

Content

- Protecting grapes from birds
- Birds are useful, but can also cause damage (to vineyards and gardens) and in some places are even a danger (airports)

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
- Use and develop learning strategies (make conjectures, reconstruct a story line with the help of pictures and words, fill in the blanks, correctly spell words)
- Prepare and hold a short presentation for the group
- Understand and follow instructions
- Understand game instructions and actively take part in a game

Word bank box

Vogel (bird), *Vogelscheuche* (scarecrow), *Vögel verscheuchen* (to chase away birds), *alles auffressen* (devour it all), *Weintrauben* (grapes), *im Garten* (in the garden), *auf dem Weinberg* (at the vineyard), *die Weintrauben werden reif* (the grapes ripen), *schützen* (protect), *Pistole* (pistol), *Rakete* (rocket), *Hunger haben* (to be hungry), *Schussautomat* (shooting system), *Netz* (net), *schädlich* (damaging), *am Flughafen* (at the airport), *gefährlich* (dangerous)

Materials

- Laptop and projector
- Audio speakers
- Blackboard and chalk/whiteboard and markers
- Magnets/blu-tack
- Envelopes
- Grapes and bread
- Plates and napkins

Materials for printing and/or copying

- Cutout template *Scarecrow puzzle* (Vogelscheuche-Puzzle)
- Cutout template *Image cards: Chasing away birds* (Bildkarten Vögel verscheuchen)
- Worksheet *Letter jumble: Chasing away birds* (Buchstabensalat Vögel verscheuchen)
- Answer key *Letter jumble: Chasing away birds* (Buchstabensalat Vögel verscheuchen)
- Worksheet *Fill in the blank: Chasing away birds* (Lückentext Vögel verscheuchen)
- Answer key *Fill in the blank: Chasing away birds* (Lückentext Vögel verscheuchen)
- Word bank *Chasing away birds* (Vögel verscheuchen)
- My word bank sheet *Chasing away birds* (Vögel verscheuchen)
- *Now I know* (Ich kann schon) questionnaire

Duration

3x45 minutes

| Before the lecture/film | | |
|-------------------------|---|---|
| Step | Content | Materials |
| 1 | <p>instructor welcomes the children and divides them into groups. Each group is given an envelope with puzzle pieces that make a scarecrow when assembled. The children are instructed to assemble the picture and name the figure it displays. Instructor writes the word on the board: <i>scarecrow</i> (Vogelscheuche)</p> | <p><i>Cutout template Scarecrow puzzle</i> (Vogelscheuche-Puzzle); Envelopes; Blackboard and chalk/whiteboard and markers</p> |
| 2 | <p>Instructor invites the children to share whether they have seen scarecrows before, and if so, where, what they think of them, and what the job of a scarecrow is. Instructor also writes the children's ideas on the board, i.e., <i>in gardens, at a vineyard, in a field</i>, around the word <i>scarecrow</i>. Instructor and children discuss what scarecrows are useful for: <i>They should chase away the birds so that they don't eat the fruit, the grapes, the harvest</i>. Instructor also writes the expression <i>Chase away birds</i> on the board. The word <i>fruit</i> is added to the word <i>garden</i>, <i>grapes</i> to the word <i>vineyard</i>, and <i>harvest</i> to the word <i>field</i>. The diagram on the board is used to summarize everything that was discussed by the group.</p> | <p>Blackboard and chalk/whiteboard and markers</p> |
| 3 | <p>In order to practice the words and expressions, the instructor invites the children to play a game. Instructor says: <i>Our classroom is now a vineyard. Large, ripe grapes are hanging everywhere. You are all birds and I am the scarecrow. You try to creep up and eat the grapes. Suddenly you discover the scarecrow. The scarecrow's clothes are flapping in the wind. You become scared and quickly fly away.</i></p> <p>Note: The game can be repeated as long as it is fun for the children Another child can take on the role of the scarecrow.</p> | |
| During the lecture/film | | |
| Step | Content | Materials |
| 4 | <p>Instructor suggests: <i>Now let's watch a film. In that film, we will see how a scarecrow is made. And we will learn about other ideas too of how to chase away birds in order to protect gardens and fields.</i> (Minute 0:55-3:47).</p> | <p>Laptop and projector; Audio speakers</p> |
| 5 | <p>After the film, the children gather around the teacher's desk. Instructor places pictures (about half a sheet of standard letter paper) on the desk. With the help of the instructor, the children discuss what they saw and heard and put the pictures in the correct order. The words on the image cards help them do this.</p> | <p>Cutout template <i>Image cards: Chasing away birds</i> (Bildkarten Vögel verscheuchen)</p> |

