waving, clapping.</p> <p>Children and teacher shake hands.</p> <p>Hans Hase says hello to the children.</p>	<p>Song text</p> <p>Guten Tag... Guten Morgen.</p> <p>Hallo Kinder Hallo Hans Hase</p>	Circle	Shaking hands Greetings in German	<p>Welcome song</p> <p>Hand puppet (Hans Hase)</p>	
Teddy Body Parts	<p>Introducing vocabulary for body parts.</p> <p>Teacher or Hans Hase introduce Oskar the Teddy bear from Germany. Oskar is very good at shaking his head, ear, leg, arm and tummy and likes to show off his skills.</p>	<p>Teacher talks to the teddy bear and tells him to shake his arm, his leg...</p>	<p>der Arm! (arm)</p> <p>das Bein! (leg)</p> <p>der Kopf! (head)</p> <p>das Ohr! (ear)</p> <p>der Bauch! (belly)</p>	Circle		Teddy	<p>Game: Shake your body</p> <p>Teacher calls out a specific part of the body in German and the children shake the named part of their body.</p> <p>Speeding up the activity can increase the fun!</p>

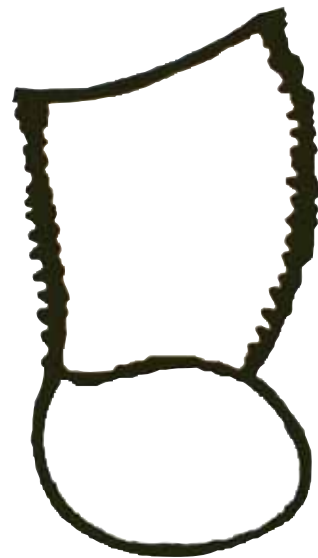
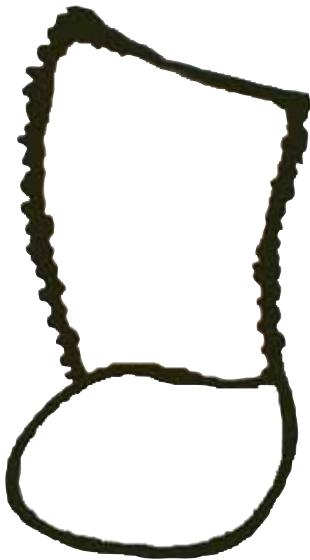
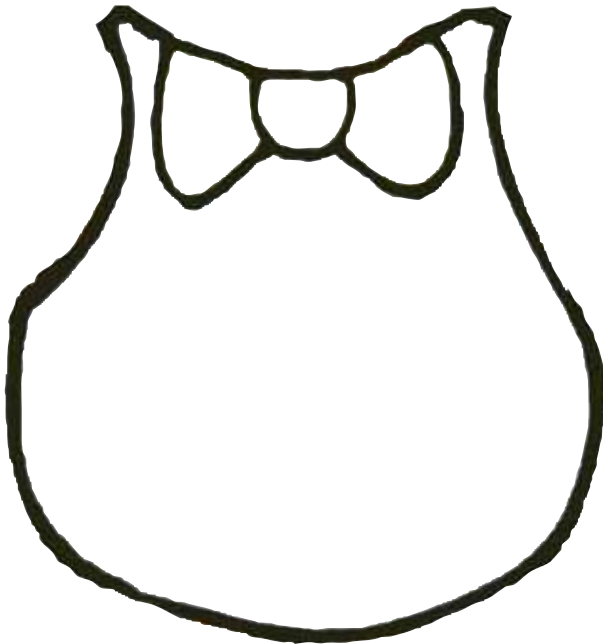
TOPIC 2	DESCRIPTION	ACTIVITIES	LANGUAGE	ORGANISATION	CULTURAL INPUT	MATERIAL RESOURCES	SUPPLEMENTARY RESOURCES
	Reproducing vocabulary by using a Teddy Bear puzzle	Each child gets a piece of the Teddy puzzle, showing a part of the body. To put the puzzle together: teacher asks for individual parts and also points to them. The children piece the puzzle together in the circle.	Der Kopf für Fatima, der Arm für (2x) der Bauch für ... das Bein für (2x) das Ohr für (2x) das Bein der Arm der Kopf der Bauch das Ohr	Circle Circle		Laminated puzzle pieces (Appendix 1) Zaubersack (bag)	In bigger groups two sets of the same puzzle could be used to involve all the children.
	Applying vocabulary	Hans Hase does magic: The children close their eyes and Hans Hase says a spell taking one body part away. Children open their eyes and say which part is missing.	Hokuspokus Fidibus.	Circle	Magic spell in German		Game: Fruit Salad Children sit in a circle with one child standing in the middle. There is one chair less than the number of children. Hand out the body part pieces in pairs. Always two children should have the same body part. Teacher calls out "Bein". The two children who have the leg in the middle has to try to get a seat. The calling out of the body part has to be supported by pointing to the part.

