

## Content

- The work of a graffiti artist
- How to create graffiti

## Target group

- Children ages 8 to 12
- Level: A1 / A2

## Language goals

The children will be able to

- Understand a short (technical) film
- Find precise information in a text
- Expand their passive and active vocabulary
- Understand technical terminology in context
- Understand and answer simple thematic questions
- Formulate their ideas/opinions using simple verbal tools
- Express likes and dislikes
- Use and develop learning strategies (make conjectures, reconstruct a storyline using images, connect images and text, correctly spell words)
- Develop and carry out creative ideas
- Understand and follow instructions

## Word bank

*es ist verboten* (it is illegal), *es ist erlaubt* (it is allowed), *Spraydose* (can of spray paint), *sprühen* (spray), *Farbe* (paint), *Punkt* (point), *Wand* (wall), *Gasmaske* (respirator mask), *Buchstabe* (letter), *Raster* (grid), *Vorlage* (template), *Unterschrift* (signature), *Schablone* (stencil), *Graffiti* (graffiti), *Künstler* (artist)

## Materials

- Laptop and projector
- Audio speakers
- Blackboard and blu-tack/whiteboard and magnets
- Ruler
- Pencils/colored pencils/markers
- Sheets of standard letter paper
- Cardboard for the stencils
- Scissors
- Spray paint
- Mask
- Rubber gloves
- Students' portfolios

## Materials for printing and/or copying

- Cutout template 1 *How is graffiti made?* (Wie kommt ein Graffiti an die Wand?) (images)
- Answer key 1 *How is graffiti made?* (Wie kommt ein Graffiti an die Wand?) (images)
- Cutout template 2 *How is graffiti made?* (Wie kommt ein Graffiti an die Wand?) (text)
- Answer key 2 *How is graffiti made?* (Wie kommt ein Graffiti an die Wand?) (text)
- Worksheet *How is graffiti made?* (Wie kommt ein Graffiti an die Wand?)
- My word bank sheet *Graffiti* (Graffiti)
- *Now I know* (Ich kann schon) questionnaire

## Duration

3x45 minutes

Before the lecture/film		
Step	Content	Materials
1	<p>Instructor welcomes the children and begins class by projecting the "Seite mit der Maus" (<a href="http://www.wdrmaus.de">http://www.wdrmaus.de</a>). Instructor introduces "Mouse" and "Elephant" and "Duck" to the students and explains that they are the main characters of one of the most popular German children's TV shows. Lots of children like getting presents with this brand.</p> <p>Instructor shows the children the page with the fan articles: <a href="http://www.mytoys.de/die-maus/">http://www.mytoys.de/die-maus/</a></p> <p>The children express their likes and dislikes: <i>That is so cute! / I also want that! / I don't like that as much / That's not for me / etc.</i></p>	Laptop and projector; Audio speakers
2	<p>Instructor continues: There are even children who want to have large versions of these characters on the walls of their rooms. Then the instructor asks the question: <i>What do you think? How could one do that?</i></p> <p>The children collect ideas:</p> <ul style="list-style-type: none"> <li>- <i>They can buy a poster</i></li> <li>- <i>They can glue the characters as stickers/wall decals on the wall.</i></li> <li>- <i>They can draw or paint the characters directly on the wall. It is possible to do this oneself with the help of grids, stencils or a projector.</i></li> </ul> <p>Note: The different ideas can be illustrated using films and images on the Internet, for example:</p> <ul style="list-style-type: none"> <li>- Posters: <a href="https://dasfilmplakat.de/epages/e2e9fc40-5bcf-4f13-81e6-dcef44d12fc0.sf/de_DE/?ObjectPath=/Shops/e2e9fc40-5bcf-4f13-81e6-dcef44d12fc0/Products/Z0254">https://dasfilmplakat.de/epages/e2e9fc40-5bcf-4f13-81e6-dcef44d12fc0.sf/de_DE/?ObjectPath=/Shops/e2e9fc40-5bcf-4f13-81e6-dcef44d12fc0/Products/Z0254</a></li> <li>- Wall decals: <a href="https://www.wall-art.de/wandtattoo-die-maus/">https://www.wall-art.de/wandtattoo-die-maus/</a></li> <li>- Projector: <a href="http://images.greatart.co.uk/out/pictures/details/2/pboxx-pixelboxx-63241/artographtracer.jpg">http://images.greatart.co.uk/out/pictures/details/2/pboxx-pixelboxx-63241/artographtracer.jpg</a></li> </ul>	Laptop and projector; Audio speakers; Internet connection
3	<p>Instructor says: <i>These are all great ideas. But I have one other tip. One could also ask a graffiti artist for help. Who knows what graffiti is? Who can explain it?</i></p>	
4	<p>Instructor shows a few pictures of graffiti so that the meaning of the word is clear.</p> <p>Note: Since many examples of graffiti have inappropriate content, it is a good idea to make a selection in advance. Searching for "graffiti for children" brings a variety of pictures appropriate for children.</p>	

