



LESSON PLAN

Theme 3: Graffiti (Graffiti) Session 2 (of 3)

Tips and Tricks for your Club Session

Lesson resources for Graffiti are here:

<https://kinderuni.goethe.de/mod/page/view.php?id=24601>

- Watch the relevant video before the lesson:
<https://kinderuni.goethe.de/mod/videoscore/view.php?id=5958>
- Practise the key vocabulary before the session:
<https://kinderuni.goethe.de/mod/page/view.php?id=4436>
- Download the attachment and cut out the relevant image cards etc.
- For more information about graffiti in Berlin, especially on the Berlin Wall, refer to the websites listed below. NB Make sure you check the suitability of the images before your session.
<https://www.visitberlin.de/en/east-side-gallery>
<https://www.visitberlin.de/en/urban-art-berlin>
<https://www.eastsidegalleryexhibition.com/artworks/>
<https://thierrynoir.com/biography/>

Objective

The learners know the colours and can say if they like or do not like a picture.

German Words/Phrases Learning Goals

- | | |
|--------------------------|--------------------|
| • die Maus | the mouse |
| • der Elefant | the elephant |
| • die Ente | the duck |
| • das Graffiti | the graffiti |
| • die Farben | the colours |
| • rot | red |
| • orange | orange |
| • gelb | yellow |
| • grün | green |
| • blau | blue |
| • schwarz | black |
| • weiß | white |
| • grau | grey |
| • braun | brown |
| • lila | purple |
| • rosa | rose |
| • beige | beige |
| • Was fehlt? | What is missing? |
| • Das gefällt mir. | I like that. |
| • Das gefällt mir nicht. | I don't like that. |

Materials

- Interactive whiteboard with internet access and audio
- Whiteboard markers / chalk
- Magnets / sticky tack
- Graffiti (Graffiti) image cards
- I like it./I don't like it. (Das gefällt mir./ Das gefällt mir nicht.) word cards
- Colours (Farben) image and word cards
- German alphabet song:
<https://youtu.be/zxQXEyMMC0E?si=qDhilagd27Riuv6I>
- "Maus" word printouts for each student
- Coloured pencils / crayons / pens

| Time | Social Form | Learning Objective | Content | Materials | Phrases and Gestures |
|--------|-------------|--|---|---|---|
| 2 mins | Whole group | The learners are able to greet each other in German. | Leaders and learners greet each other with German greeting words learnt in the previous sessions and, as before, they move around the room, greeting as many people as possible. Leaders should be addressed as "Herr XXX" or "Frau XXX" to practise using those terms. | <ul style="list-style-type: none"> • Interactive whiteboard with internet access and audio | <p>Hallo. - Hello.</p> <p>Guten Morgen. - Good morning.</p> <p>Guten Tag. - Good day.</p> |



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| | | | | | Learners could shake hands when greeting each other. |
| 5 mins | In pairs | The learners can express whether they like something or not. | <p>The leader asks the learners what the topic of the last session was (graffiti). The leader then points to a couple of graffiti images in the classroom and introduces the structures</p> <ul style="list-style-type: none"> • Das gefällt mir. – I like it. • Das gefällt mir nicht. – I don't like it. <p>The learners copy down the phrases and practise the correct pronunciation. The leader then does an example before they begin.</p> <p>The children walk around the classroom with the word cards and express their opinion of each graffiti image by using these structures.</p> | <ul style="list-style-type: none"> • Magnets • Graffiti (Graffiti) image cards • I like it./I don't like it. (Das gefällt mir./ Das gefällt mir nicht.) word cards | <p>Wir machen einen Gallery-Walk. – Let's do a gallery walk.</p> <p>Ein Beispiel. – An example.</p> <p>Wir beginnen. – Let's begin.</p> |
| 5 mins | Whole group | The learners know the colours in German. | <p>The leader tells the learners that a graffiti artist uses different colours and explains that they are going to learn colour adjectives in German now. The leader puts image/word cards with different colours on the board and introduces the German names. The learners repeat them.</p> <p>The class plays the game What's missing? to practice the words. The leader asks the children to close their eyes and takes one image/word card away. Then the instructor invites the children to open their eyes again and to find out which colour is missing. They repeat the game several times.</p> | <ul style="list-style-type: none"> • Whiteboard markers • Magnets • Colours (Farben) image and word cards | <p>Wir lernen die Farben. – We learn the colours.</p> <p>Wir wiederholen. – Let's repeat.</p> <p>Welche Farbe fehlt? – Which colour is missing?</p> |