TOPIC 2	DESCRIPTION	ACTIVITIES	LANGUAGE	ORGANISATION	CULTURAL INPUT	MATERIAL RESOURCES	SUPPLEMENTARY RESOURCES
Culture	Coat of Arms of Berlin portraying a bear.	Teacher shows picture of the emblem. The conversation is conducted in English.	This bear is a bear and not a teddy bear. It has a red tongue and red claws. It wears a crown. It comes from Berlin. Berlin is a big city in Germany.	Circle	Coat of Arms of Berlin.	Picture of emblem (Appendix 2)	In the follow-up activity the coat of arms of Glasgow could be discussed. (Appendix 3)
Follow-up activities: Activity 1	Teddy bear	Children colour in the teddy bear copying the colours on the sheet.	die Ohren - braun/rot der Kopf - braun der Bauch - blau die Beine, die Arme - braun/rot	Small group		Activity sheet 1	
Activity 2	Coat of Arms of Berlin	Children colour in the emblem.	die Krallen (claws) - rot die Zunge (tongue) - rot der Kopf, die Ohren, der Bauch, die Arme, die Beine - schwarz die Krone (crown) - gelb	Small group	Coat of Arms of Berlin	Activity sheet 2	

TOPIC 2	DESCRIPTION	ACTIVITIES	LANGUAGE	ORGANISATION	CULTURAL INPUT	MATERIAL RESOURCES	SUPPLEMENTARY RESOURCES
Activity 3	Expanding vocabulary <i>Life-size drawing</i>	Child lies on paper and either the teacher or another child draw around him\her. The shape can be cut out and coloured in according to what the child is wearing. Vocabulary for the head and hair can be introduced. Teacher and children name parts of the body while the drawing is done.	die Haare - hair die Augen - eyes die Nase - nose der Mund - mouth Songtext Kopf, Schultern, Knie und Zehen, Knie und Zehen. Augen, Ohren, Mund und Nase, Kopf, Schultern, Knie und Zehen, Knie und Zehen.	Small group		Roll of wallpaper	Song 'Head, shoulders, knee, and toes.'
	Language corner	Child or teacher put up a picture in the German language corner.		Circle		Picture of teddy bear, Berlin bear.	
	Goodbye song	Singing, waving, pointing. To say goodbye to Hans Hase.	Song text Tschüss Hans Hase.	Circle	To say goodbye in German	Goodbye Song Hand puppet	

Appendix 1

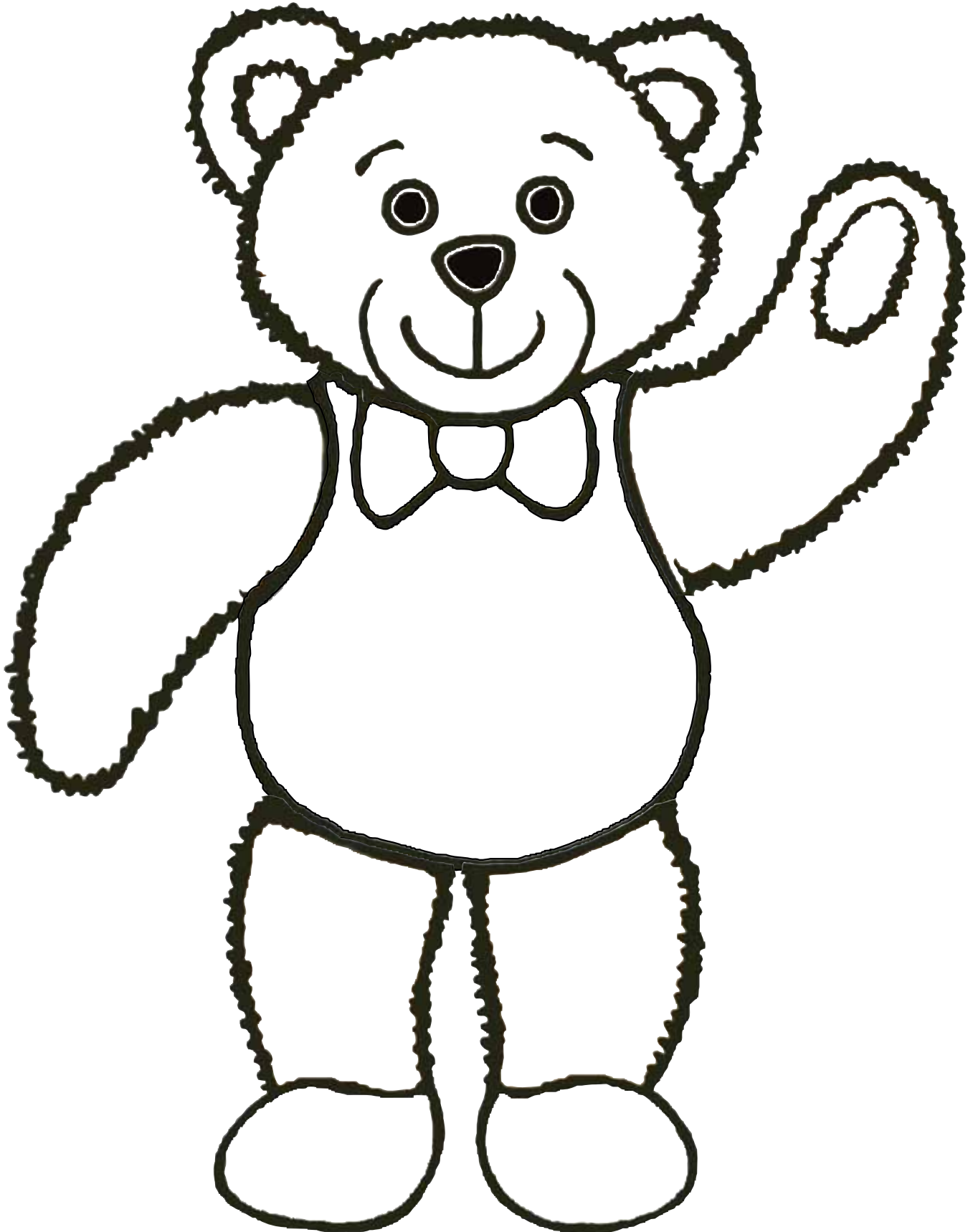
Task: Laminate and cut out the pieces.



