

**GETTING STARTED (PROCEDURES & MATERIALS)**

Note cards with the name of a country, the language that is spoken in that country, and a word that is written in that language. The translation of that word into English is written at the bottom of the card, in parentheses.

Explain to the students the difference in languages around the world, as well as the difference in cultures of different countries. Each student is given a note card described above. The student must keep this information secret, so that no other student knows the translation of the word. The job of the students is to teach the meaning of their word to the other students without speaking any words other than the word written on their card in the foreign language. They can use gestures, act out the object, and make noises, but must not point to the object (if it is present in the room) or speak in English to their other classmates. When the student knows what the word is, he/she may say it in English to verify its meaning. If it is correct, then he/she must learn how to say the object in the foreign language before continuing the activity. It is the responsibility of each student to learn at least two new words in a foreign language by the end of the activity. For word translations, go to <http://babelfish.altavista.com>.

Examples of words include:

Spanish: la puerta (door)

Afrikaans: bestel (book)

German: Arbeitsplatzrechner (computer)

Swahili: Kitanda (bed)

Dutch: patlood (pencil)

Finnish: taulukko (table)

Italian: pallone (ball)

Japanese: gangu (toy)

French: la chaise (chair)

Norwegian: fjernsyn (television)

**WHAT IS IT? (RATIONALE)**

Language barriers between countries can cause embarrassment, misunderstandings, and conflict. Historically, people have said one thing and meant another. Students need to understand the importance of communication among different countries in order to trade, share ideas, maintain peace, compete in athletic events such as the Olympics, or simply to socialize. This exercise will help students to understand the difficulties that can result when trying to communicate with others.

**ADAPTATIONS**

A. Variations of this game include requiring a higher number of words to be learned by the students; more difficult vocabulary words for higher-grade levels, or having the students learn common phrases and sentences.

B. One teacher suggests turning this activity into a game where first the word and it's origin is presented to the class. Then, one student from each group learns the meaning of the word and must act it out for their group to guess. Once everyone got it, the class repeated the word.

**DEVELOPED BY:**

Amanda Yeager, Albion College

**DOMAINS ADDRESSED**

**BODY IMAGE**

**LATERALITY**

**FOLLOWING DIRECTIONS**

**LANGUAGE**



**GENERAL COORDINATION**

**HAND-EYE COORDINATION**



**NONE**



**BEST EFFORT**

**COOPERATION**

**COMPASSION FOR OTHERS**

**RESPECT FOR OTHERS**

