

## Activities for Food

### Rotate a Plate

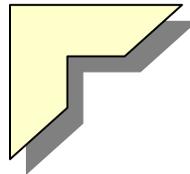
Prior to the activity, the teacher creates 12 paper plate visuals. Each plate will have 2 foods drawn on them (or visuals of the foods pasted on the plates). On each of the plates, one of the foods will have a line drawn through it, indicating "*Ich mag das nicht.*" (I don't like it).

The teacher places six of the plates on the board. The class is divided into two teams. One student from each team comes up to the front to represent his/her team. The teacher calls out a "like/dislike" statement that refers to one of the six plates. The student who points to the correct plate first earns a point for his/her team. Continue rotating in new plates until all students have had a turn.



### Ecken - Corners

The teacher hangs four to eight pictures of the food vocabulary. The teacher or a student hides his/her eyes and counts to 10. The rest of the class moves quietly to one of the food pictures. The teacher or student keeps his/her eyes closed and calls out the name of one of the foods. All students at that location must sit down and the game continues until one student remains.



### What's in the Bag?

I also like to place many foods in a bag. The students sit in a circle. I grab something from the bag and then say, "**Ich habe (einen Apfel).**" (I have an apple.) Then the next student grabs something from the bag and says, "**Sie haben einen Apfel und ich habe ein Brötchen**" (You have an apple and I have a bread roll.) This continues until all have something. I always use some of the same foods so they use the **wir** (we) form... "**Sie hat** (She has)...**Er hat** (He has)...**Du und ich haben** (You and I have)...**Ihr habt** (You all have)..., etc. Many variations of this could be used.



## Food Trivia

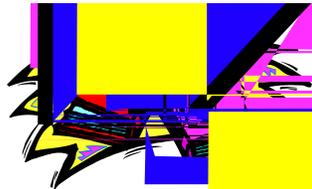
I like to share interesting facts about food in the target language. I also use these facts for trivia.



Pictures from <http://www.fotosearch.com/photos-images/german-food.html>

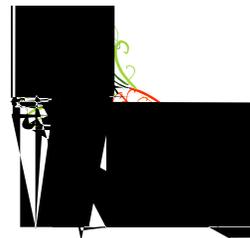
## Look for a Picture

I collect and pass out food magazines. Each student gets a magazine. I say..."**Sucht ein Bild eines Mädchen mit einem Apfel.**" (Look for a picture of a little girl with an apple.) The first student to find a picture of this gets a point, a tootsie roll, etc. "**Sucht ein Bild eines Hamburgers mit Käse.**" (Look for a picture of a hamburger with cheese.) "**Sucht ein Bild mit jemandem der eine Limo trinkt.**" (Look for a picture of someone drinking lemonade.)



## Let's Talk About It!

Buy plastic inexpensive food. You can hold it up and talk about it. The students can touch it, and it comes in handy later when doing skits.





## Create Your Menu

Students like to create their own menus. Search on-line for authentic restaurants in German-speaking countries (search out 5). Give the students an allowance of what they can spend and allow them to record the foods they picked. When they are done, they can look up any foods they were uncertain of at the time. Would they like what they ordered? Reflect and certainly expand on this: talk about the appearances of the restaurants (if there were photos), was there music, were there specials, location etc.



## Make That Recipe

We translate recipes. There is a simple recipe to make banana smoothies. We then divide up the ingredients so everyone must bring a part so we can make them in class.



## Recycling in Germany

We talk about recycling and the recycling culture in Germany. We discuss how Germans are generally ecologically minded and expend great effort to sort trash into separate bins. Each bin has a different color (or lid color) for a different type of waste: blue for paper, brown for biological waste, i.e. compost, yellow bin or bag (**gelber Sack**) for plastic, and gray for other household waste. These colors will vary in different regions. The bins will be emptied at different times throughout the week at people's houses or in a nearby designated area. Nonreusable glass containers have to be taken to the appropriate neighborhood center and are also sorted by color. When shopping, people may bring their own fabric totes or they will have to buy plastic sacks. They may also bring an empty egg carton or milk bottle to refill. They can bring back reusable glass bottles and receive back their **Pfand**, or deposit they paid when purchasing these items. In addition, the clever Green Dot system (**der Grüne Punkt**) sets fees manufacturers have to pay for the packaging of their products: this system has been very successful in reducing trash, as companies are strongly motivated to use less packaging.