Activity Sheet 1



Task: Colour in the Teddy Bear using the same colours as in the small picture.

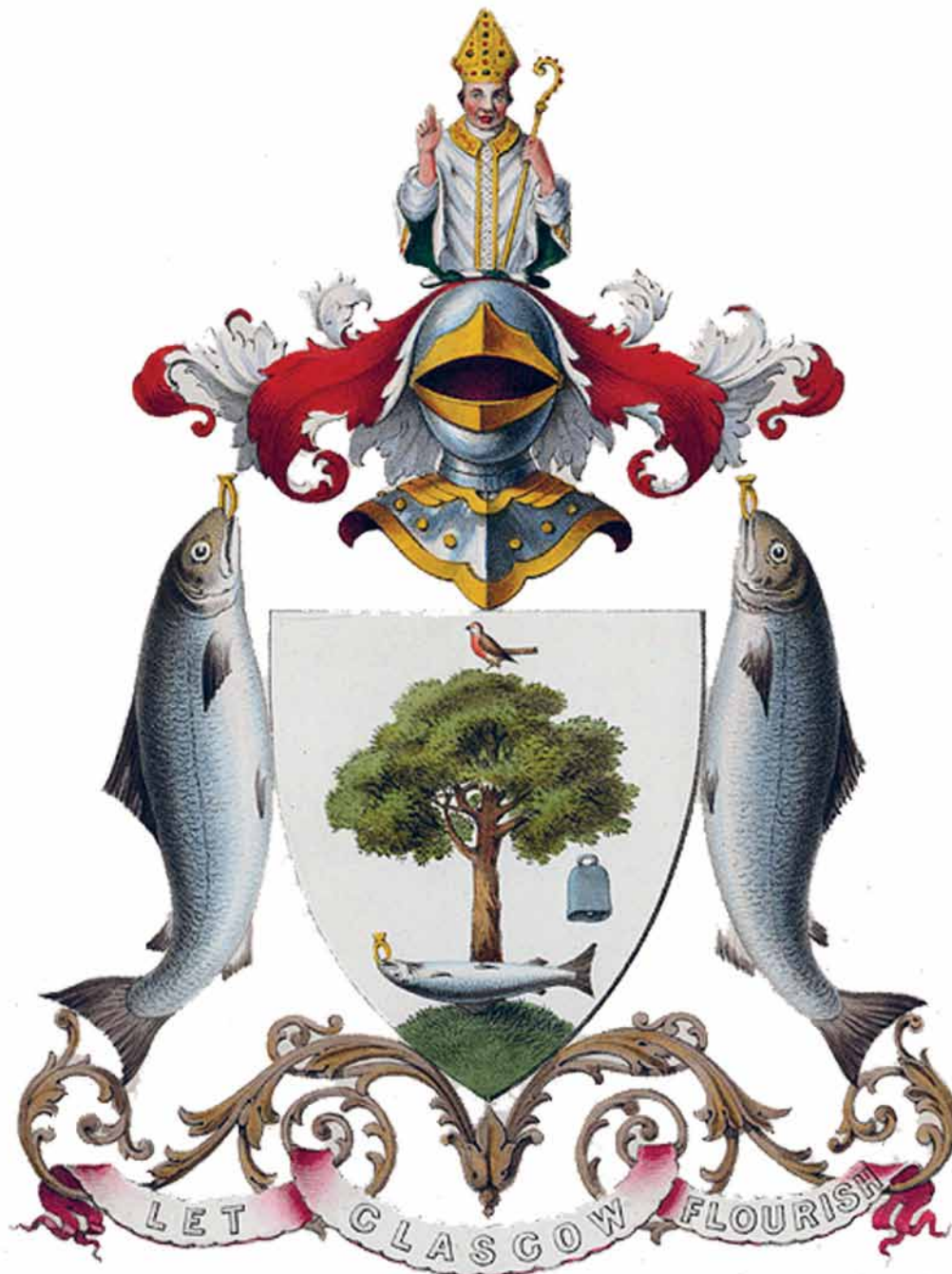




Activity Sheet 2

Task: Colour in the Coat of Arms of Berlin using the same colours as in the small picture





