

Objective

- The children know the origin and characteristics of hip-hop culture.
- The children know what beatboxing is and how it is done.

German language goals

- The children can produce German sounds (*P/PF/Z*).
- The children can read and understand a short German song.
- The children can perform a song in German.
- The children can expand their active and passive German vocabulary (*das Beatboxing, die Hip-Hop Kultur, malen, tanzen, singen, Musik machen, der Pinguin, die Pflanze, das Zebra, die Schnarr-Trommel, die Bass-Trommel, das Ständer-Becken ...*).

*** Although the language of instruction is English, the lesson plan sequences highlighted in orange are taught in German.**

Materials

- Laptop and projector
- Audio speakers
- Magnets
- Whiteboard markers/chalk
- Blue tape
- Portfolios
- *Hip-Hop Culture (Hip-Hop Kultur)* image and word cards
- *Beatboxing (Beatboxing)* worksheet and answer key
- *Beatboxing (Beatboxing)* lyrics
- "My word bank sheet: *Beatboxing (Beatboxing)*"

Time	Social Form	Learning Objective	Content	Materials
5 min	Interactive classroom dialogue	The children can greet each other in German.	The instructor welcomes the children and invites them to greet each other in German. The instructor asks if the children have any questions or concerns regarding the online tasks they could do at home. If yes, the instructor answers their questions and responds to their concerns.	
7 min	Interactive classroom dialogue	The children know the origin and 5 characteristics of hip-hop culture. The children know the words <i>die Hip-Hop Kultur</i> and <i>das Beatboxing</i> and can pronounce them correctly. The children know the verbs <i>malen</i> , <i>tanzen</i> , <i>singen</i> and <i>Musik machen</i> and can pronounce them correctly.	The instructor invites the children to come to the board and puts word and image cards on the board. The children match the image cards to the word cards. The children find matching verbs to the nouns, the instructor translates them into German (Graffiti: <i>malen</i> ; Breakdance: <i>tanzen</i> ; Rap: <i>singen</i> ; DJ/Beatbox: <i>Musik machen</i>). The children repeat. They discuss as a group what the words mean and whether they know them. Some possible questions for moderating the discussion are: - Where can you find graffiti in your city? Do you like graffiti? - Do you know a DJ or have you seen someone DJing before? - Have you ever seen breakdancing? Do you like it? Can you breakdance?	<i>Hip-Hop Culture (Hip-Hop Kultur)</i> image and word cards Magnets



Time	Social Form	Learning Objective	Content	Materials
			<p>- Do you know any rappers? Do you think that rapping is difficult? Can you rap? - Do you know what beatboxing means?</p> <p>The instructor asks whether the children can figure out what the 5 images have in common. Together they discover that they are all part of hip-hop culture. The instructor writes the words hip-hop culture/<i>die Hip-Hop Kultur</i> on the board along with the word-image pairs. The instructor explains that hip-hop was created in the 1970s by African Americans in New York and used to be mostly performed on the streets. Today, it is an important part of youth culture worldwide. Finally, the term <i>beatboxing/das Beatboxing</i> should be explained. There are two options:</p> <p>a) The children already know the word <i>beatboxing (Beatboxing)</i> and can explain and/or show what it means.</p> <p>b) The children don't know the word: The instructor explains that this is not a problem, because the Kinderuni lecture on this topic helps with the answer.</p>	

Time	Social Form	Learning Objective	Content	Materials
6 min	Interactive classroom dialogue	The children know what beatboxing is and how it is done.	<p>In either case, this is followed by the start of the lecture. The children listen to the first 11 seconds (minute 1:56-2:07) of the video without visuals and are asked to guess what they are hearing. Possible answers: <i>drums or beatboxing</i>. To test this, the 11 seconds are shown with the visuals. The children discover: <i>It isn't a drum. It's a boy – a beatboxer – making the sound of drums with his mouth.</i></p> <p>The instructor asks if anyone can beatbox like the boy in the film. If yes, the instructor invites the person to beatbox in front of the class.</p> <p>The instructor invites the children to watch the whole video (minute 1:56-6:12) so that they can learn how professionals beatbox and how to learn beatboxing. During the first viewing, the children are told to write down what consonants Mike uses to produce the sounds and to find out what beatboxing means.</p>	Laptop and projector Audio speakers

