

# 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](mailto: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

