GERMAN IN THE NURSERY

Teaching Modules to introduce German to very young learners
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.
FOR THE CLASSROOM

**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.
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.

Good morning, Good morning (or later - Good day,...)
We all wave hello (children wave)
Good morning, good morning
From me to you

We all step up (children stand on one leg)

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
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<tbody>
<tr>
<td>Colours</td>
<td>Teacher greets children individually</td>
<td>Guten Tag./Guten Morgen.</td>
<td>Das ist Hans Hase. Hallo</td>
<td>Rot für... Gelb für... Grün für... Schwarz für... Blau für...</td>
<td>Circle</td>
<td>Colours in German</td>
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<td></td>
<td>Teacher introduces Hans Hase</td>
<td>Colour rhyme</td>
<td>Language corner</td>
<td>Colour and German symbols</td>
<td>Activity sheet 1, Activity sheet 2, Activity sheet 3, Activity sheet 4</td>
<td>Colours and German language corner, Goodbye song, Hand puppet</td>
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**Supplementary Resources:**
- Song: "Guten Tag."/"Guten Morgen."; "Das ist Hans Hase. Hallo"
- Hand puppet
- Different coloured scarves
- Hand puppet scarves
- Laminated pictures of the traffic men

**Extended Activities:**
- Game: 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.

**Follow up activities:**
- Activity 1
- Activity 2
- Activity 3

**Notes:**
- 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.
- The traffic light men are symbols from 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."
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<td>Follow up activities:</td>
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<tr>
<td>Activity 1</td>
<td>Traffic light men</td>
<td>Children colour in the red and green traffic light men.</td>
<td>Das ist grün und das ist rot. Grün oder rot?</td>
<td>Small groups or individually</td>
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<td>Activity sheet 1</td>
<td>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</td>
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<tr>
<td>Activity 2</td>
<td>German and Scottish flag</td>
<td>Children colour in the German and Scottish flag.</td>
<td>Das ist blau und das ist weiß. Blau oder weiß?</td>
<td></td>
<td></td>
<td>Activity sheet 2</td>
<td>German Flag</td>
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<td>Activity 3</td>
<td>Colour rhyme</td>
<td>Children colour in the sun, the sky, the grass and a rose.</td>
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<td>Activity sheet 3 rhyme</td>
<td>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</td>
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<tr>
<td>Language corner</td>
<td></td>
<td>Child or teacher puts up a picture of the traffic light men</td>
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<td>Goodbye song</td>
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<td>Singing, waving, pointing</td>
<td>Song text Tschüss, auf Wiedersehen</td>
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<td>Pictures, German language corner.</td>
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<td></td>
<td>To say goodbye to Hans Hase</td>
<td>Tschüss /auf Wiedersehen Hans Hase.</td>
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<td>Goodbye song</td>
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<td>Hand puppet</td>
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<td></td>
<td>At the end of circle time the children get a sticker of the German flag to put on their poly pockets.</td>
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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.
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
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</table>
| Teddy  | Body Parts | Welcome song  
Teacher greets children individually  
Hans Hase greets children | Singing, pointing, waving, clapping.  
Children and teacher shake hands.  
Hans Hase says hello to the children. | Song text  
Guten Tag...  
Guten Morgen.  
Hallo Kinder  
Hallo Hans Hase | Circle | Hand puppet  
(Hans Hase) | Welcome song |
| Teddy  | Body Parts | Introducing vocabulary for body parts.  
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. | Teacher talks to the teddy bear and tells him to shake his arm, his leg...  
der Arm! (arm)  
das Bein! (leg)  
der Kopf! (head)  
das Ohr! (ear)  
der Bauch! (belly) | Circle | Teddy | Game: Shake your body  
Teacher calls out a specific part of the body in German and the children shake the named part of their body.  
Speeding up the activity can increase the fun!
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<tr>
<td></td>
<td>Reproducing vocabulary by using a Teddy Bear puzzle</td>
<td>Each child gets a piece of the Teddy puzzle, showing a part of the body.</td>
<td>Der Kopf für Fatima, der Arm für (2x) der Bauch für ... das Bein für (2x) das Ohr für (2x)</td>
<td>Circle</td>
<td>Laminated puzzle pieces (Appendix 1)</td>
<td>Zaubersack (bag)</td>
<td>In bigger groups two sets of the same puzzle could be used to involve all the children.</td>
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<td></td>
<td><strong>To put the puzzle together:</strong> teacher asks for individual parts and also points to them. The children piece the puzzle together in the circle.</td>
<td>das Bein der Arm der Kopf der Bauch das Ohr</td>
<td>Circle</td>
<td></td>
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</tbody>
</table>