TOPIC 3

German snack - *belegte Brote*

Outcomes

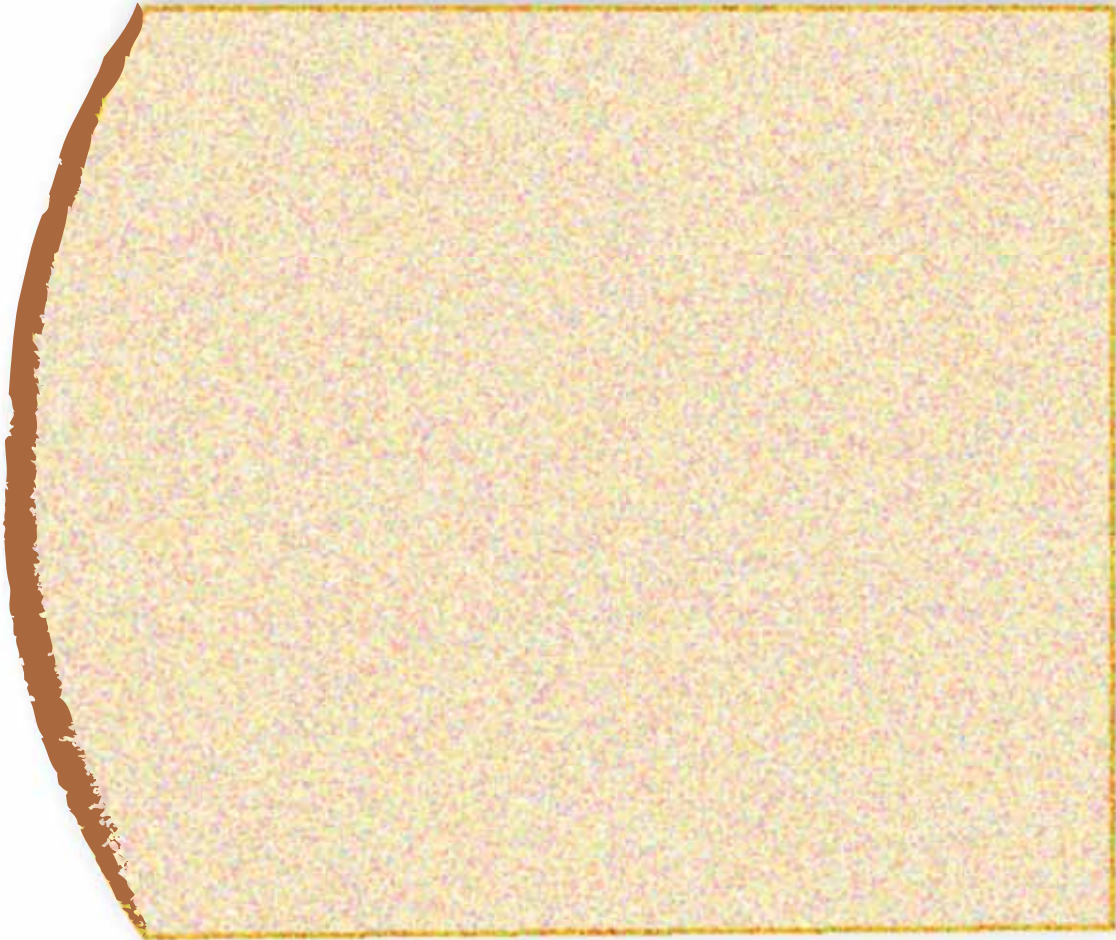
- To get to know vocabulary for German food items
- To get to know a traditional German snack
- To get to know how to make a German snack
- Learn to say 'enjoy your meal' and 'tasty' in German
- Learn a traditional song to introduce mealtimes

