

Content

- Hip-hop culture, its origins and characteristics
- Beatboxing - What is it and how is it done?
- Make louder, more resonant sounds

Target group

- Children ages 10 to 12
- Level: A1+ / A2

Language goal

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 (use images to enhance understanding, make notes, make conjectures, reconstruct processes, correctly spell words)
- Prepare and give a performance for the group
- Understand and follow instructions

Word bank

Rap (rap), *DJing* (to DJ), *Graffiti* (graffiti), *Breakdance* (breakdance), *Beatboxing* (beatboxing), *Beatboxer* (beatboxer), *beatboxen* (beatboxing), *Schlagzeug* (drums), *Snare* (snare), *Kickdrum* (kick drum), *Hi-Hat* (hi-hat), *ein Geräusch nachmachen* (mimic a sound), *Mund* (mouth), *Mikrofon* (microphone), *Rhythmus* (rhythm), *Ton* (sound), *Töne räumlich klingen lassen* (make resonant sounds), *die Lippen zusammenpressen* (press one's lips together)

Materials

- Roll of brown paper
- Paint
- Paintbrushes
- Glue
- Laptop and projector
- Audio speakers
- Magnets/Blu-tack
- Blackboard and chalk/whiteboard and markers
- Cardboard [] for each child
- Students' exercise books
- Students' portfolios

Materials for printing and/or copying

- *Hip-hop culture* (Hip-Hop Kultur) word cards
- *Hip-hop culture* (Hip-Hop Kultur) image cards
- *Hip-hop culture* (Hip-Hop Kultur) answer key
- *Beatboxing* (Beatboxing) worksheet
- *Beatboxing* (Beatboxing) answer key
- My word bank sheet *Beatboxing* (Beatboxing)
- *Now I know* (Ich kann schon) questionnaire

Duration

3x45 minutes

Materials for download

- Find the experiment at: <https://goo.gl/AWX2nw>

Before the lecture/film		
Step	Content	Materials
1	<p>Instructor welcomes the children and invites them to come to the board. The children match image cards to word cards.</p> <p>They discuss as a group what the words mean and whether they know them. Here are some possible questions for moderating the discussion:</p> <ul style="list-style-type: none"> - <i>Where is there graffiti near you? Do you like graffiti?</i> - <i>Do you know a DJ or have you seen someone DJing before?</i> - <i>Have you ever seen breakdance? Do you like it? Can you breakdance?</i> - <i>Do you know any rappers? Do you think that rapping is difficult? Can you rap?</i> - <i>Do you know what beatboxing means?</i> <p>Instructor asks whether the children can figure out what connects the 5 images. Solution: they are all part of hip-hop culture. Instructor writes the word "hip-hop culture" (Hip-Hop Kultur) on the board along with the word-image pairs.</p> <p>Instructor explains to the children that hip-hop was created in the 1970s by African Americans in New York. Today, it is an important part of youth culture worldwide and is mostly performed on the street. For more on this: https://en.wikipedia.org/wiki/Hip_hop</p> <p>Note: If the children don't know a term and the photos don't help, it can help to watch related YouTube videos as a group.</p> <p>Finally, the term "beatboxing" (Beatboxing) should be explained. There are two options,</p> <ol style="list-style-type: none"> a) The children know the word "beatboxing" (Beatboxing) and can already explain and/or show what they understand it to mean b) The children don't know the word, in which case the instructor makes it clear that this is not a problem because the Kinderuni lecture on this topic helps with the answer. 	<p><i>Hip-hop culture</i> (Hip-Hop-Kultur) word cards; <i>Hip-hop culture</i> (Hip-Hop-Kultur) images cards; <i>Hip-hop culture</i> (Hip-Hop-Kultur) answer key; Magnets/Blu-tack; Blackboard and chalk/whiteboard and markers</p>

2	<p>In either case, this is followed by the start of the lecture. The children listen to the first 7 seconds (Minute 1:56-2:07) of the film without visuals with the assignment of guessing what they hear. Possible answers: <i>Drums</i> or <i>beatboxing</i>. To test this, the 7 seconds are shown with the visuals. The children discover: It isn't drums. It's a boy - a beatboxer - making the sound of drums with his mouth.</p>	<p>Laptop and projector; Audio speakers</p>
3	<p>Instructor asks: <i>Who can beatbox like the boy in the film? Let's see!</i></p>	
<p>During the lecture/film</p>		
Step	Content	Materials
4	<p>Instructor invites the children to watch the whole film (Minute 1:56-6:12) so that they can learn how professionals <i>beatbox</i> and how one can learn <i>beatboxing</i>.</p> <p>During the first viewing, the children are told to write down what consonants Mike uses to produce the sounds. Afterward, they compare their results in pairs.</p> <p>Note: It is important that the children are given an easy assignment while watching. They should enjoy the film and gain understanding of the content.</p>	<p>Laptop and projector; Audio speakers</p>
5	<p>Instructor invites the children to watch the film again (Minute 1:56-6:12) and</p> <p>a) to listen for what the parts of the drums that Mike describes are called in German and in English and</p> <p>b) which sounds/combinations of sounds are used to imitate them.</p> <p>For this, the instructor hands out the <i>Beatboxing</i> (Beatboxing) worksheet. After completing the worksheet the children check their answers using the <i>Beatboxing</i> (Beatboxing) answer key.</p> <p><u>Note:</u> The answer key can be hung up at multiple locations in the classroom. The children go to the answer key, check their answers and, if needed, discuss them together. Instructor helps if needed.</p>	<p><i>Beatboxing</i> (Beatboxing) worksheet; <i>Beatboxing</i> (Beatboxing) answer key</p>
6	<p>The children practice P-Z-PF-Z-P-Z-PF-Z etc. as Mike suggests in the film. First slowly, then more quickly.</p>	

