



ENGLISCH  
**SPRACHCAMP**  
ALLGÄU

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# Our Schoolcamps

## Introduction:

Our school camps follow a set structure of Getting to know each other games, Team Games, English Language Games and our Outdoor activities i.e. Rock Climbing, Mobile Leap of Faith, Raft Building and a fire workshop with Bannock Bread. (Activities are slightly adjusted to our different locations)

Teachers may participate if they wish to do so but pay attention that they do not interfere too much by giving away solutions to the games...

The groups are between 12 – 15 students, so some of the team games are better done in two groups.

## Individual Learning

We would like to build a close relationship to our students by asking the group questions about themselves, checking in on a daily basis to find out individual needs or wishes and just generally showing an interest in them. This will help build rapport and there making it easier for them to overcome their fear in speaking English to you or making mistakes.

,The first essential requirement for the use of learner-centred activities is a relaxed and friendly atmosphere in the group. Only then can the aims of these activities be achieved: Cooperation and the growth of understanding.'  
(Keep Talking, Frederike Klippel, p.7)





## The Sprachcamp Way: How we work:

## Language focus:

### General Introduction

For some participants, admitting they have difficulties can be a challenge. Try using 'Eyes closed, fingers up' where the group close their eyes and hold up a finger, 1= poor understanding, 5= fluency. Closing eyes means anonymity and encourages honesty.

One concept to keep in mind is the **3 Rs**:

**R**epeat

**R**ephrase

**R**educe

They may not understand you at the first time. However, do not give up at the first quizzical look. Sometimes it might be enough for you to repeat what you just said to help them understand.

Also introduce the '**Sesame Street principle**' to your students. If you ask the group, someone will usually come up with the slogan:

*„Wieso, Weshalb, Warum...wer nicht fragt bleibt dumm...“ - if you don't ask you'll never know...*

or something along those lines

What may also help is **increasing wait time** - this will give the participants a chance to process what they have heard and formulate answers in their mind.

Pay close attention to their level of English and adjust and simplify your language in your instructions. Sometimes it helps to

visualize:  
write words on cards,  
draw flip charts.

Or use your hands and feet to  
explain.

Demonstrate



## Language Focus through:

### Preparation workshops and Games for the Outdoor Activities

#### What for?

It is sometimes challenging for the participants to speak ‚Instant English‘. As we would like to run all our activities in English we run small preparation classes and games in order to introduce new vocabulary for the participants.

#### When?

Before or during the activity.

## Debrief

### General Introduction

Encouraging the group members to write and talk about their experiences.

Good for after challenging activities to allow the team to express accomplishments, issues, improvements, etc. it also encourages the students to use their English skills.

via

## Feeling Cards or Nessie Cards

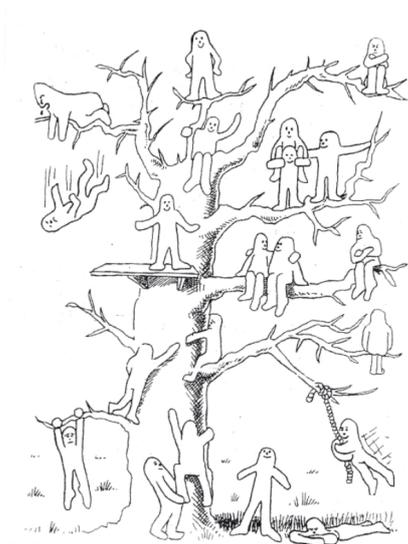
What for?

To get the participant to talk about their experiences of the day and practice some ‚Instant English‘

A really nice debrief tool for short debriefs after the activity. See Trainer's Manual for more suggestions how to use them.

## The Logbook /vocabulary book

What for?



Example worksheet

To write down new words or grammar structures. There is a few worksheets for that as well, which are designed to stimulate the review of words and phrases

As we run a smaller and shorter version of our camp for school camps we do not have that much logbook time - I still recommend using them, as it helps the students to remember.

## Feeling Cards or Nessie Cards

What for?



To get the participant to talk about their experiences of the day and practice some ‚Instant English‘

A really nice debrief tool for short debriefs after the activity. See Trainer's Manual for more suggestions how to use them.

## Word Games

### What for?

Word Games do hardly require any preparation at all and the students get to speak a lot of English while having fun. Ideally you should run at least **one word game per day** at the start of the day.

## Outdoor Activities

### General Introduction

Our days are really packed and it is okay to also just run the odd activity without focusing on English.

### Group dynamics

If there are any issues or conflicts, address it with them sooner rather than later.

**Conflicts always have priority** as it disturbs the group dynamics and the group might not be able to work and enjoy the task given.

We are not only responsible for their physical safety, but also want to provide a ‚safe‘ environment for their own development and learning:

### CHALLENGE BY CHOICE

A student should be allowed to choose his/her own challenges - so if a student does not feel safe and does not want to participate make sure to get him/her involved in helping with something else i.e. belaying.

### STOP-rule:

Introduce the Stop-rule that if anybody says stop that the whole group has to ‚freeze‘, so that the instructor can act and ‚save‘ the situation. Tell them ‚stop‘ is for an emergency only and it also does not mean for the team to drop everything i.e. a rope with a climber attached to it:-)

## Example Structure of a Sprachcamp day:

Room Olympics (8.45am - 9.00am), run by the teachers.

Start at 9.00

English Warm-up Game (5-15 minutes)

**The chair game, Hunter...**

**What for? To energize, speak lots of English, have fun**

Morning round : (5 minutes)

(Pass a ball to every second or third pupil and ask the students **one or two questions** to get a feel for the atmosphere in the group)

i.e.: How are you? How do you feel in this group? What do you think about today's activity? If it was only me I would love to....



Debrief of the day before (10-15 minutes)

**Logbook time or other debrief / recap**

Icebreaker or Teamgame

**To break up the ,thinking/ workshop time‘**

Preparation for an Activity

### **Lunchbreak**

Activity

Recap of words during the activity

**Do you remember how to say.../ use moderations cards and write down vocabulary for the activity**

'Breather Games': SPLAT, Tag Games

Final Debrief:

**Say one word that describes the activity. You can pick up on that word the next morning and expand the debrief**

End of program: between 5 - 6 pm

However well you plan your day, you will find that you constantly have to adjust your program to the group's needs and their concentration span.

Do try for a good mix between language Games, language prep, outdoor activities and breaks in between.

# Start of the Course

## First Steps

### Worries and Expectations

#### What for?

To check in with the group and find out what they want from this course. Also to take away their worries and have an enjoyable week with them.

#### When?

At the start of the course.

This will take about 30 - 50 minutes.

#### Preparation

Choose some questions below or simply ask them:

What are you worried about? (Worries)

What do you want from this course? (Expectations)

What is your own contribution?

Please give them some time to think about your questions.

#### Activity

Everybody copies the answers in their logbook, with the assistant's or the instructor's help. The students then introduces his or her expectations and worries in front of the whole group.

#### Sample Questions:

##### Please pick no more than 3 questions:

Why have you come on the course?

What do you personally want to achieve?

What are you here for?

What are you expecting to learn?

What does the group want to achieve?

Aims, objectives, goals, destination, direction:

What we think has an impact on what we do.

In turn this has an impact on what we learn from the experience

How will you reach your outcomes?