TOPIC 3	DESCRIPTION	ACTIVITIES	LANGUAGE	ORGANISATION	CULTURAL INPUT	MATERIAL RESOURCES	SUPPLEMENTARY RESOURCES
German snack	Welcome song	Singing, pointing, waving, clapping, nodding.	Song text	Circle		Welcome Song	
	Welcome children individually. Children welcome Hans Hase.	Teacher and children shake hands.	Guten Morgen./ Guten Tag. Hallo Kinder Hallo Hans Hase		Greetings in German.	Hand puppet	
	Introducing new vocabulary.	Hans Hase tells the children that he brought some food from Germany to make a special snack. He tells them that people in Germany eat that as a snack in break time, at parties or for their dinner. The children take out one piece at a time and the teacher provides the vocabulary. Each item is handed out twice. Every child has one food item.	das Brot - (bread) die Butter - (butter) die Wurst - (cold meat) der Käse - (cheese) die Gurke - (cucumber) die Petersilie - (parsley)	Circle	German snack which is called <i>belegte Brote</i> . A slice of brown bread with cheese or cold meat and garnish on top.	Zaubersack or picnic basket. Laminated food items: bread, butter, cold meat, cheese, cucumber, parsley. Appendix 1.	
	Making up the German snack.	Teacher gets two plates out and asks the children how they would make up a snack drawing the attention to the right order of the food items to put on top of the bread. Children make suggestions and teacher recaptures the vocabulary pointing out that there are two different versions.	das Brot die Butter der Käse/ die Wurst die Gurke die Petersilie Das ist ein Wurstbrot. Das ist ein Käsebröt.	Circle		Two paper plates (Teller) Laminated food items	

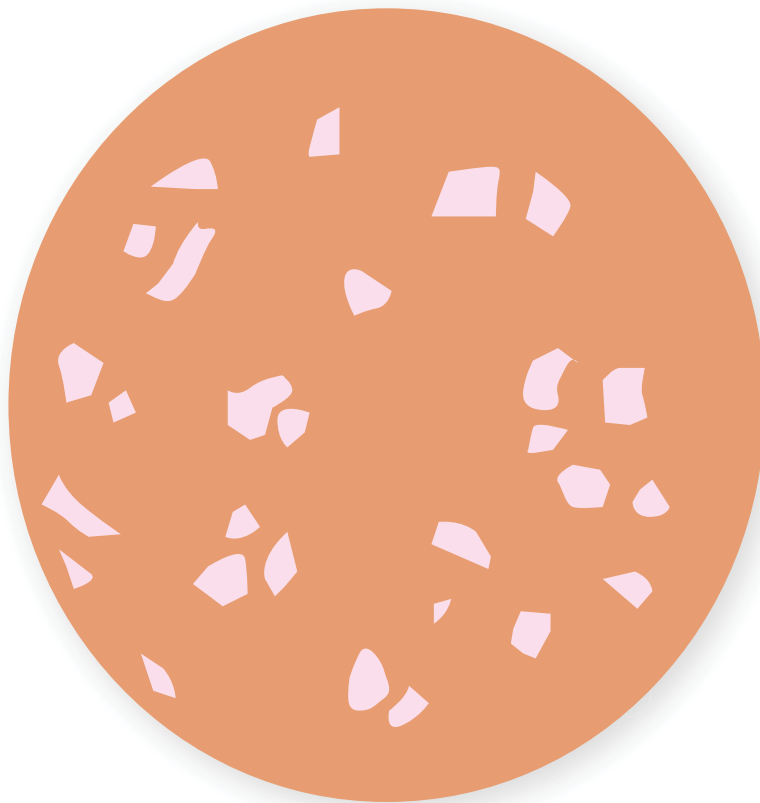
