

Sweat makes good mortar.

A proverb from Germany

Possible Procedure for Using the Proverb Handouts

- Arrange the students into groups of 4 or 5, seated in circles around a table.
- Give all students the individual handout (**Proverbs with Bubbles**).
- Explain what a proverb is and that each student is to locate, amongst the 28 proverbs provided on the **Proverbs with Squares** handout, one proverb for each of the bubbles on the individual handout. Allow about 15 minutes for this process, letting the students discuss what they think each proverb means and read the proverbs to one another.
- Each student should have selected a favourite proverb and filled all the bubbles after 15-20 minutes.
- Each group should then try to agree on the favourite proverb of the group. Once they have done so, each group is to present that proverb and explain what they think it means to the rest of the class. In preparation for this, they should rewrite it in their own words, give examples to illustrate its meaning, and generally elaborate the meaning of the proverb.
- If there is time, the class could then vote on the 4-5 group proverbs in order to decide which one is considered the most meaningful, memorable or significant for the whole class.
- **Other options:** Write your own proverb, identify the factors that are similar in all the proverbs (e.g. brevity, symbolism), illustrate a proverb in an amusing way, write an explanation of a proverb, recall a proverb or saying with a similar meaning, find more proverbs online, etc.

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Eden's group – "After the game, the king goes into the sack with the pawns."

Emma's group – "One camel does not make fun of another camel's hump."

Josh's group – "Endurance pierces marble."

Annaliese's group – "A kind word warms for three winters."