(Good question for in between)

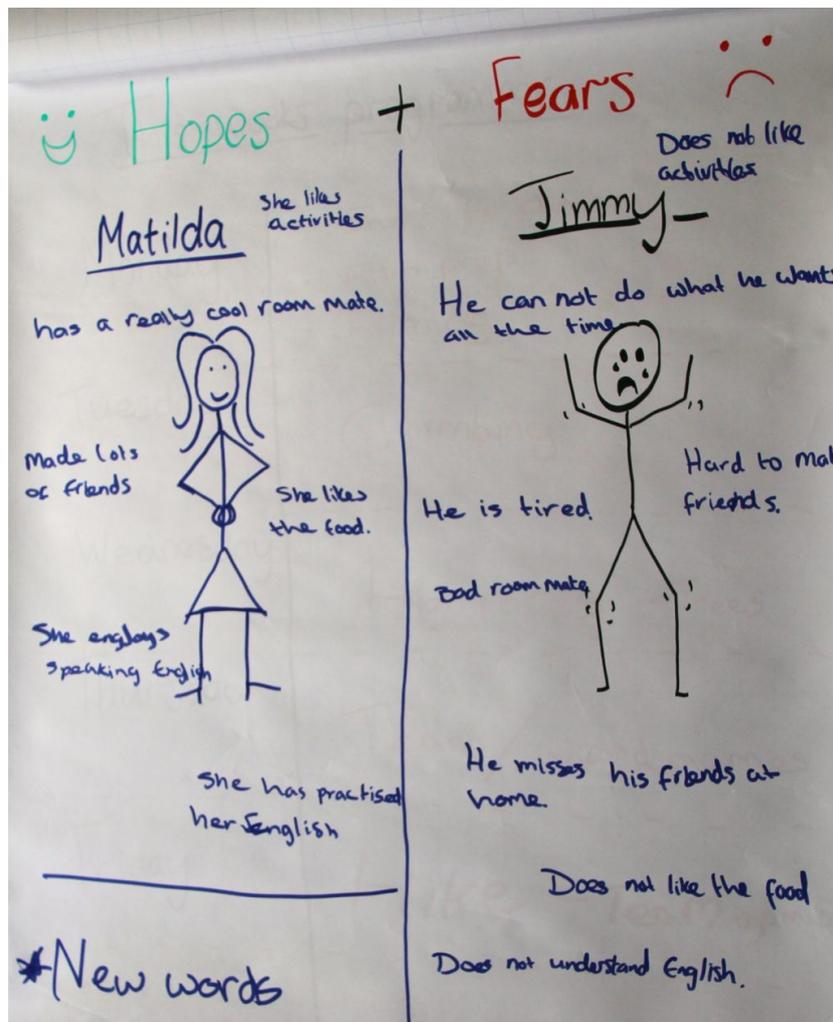
How can we support you in your learning /  
what can you do, what is your contribution?

Group motto for the course?

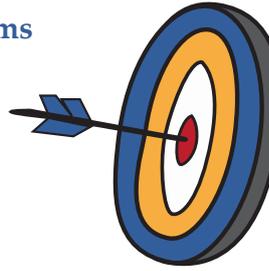
## Hopeful Hannah and Fearful Fred

### Activity:

Participants can sometimes be too shy to express their own hopes and fears at the beginning of the course. Try drawing these two characters in the flipchart paper. This allows them to describe how hopeful Hannah and fearful Fred might be feeling allows them to express concerns without bringing the spotlight on themselves. You can then discuss these issues with the group.



## Sprachcamp Aims



- Speak as much English as possible
- Make mistakes
- Repeat
- 3 R's: **R**ephrase
- R**educe
- Have fun
- Be safe
- Sesame Street principle



# Aims

## What for?

Please introduce the bullet points on our Aims flipchart to your group.

## When?

First day, after intro of programm, before ‚Worries and expectations‘. Then relate to what the students said and talk about their worries or why there is no need to worry. Also talk about their expectations.

## Try the 3A's:

Assessment: Pupils consider their own ability in reading, speaking, writing and understanding English.

Aim: Pupils pick a realistic goal for the end of the week.

Action: Pupils write down how they can achieve this goal.(with our support - what can we do)

This can go in their logbook, but also share the answers on a flipchart. Encourage ‚Magpie` of good ideas (Borrowing other peoples answers).

House  Rules	 Sprachcamp Times
<p><b>No</b></p> <ul style="list-style-type: none"> <li>• elephants on the stairs</li> <li>• venturing away from the building</li> <li>• sweets &amp; sugary drinks after dinner</li> <li>• entering other people's rooms without their permission</li> </ul>	<p>8.00 am Breakfast</p> <p>8.45 am Room Olympics</p> <p>9.00 am Start of the Programm</p> <hr/> <p>6.00 pm Dinner</p> <p>7.30 pm Evening Programm</p> <p>10.00 pm in your rooms</p> <p>10.30 pm Lights out</p>
<p><b>Yes</b> phones allowed: 5.30 pm → 7.30pm</p>	<p> 5.30 pm - 7.30 pm Mobile Phone Time</p>
<p>  </p>	

The teachers do run their own evening duties, usually students can watch a DVD or just have free time.

We finish our programme between five and six.

Thursday night we make a fire and the students get to roast marshmallows. We would appreciate it if you would be there to spend some time with the students and the teachers.

On the Climbing day you might have to skip all debriefs in the morning to be able to catch the bus.

## Getting to Know Each Other Introductory Games

The students may have known each other for years already, they may not know each other well – depending on how well they know each other keep the Getting to know each other Games more or less thorough.

Also, you might want to get to know them a little bit as well...

### Name Game / Mannerism

What for?

To remember their names quickly and to break the ice!

**Activity: (10 – 15 mins)**

Everyone stands in a circle. The first person steps forward, states their name and a mannerism (pose) ,they often use. The person to their left has to step forward, repeat the others names and mannerism and then add their own. This goes on until the circle has been completed: The last one has to remember all names plus words...which is usually the instructor:-) (Mad Matt, Laura Lovely, John Jolly...)

**Variation:**

Add a bit of movement in the activity. Their name, **descriptive word**, and **a pose with sound effects!** You will have to start to break the ice and show that being a bit silly is ok.

### Facing Facts

What for?

Getting to know each other, to practice English – both hearing and speaking.

Teenagers may find it hard to introduce themselves, especially in a foreign language – this activity will make this easier for them.

## Activity

Send them off in pairs and tell them they have to ask three interesting questions that they have to ask their interview partner. These cannot be answered or written with yes or no answers. Full sentences!

Hand out some balloons or a sheet of paper - they then draw their interview partner with the answers and introduce him/ her in front of the whole group. Stick the answer/drawings to a big flipchart and have it as your 'team poster'.

## Example Questions:

They questions could be as follows:

Do you have any brothers or sisters

The last time you went to the cinema you saw...

What is your favourite hobby?

Which is the noisiest noise that you have ever heard?

Which would be your favourite place in nature? (Island, Forrest, ...)

Your favourite music?

The nicest moment of last week!

The best/worst mark you have ever gotten in school.

Which subject?

Which famous person would you like to meet in person?

## Liar Liar, Pants on Fire

In a circle one person steps in to the middle, states their name and 3 facts about themselves, one of which must be a lie.

The people in the circle have to guess which is the lie (hands up). If they get it right the person in the middle must go again. If they get it wrong then the guesser must take their place.

# Sprachcamp debrief

## Strike-a-match-debrief

### What for?

A real quick debrief - about 15 minutes

### Activity

Each participant has to answer a question about the activity and is only allowed to talk as long as a match is lit - a short thinking time for the participants might be advisable.