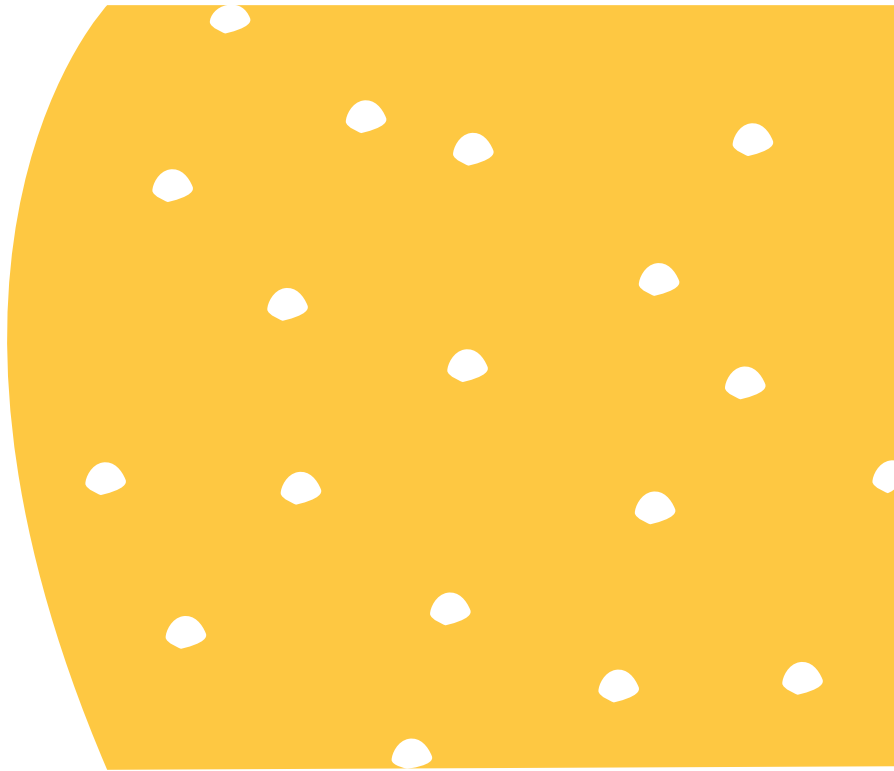
TOPIC 3	DESCRIPTION	ACTIVITIES	LANGUAGE	ORGANISATION	CULTURAL INPUT	MATERIAL RESOURCES	SUPPLEMENTARY RESOURCES
German snack	Reproducing vocabulary	Teacher and Hase Hase pretend to eat the snacks and explain that they start eating their food and <i>lecker</i> if it is tasty.	Guten Appetit Lecker		It is a tradition in Germany (and France) to say <i>Guten Appetit!</i> (or <i>Bon appetit!</i>) which means enjoy your meal. If you want to say <i>it's tasty</i> you would say <i>lecker</i> .		
		Game Hand out pictures of food items in pairs according to the numbers of children. One child is in the middle. The teacher calls out bread in German (Brot) and the pair of children holding the items have to swap chairs. The child in the middle tries to get one of the chairs. Then continue with calling out another German word eg. Käse.	der Käse die Wurst das Brot die Butter die Gurke die Petersilie	Chairs in circle. One chair less than children taking part. One child in the middle		Laminated food items are handed out - each item twice.	Children prepare and eat <i>belegte Brote</i> Teacher brings in German bread, butter, cheese, cold meat, cucumber (pickled) and parsley. Children prepare <i>belegte Brote</i> . Teacher reinforces vocabulary throughout the activity. Pictures of the children preparing the snack can be taken and put up in the language corner. Apple juice (Apfelsaft) can be served as a typical German drink. Children hold hands and say together <i>Guten Appetit!</i> Game: Fly swart Laminated food items are laid out, teacher calls out a food item and one child needs to hit the item with a fly swat. Advanced version: A child calls out a food item.