During the lecture/film		
Step	Content	Materials
5	Instructor says: Now we're going to watch a film, in which Markus, a graffiti artist shows how graffiti is made. (Minute 1:09-8:04).	Laptop and projector; Audio speakers
6	After the film sequence is shown, instructor says: <i>Exciting, right? What does a graffiti artist need for his or her work? Can you remember?</i> The children call out what they remember: <i>wall, picture, computer, can of spray paint, color sprays, colors, etc.</i> Instructor says: <i>Great! Now each of you gets an envelope with pictures from the film. Please put the pictures in the sequence in which they happened in the film.</i> The class discuss the results as a group with the help of answer key 1, which the instructor projects.  When all the pictures are in the correct order the children are given the worksheet and glue sticks. They glue the pictures in the appropriate boxes.	Cutout template 1 <i>How is graffiti made?</i> (Wie kommt ein Graffiti an die Wand?) (images); Worksheet <i>How is graffiti made?</i> (Wie kommt ein Graffiti an die Wand?) Answer key 1 <i>How is graffiti made?</i> (Wie kommt ein Graffiti an die Wand?) (images); Envelopes; Glue; Laptop and projector
7	Instructor hands out new envelopes to the children. This time they contain slips of paper with short text on the pictures. Instructor says: We are going to watch the film again (Minute 1:09-8:04). Please match the text to the pictures either while watching or afterwards.  The class discuss the results as a group with the help of answer key 2, which the instructor projects. Afterwards the text slips are also glued on.  Note: There's some excitement in the film. Therefore, the instructor should carefully emphasize: the spray cans may not be opened yet!	Cutout template 2 <i>How is graffiti made?</i> (Wie kommt ein Graffiti an die Wand?) (text); Worksheet <i>How is graffiti made?</i> (Wie kommt ein Graffiti an die Wand?) Answer key 2 <i>How is graffiti made?</i> (Wie kommt ein Graffiti an die Wand?) (text); Envelopes; Glue; Laptop and projector
After the lecture/film		
Step	Content	Materials
8	Instructor asks: <i>Is there graffiti near where you live or near where you go to school? What type of graffiti is it? Pictures? Words? Short sentences? or TAGs?</i> <i>Do you think one is allowed to put graffiti anywhere one likes?</i> Instructor leads the children in a discussion of the above questions. It is important that they formulate their opinions and are aware of the fact that  <ul style="list-style-type: none"> <li>- one cannot put graffiti anywhere</li> <li>- one is punished for spraying graffiti at illegal places and</li> <li>- removing illegal graffiti is very expensive.</li> </ul>	

