



AUSTRALIAN CURRICULUM: GERMAN CLIL UNIT PLANNER

SEQUENCE: F-6

YEAR LEVEL/BAND: 5-6

UNIT: KINDER UNIVERSITÄT

LECTURE: GUMMIBÄRCHEN

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:

Where did the idea for a gummy lolly in the shape of a bear come from? How are gummy bears made and packaged? How has the production of gummy bears changed over time?

Goals	Language Focus		Content Focus		
			Learning Areas	Cross Curriculum Priorities	General Capabilities
	Communicating Strand	Understanding Strand			
	Socialising (ACLGEC139) Informing (ACLGEC140) Translating (ACLGEC145)	Language variation and change (ACLGEU152)	<p>Science: Make your own Gummibärchen e.g.: https://qoo.gl/ogg6bS (ACSSU077) Experiment with different types of packaging for keeping Gummibaerchen fresh and separate. (ACSHE083) Visit a lolly making factory. (ACSHE081) Investigate the change of state between solid and liquid caused by adding or removing heat (ACSSU046)</p> <p>HASS: History- Where did the idea for a gummy lolly in the shape of a bear come from? (ACHASSI095) Geography- How and where are gummy bears enjoyed around the world? (ACHASSK111) Economics and Business- How has the Haribo company contributed to globalisation? (ACHASSK120)</p> <p>Health: How healthy are Gummibärchen? Can everyone eat them? Vegetarians, vegans, diabetics? (ACPPS054)</p> <p>Design and Technologies: How are the design moulds created? How does this contribute to sustainable production for current and future use? How and why did the design of the Gummibärchen change? (ACTDEK019)</p>	<p>Aboriginal and Torres Strait Islander Histories and Cultures If we were to make an Australian version of the 6 flavours which ones could we use? Link with native Australian fruits and why using native produce is more sustainable for the land. (OI.2) Investigate how changes of state in materials used by Aboriginal and Torres Strait Islander Peoples, such as beeswax or resins, are important for their use (OI.5)</p> <p>Asia and Australia’s Engagement with Asia What are some popular Asian lollies? What flavours of Gummibärchen do the Asian companies e.g. Yupi (OI.2)</p> <p>Sustainability Could Gummibärchen be sold in different packaging other than plastic? (OI.7)</p>	<p>Literacy Carry out individual research on Gummibärchen and create informational posters.</p> <p>Numeracy Solve simple math problems including number and colour sorting of gummy bears in a packet.</p> <p>ICT Create an online school/class/year level poll and present the findings.</p> <p>Intercultural understanding Explore and compare cultural knowledge, beliefs and practices.</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.

	Student Tasks	Language Assessment Tasks		Materials and Resources
Implementation	<ul style="list-style-type: none"> • Understand a short (technical) film about a global concept. • Find precise information in a text. • Expand their passive and active vocabulary. • Understand technical terminology in context. • Understand and answer simple thematic questions. • Solve simple math problems. • Formulate their ideas/opinions about the fruit flavour and colour of the Gummibärchen using simple language • Use and develop learning strategies (use pictures as a learning tool, take notes, make and test conjectures, reconstruct processes, correctly spell words). • Categorise new words and phrases into two groups. • Put sentences into the correct order. • Create a joint poster. • Prepare and hold a short presentation for the group. • Understand and follow instructions. • Reflect on learning (ongoing). 	<p>Aural/Oral: Students respond to teacher questions and ask questions for clarification throughout the concept, including when reflecting on learning.</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 17	<p>Materials:</p> <ul style="list-style-type: none"> • A bag (or bags) of Haribo Gummibärchen (check dietary requirements) • Tongs, rubber gloves <p>Resources:</p> <ul style="list-style-type: none"> • 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. • Access to digital or hardcopy dictionaries is ideal for some activities. <p>Additional Teacher Resources: Handbook, attachments and video script are available for pdf download from the teacher's version of the website.</p>
		<p>Audiovisual/Written: Students view then discuss the short technical film, and complete the associated worksheets and/or online activities.</p>	1, 2, 3, 5, 6, 7, 8, 12	
		<p>Aural/Oral: Students interact with others in the class while completing worksheets and/or online activities.</p>	1, 2, 3, 5, 6, 7, 8, 12	
		<p>Inquiry Product: Students select an area of interest around the concept of Gummibärchen (see Content Focus above for further ideas) and present their findings to the class, year level, school community or wider audience.</p>	1, 2, 3, 5, 8, 10, 11, 15, 16, 17	
		<p>Extension Activity: Forscherkoffer Experiment-Knete aus Stärke:Physik (ACSSU077)</p>	1, 5, 7, 9, 11, 13, 15	

Lecture: <i>Gummibärchen</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 can understand a short (technical) film on the topic.	5, 17						
I can find precise information in a text.	5, 6, 16						
I know new words and expressions on the topic.	10						
I can understand new technical terminology in context.	15, 16						
I can understand and answer simple questions on the topic	1, 2, 4						
I can solve simple math problems.	1						
I can formulate ideas and opinions using simple language.							
I can make guesses and test them.	2, 3, 6, 11						
I can put steps in order.	7, 15						
I can create a poster as part of a group and present it.	1, 3, 4, 10, 14						
I can correctly spell words on the topic.	7, 9, 10						
I can understand and follow instructions.	1						
I can reflect on my learning.	11						

Overall Assessment

Well Above Standard A	Above Standard B	At Standard C	Below Standard D	Well Below Standard E
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 the 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.