<p>|         | Applying vocabulary | <strong>Hans Hase does magic:</strong> | Hokuspokus Fidibus. | Circle | Magic spell in German | | Game: Fruit Salad |
|         | | 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. | | | | 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 &quot;Bein&quot;. The two children who have the leg have to swap seats. The child 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. |</p>
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<tbody>
<tr>
<td>Culture</td>
<td>Coat of Arms of Berlin portraying a bear.</td>
<td>Teacher shows picture of the emblem. The conversation is conducted in English.</td>
<td>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.</td>
<td>Circle</td>
<td>Coat of Arms of Berlin.</td>
<td>Picture of emblem (Appendix 2)</td>
<td>In the follow-up activity the coat of arms of Glasgow could be discussed. (Appendix 3)</td>
</tr>
</tbody>
</table>

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 |

<p>| 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 |</p>
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<tr>
<td>Activity 3</td>
<td>Expanding vocabulary</td>
<td>Life-size drawing</td>
<td>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.</td>
<td>die Haare - hair die Augen - eyes die Nase - nose der Mund - mouth</td>
<td>Small group</td>
<td>Roll of wallpaper</td>
<td>Song ‘Head, shoulders, knee, and toes.’</td>
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<tr>
<td>Language corner</td>
<td></td>
<td>Child or teacher put up a picture in the German language corner.</td>
<td></td>
<td>Circle</td>
<td></td>
<td>Picture of teddy bear, Berlin bear.</td>
<td></td>
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<tr>
<td>Goodbye song</td>
<td></td>
<td>Singing, waving, pointing. To say goodbye to Hans Hase.</td>
<td>Song text Tschüss Hans Hase.</td>
<td>Circle</td>
<td>To say goodbye in German</td>
<td>Goodbye Song Hand puppet</td>
<td></td>
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</tbody>
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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.
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
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<tbody>
<tr>
<td>German snack</td>
<td>Welcome song</td>
<td>Introducing new vocabulary</td>
<td>German</td>
<td>Circle</td>
<td>Circle</td>
<td>German snack which is called belegte Brote. A slice of brown bread with cheese and cold meat and garnish on top.</td>
<td>Laminated food items: bread, butter, cold meat, cheese, cucumber, parsley. Appendix1.</td>
</tr>
<tr>
<td></td>
<td>Greetings in German.</td>
<td>Making up the German snack</td>
<td></td>
<td>Circle</td>
<td>Circle</td>
<td>Teacher gets two plates out and asks the children how they would 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.</td>
<td>Two paper plates (Teller) Laminated food items</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Song text</td>
<td></td>
<td></td>
<td>[Guten Morgen./ Guten Tag. Hallo Kinder Hallo Hans Hase]</td>
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<td></td>
<td>Hand puppet</td>
<td>Zaubersack or picnic basket.</td>
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<td></td>
<td>Laminated food items: bread, butter, cold meat, cheese, cucumber, parsley.</td>
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<td>Two paper plates (Teller)</td>
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<tr>
<td>German snack</td>
<td>Reproducing vocabulary</td>
<td>Teacher and Hase Hase pretend to eat the snacks and explain that people say <em>Guten Appetit</em> before they start eating their food and <em>lecker</em> if it is tasty.</td>
<td>Guten Appetit, Lecker</td>
<td>It is a tradition in Germany (and France) to say <em>Guten Appetit!</em> (or <em>Bon appetit!</em>), which means enjoy your meal. If you want to say it’s tasty you would say <em>lecker.</em></td>
<td>Laminated food items are handed out - each item twice.</td>
<td>Children prepare and eat <em>belegte Brote.</em> Teacher brings in German bread, butter, cheese, cold meat, cucumber (pickled) and parsley. Children prepare <em>belegte Brote.</em> 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 <em>Guten Appetit!</em></td>
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<td>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.</td>
<td><em>der Käse, die Wurst, das Brot, die Butter, die Gurke, die Petersilie</em></td>
<td>Chairs in circle. One chair less than children taking part. One child in the middle</td>
<td>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.</td>
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<td>German snack</td>
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**Activities**

- **Children and Hans Hase sing together.**
- **Children colour in the food items needed for belegte Brote.**
- **Children colour in food items which they want to take on a picnic.**

**Follow up activities**

- **Find the right ingredients.**
- **Children colour in food items needed for belegte Brote.**
- **Children colour in food items which they want to take on a picnic.**

**Cultural Input**

- **It is a tradition in Germany (and France) to say Guten Appetit! (or Bon appetit!) which means enjoy your meal. If you want to say it's tasty you would say lecker.**

**Materials**

- Laminated food items
- Each item twice
- Children prepare and eat belegte Brote
- Teacher brings in German bread, butter, cheese, cold meat, cucumber (pickled) and parsley.

**Supplementary Resources**

- Children and Hans Hase sing together.
- Children and Hans Hase sing together.
- Table song text
- Activity sheet 1
- Activity sheet 2
- Song text
- Hand puppet
- Goodbye song.
- Saying goodbye to Hans Hase.
- Tschuss!
- Wir haben Hunger, und haben Durst.
- A humorous traditional German song where the children sing that they are hungry and demand their meal.
- Children prepare and eat belegte Brote
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 meals.
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.