

FL-A-CH Mini Grants



Four grants of up to \$250 will be awarded to support creative and innovative projects focused on the language and culture of Austria, Switzerland, or Liechtenstein. Eligible applicants are teachers at Saturday schools, elementary schools, middle schools, high schools and post-secondary institutions, or teams of teachers from multiple institutions. Projects must be completed by December 15, 2019.



Applications should include:

- goals for the project;
- activities to be undertaken during the project period with a detailed implementation plan;
- Information on how the project will help promote learning about Austria, Switzerland, or Liechtenstein;
- number of students/community members impacted;
- a letter of support from principal, departmental chair, or other administrator;
- other supporting documentation that applicants deem appropriate;



Submit your proposal as a pdf file via email to info@aatg.org. Project proposals will be reviewed and funded on an ongoing basis. The final deadline for submission is **April 15, 2019**.

Let's see how members implemented FL-A-CH mini-grant projects in 2018.

German Club Swiss Night

The German Club at Mississippi State University hosted a Swiss-themed event called "Swiss Fest" in December. By the end of the night, there was not a single free seat in the classroom—about 40 students and community members were in attendance. Using the funds received from the mini-grant, we purchased decorations for the room, prizes for Swiss-themed trivia, card games from a Swiss company, and lots of yummy food. We played Swiss radio so our German students could hear Swiss German speakers and music. A local farmer, born and raised in Switzerland, provided our students with stories about growing up in Switzerland and how the food prepared for the event played a role in her childhood. She baked Züpfe (homemade bread) and apple cake for us. Students also got use a raclette oven, many for the first time. The raclette was served over boiled potatoes. Students also got to experience a bit of Saint Nicholas Day, by leaving either their shoes or a cup with their name on it in the hallway to be filled with chocolate and assorted nuts.

—Cody Fondren, Mississippi State University



Wiener Kaffeehäuser—Coffee, Cake, and Conversation

Using teacher-created and found simplified texts, German 2 students learned about Vienna's famous Kaffeehaus culture. Students interpreted and verbalized Austrian greetings and common phrases used when ordering in a Kaffeehaus. Students learned about various things associated with a Kaffeehaus (Sachertorte, Kaffee, Zeitung, usw.), including the various beverages served at a Kaffeehaus. Students also explored the recipe for Sachertorte. The students designed and created their own coffee Tasse, which was used during our simulated Viennese coffeehouse. Using money students "earn" throughout the course of the unit, they could order items off of the menu depending on the amount of money they had to spend. Each student had enough for one drink and one dessert. They had to ask for a table/seat, ask for a menu, order, and pay the bill in German! While hanging out at our Kaffeehaus, they read German books, magazines, and newspapers that I had collected and listened to traditional Kaffeehaus music, while sipping on hot drinks and eating Sachertorte.

—Beth Burau, Bishop Lynch High School, Dallas, Texas



Liechtenstein, Austria, and Switzerland

Austria Week and Austria Film Series

The FLACH mini grant helped us to promote German language and Austrian culture at Kalamazoo College through a series of events in fall quarter. During “Austria Week,” we decorated our department offices with an Austrian flag banner and had posters around campus advertising our events. The Österreich-Abend was a highlight of the term and we had great turnout. While students were eating their strudel and enjoying the hot drinks we had a slideshow of student photos from Austria and an “Austropop” music playlist. Students competed in teams to win prizes during the Österreich-Quiz, which tested their

knowledge of famous Austrian writers and scientists, history, art, music, and food. Each round of trivia had video clips, pictures, and music to keep things interesting, and questions ranged from pop culture to history and geography. It turned into a tight competition with prizes for the winners of each round including Austrian flags, Manner-Waffeln, Klimt stickers, Mozartkugeln, and Klimt postcards.

We also hosted a fall Austria film series, and with public performance rights we were able to invite community members to join us. These events generated visibility for our program and created a festive atmosphere in the middle of the term. During the quiz, it was fun to see more advanced students helping beginning students, and to hear them debate their answers. Events like these help us to build a sense of community in the German department, and to promote continued study of German.

