



# AUSTRALIAN CURRICULUM: GERMAN CLIL UNIT PLANNER

**SEQUENCE: F-6**

**YEAR LEVEL/BAND: 5-6**

**UNIT: KINDER UNIVERSITÄT**

**LECTURE: VÖGEL VERSCHEUCHEN**

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

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**Please note**

These resources are designed to be implemented optimally with a focus on the content knowledge as well as language. CLIL is flexible; however, to enable the learning of new content and/or skills through the Target Language some code switching between the students' first language and the target language might be required. Assessment may be in the form of observation, conversation or a product.

**Focus Questions:** How can birds be scared off? How do farmers protect crops from birds? Birds: useful, damaging or a danger?

	Language Focus		Content Focus		
			Learning Areas	Cross Curriculum Priorities	General Capabilities
<b>Goals</b>	<b>Communicating Strand</b>	<b>Understanding Strand</b>	<p><b>English:</b> Create a bird encyclopaedia and learn more about the text type and its significant role in research circles. (<a href="#">ACELA1501</a>)</p> <p><b>Science:</b> Birds: useful, damaging or a danger? Debate your position with another class member. (<a href="#">ACSSU043</a>)</p> <p><b>HASS:</b> History- How were birds scared away in the past. Which methods do you think are the most effective and why? Present your information in a timeline. (<a href="#">ACHASSI097</a>)</p> <p><b>The Arts:</b> Decorate the classroom with birds, grapes and scarecrows made in class (a possible source for craft ideas: <a href="http://www.basteln-gestalten.de">www.basteln-gestalten.de</a>). (<a href="#">ACAVAM116</a>) Make a split pin scarecrow: <a href="https://www.twinkl.com.au/resource/us-t-t-7478-scarecrow-split-pin-craft">https://www.twinkl.com.au/resource/us-t-t-7478-scarecrow-split-pin-craft</a> (<a href="#">ACAVAM116</a>)</p> <p><b>Technology:</b> In what way are birds a danger to people travelling by airplane? (<a href="#">ACTDEK023</a>) Food Technology: Create your own scarecrow for your school garden. <a href="https://www.twinkl.com.au/resource/how-to-make-your-own-scarecrow-step-by-step-instructions-t2-t-10000480">https://www.twinkl.com.au/resource/how-to-make-your-own-scarecrow-step-by-step-instructions-t2-t-10000480</a> (<a href="#">ACTDEK021</a>)</p> <p><b>Health:</b> Go birdwatching in nature and record the different birds that you see. Reflect on how being in nature effects your wellbeing. (<a href="#">ACPMP064</a>)</p>	<p><b>Aboriginal and Torres Strait Islander Histories and Cultures</b> (<a href="#">OI.5</a>) How did and do Indigenous Australians scare birds away from their crops?</p> <p><b>Sustainability</b> (<a href="#">OI.7</a>) Are scarecrows the most sustainable method to scare birds from crops? Are there any new methods that have been created e.g. using drones? <a href="https://www.treehugger.com/modern-day-scarecrows-4863097">https://www.treehugger.com/modern-day-scarecrows-4863097</a></p>	<p><u>Critical and Creative Thinking</u> Can you design your own scarecrow that will effectively scare off birds?</p> <p><u>Ethical Understanding</u> Who has more right to the land? The birds or the farmers? Debate your position with another class member.</p> <p><u>Intercultural Understanding</u> What can we learn from other cultures about managing and protecting farmland and crops?</p>
	<p><b>Socialising</b> (<a href="#">ACLGEC138</a>)</p> <p><b>Informing</b> (<a href="#">ACLGEC141</a>)</p> <p><b>Reflecting</b> (<a href="#">ACLGEC147</a>)</p>	<p><b>Systems of Language</b> (<a href="#">ACLGEU150</a>)</p> <p><b>Role of Language and Culture</b> (<a href="#">ACLGEU153</a>)</p>			

**Aspects of the 5-6 Band Achievement Standard being addressed through this Lecture:** 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 Planners.

	<b>Student Tasks</b>	<b>Language Assessment Tasks</b>		<b>Materials and Resources</b>
<b>Implementation</b>	<ul style="list-style-type: none"> <li>Understand a short (technical) film.</li> <li>Find precise information in a text.</li> <li>Expand their passive and active vocabulary.</li> <li>Understand technical terminology in context.</li> <li>Understand and answer simple thematic questions.</li> <li>Formulate their ideas/opinions using simple verbal tools.</li> <li>Use and develop learning strategies (make conjectures, reconstruct a story line with the help of pictures and words, fill in the blanks, correctly spell words).</li> <li>Prepare and hold a short presentation for the group.</li> <li>Understand and follow instructions.</li> <li>Understand game instructions and actively take part in a game.</li> </ul>	<b>Aural/Oral:</b> Students respond to teacher questions and ask questions for clarification throughout the concept, including when reflecting on learning.	1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 17	<b>Materials:</b> <ul style="list-style-type: none"> <li>Laptop and projector</li> <li>Audio speakers</li> <li>Blackboard and chalk/whiteboard and markers</li> <li>Magnets/blu-tack</li> <li>Envelopes</li> <li>Grapes and bread</li> <li>Plates and napkins</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>Students logged in to the Kinderuni website to access the exercises or print a copy of the exercises to complete before/during and after watching the video as a class.</li> <li>Access to digital or hardcopy dictionaries is ideal for some activities.</li> </ul> <b>Additional Teacher Resources:</b> Handbook, attachments and video script are available for pdf download from the teacher's version of the website.
		<b>Audio-visual/Written:</b> Students view then discuss the short technical film, and complete the associated worksheets and/or online activities.	1, 2, 3, 5, 6, 7, 15, 16, 17	
		<b>Aural/Oral:</b> Students interact with others in the class while completing worksheets and/or online activities.	1, 2, 3, 5, 6, 7, 14	
		<b>Inquiry Product:</b> Students select an area of interest around the concept of <i>Vögel verscheuchen</i> (see Content Focus above for further ideas) and present their findings to the class, year level, school community or wider audience.	1, 2, 3, 5, 8, 10, 11, 15, 16, 17	
		<b>Extension Activities:</b> <ul style="list-style-type: none"> <li>Experiments from the Goethe Institut <i>Modul Tiere</i> could be utilised: (<a href="https://www.goethe.de/ins/sk/de/spr/unt/kum/kin/exp.html">ACSSU094</a>) <a href="https://www.goethe.de/ins/sk/de/spr/unt/kum/kin/exp.html">https://www.goethe.de/ins/sk/de/spr/unt/kum/kin/exp.html</a></li> <li>Visit the airport and talk to a pilot or traffic controller about how birds can be dangerous to aircraft. (<a href="#">ACHASSI095</a>)</li> <li>Depending on location, visit a vineyard and talk to the workers. Look for and photograph scarecrows and find out about issues they have with birds. (<a href="#">ACHASSI095</a>)</li> </ul>	1, 2, 3, 5, 7, 9, 11, 13, 15, 16	