## Nessie Cards

Everybody gets to choose one of the cards and explain to the group why they picked that specific Nessie.

### Variation

Let them pick a **smurf** and explain why they picked that specific smurf. There is a small red suitcase somewhere in the Sprachcamp boxes where you can find them.

## Feeling Cards

### Preparation:

Prepare some questions that are suitable for the groups' level of English and also relate to the events of the day.

Flipchart question: suggestion:

Using the three words on the cards describe how your day was!

### Procedure:

Everybody picks three random cards and talks about the day using the 'feeling word' on the three cards. The weaker students may require some support for their 'Instant English', give them a set structure or

phrase and some time to prepare their sentences in the log book.

*Yesterday I was / felt....when climbing*

If they don't like their cards let them swap one card of the three with your cards.

You can also lay them out on the ground face up and let them pick a card.

### Sample Questions

Choose a word that reflects:

How you would like to feel right now.

Where the group is right now

How your day went today

The climate in the group

Pick a card that:

Describes someone in the group

You would give to another person

The world needs less of

The world needs more of

You need more of

You need less of

The group needs more of....less of

Describes how the group handles problems

Describes the group's attitude towards each other.

Which word:

Gives you the most trouble.

Brings you the most joy.

Is typical of your interaction with people

Is your constant companion

Guides your life

Pick a card that:

You would like to talk about

Is the most important to you



## The Logbooks

### What for?

To talk about the experience and to remember words that the participants learnt that day.

### When?

All week - as well as giving them the usual A5 notebook on the first day, a series of worksheets can be handed out to the group members on a daily basis.

The activity focused worksheets should be used **as a follow up after the activity.**

### Procedure

There is a Sprachcamp worksheet folder with worksheets in an A5 format so that it can be stuck directly into the A5 diary provided at the beginning of the reflection / diary session. Content

### Worksheet topic suggestions:

Day 1: Camp rules and Room Olympics

**Activity based:** - learn how to abseil, use a walkie talkie, learn a new game, be a movie star...

**Language focused:** - learn 20 new words a day, always speak English during the activities, tell a joke in English...

### Sample worksheets:

#### Climbing Senior group

1. Name all of the items of equipment that are needed and worn when climbing and/or abseiling.
2. Write down at least 5 phrases you can use when putting on and adjusting equipment.

3. What do you need to do for the safety check?
4. The belayer and the climber have to communicate clearly. Write down a typical dialogue between them using the sentences you have been taught.
5. What was the hardest moment for you during the climbing?
6. Did you achieve the goals that you set for yourself?
7. What goals will you set for yourself the next time you go climbing?

## Diary Debrief Climbing

1 = high 5 = low

My confidence level on the activities

1 2 3 4 5 6

My determination to succeed in the activities

1 2 3 4 5 6

My confidence in the trust of the others during climbing

1 2 3 4 5 6

How much did I communicate in English with the others in my team?

1 2 3 4 5 6

Did I learn any new English words? If yes...what were they?

What can I do tomorrow to speak more English?

Identify a situation where you had to help another person achieve something.

## General Debrief

### Activity:

Write down a few questions on a flipchart and give them some time to write their answers into their logbooks. Let them read out their sentences as this camp focuses on the speaking part!

### Sample Questions:

Learning points so far?

What did you do?

What are the teams / group strengths and weaknesses?

What issues need further attention?

How do we deal with any issues? – Action plan

High and low points – best moment and worst moment

What have you learnt about yourself?

What have you learnt about the others?

Scale of 1 – 10: (1 is not so great – 10 is great / good)

Enjoyment and fun  
Commitment  
Motivation involvement  
Team working  
Communication  
Decision making  
Trust  
Co-operation  
Respect  
Creativity  
Honesty  
Patience

Something I will do differently tomorrow is...

Group goal setting for a reminder of the course

### **Sample Phrases to start a sentence with:**

The easiest...

What surprised me was...

I felt frustrated when...

If I could do it again I would...

I'd like to complain/moan about...

Something I knew would happen was...?

Nobody listened when...?

My motivation went down when...

I didn't like .....because it was.....

### **Comfort Zones**

This is a really nice debrief or introduction to climbing: you can use flipchart and pens or you just put three circles with ropes on the ground and tell them about the different zones:



Comfort Zone (Easy, no problem, like drinking a cup of tea with your feet up)

Learning / Stretch zone (A challenge, but still smiling, you know their is risk but you feel safe).

Panic Zone (You don't feel safe, you are scared and having a bad experience)

*„Life only starts at the end of the comfort zone“*

### **Activity**

Ask them in which ‚zone‘ they will be during climbing - or where they were if you use this as a debrief. You could also ask them to pick a smurf or object and place it in these three zones. It gives you a good impression of how your students will feel when climbing or how they felt.

# Sprachcamp Games

## Icebreaker Games

### What for?

For fun:-)

To break the ice

...as a break from debriefs, preparations, log book time...

## Group Juggle

Throw balls to others in a sequence, using each person's name.

For the younger one's you can start with:

„Hello my name is Natalie – and your name is?“

(throwing the ball to John) and so on

Next round would be (with a second ball and another sequence):

„My favourite food is pizza and yours?“

Keep it in a sequence – the others then have to remember and the second time they throw and say:

„I love Spagetti and you love hamburgers“

More rounds with different things: hobbies, favourite movies....

Lots more variations: up to your creativity!

## Warp Speed

Can be extended to „Warp Speed“ (to see how fast the group can throw balls through a set order to each group member).

A team building exercise based on the „Group Juggle“.

Groups are challenged to juggle as fast as possible.

Everybody should be touching the ball with both hands –

that is the only rule. Invite advanced groups to „estimate“

a time they can deliver. Groups that think ‚outside the box‘

will come up with a lot of creative ideas. The order the was

established at group juggle doesn't need to be kept  
(however, you don't have to tell them that!)

## **Gordian Knot (Human Knot)**

Everybody holds two different hands from two other people  
in the group – then try and untie – doesn't always work

## **Group Skip**

Group gets from one side to the other side, single, pairs,  
as a group – no touching of rope, no empty 'cycles'  
(rope touching the ground with no one in it)

## **Electric Fence**

Group has to pass over rope, get everybody from  
one side to the other – no touching of rope and  
no going under.

Variation: group has to hold hands

## **Rock, paper, scissors – Evolution (10 minutes)**

Start off by practicing the different 'stages' of  
evolution - What does a fly do, what does a monkey  
do.....

Everybody in the room starts off as a fly (they have to 'fly'  
around the room making a zzzZzzzZzzzz-noise). Then  
everybody finds themselves a partner to play rock, paper,  
scissors. The winners always step up the evolution – only the  
same animals can play Rock, paper, scissors together. If  
there is only one fly left, they are at the end of the evolution  
scale and cannot step up the ladder...once a human you can  
relax and sit down.

Variation: Egg, Penguin, tiger, T-rex, Elvis.....with sound  
effects to suit.

## **SPLAT**

Players stand in a circle and one person (splat master) stands in the middle. The splat masters must spin around and splat (open hand point) someone in the circle. That person must duck as quickly as possible while the two people either side must splat each other. If the person does not duck in time they are out.

Whoever gets splatted first between the two either side is out. If someone miss-splats when it is not their turn they are out. When there are two people left they then have a ‚splat off‘:

The finalists stand back to back; every time the splat master says a word they take a step forward. When the splat master yells ‚splat‘ the two finalists must splat each other. The winner is the one who splats the other fastest.