| 6 | <p>Instructor hangs the pictures on the board in the correct order so that the children can see them and then shows the film again.</p> | <p>Laptop and projector; Audio speakers; Magnets/blu-tack</p> | | | |
|---|--|--|------|---------|-----------|
| 7 | <p>The children are given a worksheet with pictures and letter jumbles that match the pictures. If they place the letters in the correct order, they have a series of methods that can be used in farming to chase away birds: <i>scarecrow, pistol, shooting machine, net</i></p> <p>Instructor projects the answers.</p> <p>Note: At this point it is worthwhile to lead a discussion about why birds are more useful than damaging. The biology teacher can be invited to this discussion as well.</p> | <p>Worksheet <i>Letter jumble: Chasing away birds</i> (Buchstabensalat Vögel verscheuchen); Answer key <i>Letter jumble: Chasing away birds</i> (Buchstabensalat Vögel verscheuchen); Laptop and projector</p> | | | |
| 8 | <p>This should be followed by a discussion of why birds can even be dangerous in some places, at airports, for example. In order to show this, instructor shows the children the second part of the film (Minute 3:47-6:07). The methods of chasing away birds are mostly the same as at vineyards. A new method is the <i>German shephard</i>, who is given commands with a <i>dog whistle</i>.</p> <p>Note: The children might take an interest in the following short YouTube video, which shows what the different whistle sounds mean. https://www.youtube.com/watch?v=-4LVq2pqZmQ.</p> | <p>Laptop and projector; Audio speakers; opt. Internet (YouTube)</p> | | | |
| <p>After the lecture/film</p> | | | | | |
| <table border="1"> <thead> <tr> <th data-bbox="92 1364 316 1442">Step</th> <th data-bbox="316 1364 1082 1442">Content</th> <th data-bbox="1082 1364 1501 1442">Materials</th> </tr> </thead> </table> | | | Step | Content | Materials |
| Step | Content | Materials | | | |
| 9 | <p>In order to reinforce what was learned in the lecture, the children are given the <i>Fill in the blank: Chasing away birds</i> (Lückentext Vögel verscheuchen) worksheet. They are instructed to complete the text with the help of the pictures and the words on the board.</p> <p>The children first work individually, then compare their answers in pairs. They check their work with the help of the answer key, which the instructor hangs in 3-4 places throughout the classroom.</p> | <p>Worksheet <i>Fill in the blank: Chasing away birds</i> (Lückentext Vögel verscheuchen); Answer key <i>Fill in the blank: Chasing away birds</i> (Lückentext Vögel verscheuchen)</p> | | | |
| 10 | <p>Instructor says: <i>We did a lot of work. Now we're going to relax a bit and celebrate that the birds did not eat up all of our grapes. Come and help me to wash these grapes, put them on plates and cut some bread. Please wash your hands first.</i></p> <p>Instructor and children eat the grapes together along with the fresh bread.</p> | <p>Grapes and bread; Plates and napkins</p> | | | |

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|----|---|---|
| 11 | After the "grape party," the instructor hands out the word bank sheets. The children write the words they have just learned, which the instructor projects, into the individual bunches of grapes. | Word bank <i>Chasing away birds</i> (Vögel verscheuchen); Laptop and projector; My word bank sheet <i>Chasing away birds</i> (Vögel verscheuchen) |
| 12 | 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</i> (Ich kann schon) questionnaire to find out whether they have achieved the learning objectives. Instructor also gives feedback on student performance. | <i>Now I know</i> (Ich kann schon) questionnaire |
| 13 | The children hold onto the following in their portfolios: <ul style="list-style-type: none"> - Worksheet <i>Fill in the blank: Chasing away birds</i> (Lückentext Vögel verscheuchen); - My word bank sheet <i>Chasing away birds</i> (Vögel verscheuchen) - <i>Now I know</i> (Ich kann schon) questionnaire | Portfolios |

Further ideas for subject matter or CLIL teaching (art, biology):

- Decorate the classroom with birds, grapes and scarecrows made in class (a possible source for craft ideas: www.basteln-gestalten.de)
- Create a bird encyclopedia
- Depending on location, visit a vineyard
- Look for and photograph scarecrows
- Visit the airport
- Go birdwatching

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 Kinderuniversität together. The instructor explains to the children that they now have completed the *Chasing away birds* (Vögel verscheuchen) lecture in the *Nature* faculty together and draws their attention to the fact that there are many more interesting lectures in this faculty and in the *Technology* 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.