



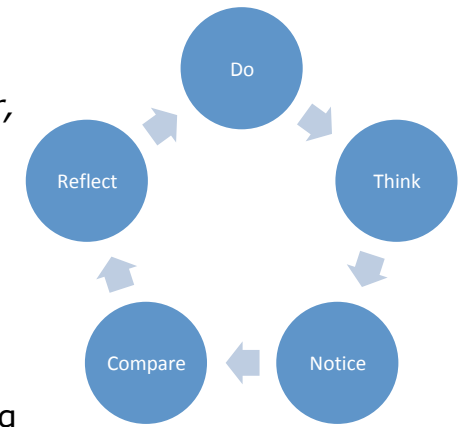
AUSTRALIAN CURRICULUM: GERMAN UNIT PLAN

SEQUENCE: F-10

YEAR LEVEL/BAND: F-2

UNIT: BLUE-BOT® (CLIL) – DIE LEBENSMITTEL

This Unit Planner developed by, and kindly shared by former [AFMLTA](#) President, Kylie Farmer, has been adopted by the Goethe-Institut Australien.



Australian Curriculum: German Unit Plan

Sequence: F-10 **Year Level/Band:** F-2 **Unit:** CLIL – Robotics and Foodstuffs

Focus Questions: How do you program a simple robot? How can a robot be used in a coding game? How do you decide between healthy and unhealthy foodstuffs? How do you express preferences?

Aspects of the F-2 Band Achievement Standard being addressed through this Unit:

Suggested aspects of the Achievement Standard for the proposed Assessment Tasks are noted numerically on the following page next to each task. A full listing of all aspects of the Achievement Standard is to be found on the final page, noting that the numbering system is not from ACARA, but rather developed for the purpose of presenting this series of Unit Plans.

	Language Focus		Focusing Questions (to elicit intercultural understandings)	Content Focus	
	Communicating Strand	Understanding Strand		Cross Curriculum Priorities	General Capabilities
Goals	Informing Reflecting Creating Translating	Role of Language and Culture	<ul style="list-style-type: none"> • What do you eat at various times of the day/occasions? • How can foodstuffs be categorised (healthy/unhealthy; by mealtime/occasion)? • How is shopping in a German-speaking country similar to, or different from shopping in Australia? • How does 'The Very Hungry Caterpillar' translate into German? 		Literacy Intercultural Understanding Personal and Social Capability ICT Capability Critical and Creative Thinking

	Student Tasks	Assessment		Resources
Implementation	<p>IMPORTANT NOTE TO TEACHERS:</p> <ul style="list-style-type: none"> • These resources are designed to be implemented optimally with an immersion teaching style • CLIL is flexible, but minimally should involve: <ul style="list-style-type: none"> ○ several, regular lessons per week, or an intense period of instruction, e.g. as part of a German or STEM day ○ the learning of new content and/or skills through the Target Language. • Students learn to program a small robot through using a tablet or PC, or with the arrows on the robot itself • By programming the Blue-Bots to move towards a specific target on the classroom mat, the students learn to create a sequence of steps that are equivalent to simple coding algorithms, to learn: <ul style="list-style-type: none"> ○ Simple Coding Commands (physical directions, Start/Pause/Delete) ○ The names of various foodstuffs, and how to identify them from a simple definition/description ○ How to express preferences for various foodstuffs ○ How to shop for various mealtimes/occasions. 	<p>Aural/Oral: Students identify and program simple coding commands</p>	1, 3, 4, 5, 6, 7, 8	<p>CODING WITH BLUE-BOT® RESOURCES FOR PRIMARY SCHOOLS (F-2) (Goethe-Institut Australien 2018)</p> <p>The Blue-Bot Set, that is available for loan from the Goethe-Institut, includes the following materials:</p> <ul style="list-style-type: none"> • 6 Blue-Bot Robots • 4 classroom mats including a German alphabet mat, a number mat (1-10), a mat with geometric forms and one with different foods. • A transparent mat for your own designs or individually arranged cards. <p>The Goethe-Institut’s classroom mats are also available for purchase and the individual cards can be downloaded for free.</p> <p>The Blue-Bot App is available for free from iTunes and Google Play.</p>
		<p>Aural/Oral: Students express their preferences for various foodstuffs OR identify food stuffs from a simple definition/description</p>	1, 2, 3, 5, 6, 7, 8, 11, 12, 13, 14, 16	
		<p>Written: Students write a shopping list for a particular mealtime/occasion</p>	11, 14, 15, 16, 17	
		<p>Oral/Aural/Audiovisual: Students take part in a simple dialogue in a food shop, and are able to reflect on some of the intercultural learning associated with the interaction (some of which will be in English).</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 17	

Australian Curriculum: German F-2 Band Achievement Standard (F-10 Sequence)

1. Students interact with teachers and peers through action-related talk and play.
2. Students can introduce themselves, exchange greetings and farewells, for example, *Ich heiÙe ... Auf Wiedersehen!* and express likes and dislikes.
3. When interacting, students use short formulaic expressions, for example, *Morgen! Danke! Alles Gute zum Geburtstag! Frohe Weihnachten! Guten Appetit!* and make simple statements, such as *Das ist ... Ich wohne in ... Ich mag ...*
4. Students can use repetitive language and respond to simple instructions when participating in games, shared activities and classroom routines.
5. Students use visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning, and reproduce some distinctive sounds and rhythms of spoken German, including *ch*, *u*, *r* and *z*.
6. Students identify specific words and information, such as names of people, places or objects, in simple shared texts related to personal worlds.
7. Students convey factual information about self, family and possessions at word and simple sentence level.
8. Students respond to and create simple spoken and written texts, using modelled examples and formulaic language.
9. Students use short phrases and simple sentences to identify and describe people and objects in the family and school domains such as *der Lehrer, eine Freundin, Das ist mein Stift*, including some pronouns, for example, *ich, du, er, sie, es, wir* and possessive adjectives, *mein/e, dein/e*.
10. Students use *nein* and *nicht* for negation, and verb forms *bin, bist* and *ist*, with an adjective.
11. Students explain the meaning and use of different German words and expressions, and create texts in German and English for their immediate learning environment.
12. Students identify similarities and differences between German and their own language(s) and culture(s), noticing that using a language involves behaviours as well as words.
13. Students identify ways that German sounds different to English but recognise that it uses the same alphabet.
14. Students identify some words that are written the same in both German and English but pronounced differently.
15. Students identify features of different types of texts.
16. Students give examples of words that German and English borrow from each other and from other languages, and identify different ways of greeting and interacting with people.
17. Students make connections between the languages people use and who they are and where they live.