## **Count to 20**

All stand in a circle and without any other form of communication, one by one try and count as high as possible without two people speaking the same number at the same time. This must of course not take place in consecutive order around the circle but randomly. A variation if this has everybody laying on their backs with their eyes closed.

## **Sleeping Lions**

Everyone apart from the instructor lies on their back. They have to remain as still and quiet as possible. One at a time, the instructor must try and make the sleeping lions laugh or giggle without touching them, I.e., by telling them jokes etc. If a sleeping

lion laughs then they must help the instructor to wake the other lions.

## **Dwarves, Giants and Wizards**

### **Chinese Whisper**

This game is like Rock-Paper-Scissors - instead of rock or paper there are dwarves and giants...

The giant stamps on the wizard, the wizard turns the dwarf into a frog and the dwarf tickles the feet of the giant. Show them how to be a dwarf, a giant...practice once or twice.

Then separate the group into 2 teams opposite each other.

The whole team must choose to be a giant, wizard or dwarf -

they have to decide on one character for the whole team.

They must pick their character without the other team hearing.

After a count to 3, the whole team must make the action

corresponding to the chosen character. The winning side must chase the losing side and tag as many as possible. Losing side must

attempt to reach their base- if a person is tagged they join

the winning side. Use ropes to mark their base

## Noisy Partners

All the children are blindfolded and spread out in a large open space. The instructor goes around and whispers to them a particular thing that they must think of a noise for, they can be as random as you like. You must ensure that you give each item to two separate people. They must then wander around and make their particular noise and no other sound until they find their partner.

## Word Games

### Word Games and Fillers...

#### What for?

To revise words in a fun way, to help the students remember  
Include at least one word game in your programme /  
plus variations per day. There are also some games which can be  
used just as „fillers“ during the day...

#### Please play with the Nürtingen students

### The Chair Game – Everybody Who...

#### What for?

A way of finding out about the group - best to play  
first thing in the morning (Everybody who would like to  
go climbing today - everybody who is still tired -  
everybody who didn't go to bed until one last night...)

#### Activity (15 – 25 min)

Team members sit on a chair, in a circle.

Leader stands in the middle of the circle to start the  
game.

There is one chair (floor tile) less than there is  
participants.

The leader then says: „Everybody who went swimming today...“

Then everybody who did go swimming has to get up and find  
themselves another seat – not one that is next to them.

The person in the middle has to try and grab a seat as well.

The person that didn't get a seat has to find another phrase:

.....who likes Britney Spears

.....who likes Brad Pit

.....who has seen Ice Age III

.....who is looking forward to climbing

Please play with the Nürtingen students

## Hunter

What for?

Revision of words, Climbing equipment in a fun way.  
The physical movement actually helps the learning process

**Activity (15 – 30 mins)**

Participants have to choose an animal/word they learnt.

Have them repeat it once or twice as everybody in the group has to remember who is what. Then it is similar to the Chair Game – the person in the middle is the hunter – the instructor calls out the first word.

The word that has been named has to be hunted (hit with newspaper) by the person in the middle – if the named person shouts the name of a different person before he/she is hit, the hunter has to stay in the middle of the circle

If a ‚word‘ has been hit, that person will bet he next hunter. The former hunter then has to name the next word to be hunted. If he forgets to name one within 10 seconds and just sits back down, he goes back to the middle

Please play with the Nürtingen students

## Fruit Salad

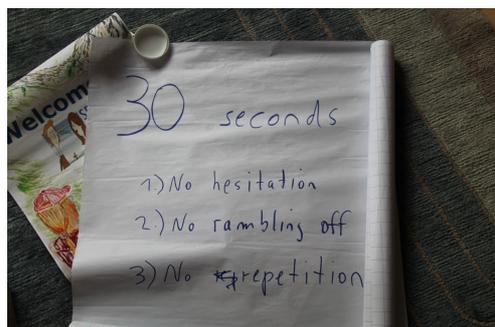
What for?

Same as Hunter above

**Activity (15 – 30 mins)**

Everybody in the group is given a fruit-name. Again, have them repeat their names so you do get a chance to remember it. Person in the middle has to say the name of a fruit three times (apple, apple, apple) –

person sitting has to say it once. If they fail to say it in time, they are next in the middle.



## 30 Seconds

### What for?

To get the students talking

### Rules:

No hesitation

No rambling off

No Repetition

### Activity: (15minutes)

Take a stopwatch and give them 30 seconds to talk about an activity / a random word (there is a Game with cards in the Sprachcamp Word Box)

This activity is also good to split groups and let the teacher run half or your group, as it is a very simple activity

## Creative Identification

### (10 - 15 mins)

Procedure: Place any item in the middle of the room (Harness, Helmet, Pen, Camera...)

The participants then take turns running to the object and shouting

'this is a ..... , and briefly demonstrate how it is used e.g.: Rugby Ball:

This is a giant hen's egg

This is a tool to measure the speed of this planet.

Continue for as long as imaginative ideas are forthcoming.

(Pen: plane/telescope/screwdriver/nail/boat/flute/mouth;

Exercise book: roof/bird/table tennis bat/mirror...

Chair: horse/car/washbasin.....)

## **Don't Say Yes or No**

There is also a board game with a set of cards at the Sprachcamp Games Collection

### **What for?**

To speak English

Oral questions (mainly yes/no) and short answers.

### **Preparation**

Prepare a set of questions for your participants or just use the ones below.

### **Rules**

You may not say ‚Yes‘ or ‚No‘

What can you say instead of yes or no?

Can you come up with three answers for each.

### **Variation 1:**

One volunteer student stands in the middle of the circle. The rest fire questions at him or her, with the aim of eliciting the answer ‚yes‘ or ‚no‘. The volunteer has to try to answer the questions truthfully without these words. This will mostly be through the use of ‚tag‘ answers such as ‚I did‘ or ‚She does not‘. If the volunteer does say the forbidden words, he or she is ‚out‘ and another is chosen. Give a time limit of one minute; if within that time the volunteer has not said ‚yes‘ or ‚no‘, he has won!

### **Variation 2:**

Build two teams. A student from team A answers questions from team B, until he or she says ‚yes‘ or ‚no‘. Then it is the turn of someone from team B to answer team A. The winning team is the one whose representative has lasted longer without pronouncing the forbidden words!

### **Variation 3:**

Working in pairs, students must fire questions at their partner who cannot answer yes or no. They should not hesitate, use the same answer each time, nod or shake their head. If any player is particularly good, get them on the ‚hot seat‘ in front of the rest of the group.

### **Question suggestions:**

Look at the player on the right and ask

1. Was the weather good today?
2. Did you see the sun?
3. Did you say yes?
4. Do you think it will rain tomorrow?
5. Will you stay in bed all day if it rains?

Look at the player on your right and ask

1. Have you ever tried climbing?
2. Were you scared?
3. Did you climb really high?
4. Did you say no?
5. Do you think I would like climbing?

## Associations

### What for?

Vocabulary review and enrichment through imaginative associations.

### Procedure (20 – 35 mins)

Start by suggesting an evocative word: „High Ropes Course“ (...) for example.

A student says what the word suggests to him or her – it might be „exciting“. The next student suggests an association with the word „exciting“, and so on round the class.

Other words you might start with:

harness, river, tired, holiday, angry, team, careful, carabiner,

You could also include the value/feeling cards for this activity.