Time	Social Form	Learning Objective	Content	Materials
4 min	Interactive classroom dialogue	The children can pronounce German sounds (P, Pf, Z). The children know the words <i>der Pinguin, die Pflanze and, das Zebra</i> and can pronounce them correctly.	<p>After watching the film, the instructor asks: <i>Who remembers how Mike explained the meaning of box in the word beatboxing?</i> If the children don't know the answer, this video sequence can be shown again (minute 2:32-2:54). The beatboxers form a box with their hands so that the sound is louder and more resonant.</p> <p>Then the instructor asks what consonants Mike used to produce the sounds. The children name the consonants they identified. The instructor writes the first consonant P on the board and asks the children which German word starts with a P. The instructor writes <i>der Pinguin</i> on the board. The children repeat. The instructor crosses out the -inguin and says P. The children practice P, first slowly, then more quickly.</p> <p>The instructor follows the same pattern for the other two consonants (<i>Pf= Pflanze; Z= Zebra</i>).</p> <p>The instructor asks: <i>Do you remember the sequence of consonants Mike used to beat-box?</i> The instructor writes the sequence on the board: <i>P-Z-PF-Z-P-Z-PF-Z</i>, etc. The children practice <i>P-Z-PF-Z-P-Z-PF-Z</i>, etc. as Mike suggests in the film. First slowly, then more quickly.</p>	Whiteboard markers/chalk

Time	Social Form	Learning Objective	Content	Materials
10 min	Group work	The children know which sounds/combinations imitate which parts of the drum.	The instructor invites the children to watch the video again (minute 1:56-6:12) and a) to find out how the parts of the drums that Mike describes are called in German and in English and b) to find out which sounds/combinations of sounds are used to imitate them. For this, the instructor hands out the <i>Beatboxing</i> worksheet. After completing the worksheet, the children check their answers using the <i>Beatboxing</i> answer key. <u>Note:</u> The answer key can be hung up in multiple locations in the classroom. The children go to the answer key, check their answers, and – if necessary – discuss them together. The instructor helps if needed.	Laptop and projector Audio speakers <i>Beatboxing (Beatboxing)</i> worksheet and answer key Blue tape
5 min	Interactive classroom dialogue	The children can read and understand a short German text.	<i>The instructor projects the lyrics for a Beatboxing song on the board/wall:</i> <i>Hip-Hop ist DJing. - Oh Yeah!</i> <i>Hip-Hop ist Breakdance. - Oh Yeah!</i> <i>Hip-Hop ist Graffiti. - Oh Yeah!</i> <i>Hip-Hop ist Rap. - Rap. Rap.</i> <i>Hip-Hop ist Beatboxing.</i> <i>Hip-Hop macht Spaß!</i> <i>Hip-Hop ist Beatboxing.</i> <i>Hip-Hop macht Spaß!</i>	Laptop and projector <i>Beatboxing (Beatboxing)</i> lyrics <i>Hip-Hop Culture (Hip-Hop Kultur)</i> image cards



Time	Social Form	Learning Objective	Content	Materials
			<p><i>Kickdrum, Hi-Hat, Snar, Snar</i> <i>Kickdrum, Hi-Hat, Snar, Snar</i> <i>Kickdrum, Hi-Hat, Snar, Snar</i> <i>Kickdrum, Hi-Hat, Snar, Snar</i></p> <p>The instructor reads it out loud, emphasizing the meaning of the text with gestures/the image cards. Then the instructor reads out the text line by line and encourages the children to read along. The instructor and the children repeat this until the children can read the text confidently. <u>Note:</u> To make this activity more fun, they can read the text using different intonations or at different speeds or volumes (high voice/deep voice; slow/fast; quiet/loud).</p>	