TOPIC 3	DESCRIPTION	ACTIVITIES	LANGUAGE	ORGANISATION	CULTURAL INPUT	MATERIAL RESOURCES	SUPPLEMENTARY RESOURCES
German snack	Song	Children and Hans Hase sing together.	Wir haben Hunger, und haben Durst.	Circle.	A humorous traditional German song where the children sing that they are hungry and demand their meal.		Song text (Appendix 2)
Follow up activities							
Activity 1	Find the right ingredients.	Children colour in the food items needed for belegte Brote.	der Apfel - apple die Erdbeere - strawberry die Schokolade - chocolate die Banane - banana	Circle			Activity sheet 1
Activity 2	Picnic	Children colour in food items which they want to take on a picnic.					Activity sheet 2
	Goodbye song. Saying goodbye to Hans Hase.	Singing, waving, pointing.	Song text Tschüss! Tschüss! Tschüss!				Song text Hand puppet

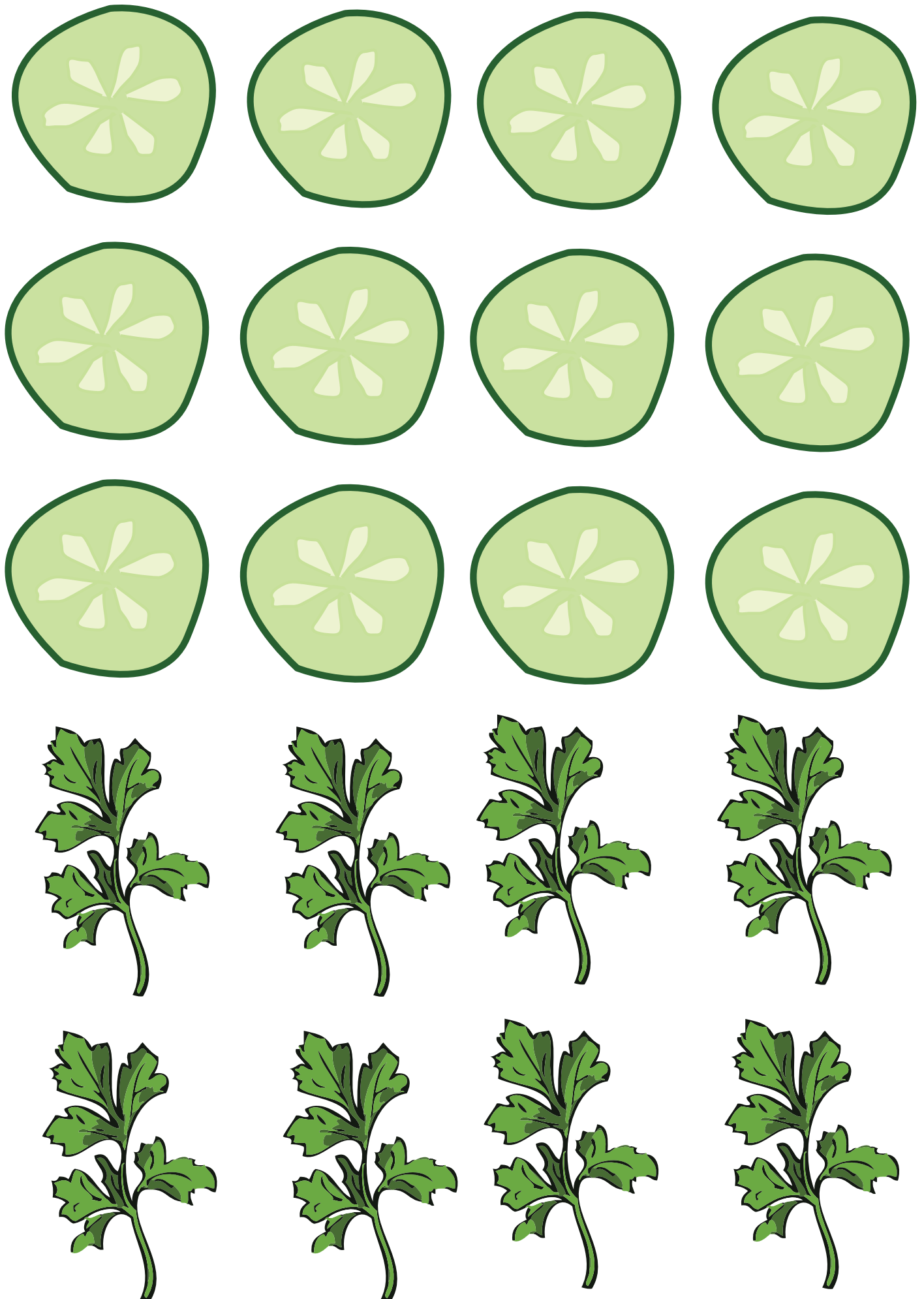
Appendix 1



Appendix 1



Appendix 1

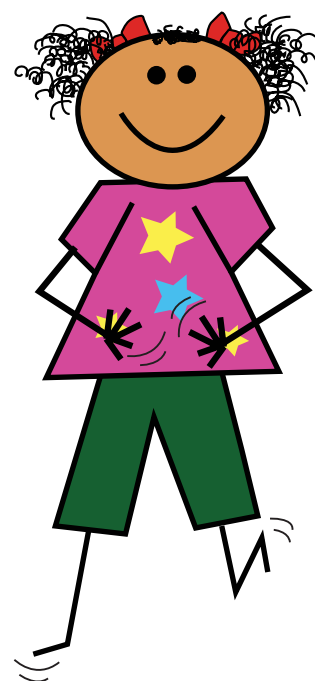
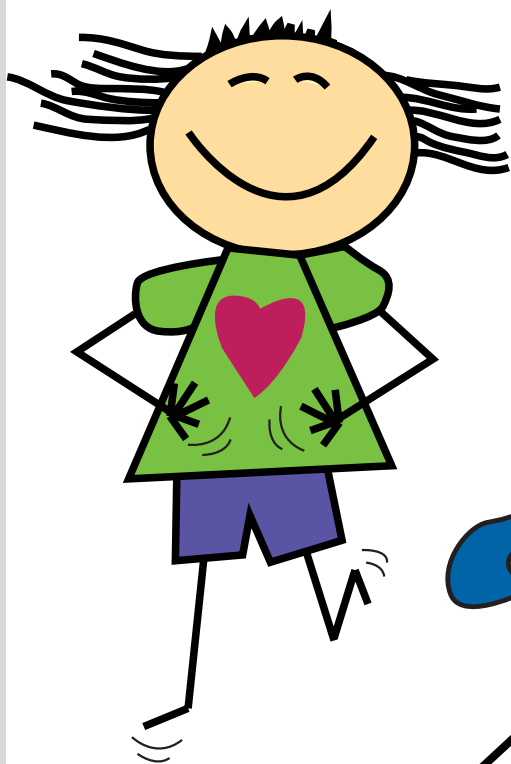


Appendix 2

HUNGER SONG

Wir haben Hunger, Hunger, Hunger
haben Hunger, Hunger, Hunger,
haben Hunger, Hunger, Hunger,
haben Durst.

We are Hungry, Hungry, Hungry
So Hungry, Hungry, Hungry,
So Hungry, Hungry, Hungry,
And so Thirsty.



