



November 7 - November 12, 2021 / Haus Altenberg, Odenthal-Altenberg

Theme: Presence and Perception in Foreign Language Teaching and Learning

Please sign up for these courses on arrival

**Morning working groups**

Minimum number of a working group is 8 participants -

<p><b><u>Working group I.</u></b> (10 - 11.30 am) Intensive working groups</p>	<p><b><u>Working group II</u></b> (11.45 - 1 pm) Short working groups, but for some a choice of 2 in this slot Please <u>sign up on arrival</u> - see lists on our notice board</p>	
<p><b><u>Monday to Thursday (4 sessions)</u></b></p>	<p><b><u>2a + 2b: Monday and Tuesday ( 2 sessions)</u></b></p>	<p><b><u>2c + 2d: Wednesday and Thursday (2 sessions)</u></b></p>
<p>1. <b><u>Christoph Jaffke</u></b> Moving, Speaking, Singing, Playing: Learning by Doing in the Lower School (classes 1-4)</p>	<p>1. <b><u>Christoph Jaffke</u></b> <b><u>From Doing to Understanding:</u></b> The Transition to the Middle School (classes 4/5) - Writing, Reading, Grammar, Vocabulary, Games etc.</p>	
<p>2. <b><u>Peter Lutzker</u></b> <b><u>Literature &amp; Creative Writing in the Upper School</u></b> In working on these two 'cornerstones' of Waldorf language teaching, we will be exploring contents and methods for pupils in grades 9-12.</p>	<p>2. <b><u>Peter Lutzker</u></b> <b><u>Dramatizing Prose Fiction:</u></b> <i>Chamber Theatre and its Possible Uses in Grades 10-12</i></p>	<p>2. <b><u>Peter Lutzker</u></b> <b><u>Before Reading Shakespeare:</u></b> <i>Preparing Teachers and Pupils for a Shakespeare Drama</i></p>
<p>3. <b><u>Martyn Rawson</u></b> English is a world language, not least because of its colonial heritage. This has given rise to a wide range of powerful literature that reflects on the experience of oppression, slavery and genocide, discrimination, loss of culture, loss of identity, being a refugee- in short the colonial experience. Many nations that fought for their independence found that life after independence was also highly challenging, not least because the superiority of the colonial culture remained, thus giving rise to a post-colonial literature (poetry, short stories, short</p>	<p>3. <b><u>Martyn Rawson</u></b>  Working creatively with poetry through all classes. In this workshop we will learn from each other how to work creatively with poetry in all classes. Participants are asked to bring poems they want to work on or indeed show us how you dealt with them in class. I shall bring a rattle bag of poems to surprise and delight you!</p>	

<p>plays, non-fiction texts, song lyrics, images). In this workshop I will introduce the themes, some of the literature and how to deal with in grades 7 to 12.</p>	
<p>4. <u>Ulrike Sievers</u> <u>middle &amp; upper school class 7 onwards</u> <b>Working with groups of learners with a broad spectrum of language skills:</b> Meeting the needs of all pupils and offering challenges to everybody through open tasks, group and project work, theatrical elements and a diversity of creative tasks and differentiated activities to encourage independent learning skills..</p>	<p>3. <u>Ulrike Sievers</u>  <b>Developing creative and 'academic' writing skills:</b> starting with rather simple texts in <b>classes 7 and 8</b>, we can support students in developing their own voices in creative as well as academic writing throughout the upper school. Through a wide variety of tasks and exercises - building systematically on each other - young people can learn to express themselves in various forms of texts - preparing for exams at the same time.</p>

<p>5. <u>Alec Templeton - middle school</u>  title will be announced shortly</p>	<p>4. <u>Alec Templeton - middle school</u>  title will be announced shortly</p>	<p>4. <u>Alec Templeton</u>  title will be announced shortly</p>
<p>6. <u>Susan Wehner</u> <u>Short Stories for the Upper School</u> Getting more than just a feel for the language: developing empathy through working with short stories</p>	<p>5. <u>Silvia Albert-Jahn, Doris Schlott / middle school</u> <u>A bunch of activities to spark the teachers' and the students' imagination:</u> Exercises addressing all ability levels within the context of dealing with grammar. literature and vocabulary.</p>	<p>5. <u>Silvia Albert-Jahn, Doris Schlott / middle school</u> <u>A bunch of activities to spark the teachers' and the students' imagination:</u> Exercises addressing all ability levels within the context of dealing with grammar. literature and vocabulary.</p>
<p>7. <u>Erhard Dahl / all levels</u> <b>Story book reading and learning vocabulary in classes 5 to 8</b> On the one hand, this course will present different ways of working with stories in middle school. On the other hand, it intends to show that story reading can effectively support vocabulary learning.</p>	<p>6. <u>Erhard Dahl/ all levels</u> <b>An Introduction to the Principles of the Waldorf Approach to Foreign Language Teaching</b>  This course is exclusively meant for those colleagues who have just started teaching English and haven't had a proper chance to study the theory and practice of foreign language teaching at Waldorf Schools.</p>	
<p>8. <u>Alexandra Spencer</u> <b>First But Not Least: Making the most of the lower school!</b> Through plenty of practice, we will dive into the depths of life in the lower school. Discovering the</p>	<p>7. <u>Mario Radisic &amp; Kristina Döring</u> <b>Literature activities in the middle and upper school</b> We'll introduce our favourite readers for the different age groups and present tasks that</p>	<p>8. <u>Mario Radisic &amp; Kristina Döring</u> <b>Literature activities in the middle and upper school</b> We'll introduce our favourite readers for the different age groups and present tasks that</p>

<p>gems and marvelling at the mysteries of learning a foreign language at the ages of 6 to 10. How can we make the most of this most fertile of times for language acquisition? We will be looking at the subjects of gesture, voice and movement. Expect your mind and repertoire to be expanded!</p>	<p>worked along with them and can possibly be transferred to other readers. Our main goal with readers is to make the pupils enjoy reading and understanding the stories. The tasks are ways of enabling the pupils to actively use and enjoy the language of the readers (pronunciation as well as vocabulary and grammar). The tasks include written- as well as oral ones.</p>	<p>worked along with them and can possibly be transferred to other readers. Our main goal with readers is to make the pupils enjoy reading and understanding the stories. The tasks are ways of enabling the pupils to actively use and enjoy the language of the readers (pronunciation as well as vocabulary and grammar). The tasks include written- as well as oral ones.</p>
<p>9. <u>nn</u></p>	<p>9. <u><i>Kavita Simon - lower school</i></u>  <b>Let's act it out! - Bringing rhymes, songs and stories to life in the classroom, or for performing to parents and the school.</b>  Children love to do things themselves. In language lessons, starting in grade one, we can give the children the chance to take on roles in rhymes, songs and stories. In grades one and two we can do this through play. In grades three, four and beyond, the pupils can become involved more consciously. In the middle school, acting out scenes can help pupils to connect to and understand readers. In this course we will look at how to act things out with the children. Starting with examples and group work, we will move on to develop individual ideas.</p>	<p>10. <u><i>Kavita Simon - lower school</i></u>  <b>Let's act it out! - Bringing rhymes, songs and stories to life in the classroom, or for performing to parents and the school.</b>  Children love to do things themselves. In language lessons, starting in grade one, we can give the children the chance to take on roles in rhymes, songs and stories. In grades one and two we can do this through play. In grades three, four and beyond, the pupils can become involved more consciously. In the middle school, acting out scenes can help pupils to connect to and understand readers. In this course we will look at how to act things out with the children. Starting with examples and group work, we will move on to develop individual ideas.</p>