### Variation:

If there is time, after you have completed a chain of about 15-25 associations, take the final word suggested, write it on the board, and, together with the class, try to reconstruct the entire chain back to the original idea.

Variation 1: Instead of inviting free association, limit it in some way. For example, invite only adjectives that can apply to the central noun, so ‚expedition‘ might get words like: warm, beautiful, disgusting...

Or invite verbs that can apply to ‚expedition‘, for example: to hike, to sleep, to plan, to organize, to cook.

## ‘Reminding’ Words

Memorising new words

### Activity (20 – 30 mins)

Divide the flipchart into two halves. Write in one half vocabulary which the students have only just encountered and which you would like them to remember. Ask the participants to pick one of the new words and to suggest a word they know which it reminds them of in some way (sound; spelling; association...). Write this 'reminding word', erase the new word. Do this with each of the new words until they have all been replaced by 'reminding words'. Now ask the participants what each 'reminding word' was linked to. Write in the new words again and erase the 'reminding words'.

### Lateral Thinking and Riddles

How far can a dog run in to the woods? (Half way)

If 10 cats kill 10 rats in 10 minutes,  
how long will it take 100 cats to kill a 100 rats? (10 minutes)

You are the pilot of an aeroplane that takes off from Heathrow with 100 passengers. Half of the passengers get off in Rome and 17 passengers get on from a connecting flight. It flies to Barcelona where 13 passengers leave the plane. What colour is the pilots jumper?  
(Colour of the person answering the question)

The number of eggs in a basket doubles every minute and is full after 1 hour. When was it half full? (59 minutes)

How much soil is there in a hole measuring 2 metres by 2 metres by 1 metre? (None)

If you entered a darkened room containing a candle, a gas lamp and a paraffin lamp and there was only one match left in the box, which would you light first? (The match)

A cowboy came in to town on Tuesday. He stayed for 3 nights and left on Wednesday. How? (Tuesday is the name of his horse)

If a plane crashes on the border between France and Germany, where do you bury the survivors? (You don't bury survivors)

I have two coins in my hand that equal 11p. One of them is not a 10p coin. What are the two coins? (10p and 1p)

What can you put in a box to make it lighter (weight)?  
(Holes)

As I was going to St Ives, I met a man with seven wives.  
Each wife had seven sacks. Each sack had seven cats. Each cat had seven kittens. Man, wives, sacks, cats, kittens. How many were going to St Ives? (One, only I was going to St Ives)

A man needs to get a chicken, fox and a bag of grain across a river. He has a boat but can only carry one of the 3 at a time. If he leaves the chicken with the grain it will get eaten. If he leaves the chicken with the fox it will get eaten. How does he get all three across? (Takes the chicken, takes the fox and carries the chicken back across, takes the grain and finally comes back for the chicken)

## Jokes

What's pink and fluffy? (Pink fluff)

What's blue and fluffy? (Pink fluff holding it's breath)

What goes black, white, black, white, black, white?  
(A penguin rolling down a hill)

What goes black, white, red, black, white, red, black, white, red?  
(A penguin rolling down the hill with a bleeding nose)

What kind of crisps fly? (Plane crisps)

Why do farts smell? (So deaf people can enjoy them to)

Knock Knock ,who's there?', Interrupting sheep, ,Interrupting shee',  
BAAAARRRRRR

How do you get a one armed blonde out of a tree?  
(You wave at her)

What do you call a blind deer? (No idea)

What does DNA stand for? (National Dyslexia Association)

## Running Games

### Monkey Tag

Everybody has a fabric monkey tail hanging out the back of their trousers/skirts. Your aim is to try and steal as many monkey tails as you can without losing your own. Once you lose your tail you are out of the game.

### Hunter

One person is the hunter and everyone else is prey. The hunter cannot move from his/her spot, they can only turn around. The hunter will close their eyes and count to 30 seconds. During this time the prey must run and hide. The prey must still be able to see the hunter from their hiding spot. When the time has run out the hunter will look around from their stationary position. If they can spot any prey they must point to them and shout ,caught That prey is then caught and sits by the hunter. If the hunter can't see any more prey then he/she will close his eyes again and count to 20 seconds while also holding their hand out. During this time the prey must be able to run back to the hunter, slap his/her hand and return to a hiding spot. The hunter then searches. If no prey is found then the number of seconds is reduced and prey must slap the hunters hand before hiding again. This goes on until all prey is caught.

## **Blob Tag**

One person is the blob and will try and tag everyone else. If someone is tagged they must join the blob by holding hands. Once the blob is 4 people long it can split in to two blobs.

This continues until everyone is caught.

Mega blob tag: Similar to blob tag except the blob cannot split, instead it just gets longer and longer the more people it cat

## **Snatch and Grab**

The group is divided into two lines facing each other a few metres apart. Players are numbered in pairs so that each team has a number 1, number 2, etc. In the middle there is an object, the idea of the game being to try and get the object to the side of your team without being tagged by a player from the opposite team– the object cannot leave players' contact. The instructor stands at the end of the two lines and shouts a number and on that call the two corresponding players must run to the centre to grab the object– you can only be tagged if you have the object in your hand. The instructor may add more numbers at their discretion. The game is points based, the first 10 for example.

## **Snake in the Grass:**

One person, the snake, lies on the floor, head towards the others who are lined up against the wall. When instructor calls ,GO', children must run and touch the snake's tail (feet) and run back to the wall. At any time the instructor can call ,snake in the grass', the snake can then get up and chase players back to the starting wall, trying to tag as many as possible. Children caught also become snakes and spread themselves out along the centre of the room. The game continues until all are caught.

# Climbing

## General Introduction

Climbing is one of our main activities and for most participants it is a lot of fun - for some participants it can be quite challenging. It is okay to encourage students but please remember our ‚challenge by choice principle‘.

However, even though a lot of our participants are looking forward to climbing they might also be nervous about it, which makes speaking English even more challenging.

There is a lot of information to take in during the ‚Introduction to climbing‘. It is important to change the environment where possible to keep the brain stimulated. Run different activities in different rooms.

There is a lot to get through, so don't underestimate the time needed, or dwell too long on each section. The following is a selection of workshops you can choose from. Also, because of very little time you won't manage to run all of the workshops.

## Relay Race

### What for?

To help students remember new climbing vocabulary.

### Preparation:

Get two sets of all the Climbing equipment and place it in two circles on the ground next to each other.

Then set up a start line (rope) about 20 meters away from it.

Please pay attention to the ground so that participants don't slip or hurt themselves if they fall.

## Expressions /Words to introduce beforehand Equipment

Helmet

Harness: waist, chest

Carabina

Strap

Buckle

Clip

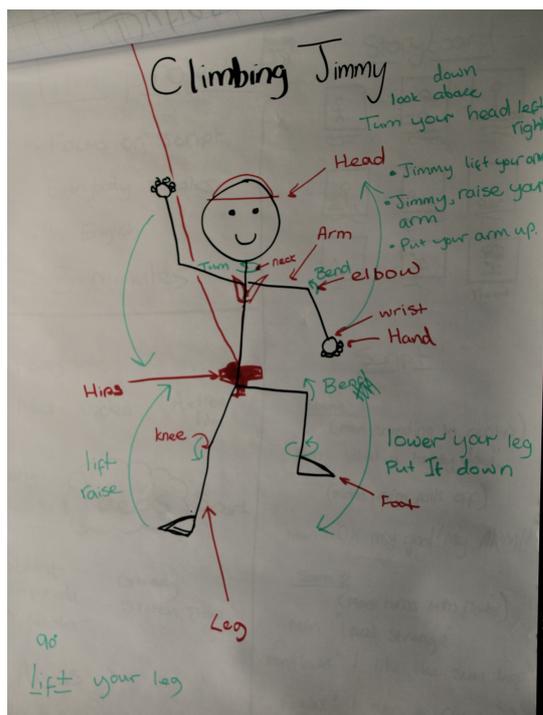
...