9	<p>Instructor shows the children examples of allowed graffiti, for example in schools.          A few possible examples:          - <a href="https://www.meinbezirk.at/grieskirchen/leute/graffiti-macht-schule-d1950275.html?cp=Kurationsbox">https://www.meinbezirk.at/grieskirchen/leute/graffiti-macht-schule-d1950275.html?cp=Kurationsbox</a>          - <a href="https://www.youtube.com/watch?v=p4IOYuTXKbM">https://www.youtube.com/watch?v=p4IOYuTXKbM</a></p>	
10	<p>Instructor (ideally together with the art teacher) invites the children to a graffiti workshop with the following options:</p> <ul style="list-style-type: none"> <li>- Option: <i>Enlarge pictures</i></li> <li>- Option: <i>Draft TAGs</i></li> <li>- Option: <i>Spray letters or a word using a stencil</i></li> <li>- Option: <i>Make letters three dimensional</i></li> </ul> <p>Note: It is best to do the work with the spray paint outside, ideally with a mask and rubber gloves.</p>	<p><i>Option: Enlarge pictures:</i>          Picture templates in A6 format, sheets of standard letter paper for enlarging, ruler, pencil, colored pencils</p> <p><i>Option: Draft TAGs:</i>          Sheets of standard letter paper, colored pencils, markers</p> <p><i>Option: Spray letters or a word using a stencil:</i> cardboard for the stencils, scissors, spray paints, mask, rubber gloves</p> <p><i>Option: Make letters three dimensional:</i> sheets of standard letter paper, colored pencils and/or markers</p>
11	<p>After the workshop the children exhibit their finished products so that they can see and appreciate each other's work.          They should practice ways of praising each other's work, e.g., <i>That is great! Cool! That looks really cool! I like that! etc.,</i></p>	Finished workshop products
12	<p>At the end each child is given the word bank sheet <i>Graffiti (Graffiti)</i>. They should transfer the words that are in the left-hand column in graffiti letters into the right-hand column with "actual" letters, i.e., block letters.</p>	My word bank sheet <i>Graffiti (Graffiti)</i>
13	<p>Instructor and children end the unit with a reflection round, in which they discuss what they have learned. Each child then fills out the <i>Now I know (Ich kann schon)</i> questionnaire to find out whether they have achieved the learning objectives. Instructor also gives feedback on student performance.</p>	<i>Now I know (Ich kann schon)</i> questionnaire
14	<p>The children hold onto the following in their portfolios:</p> <ul style="list-style-type: none"> <li>- Finished worksheet <i>How is graffiti made? (Wie kommt ein Graffiti an die Wand?)</i></li> <li>- Workshop product</li> <li>- My word bank sheet <i>Graffiti (Graffiti)</i></li> <li>- <i>Now I know (Ich kann schon)</i> questionnaire</li> </ul>	Portfolios

### Further ideas for subject matter or CLIL teaching (native language, ethics):

- Students take a tour around their home to take pictures of allowed and illegal graffiti and then present and discuss their work on the topic of "Being responsible for our environment"
- Graffiti project in school in coordination with the school management (for example on an empty wall in a classroom/the hallway/the auditorium)

### Suggestion for the children at the end of the learning scenario

At the very end, the children gather around a computer or the instructor projects a computer desktop onto a screen. They look at the home page of the German Digital Kinderuniversity together. The instructor explains to the children that they now have completed the *Graffiti* (Graffiti) lecture in the *Humankind* faculty together and draws their attention to the fact that there are many more interesting lectures in this faculty and in the *Technology* and *Nature* faculties.

The instructor and the children click together on the At Home link and discover how the website works. As an example, the instructor logs in and goes to the lecture that they just worked through.

The instructor shows the children that the lecture begins with an introduction by Professor Einstein and Ms. Schlau and that their work is supported by Jowo and Christoph, the field researcher. Professor Einstein and Ms. Schlau also wrap up all the lectures and thereby frame the work on each theme.

The instructor explains to the children that they can re-watch the film at home and can even set the subtitles to German or English. That way, they can "catch" key words while watching and use these to collect points and solve three exercises and a bonus exercise on the film. The children can also get help from their parents or grandparents, from registering to solving the exercises. The whole family can have fun learning and everyone gradually becomes a professor at the Kinderuni.