—Kathryn Sederberg, Kalamazoo College, MI



FL-A-CH and MINT = Salt!

Our school has had a 20+ year exchange with a Gymnasium in Salzburg, Austria. A traditional part of our visit is a trip to the Salt Mines in Hallein. After an ACTFL presentation last year by Colette van Kerckvoorde, I was inspired to incorporate a STEM unit on salt into my German 3 curriculum. We started by brainstorming about salt and tasting salt to see which parts of our tongue were more sensitive to salty tastes. We discussed why salt is important in our bodies. We put salt on cucumber slices to see what would happen and discussed why we should not drink ocean water. We looked at three kinds of salt under a microscope—regular table salt, pink Himalayan salt, and volcanic black salt. Then students built a three dimensional model of a salt crystal out of toothpicks and gumdrops representing the Natrium and Chlorid. We tried to grow salt crystals on pipe cleaners. We made two different kinds of ice cream from scratch, both involving salt, to see how salt lowers the freezing temperature of ice. We discussed how this is important for winters in New England and salting the icy roads. The students read about the history of salt in Austria and Salzburg and talked about this with their Austrian partners.

Finally, students created their own experiments about salt and presented them in a science fair as their final project. Some of the topics were baking cookies with and without salt, painting with salt, the density of liquids with salt, lava lamps, cleaning pennies, gummy bears and the effect of salt water, salt batteries, and more.

I am very grateful to the FLACH committee for awarding me this grant as it encouraged me to try something new and to take a risk teaching something I am not an expert on—my science colleagues explained some of these processes to me and I could share them with students. The key to this whole experience is that the students were able to use their German to discuss material that is not typically in a German class. They learned that they could communicate and discuss things outside of their linguistic comfort zone. To me, that is the biggest win.

—Cindi Hodgdon, Conval High School, Maine



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- goals for the project;
- activities to be undertaken during the project period with a detailed implementation plan;
- information on how the project will help promote learning about Austria, Switzerland, or Liechtenstein;
- the ability of classroom materials or models to be shared and used with other programs;
- number of students/community members impacted;
- a letter of support from principal, departmental chair, or other administrator;
- other supporting documentation that applicants deem appropriate;
- a detailed project budget.



Submit your proposal as a pdf file via email to info@aatg.org. Project proposals will be reviewed and funded on an ongoing basis. The final deadline for submission is **April 15, 2020**.

Let's see how members carried out FL-A-CH mini-grant projects in 2019.

Trilingual Swiss Trivia Night

The German, French and Italian Programs in the Department of World Languages and Literatures at Southern Methodist University carried out a trilingual Swiss trivia night. Third-semester students read short texts and did mini research projects on famous Swiss people like Peter Bichsel, Paul Klee, Mario Botta, and then conducted poster presentations in class in the target language. Next came the trilingual trivia night, supported by the French, German and Italian programs and clubs, held with our annual International Food Fair, and open to the public. Students provided English-language versions of their posters and several related trivia questions in English. Students presented their research on the famous persons, cultures, and cultural products, then participated in the trivia quiz. The FLACH Mini-Grant helped us focus some curricular emphasis on the languages, literatures and cultures of Switzerland.

—Gizen Arslan, Southern Methodist University, Dallas, Texas



Räbeliechtli

Students first learned about the Swiss Räbeliechtli tradition, carving designs and hollowing out turnips to light with tealight candles, both as a celebration of the end of the harvest, and in comparison to Germany's and Austria's Sankt Martin's Tag holidays. German 2 students compared the traditional song *Räbeliechtli, Räbeliechtli, wo gasch hii?* in the original Swiss dialect to its equivalent in Hochdeutsch. Students researched online for examples of Räbeliechtli and specific favorite carving designs, and explored to find ideas for Umzugswagen (in particular, to try and make our own in the shape of our school mascot). They also watched videos of the Kinderumzüge.