| Time | Social Form | Learning Objective | Content | Materials | Phrases and Gestures |
|--------|----------------------------|---|--|---|--|
| 8 mins | Whole group, then in pairs | | <p>The leader explains that they are going to review the German alphabet and projects the German alphabet on the board. The learners revise the German alphabet by revisiting the alphabet song together.</p> <p>The leader explains that they will now work in pairs to spell out different German colours using the German alphabet.</p> <p>Partner A looks at the alphabet and asks: Welche Farbe hat das A? Partner B responds: Das A ist blau. B-L-A-U. The exercise continues until all learners have spelled at least one colour.</p> <p>Note: Make sure to introduce additional colours like purple (lila), beige (beige) and rose (rosa) first.</p> | <ul style="list-style-type: none"> German alphabet song: https://youtu.be/zxQXEyMMC0E?si=qDhilagg27Riwv6I Ball (or any throwable object) | <p>Wir singen das Alphabet. – Let's sing the alphabet.</p> <p>Wir buchstabieren die Farben. – We spell the colours.</p> |
| 8 mins | Individual task | The learners colour in half of a "Maus" graffiti sheet. | <p>The leader gives each learner a sheet with the outline of the word "Maus" written on it twice. The leader asks the learners to spell the word in German.</p> <p>The leader divides the children into pairs and explains the activity:</p> <p>Both partners colour the first outline of the word Maus on their worksheet using the colours they learned today. (Note: Their partner shouldn't see which colours they use.) They must use 4 different colours.</p> <p>Then the partners sit back-to-back. Partner A describes how he/she coloured the letters e.g., by saying: Mein M ist ... Then partner B takes his/her turn. After both are done, they compare their results.</p> | <ul style="list-style-type: none"> "Maus" word printouts for each student Coloured pencils / crayons / pens | <p>Hier ist ein Arbeitsblatt. – Here is a worksheet.</p> <p>Hier ist das Wort "Maus", zweimal. – The word "mouse" is written twice.</p> <p>Wir malen EINES der Wörter "Maus" aus. – Let's colour in ONE of the words "mouse".</p> <p>Wir benutzen VIER Farben. – Let's use FOUR colours.</p> <p>Wir arbeiten erst allein. – Let's work alone first.</p> <p>Ein Beispiel. – An example.</p> |



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|--------|-------------|---|---|---|---|
| | | | The leader does an example, and then begins the activity. | | Wir beginnen. - Let's begin. |
| 2 mins | Whole group | The learners reflect on what they learned in today's lesson and repeat the German words they learned today. The learners can say goodbye in German. | <p>The leader recaps what the learners have achieved in the session and congratulates them on their work.</p> <p>The leader encourages the learners to repeat the German words from the lesson. Each child then fills out "My word bank sheet: Graffiti (Graffiti)" for the lecture and writes down the German words and chunks they learned in today's lesson.</p> <p>The learners leave the session saying goodbye in German.</p> | <ul style="list-style-type: none"> "My word bank sheet: Graffiti (Graffiti)" | <p>Toll gemacht. - Well done!</p> <p>The learners take part in the club's goodbye ritual.</p> <p>Tschüss. - Goodbye.</p> <p>Learners can also say goodbye to Frau Schlau and Herr Einstein.</p> |