

## Content

- Dogs that help humans
- Training for seeing eye dogs
- Traveling with a seeing eye dog

## 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 language
- Use and develop learning strategies (use pictures as a learning tool, make conjectures, correctly spell words)
- Convey simple context in short sentences
- Take on different roles with active verbal participation
- Understand and follow instructions
- Understand game instructions and actively take part in a game

## Word bank

*Welp* (puppy), *Blindenführhundeschool* (seeing eye dog school), *Hundetrainerin* (dog trainer), *Hundeführgeschirr* (dog harness), *zuverlässig* (reliable), *gelehrig* (docile), *einen blinden Menschen führen* (to guide a blind person), *Lob* (praise), *Belohnung* (reward), *einen Fehler machen* (to make a mistake), *die Übung wiederholen* (to repeat the exercise), *Kommandos geben* (to give commands), *Kommandos verstehen* (to understand commands), *sich ruhig verhalten* (to behave calmly), *durch Belohnungen und Lob lernen* (to learn through praise and rewards), *Hundeleine* (dog leash)

## Materials

- Laptop and projector
- Audio speakers
- Blackboard and chalk/whiteboard and markers
- Magnets/blu-tack
- Students' portfolios

## Materials for printing and/or copying

- *Assistance dogs* (Hilfshunde) image cards
- *Assistance dogs* (Hilfshunde) word cards
- *What do seeing eye dogs learn?* (Was lernen Blindenhunde?) worksheet
- *What do seeing eye dogs learn?* (Was lernen Blindenhunde?) answer key
- *The path of Mr. Schäfer and Cross* (Der Weg von Herrn Schäfer mit Cross) pictures
- Red cards: *Commands for seeing eye dogs* (Kommandos für Blindenhunde)
- Blue cards: *Words of praise for seeing eye dogs* (Lobesworte für Blindenhunde)
- *Seeing Eye Dogs* (Blindenhunde) word bank
- My word bank sheet *Seeing Eye Dogs* (Blindenhunde)
- *Now I know* (Ich kann schon) questionnaire

## Duration

3x45 minutes

Before the lecture/film

Step	Content	Materials
1	<p>Instructor welcomes the children and hangs the <i>seeing eye dog</i> image card on the board. The children are supposed to guess what type of dog it is. Then the instructor also hangs up the matching word card.</p> <p>Instructor asks children whether they know someone who has a seeing eye dog or if they have ever seen seeing eye dogs helping people.</p>	<p><i>Seeing eye dog</i> image card and word card; Magnets/blu-tack</p>
2	<p>Instructor attaches the other image cards with pictures of assistance dogs to the board and places the word cards on the teacher's desk. Instructor asks the children to match the pictures and the words.</p> <p>The children solve the exercise by clarifying, with the help of the instructor, what each dog is doing, with whom and where.</p>	<p><i>Assistance dogs (Hilfshunde)</i> image cards; <i>Assistance dogs (Hilfshunde)</i> word cards; Magnets/blu-tack</p>
3	<p>Instructor asks: <i>How do you think a seeing eye dog learns how to help a blind person?</i></p> <ol style="list-style-type: none"> <li>1. <i>From his mother?</i></li> <li>2. <i>From a blind person?</i></li> <li>3. <i>From a trainer?</i></li> </ol> <p>The instructor asks the three questions and the children stand in the spot where the teacher points for what they think is the correct answer.</p> <p>e.g., <i>from his mother?</i> - in the corner.  <i>from a blind person?</i> - at the door.  <i>from a trainer?</i> - in front of the blackboard.</p> <p>The groups discuss their position and if someone thinks they have chosen the wrong answer they can switch spots.</p>	

After the lecture/film

Step	Content	Materials
4	<p>Instructor says: <i>To find out the answer, let's watch a short film sequence (Minute 0:55-1:07).</i> Instructor and children discover together that seeing eye dogs learn how to help blind people from <i>trainers at the seeing eye dog school.</i></p>	
5	<p>Instructor asks: <i>Do you think any dog can be a seeing eye dog? What characteristics should a seeing eye dog have?</i> The children share their guesses: <i>I believe / I think a seeing eye dog should be/is, e.g., quiet, friendly, etc.</i></p> <p>Instructor writes the children's ideas on the board. If the children do not name characteristics that appear in the next film sequence, the instructor adds the following words to the list: <i>reliable, docile, and not too energetic.</i></p> <p>To test this, the children watch the next film sequence (until minute 4:08).</p>	<p>Blackboard and chalk/whiteboard and markers</p>