**IN YOUR CLASSROOM:** set out different bins with lids of different colors and label them with the appropriate German word: **der Papiermüll, der Kunststoff/ der gelbe Sack, der Biomüll, der Restmüll**. When role playing grocery shopping, make sure you include fabric totes, **Pfandflaschen** and asking for **Pfand**.



## Food Person

Create a food person using different foods for the various body parts. Students need to label the body parts and types of food. They then need to write a story in the target language answering the following questions:

1. Where is he/she from?
2. What is his/her favorite color?
3. How old is he/she?
4. What is his/her telephone number?
5. When is his/her birthday?
6. Does he/she speak the target language at home?
7. What is his/her favorite day and why?
8. What is his/her favorite weather?
9. Who is in his /her family?
10. What does he/she like to do?



More information can be required or made more difficult depending on the level of the students.

### Food Person (Rubric)

Name \_\_\_\_\_

\_\_\_\_\_ Sentences

- \_\_\_\_\_ 10 sentences (5)
- \_\_\_\_\_ 2<sup>nd</sup> year level (5)
- \_\_\_\_\_ grammatically correct (10)

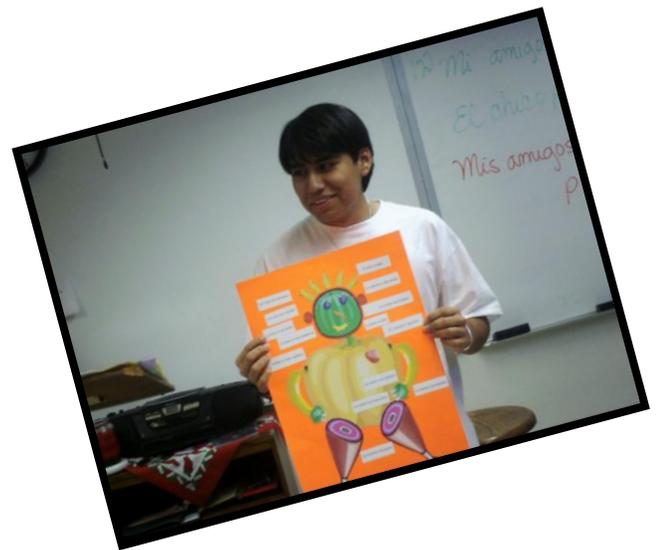
\_\_\_\_\_ Person

- \_\_\_\_\_ 10 food/body (5)
- \_\_\_\_\_ labeled English and target language (5)
- \_\_\_\_\_ person (creative and well done)(10)

\_\_\_\_\_ Presentation

- \_\_\_\_\_ memorized (10)
- \_\_\_\_\_ few notes (8)
- \_\_\_\_\_ read (6)

\_\_\_\_\_ Total points

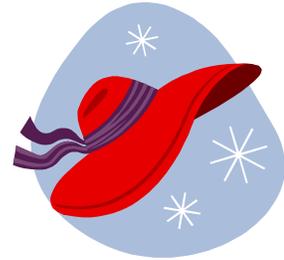


## Foods We Like

In a Venn Diagram, students list the foods each one likes, and then where the diagram intersects they list the foods both of them like.

## Elke's Hat

Give the student a copy of Elke's hat. The students are going to draw what you say on the hat. For example, you might want to make this a tropical fruit hat. You might say, "**Der Hut von Elke hat zwei Bananen.**" (Elke's hat has two bananas.) "**Der Hut von Elke hat zehn Kirschen.**" (Elke's hat has ten cherries.) You can also have the students draw what is on Elke's hat using colors. For example, "**Der Hut von Elke hat drei roten Apfel.**" (Elke's hat has three red apples.) You can put anything on Elke's hat --- be creative!



## Alphabet Race

Students are divided into small groups and given the letters of the alphabet. They are given a specified amount of time. During that time, they try to see how many foods they can write beginning with each letter of the alphabet. The team that has the most foods wins.