...

## Activity

Introduce the equipment beforehand. Split the groups in two and get them to stand in a line behind a rope on the ground

The Assistant shouts out ,carabiner` and the first runner has to come and pick up the piece of equipment that was called out. He then runs back to his team and hands over the item. He then has to run back to the circle to return and item and pick up a new one. Please ask them to carefully put the equipment down, otherwise they might throw it at you.



## **Climbing Jimmy**

Have a stick man on the flipchart with red arrows for locations of the body and green arrows showing different movements. Get the team to label the body parts and then show the movements the arrows suggest: Lift, bend, twist, lower, raise, etc.

Now you can play this for Climbing prep:

### **Statues:**

Split the team in 2 groups: half are the statues, half are the builders. The builders must instruct the statue to move different body parts using only movement instructions and not demonstrating themselves.

You tell the builders what you want them to create and when they are finished, the statues guess what they are meant to be from the pose they are in.

### **Knots.**

With the harness on, give each participant a carabiner. Make a large circle with a piece of rope and make sure there is slack between each person around the circle. Demonstrate figure of 8. Let them practice. Walk around a check.

Demonstrate Italian hitch a few times and let team practice, clipping it into their carabiner.

### **Belaying**

This is the most important section of Introduction to climbing. Don't rush this as it will save lots of time at the climbing rock. All participants will be attached to the group rope with an Italian hitch. Demonstrate the pull, lock, criss cross motion on your rope making sure the team follows your motion. Be aware of mirror image left/right.

Now start at the participant closest to the end of the rope and watch/ assist as they feed through the rope

using the belay technique. Move on to the next as they grasp the concept.

## **The Climbing team and their task**

Express how climbing is a team sport. There must be trust, communication and support. If any of these is missing then it will not be an enjoyable experience. Use members of the team to show the climbing team. Have a rope set up somewhere in the room /Beam to help demonstrate. Clip climber in, bring out a belayer, back-up belayer and coiler and explain each job.

Climber: Climb and communicate

Belayer: To feed the rope through the belay plate safely and in-time with the climber.

Back-up: To hold the dead rope one metre from the belayer incase something happens to the belayer and they let go of the rope.

Coiler: Keep the rope off the ground and clean.

### **Activity**

With cards on the floor. Explain the climbing communication before, during and after a climb. Talk it through with them in your explanation, then once you have talked and shown through a mock climb, get the team to put the cards in order and copy in their logbooks.

Once everyone has put the vocabulary in the correct order in their books, they can remove the equipment.

## **Climbing vocabulary groups /expressions:**

### **Putting the equipment on**

Fasten your helmet

Put your leg/arm through the gap

Feed the strap through the buckle

Adjust the strap

Pull it tight

...

..

### Climbing vocabulary for ending a climb:

I want to come down

OK, I have you

Sit back in your harness

I'm lowering you down

High 5!

### Climber to climber

Hold me steady

Give me a boost

Give me your hand

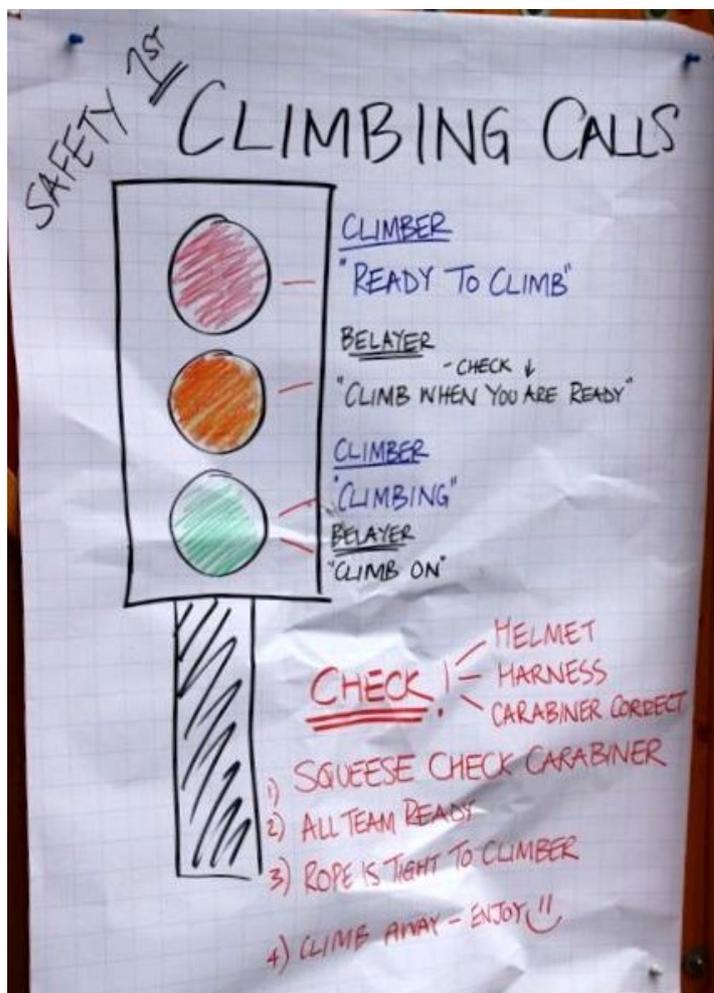
Take my hand

Put your hand/arm/leg/  
foot there (pointing)

Look up / Look down

...

...



### Climbing Calls:

Pinch check,

That's me

Climber ready

Belayer ready

Back up ready

Coiler ready

Safe to climb

Climbing

### Instructor to climber/ anchor

Let go of the ...

(safety rope/steel  
cable...)

Hold on to the ...

Unblock the

carabina

...

Please do not introduce all these different expression blocs all at once - nobody will be able to remember them all at once. These are only suggestions. You do not have to prepare and introduce all of them - depending on your groups level of English.

## **Climbing Memory**

Introduce objects or words, then hide them under a tarp and see who can remember most of it.

## **Coaching teams:**

Set them up in 3s and let them try and work out how to support each other in English and how to let each other know how they feel up there. Motivation is important while climbing. Get the groups to come up with supportive lines they could use.

## **The Equipment**

Explaining how the equipment works and letting them have a feel of it while doing so encourages trust in the equipment. Explain how the carabina works, locks, unlocks and pass it around.

Put on the gear.

This takes along time. Before you start, hand out each piece of personal equipment and, following your lead, make sure all the buckels have 2'' strap in front of them.

Demonstrate on yourself how it all goes on, starting with the waist harness. Make sure belly button to waist loop, above hip bones and all clothing tucked in. You should not be able to get a clenched fist through the waist strap. Leg straps can be snug tight.

Chest harnes can be tricky. Put on like a coat with buckels facing down. Ensure plastic ‚X‘ on the back is inbetween the shoulder blades. Adjust until both loops just meet in the middle and double back the straps through the buckel.

Connect harnes and chest harnes with strap using over hand knot. This can be done before climbing if unsure.

# Team Games

## Magic Stick / Helium Stick

Make sure everybody understands the Rules. It helps to simply repeat the rules or to demonstrate what you should/should not:

No holding

Everybody has to be touching the stick at all times.