Lecture: <i>Vögel verscheuchen</i> <i>Observational Assessment</i>	Achievement Standard	How I see myself:			How my teacher sees me:		
		I know this in German.	I know this in English.	I still need to work on this.	You know this in German.	You know this in English.	You still need to work on this.
I know what a scarecrow is, how it's made and what it's used for.	5						
I can understand a technical film on the topic of Chasing away birds.	5, 17						
I know new words on the topic of Chasing away birds.	5, 10						
I know that birds are generally useful, but that they can also cause damage or be dangerous.	5						
I know various methods of Chasing away birds.	5						
I know what one uses scarecrows for.	5						
I can understand game instructions and actively take part in a game.	1, 4						
I can correctly spell important words on the topic.	14						
I can understand and follow the teacher's instructions.	1						
I can successfully work with others.	1, 4						

### Overall Assessment

Well Above Standard <b>A</b>	Above Standard <b>B</b>	At Standard <b>C</b>	Below Standard <b>D</b>	Well Below Standard <b>E</b>
The student can complete all of the challenges above in German with minimal English to help explain content, displaying excellent cognitive, communicative and creative skills.	The student can complete all of the challenges above in German with some English to help explain content, displaying above average cognitive, communicative and creative skills.	The student can complete most of the challenges above in English with some German words and phrases, displaying sound cognitive, communicative and creative skills.	The student can complete some the challenges above in English with some German words and phrases, displaying sound cognitive, communicative and creative skills.	The student can complete little or none of the challenges above in English, displaying limited cognitive, communicative and creative skills.

## Australian Curriculum: German 5-6 Band Achievement Standard (F-10 Sequence)

1. Students use written and spoken German for classroom interactions, to carry out transactions, and to share ideas and opinions, relate experiences and express feelings.
2. Students use complete sentences in familiar contexts to ask questions such as, *Bist du fertig? Was machst du jetzt? Verstehst du das?* respond to requests and share experiences of learning, for example, *Ich kann gut sprechen, aber ich finde das Lesen und Schreiben schwierig.*
3. Students use descriptive and expressive vocabulary, including adjectives such as *aufgeregt, glücklich, nervös, sauer* and *traurig*, to express feelings and make statements such as *Ich nehme ein Käsebrötchen.*
4. Students use appropriate intonation for simple statements, questions and exclamations, and correct pronunciation, for example, for the two different pronunciations of *ch*.
5. Students gather and compare information from different sources about social and natural worlds, and convey information and opinions in different formats to suit specific audiences and purposes.
6. Students describe characters, events and ideas encountered in texts, and re-create imaginative texts to reflect their imaginative experience.
7. When creating texts, students manipulate modelled language to describe current, recurring and future actions, for example, *Wir gehen morgen schwimmen. Kommst du mit? Es geht mir nicht gut.*
8. Students produce original sentences with common regular and irregular verbs in the present tense, including limited forms of the modal verbs *dürfen* and *müssen* and some common separable verbs such as *mitbringen* and *fernsehen*.
9. Students use adjectives, adverbs and adverbial phrases to qualify meaning, for example, *viel Wasser, neue Schuhe; lieber, oft, jeden Tag.*
10. Students explain aspects of German language and culture, recognising that there are not always equivalent expressions in English, and create a range of bilingual texts to support their own language learning and the school community.
11. Students describe aspects of their intercultural interactions that are unfamiliar or uncomfortable, and discuss their own reactions and adjustments.
12. Students give examples of how German language and culture are continuously changing and are influenced by other languages and cultures.
13. Students identify and apply some of the systematic sentence structure and word order rules of German.
14. Students identify rules for pronunciation and apply phonic and grammatical knowledge to spell and write unfamiliar words, for example, words containing *ch, j, w* and *z*, and diphthongs such as *au, ei, eu* and *ie*.
15. Students apply the conventions of commonly used text types, and identify differences in language features and text structures.
16. Students give examples of the variety of ways German is used by different people in different contexts.
17. Students make connections between culture and language use, and identify ways that language use is shaped by and reflects the values, ideas and norms of a community.