6	<p>The children watch the sequence again (until minute 4:08). This time they should fill out the <i>What do seeing eye dogs learn?</i> worksheet while watching,</p> <p>a) what the puppies learn          b) what a one-year-old dog learns          c) what a two-year-old dog learns</p>	<p><i>What do seeing eye dogs learn?</i> (Was lernen Blindenhunde?) worksheet  <i>What do seeing eye dogs learn?</i> (Was lernen Blindenhunde?) answer key</p>
7	<p>Instructor asks: <i>What can (seeing eye) dogs do better than humans?</i> Instructor write the three words: HEAR, SEE, SMELL on the board. The children make guesses and then watch the next film sequence (until minute 4:30). After watching the film, the children compare their guesses to the information in the film and the instructor underlines the answer: <i>hear and smell</i>. Afterwards they discuss how dogs see: <i>in black and white and not as clearly</i>.</p>	<p>Blackboard and chalk/whiteboard and markers</p>
8	<p>Instructor hands out the <i>The path of Mr. Schäfer and Cross</i> (Der Weg von Herrn Schäfer mit Cross) images and they are instructed to watch the last part of the film and reconstruct it with the images. The matching sentences are</p> <ol style="list-style-type: none"> <li>1. <i>Mr. Schäfer puts on Cross's leash</i></li> <li>2. <i>Cross leads Mr. Schäfer through the streets of the city.</i></li> <li>3. <i>Cross finds the mailbox.</i></li> <li>4. <i>Mr. Schäfer leads Cross past the parked cars.</i></li> <li>5. <i>Cross leads Mr. Schäfer to the staircase of the S-bahn stop.</i></li> </ol> <p>The instructor and the children fasten the images in the correct sequence on the board and write the matching sentence under each one. The children memorize the sentences. The instructor wipes away the sentences one after the other and the children repeat them from memory.</p>	<p><i>The path of Mr. Schäfer and Cross</i> (Der Weg von Herrn Schäfer mit Cross) images;          Blackboard and chalk/whiteboard and markers;          Magnets/blu-tack</p>
9	<p>Instructor places the red cards <i>Commands for seeing eye dogs</i> and the blue cards <i>Word of praise for seeing eye dogs</i> mixed up on the teacher's desk or on the floor. Instructor starts the film from the beginning and the children pick up the cards of phrases they hear.          Note: It is not a problem if the children cannot identify all the cards. The cards that remain will be discussed later.</p>	<p>Red cards: <i>Commands for seeing eye dogs</i> (Kommandos für Blindenhunde)          Blue cards: <i>Words of praise for seeing eye dogs</i> (Lobesworte für Blindenhunde)</p>

After the lecture/film

Step	Content	Materials
10	<p>Instructor and children fasten the cards to the board and discuss what they mean.</p>	<p>Red cards: <i>Commands for seeing eye dogs</i>;          Blue cards: <i>Words of praise for seeing eye dogs</i>;          Magnets/blu-tack</p>
11	<p>Afterwards the children play the role of seeing eye dogs. The instructor is the trainer.          In the next step, the children work in pairs. One child is the seeing eye dog and the other is the trainer. During the game they use the commands and words of praise from the board.</p>	

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: - <i>What do seeing eye dogs learn?</i> worksheet - My word bank sheet <i>Seeing eye dogs</i> (Blindenhunde) - <i>Now I know</i> (Ich kann schon) questionnaire The children are welcome to add to their list of words and decorate them with drawings.	Portfolios; Word bank <i>Seeing Eye Dogs</i> (Blindenhunde); My word bank sheet <i>Seeing Eye Dogs</i> (Blindenhunde)

### Further ideas for subject matter of CLIL teaching (expertise, ethics):

- Visit to a seeing eye dog school in the area
- Interview with a blind person who has a seeing eye dog
- Interview with a trainer of seeing eye dogs
- Research on assistance dogs
- Interviews with experts
- Visit to a dog school
- Creation of dog portraits

### 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 *Seeing Eye Dogs* (Blindenhunde) 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. Schläu and that their work is supported by Jowo and Christoph, the field researcher. Professor Einstein and Ms. Schläu 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.