As instant English is difficult for them, it may help to introduce the following phrases – or give each person one phrase written out on a piece of paper:

Don't let go of the stick

A little higher/ lower

Down at the back / front

Keep it still

Bend your knees

Slower / not so fast

Only one person should speak

## Duck Race

### What for?

Fun activity, Icebreakers

Time: 20 mins.

### Preparation:

Two boxes, one filled with water and about 30 bathtub animals in it, the other one empty, 2 tarps

### Procedure:

Place the boxes two tarp lengths apart. The participants have to transport the animals from one box to the other and the animals have to be on the water all the time. They are also not allowed to touch the animals. Once they hold a tarp they are not allowed to walk around with it

Should an animal drop to the ground or be without water the group needs to go back to the start.

# Creative Retrieval

## What for?

have fun, make decisions in a group, creativity  
for 2 groups, so everybody can be involved  
Best for Senior groups, quite a complex task!

## Preparation

Set up two identical retrieval sites

Retrieval site= rope circle 5 metres diameter

2 sets of bombs in the middle

Bombs = 1 small plastic cup filled with water on top of a bucket,  
plastic cup, so that the cup of water does not touch the ground

1 Ball on top of an upside down plastic cup

set of lots of objects (depending on what you find – see retrieval box  
as well): kissers, clothing pegs, ropes, 2 carabiners, figure of 8, 2  
slings, elastic cord, paper tape, 2 long game ropes, plastic clothes  
hanger, piece of inner bike tube, harness, helmet

## Aim:

Each group picks a set of bombs and has to remove the 2 objects  
(glass with water and ball) from their rope circle (Acid area) within  
45 min. This time includes brainstorming and choosing the items to  
be used for the task, and also for the actual retrieval of the bombs.

## Rules:

7 objects can be chosen for the whole group (the 2 subgroups)

You can practice with the equipment away from the real area.

The bombs are placed in the area, only when the objects have  
been chosen

No person touches the acid area (Area in the rope circle), if you  
do, that person will be blindfolded for 5 mins

No material can touch the area, if it does, you have to remove it  
from the area and can't touch it for 5 min.

A person hanging above the area needs to be blindfolded while  
doing so

Water shouldn't be spilled from the cup, the tennis ball  
shouldn't drop off the bucket/cup

# Blind Square

## What for?

Communication

You might want to introduce a few words beforehand or during the task i.e.

Corner / square / Right angle / ...

**I would only try this with seniors who's English is good - the communication while blindfolded is quite challenging.**

## Aim:

The groups is given a rope (about 30 - 40 m). Their task is to create a square with the full length of the rope and put it down on the ground.

## Preparation:

Supply as many blindfolds as you have team members - only hand them out once the team is ready to create their square and they have finished all their planning.

## Rules

The square has to be created within 45 mins.

The groups can plan and discuss as long as they want to.

Once they are ready to start everybody will be blindfolded and they are only allowed to take the blindfolds back off once they as a group have decided that they have finished the task.

## Variation

Split the group in two and hand out two ropes - the task for them is to create two squares with 1/3 of the area overlapping.



## Builders and Architects (Blind Lego)

### What for?

Problem solving and communication

### Preparation

Set up two circles.  
Also build 3 identical

Lego towers with at least 4 storeys. (3d tower is only a proof - hide it until the game is over!)

### Aim

Two teams have to rebuild the same tower at two different building sites (circles), with blindfolded builders and architects, who are not allowed to talk. The group should know, that once they are blindfolded and starting, the lego towers will be taken apart and the lego bricks will be played out randomly inside the circle.

### Rules

The groups can examine the towers from the edge of the circle - they are not allowed to take it apart or enter the circle.

The time limit is 35 mins

Each team has to split their team in two groups: architects and in builders. (It is up to them how many architects and how many builders.)

The builders will be working at the building site (in the circle) and they will be blindfolded, once the task starts. The architects are only allowed outside the circle, they are also not allowed to touch the lego or the builders.

The two groups have to start at the same time - they may help each other, but once the game starts there is no more talking!

# Spider's Web

## What for?

Problem solving activity, about 50 mins

## Preparation

Set up a Spider's web (two trees, two vertical ropes at the top and the bottom then just go crazy:-) However, remember when building the web to make openings for different sizes - make sure the holes are large enough for everyone to go through (not too big either or it might not be very challenging. Make at least two more holes than you have participants in the group. Also make sure to have a least 3 easy holes, as the first and the last person to go through is always the most difficult.

## Aim

The object of the game is to get from one side of the spider's web to the other side without touching it.

## Rules

Each hole is only to be used once

Do not allow any one to dive through the web - no Headfirst!  
(Safety)

When they are lifting someone, they should be at least 4-5 people doing the lifting and tell them to make sure not to drop someone (Safety!)

Also the person being lifted should face upwards - so they don't fall on their faces if they fall (which they shouldn't:-))

If they touch more than 3 times they have to start again.  
They are not allowed to walk to the other side of the web to help - the only way is through a hole!

## Variation

Split the group in two groups - they both start on different sides of the web. They are still only allowed to use each hole once (as a whole group)

## Internet

### What for?

Problem solving activity, about 50 mins

*The task may not be perfectly clear in the beginning. However, the understanding of the project will grow with your first attempt.*

### Your challenge:

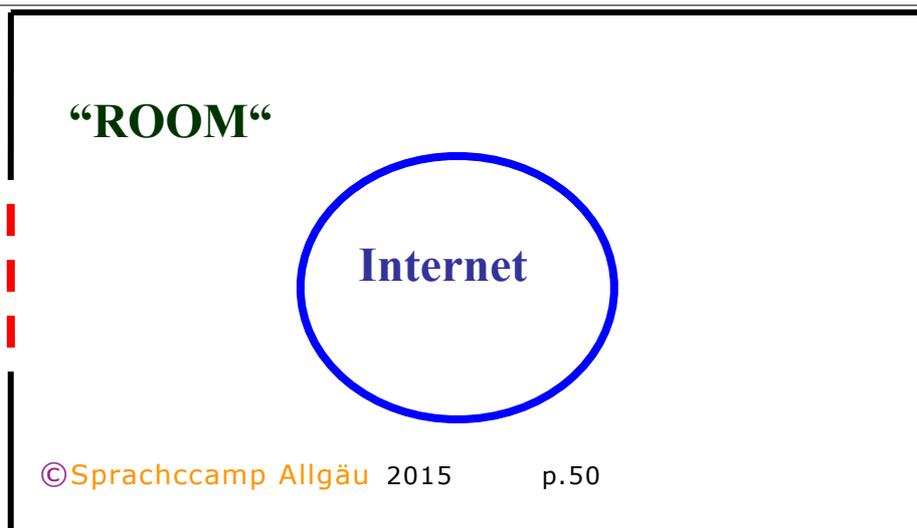
In two "Internets" pages with numbers between 1 and 60" must be "clicked-on" **in the correct order**, starting with the smallest number. The numbers have to be touched by hand. The position of the "pages" cannot be changed.

Your final time should be less than 80 seconds and 1 mistake (or less)

You have a total of 55 minutes: You are allowed to check out the internet three times: You have 5 minutes for each attempt

- 1<sup>st</sup> attempt (5mins)
  - 2<sup>nd</sup> attempt (5mins)
  - 3<sup>rd</sup> attempt (5mins)
  - Live-demonstration = result = ???
2. First person enters the "room" / crosses the time line – the clock starts.
  3. During every attempt everybody has to be in the room.
  4. Only one person from the team is allowed to be in the internet **at a time** to click on the pages. Of course, this person can be changed.
  5. The airspace above the internet can only be used by one person at a time – in addition to the person who is in the internet. (Caution: hands – arms – heads!)