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10 min	Group work	The children can rap and beatbox a short German song.	<p>The instructor suggests that the children prepare a performance and divides the children into two groups. For the performance, the text is divided as follows:</p> <table border="0"> <tr> <td>Group 1</td> <td>Group 2</td> <td></td> </tr> <tr> <td>Gr1&Gr2</td> <td></td> <td></td> </tr> <tr> <td><i>Hip-Hop</i></td> <td><i>ist DJing.</i></td> <td><i>Oh</i></td> </tr> <tr> <td><i>Yeah!</i></td> <td></td> <td></td> </tr> <tr> <td><i>Hip-Hop</i></td> <td><i>ist Breakdance.</i></td> <td><i>Oh</i></td> </tr> <tr> <td><i>Yeah!</i></td> <td></td> <td></td> </tr> <tr> <td><i>Hip-Hop</i></td> <td><i>ist Graffiti.</i></td> <td><i>Oh</i></td> </tr> <tr> <td><i>Yeah!</i></td> <td></td> <td></td> </tr> <tr> <td><i>Hip-Hop</i></td> <td><i>ist Rap.</i></td> <td><i>Rap.</i></td> </tr> <tr> <td><i>Rap.</i></td> <td></td> <td></td> </tr> </table> <p>Both groups beatbox 2x (P-Z-PF-Z-P-Z-PF-Z)</p> <table border="0"> <tr> <td><i>Hip-Hop</i></td> <td><i>ist Beatboxing.</i></td> <td><i>Hip-Hop</i></td> </tr> <tr> <td><i>macht Spaß!</i></td> <td></td> <td></td> </tr> <tr> <td><i>Hip-Hop</i></td> <td><i>ist Beatboxing.</i></td> <td><i>Hip-Hop</i></td> </tr> <tr> <td><i>macht Spaß!</i></td> <td></td> <td></td> </tr> </table> <p>Both groups beatbox 2x (P-Z-PF-Z-P-Z-PF-Z)</p>	Group 1	Group 2		Gr1&Gr2			<i>Hip-Hop</i>	<i>ist DJing.</i>	<i>Oh</i>	<i>Yeah!</i>			<i>Hip-Hop</i>	<i>ist Breakdance.</i>	<i>Oh</i>	<i>Yeah!</i>			<i>Hip-Hop</i>	<i>ist Graffiti.</i>	<i>Oh</i>	<i>Yeah!</i>			<i>Hip-Hop</i>	<i>ist Rap.</i>	<i>Rap.</i>	<i>Rap.</i>			<i>Hip-Hop</i>	<i>ist Beatboxing.</i>	<i>Hip-Hop</i>	<i>macht Spaß!</i>			<i>Hip-Hop</i>	<i>ist Beatboxing.</i>	<i>Hip-Hop</i>	<i>macht Spaß!</i>			Laptop and projector <i>Beatboxing (Beatboxing)</i> lyrics
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5 min	Interactive classroom dialogue	The children can perform a German song.	<p>The children perform the song. The instructor films their performance. Note: The instructor can share the video of the performance with the parents but needs to discuss the school's media policies with the school beforehand.</p>	Laptop and projector <i>Beatboxing (Beatboxing)</i> lyrics

Time	Social Form	Learning Objective	Content	Materials
5 min	Interactive classroom dialogue	The children reflect on what they learned in today's lesson and repeat the German words they learned today.	The instructor and the children end the unit with a reflection round in which they discuss what they learned. The instructor encourages the children to repeat the German words from the lesson. Each child then fills out "My work bank sheet: <i>Beatboxing (Beatboxing)</i>" for this lecture and writes down the German words and chunks they learned in today's lesson.	"My word bank sheet: <i>Beatboxing (Beatboxing)</i> "
3 min	Interactive classroom dialogue	The children know how they can continue working on the topic.	The instructor encourages the children to complete the online tasks for this lecture at home. The instructor previews the topic of the next lesson and ends the lesson. The children file today's materials in their portfolios.	Portfolios Worksheets