

Content

- Internet games - From the idea to the final product
- Creating a flip book

Target group

- Children ages 10 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
- Use and develop learning strategies (make conjectures, tell a story with the help of pictures, and correctly spell words)
- Create a flow diagram in a group
- Understand and follow instructions

Word bank

Redaktion (editorial office), *testen* (test), *Internetspiel* (Internet game), *das Spiel funktioniert* (the game works), *das Spiel macht Spaß* (the game is fun), *Ideen sammeln* (collect ideas), *Ich habe eine Idee* (I have an idea), *Ich finde die Idee prima* (I like the idea), *Zeichentrickfilm* (animated movie), *Trickfilmzeichner* (animation artist), *eine Zeichnung machen* (make a drawing), *zeichnen* (to draw), *eine Skizze machen* (make a sketch), *Scanner* (scanner), *in den Computer einscannen* (scan into the computer), *am Computer sitzen* (sit at the computer), *sich bewegen* (to move), *programmieren* (to program), *Programmierer* (programmer), *Geräusch* (noise)

Materials

- Laptop and projector
- Audio speakers
- Blackboard and blu-tack/whiteboard and magnets
- Guessing game INTERNET GAMES
- Strips of paper in two colors or strips of white paper and pens in two colors
- Roll of brown paper
- Glue
- Sheets of standard letter paper for the flip book
- Scissors
- Pens
- Stapler
- Students' portfolios

Materials for printing and/or copying

- Images of the people in the film
- *Internet games* (Internetspiele) worksheet
- *Internet games* (Internetspiele) word bank (printed on legal paper)
- My word bank sheet *Internet games* (Internetspiele)
- *Now I know* (Ich kann schon) questionnaire

Duration

3x45 minutes

Before the lecture/film		
Step	Content	Materials
1	Instructor welcomes the children and begins the class by introducing the new topic with a "guessing game." In advance of the class, instructor writes the word to be guessed on a strip of paper and rolls up the strip of paper up. Instructor stands at the front of the class and rolls out the strip of paper letter by letter. With each next letter, the children try to guess what the word could be, i.e., they list as many words associated the letter(s) as they can think of. For example: for I - igloo, idea, inside, etc. If they guess "Internet" by "IN" the word can immediately be rolled out to the letter "S" and then the guessing continues.	Guessing game INTERNET GAMES
2	Instructor asks: <i>Do you know any Internet games? Do you play any Internet games? How often? Do you have a favorite game?</i>	
3	Instructor invites the children to gather around the laptop, or projects the desktop onto a screen. Instructor says: <i>I'm going to show you an Internet game that features a main character who is especially popular with children in Germany. This is a game with the Mouse (Die Sendung mit der Maus is a popular TV show in Germany). It's called "flower game" (Blumenspiel). The Mouse is supposed to catch the flowers.</i> Note: Instructor should test out the game at home in order to be able to show it to the children. The children are given the opportunity to try out the game in class. If they like the game, they can continue to play it at home or with the rest of the class at a computer lab in one of the next classes.	Laptop and projector; Audio speakers
4	Instructor asks: <i>How do you think this game was developed? How does one make Internet games? Who works on them? And where do they work on them?</i>	
During the lecture/film		
Step	Content	Materials
5	Instructor says: <i>Now we will pay a visit to the editorial office of the Mouse and will find out how a new game is developed.</i> Note: The film is shown in multiple sections and discussed. After each section the children formulate what they think they learned. Instructor moderates the discussion and summarizes the result on slips of paper.	

6	<p>Instructor shows the first sequence (Minute 1:00-1:23) and says: Isn't that interesting, there are children at the editorial office of the Mouse. Did you understand what they are doing? The following information is written on the slips of paper. <i>Who? - Lilly, Hanna, Friedrich</i> <i>What? - They test the game: Does it work? Is it fun?</i></p>	<p>Slips of paper in two colors or strips of white paper and pens in two colors</p>
7	<p>Instructor shows the next section of the film (until minute 2:37) Slips of paper: <i>Who? - All colleagues together</i> <i>What? - They're developing a new idea..</i></p>	<p>Slips of paper in two colors or strips of white paper and pens in two colors</p>
8	<p>Instructor shows the next section of the film (until minute 2:54). Slips of paper: <i>Who? - Felix, the animation artist</i> <i>What? - He's making a sketch for the new game.</i></p> <p>Note: For Felix, his job is also written down so that the children remember the name of the job. This plays a role again in step 17.</p>	<p>Slips of paper in two colors or strips of white paper and pens in two colors</p>
9	<p>Instructor shows the next section of the film (until minute 3:20). Slips of paper: <i>Who? - Matthias, Hilla</i> <i>What? - Matthias scans the drawing into the computer. Hilla looks at the sketch and says: Great, let's continue with this!</i></p>	<p>Slips of paper in two colors or strips of white paper and pens in two colors</p>
10	<p>Instructor shows the next section of the film (until minute 4:53). Slips of paper: <i>Who? - Felix, Carola</i> <i>What? - Felix makes a detailed drawing of the Mouse. Carola colors in the Mouse on the computer. Felix draws the Mouse so that it moves.</i></p>	<p>Slips of paper in two colors or strips of white paper and pens in two colors</p>
11	<p>Instructor shows the next section of the film (until minute 7:09). Slips of paper: <i>Who? - Hubi, Kai</i> <i>What? - Hubi programs the game. Kai would like to go for a walk, but he has to wait until Hubi is done.</i></p>	<p>Slips of paper in two colors or strips of white paper and pens in two colors</p>
12	<p>Instructor shows the next section of the film (until minute 8:09). Slips of paper: <i>Who? - Marco</i> <i>What? - He makes sounds and noises to go with the game.</i></p>	<p>Slips of paper in two colors or strips of white paper and pens in two colors</p>