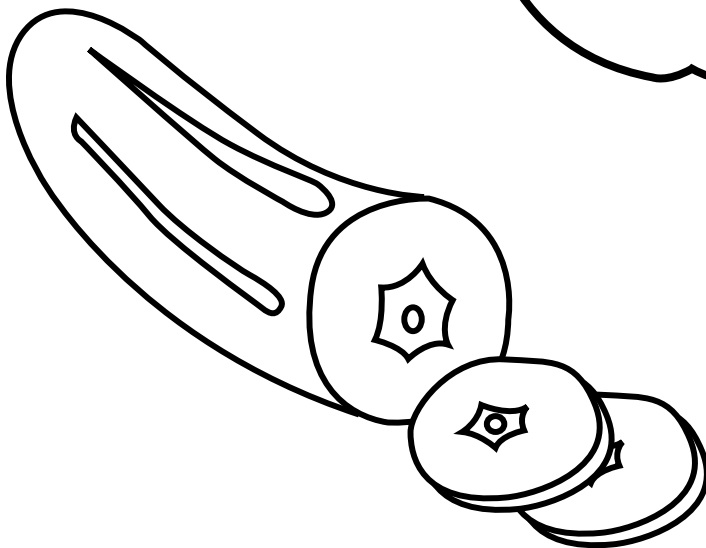
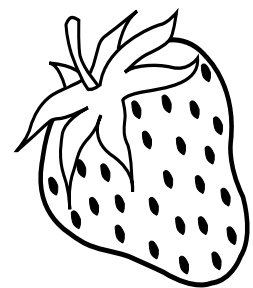
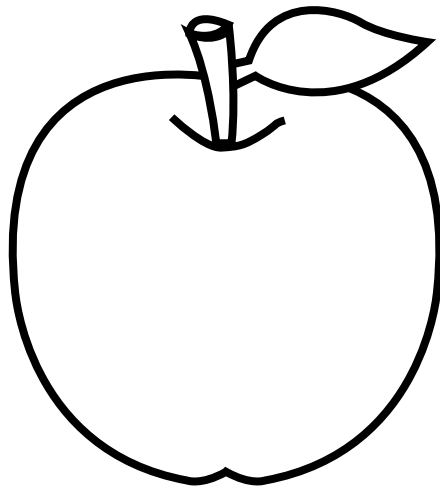
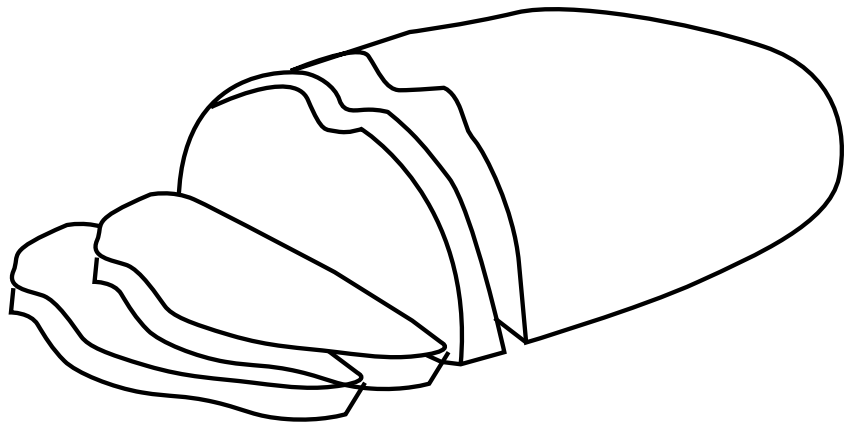
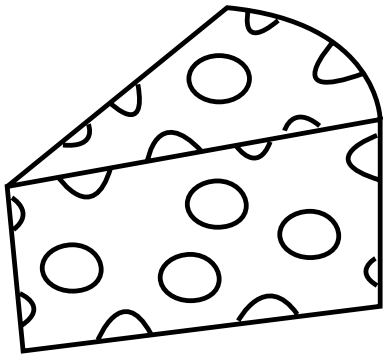
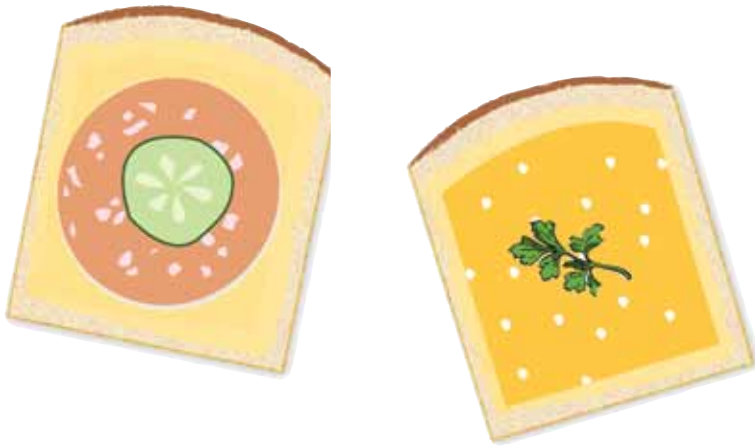
Activity Sheet 1

Belegte Brote

In Germany *belegte Brote* are most often served open-faced, with only one slice of bread and are covered with a good portion of butter and topped with additional ingredients, such as slices of cold meat and cheese with some garnish on top. It is the basis of many morning, in-between and evening



Task: Which food items do you need to make a German snack? Colour them in.



Activity Sheet 2

Task: Colour in the food items for a picnic and draw one more food item of your choice.