Entry  
or  
time line



## Highland Games or Rockit

Highland Games are a mix of indoor and outdoor games, of language games and team activities – just mix and match as you like. You may have to adjust the level of difficulty to the age group as well. Highland Games are more suitable for Junior groups. For Rockit just hand out a piece of the Rocket with each successful game and assemble and start the rocket at the end of the games

## Tossing the Caber / Welli Wanging

You need to toss the Wellington boot as far as possible – you may not cross the line. The team who gets it the furthest gets 50 points. Third place is worth 15 points, fourth place is worth 10 points. You can have as many practice throws as possible in the 15 minutes time limit.

## Flexibility Test / Ever Decreasing Island

Your task is to get every member of your group through the elastic / on the tarp as quickly as possible.

You have 10 minutes to practice as many times as possible within 10 minutes.

## Memory Madness

You will be shown a tray of 15 items for 7 minutes.

may not touch them. After that the items will be covered. You then need to name as many items as possible. Each item precisely named will earn 10 points e.g. blue plastic bottle, green carabiner, yellow climbing rope...

Half a remembered item will earn 5 points only

## House of Cards

Material: 20 moderation cards

The task is to build the highest card stack possible – participants may only use the cards supplied. They are not allowed to use cells

tape or any other type of glue. The stack will be measured at the 15 minute point.

If they are creative they will tear and bend the cards to build a stable construction. You will work in a team of 3 or 4.

## **Holy Tube**

Material: Tupe with holes, canister, cups or bottles

The participants have to retrieve a canister from a tube that has holes in it. They are not allowed to turn the tube upside down – if you are not near a river you need to provide buckets of water.

Participants may get wet, so do not play when it is really cold. Also give them a time limit as they may get frustrated. Or have some duck tape ready to cover some of the holes to make it easier for them.

## **Songlines**

Give the a theme and let them compose a song with a least 4 lines

## **Fridge Poetry**

Hand out the Fridge Poetry and let them create their own poems (small groups of 4–6)

# Photalley

## What for?

Cooperation

Communication (they are usually motivated to talk on the radios! English only:-))

Use of words for route descriptions, photographs

## Preparation

The instructor becomes familiar with the route on the map and decides on the route.

To familiarize the participants with the expressions and words I would advice to run some of the workshops below.

Each group has to carry a digital camera.

## The Activity (1-3 hours)

Two groups set off together, 5 minutes away from each other - The purpose of the rally is to take a photo and describe it in great detail, saying exactly what is in the photo and where and to understand this description precisely.

More important is that they (or you) choose 5 places along the way that you think are particularly distinctive or striking so that the other group recognises the place easy enough and does not pass the picture point / duck/sweets.

## Rules

The descriptions should be very precise i.e.:On the highest point of the path at the first bench on the right hand side. Step on the bench to take a picture of.....)

Please support the teams with their descriptions. You can also help them repeat their sentences while on the radio, that way they talk a lot and they learn from you.

### **Rules for the use of the radios:**

English only!

No swear words!

Everybody gets a turn to describe or find the picture (if you have 6 students, pair them up!)

Swap the groups, so that every group gets to hide things or take pictures.

Compare the pictures at the end of the hike so that they get the chance to see the results.

### **Bad weather option**

Send them off in pairs to take one picture somewhere close to the house – they then have to draw a treasure map and describe the pictures.

Swap maps with other group – they then go off to take the same picture. Compare pictures afterwards.

## **Preparation Workshops for Photo Rally**

**Please play with Nürtingen Students:**

### **Zoom**

**What for?**

Team activity, Communication, Vocabulary for describing pictures, Comparisons

**Duration: 30 – 40 mins**

### **Preparation**

Hand out Zoom Picture cards so that every student has one to two pictures.

You may want to put them in order first and then choose a section of the book, depending on the group's level. (farm, children, child playing...)

When handing the pictures out, make sure they are seated in a way that they cannot see each other pictures - it would spoil the whole activity.

### **Rules:**

They are not allowed to show each other the pictures - they can describe it to each other.

They have to find a certain order of the pictures

Once they think they have an order they place the cards face down on the floor.

Once it is down on the ground they are not allowed to look at them again, they may swap them round though (still face down)

## **Pictionary**

### **What for?**

To introduce descriptive vocabulary for the photo rally.

### **The activity**

The task is to describe the pictures to someone who is sitting opposite who cannot see the picture. He / she has to draw the picture with a pencil on a plain sheet of paper.

Variation: A small group describes a picture, one person is at the flipchart, drawing the picture

### **Expressions**

In the foreground

In the background

In the centre of the picture

I see...

Tree, waterfall, rock, etc

You could also prep the words with memory cards. Students who didn't know the word keep it for the photo rally. (stick it on their clothes...)

## **Blind Walk**

(30 - 45 mins)

Pairs of two people – one blind, one leading by talking only. You may have to introduce a few words for that - there is word cards for that:

‚Take a Step to the right‘

‚Be careful‘

‚Raise your foot‘

Muddy,

Steep,

Slippery

Careful

Safety! Make sure they do take responsibility for their partner, especially with the younger ones.

## **Sheep and Sheppard**

There is ten sheep and a sheppard. The sheppard is allowed to give directions, sheep aren't allowed to talk and are blindfolded (give the younger ones three jokers to ask for vocab). The sheppard has to guide the sheep back into the ‚shed‘ (Piece of rope on the ground, with an ‚entrance‘, so that the sheep can enter)

## **Tanks and Bombs**

Using balls of paper or any other thing that is readily available, scatter them around the floor of an open area- the bombs.

Children work in pairs- one is blind folded (the tank) the other must give directions to them such as ‚forward, turn right, stop, down, pick up‘ ect. The team that collects the most bombs is the winner. Beware of cheating though..

# Treasure Map

Add on for Variation II or Bad Weather option above

This is a **LANGUAGE**.

Document a journey using the codes below.

Add you own codes. Tell a story.

 Forward movement	 Obstacle	 Nice dog
 Turn left	 Sun	 Garbage
 Turn Right	 Car	 Guerilla art
 Turn in a circle	 Man	 Drinking fountain
 Stop	 Woman	 Backtrack
 Puddle	 Park	 Meeting Point
 4-way-intersection	 Construction	 Place to explore
 Bench	 Bus	 Trees
 Danger	 Cafe	 Cloudy sky



## What for?

To help with descriptions and directions in a fun way.

## Correction of mistakes

Pay close attention to some of their mistakes, and if you keep hearing the same ones, take notes and either

tell them at the time (not too often though) or do a correction Quizz later on:

## **Correction Quizz**

Pick up on one mistake:

He work in a factory.

You can give them a multiple choice quizz:

1 He work in a factory

2 He works in a factory

3 He worked in a factory

(Grammar point: he, she, it + Simple Past needs an s at the end)

More examples:

Where you live?

1) Where do you live?

2) Where you living?

3) Where you live?

or you can write down 3 of the common mistakes and as a group ask them to find the mistake and correct it.

or

## **Spot and correct the mistake:**

1 Where you live? (Where do you live?)

2 Have you ever playing the piano? (Have you ever played the piano?)