After the lecture/film		
Step	Content	Materials
13	<p>Instructor puts the slips of paper on a table/on the floor and adds pictures of the people from the film. Then instructor says: Please put the slips of paper and pictures in the order in which we saw them in the film. Then glue this onto the sheet of brown paper.</p> <p>Note: Instructor organizes the group work by ensuring that each step is glued next to the other on the sheet of brown paper so that a flow diagram results.</p>	Prepared slips of paper; Pictures of the people in the film; Sheet of brown paper; Glue
14	<p>Once everything has been glued on in the correct sequence, the instructor rolls up the sheet of brown paper from right to left. Instructor then shows the individual steps one after the other and helps the children to tell the story of how the "Die Maus" game is created. For example: This is Lilly, Hanna and Friedrich. They are testing the game. Does it work? Is it fun? etc.</p>	Sheet of brown paper
15	<p>Now the children take on the roles of the people in the film. The sheet of brown paper is attached to the wall and the children stand in front of the person whom they are playing. They once again tell the story of how the game is created, but this time in the first person. For example: I am Lilly. I'm testing the game together with Hanna and Friedrich.</p>	Sheet of brown paper; Blu-tack
16	<p>Instructor asks the children to return to their seats and hands out the <i>Internet games</i> (Internetspiele) worksheet. The should put the scrambled names in the right order.</p> <p>Note: The sheet of brown paper should be rolled up while the students work on the worksheet. In order to correct their work, it should be unrolled again.</p>	<i>Internet games</i> (Internetspiele) worksheet
17	<p>Instructor asks: How do you think animated films were made before there were computers? The children guess.</p> <p>Note: This can be of interest to the children: In an animated movie, 12-24 images are shown per second. Before there were computers these all had to be drawn by hand. The children can calculate how many images needed to be drawn for a one-and-a-half minute Walt Disney movie, for example.</p> <p>Instructor shows the children a simple example of how to make a flip book (https://www.youtube.com/watch?v=-fRx0Mswexf0).</p>	Laptop and projector; Audio speakers

18	<p>The children divide up into pairs and work together on making their own flip book with a maximum of 24 pages. They're given sheets of standard letter paper to cut, scissors and pens. When they're done they can create a binding with the help of the instructor. The finished flip books are handed around, so that everyone can enjoy the work of the other students!</p> <p>Note: Instructor helps the children to come up with ideas. The children should work with very simple themes (e.g., a flying bird, the waxing moon, a mushroom, the development of a drawing of a cat, etc.)</p>	<p>Sheets of standard letter paper; Pens; Scissors; Stapler</p>
19	<p>Instructor puts the word bank printed on a large sheet of paper on the group tables and hands each student the word bank sheet <i>Internet games</i> (Internetspiele). The children write the words in the corresponding boxes.</p>	<p>Word bank <i>Internet games</i> (Internetspiele) My word bank worksheet <i>Internet games</i> (Internetspiele)</p>
20	<p>Instructor and children end the unit with a reflection round, in which they discuss what they have learned. Each child then fills out a <i>Now I know</i> (Ich kann schon) questionnaire to find out whether they have achieved the learning objectives. Instructor also gives feedback on student performance.</p>	<p><i>Now I know</i> (Ich kann schon) questionnaire</p>
21	<p>The children hold onto the following in their portfolios:</p> <ul style="list-style-type: none"> - Worksheet <i>Internet games</i> (Internetspiele) - My word bank sheet <i>Internet games</i> (Internetspiele) - <i>Now I know</i> (Ich kann schon) questionnaire 	<p>Portfolios</p>

Further ideas for subject matter or CLIL teaching (Technology, Art):

- Visit an animation studio, hold conversations with specialists
- Create an animated film with the help of a computer program (<http://www.geizkragen.de/magazin/empfehlenswerte-seiten/trickfilmfabrik-im-internet/28969.html>)
- "Stop motion" project (Ideas for this can be found, as an example, at: <https://www.ikitmovie.com/stop-motion-ideas-for-beginners/>)
- Conduct a survey of the class/school of the best animation movies and present the result with short film sequences and commentary on the films
- Organize a Mouse games tournament - select a game/a few games for the tournament from the webpage www.wdrmaus.de/spiele/

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 *Internet games* (Internetspiele) lecture in the *Technology* faculty together and draws their attention to the fact that there are many more interesting lectures in this faculty and in the *Nature* and *Humankind* 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.