7	<p>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 film sequence can be shown again (Minute 2:32-2:54)</p> <p><i>The beatboxers form a box (Schachtel) with their hands so that the sound is louder and more resonant.</i></p> <p>The children practice this technique with the appropriate sounds and combinations of sounds (see step 6).</p>	Laptop and projector; Audio speakers
8	<p>The children do an experiment as explained at the web page https://diy.smartkids123.com/how-to-make-a-megaphone-cardboard-megaphone/. They discover that the child speaking barely hears anything, but the child on the other end of the cardboard roll hears the sounds loud and clear. Instructor and children discuss the explanation for this phenomenon together: <i>When we speak, our vocal chords produce sound waves that spread evenly throughout the room. But when we speak into the cardboard roll, the sound waves are caught in the roll and can therefore be heard clearly and loudly on the other end. But the person speaking hears almost nothing.</i> (Source: see experiment link)</p>	Cardboard for the experiment: https://diy.smartkids123.com/how-to-make-a-megaphone-cardboard-megaphone/

After the lecture/film

Step	Content	Materials
9	<p>Instructor and children formulate a text as a form of summary of what they learned. Instructor gives suggestions, the children join for the repeated sections:</p> <p><i>Mike is a beatboxer. And so are we! He can beatbox well. And so can we! He say P, he says Z. And so do we! Beatboxing is hip-hop But of course! Breakdancing is hip-hop But of course! Graffiti is hip-hop. But of course! DJing is hip-hop. But of course! And how about rapping? It is cool - it is another part of hip-hop culture.</i></p> <p>Instructor writes the sentences on the board. At the end, the children write the text into their exercise books.</p>	Blackboard and chalk/whiteboard and markers Students' exercise books

10	Instructor suggests that the children prepare a performance. Instructor divides the children into two groups: one group rapps the text in step 9 and the other beatboxes to it (P-Z-PF-Z).	
11	The children create background art for the performance: First the children draw a street scene (houses, bridges, cars, etc.) on a sheet of brown paper. Then they select a few of the words that they learned and and decorate the drawing with the words in the style of graffiti.	Roll of brown paper; Paints; Paintbrushes
12	The children give the performance: with the street scene and the graffiti in the background, they rap and beatbox the text, making variations spontaneously. Children who can dance, do some breakdancing. The audience can also participate. Note: The text in step 9 is a suggestion. The instructor and the children can create as many other versions of the text as they would like. For the performance the children can invite students from other groups/classes. The performance can also be done in the hallways during the break or in the school courtyard.	
13	Instructor and children wrap up the unit with a reflection round, in which they discussed what they have learned. Each child then fills out the <i>Now I know (Ich kann schon)</i> questionnaire to find out whether they have achieved the learning objectives. Instructor also gives feedback on student performance.	<i>Now I know (Ich kann schon)</i> questionnaire
14	The children hold onto the following in their portfolios: - The rap text, which they write on a sheet of paper and decorate the style of graffiti - optionally a photo of the performance - <i>Now I know (Ich kann schon)</i> questionnaire The children also place their My word bank sheet <i>Beatboxing (Beatboxing)</i> in their portfolios. Instructor projects the word bank on the screen, the children copy down the words and check each other's work.	Portfolios; My word bank sheet <i>Beatboxing (Beatboxing)</i> ; Word bank <i>Beatboxing (Beatboxing)</i>

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

- Discover different musical instruments and types of music
- Organize a beatboxing battle (School-wide competition)
- Discover graffiti art
- Dig into the art of breakdancing

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 *Beatboxing* (Beatboxing) lecture in the *Humankind* faculty together and draws their attention to the fact that there are many more interesting lectures in this faculty and in the *Nature* and *Technology* 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. Schlauf and that their work is supported by Jowo and Christoph, the field researcher. Professor Einstein and Ms. Schlauf 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.