At the German Club meeting, about 20 students gathered outside school to carve the turnips, and were happy to throw our turnip innards into the forest behind us—staying *grün!* Students received cording from which to hang their Räbeliechtli at home. And the students are excited to do this again next year!

—Jillian Reilly, Jasper High School, Plano, Texas

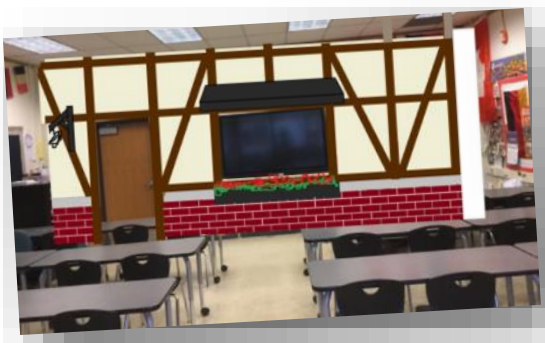
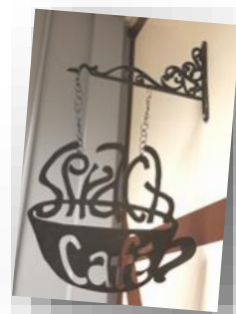


Liechtenstein, Austria, and Switzerland

An Austrian Atmosphere

The FLACH mini-grant was able to allow us to update our classroom with an Austrian “Fachwerk” façade and Café theme. We decorated our smartboard “window” with a flower box filled with red silk geraniums and even hung a hanging “iron” sign, echoing the same styles of the hanging signs of the old shopping district of the Getreidegasse in Salzburg.

Throughout the school year, we incorporated the cultural themes of Wiener Kaffeehäuser, Wiener Naschmarkt, Austrian geography and vocabulary unique to Austria into our curriculum with texts, authentic Austrian websites and video clips. These Austrian themes were conceptualized into projects, which were displayed in our authentic Austrian-themed classroom at our school’s annual showcase of student artwork, music, projects and talent. Students, families and the greater community were able to tour the classroom and view student work relating to these uniquely Austrian themes.



Thanks to this FLACH grant, our classroom has become a highlight of the school. This project is unique in that it was not just a one-time event—this project will have a lasting impact on our school and German program for years to come. Additionally, it has provided a unique backdrop to our lessons on Austrian culture and has promoted an appreciation for the language and culture of Austria in our school and community.

—Kimberly Kroenke, North Allegheny Intermediate High School, Pittsburgh, Pennsylvania



Natur und Umweltbildung: “Was wir kennen, das schützen wir auch!”

The community engagement project offered students the opportunity to explore how nature education is envisioned and implemented in nature education centers and nature parks in Switzerland, Austria, and Germany. Goals included increasing cultural literacy regarding the relationship of humans and nature, the role of nature explorations in early childhood education (Waldkindergarten) and the capacity of nature education to integrate diverse audiences around shared values. Students became active promoters of nature education concepts they studied by planning for a community wide Nature and Environment Day with rich offerings of engaging activities for different age groups.

Students in German III (Intermediate) and in German Culture (Advanced) courses developed information posters, presentations, interactive skits and competitive games for audiences of different ages and proficiency levels. Activities ranged from creating epitaphs commemorating the loss of natural features like glaciers, based on our readings about the death and the memorial ceremony for the Icelandic glacier Okjökull, writing Thank You notes to climate activists like Greta Thunberg, articulating the value and importance of activism and hope for young people, to interactive appeals for increased mindfulness about recycling and sustainability on and off our campus. Using authentic materials from the [OER Grenzenlos Deutsch – Umwelt](#) and materials collected in Austria and Switzerland, students created environmental appeals for increased sustainability on and off campus, integrating references to practices and statistics from Austria and Switzerland. Students practiced their programming ideas in classes and in German Club community engagement events, also preparing for a Natur- und Umweltbildung open house community engagement event.

—Erika Berroth, Southwestern University, Georgetown, Texas

