AUSTRALIAN CURRICULUM: GERMAN CLIL UNIT PLANNER

SEQUENCE: F-10
YEAR LEVEL/BAND: 9-10
UNIT: JUNIOR UNIVERSITÄT
LECTURE: FUSSBALLROBOTER

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

GOETHE INSTITUT
Sprache. Kultur. Deutschland.

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: Can robots kick goals? Why are soccer robot competitions important for research and development? How a soccer robot is controlled using algorithms and how does it react?
Concepts: algorithms, coding, physical skills and competencies

Communication

Communicating - Socialising
(ACLGEC172) shared activities- persuading, arguing, planning, negotiating
Communicating - Informing
(ACLGEC175) convey ideas, information and views - presenting, representing, reporting
Understanding - Systems of Language
(ACLGEU182) features of spoken and written language - pronunciation , stress, contractions

Cognition

Understanding - Systems of Language
(ACLGEU184) describe the interrelationship between text types, structuring, language choice
Understanding - Language Variation and Change
(ACLGEU185) how and why language used differently - dialects, register, changes in context
(ACLGEU186) influence of language on actions, values, beliefs, linguistic diversity

Culture

Communicating- Reflecting
(ACLGEC181) Own identity, exploring, explaining, cultural mediator
Communicating- Informing
(ACLGEC174) Context and culture affect information- perspectives, researching, synthesising, evaluating, representing
Understanding- Role of Language and Culture
(ACLGEU187) language and culture interrelated

Content

Learning Areas

- **Science:** Why are soccer robot competitions important for research and development? (ACSIS164)
- **History:** What are some of the historical (or perhaps geographical) reasons why there are some countries in which soccer/ football is played and others not? (ACHHS170)
- **Economics and Business:** In what ways are and could businesses profit from artificial intelligence in sports? (ACHEK041)
- **Technologies:** How is a soccer robot controlled using algorithms and how does it react? (ACTDIP040)
- **Health and PE:** Explain the importance of particular skills and competencies when playing soccer. (ACPMP106)

General Capabilities

- **ICT:** how does coding using colours work in a soccer robot?
- **Critical and Creative Thinking:** Design a robot that can play another sport. What can and should it be able to do?
- **Personal and Social Capability:** Would you want to play against a robot? why/ why not?
- **Ethical Understanding:** What are the legal and ethical issues of artificial intelligence in sports? https://www.lawinsport.com/topics/item/artificial-intelligence-in-sports-the-legal-and-ethical-issues-at-play
- **Intercultural Understanding:** How does the international RoboCup bring countries together?

Cross-Curriculum Priorities

- **Asia and Australia's Engagement with Asia** (OI.5) Learn more about Asia-Australia engagement in the RoboCup Asia Pacific Region: https://cospacerobot.org/robocupap
- **Sustainability** (OI.8) Should robots be employed in other areas than sport to help maintain sustainability of the environment? https://www.bbntimes.com/technology/how-green-robots-are-helping-with-environmental-sustainability

Aspects of the 9-10 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.

Implementation

Student Tasks

Facilitating Communication - of, for, through learning

- Describe the physical characteristics and technical equipment of a soccer robot.
- Answer questions about the film in full sentences.
- Describe favourites on a list.
- Answer questions about statistics.
- Find and write technical terms on the subject of soccer.
- Compare statistics and talk about soccer.
- Name the skills that a soccer robot must have.
- Read various texts on the topic of soccer robots and answer true or false questions.
- Develop interview questions from specialist texts and give correct answers.

Analysing Key Content

Understand the applied content of a technical video.

- How a soccer robot is controlled and reacts.
- Which skills and competencies a soccer robot must have to be able to play soccer.
- The importance of soccer robot competitions for research and development.

Opportunities for Cognition

- Describe and explain the behaviour of a soccer robot.
- Ask and answer factual quiz questions about soccer.
- Perform a soccer trick according to verbal instructions.
- Understand the text type of an instruction manual and a descriptive text.
- Understand systems of language e.g. grammatical aspects: case system, modal verbs, comparative.
- Reflect on their learning.

Connecting with Culture

Understand elements of culture relating to the lecture.

- Countries in which soccer/ football is/isn't played and why.

Language Assessment Tasks

Formative: Sehen/Beschreiben/ Schreiben A1/A2: AB 2.1 Bruno am Ball A2/B1: AB 2.1 Bruno	6, 7, 11 4, 6, 7, 11, 15
Formative: Zuschauen/Schreiben/Lesen A1/A2: AB 2.2 Bruno A2/B1: AB 2.2 RoboCup	4, 6, 7, 11, 15 6, 7
Formative: Lesen/ Schreiben/ Zuordnen A1/A2: AB 2.3 Was gehört zum Fußballspiel? A2/B1: AB 2.3 Legendäre Fußballtricks	6, 7 1, 2, 6
Formative: Lesen/zuordnen A2/B1: AB 2.4 Fußballquiz	6, 7
Summative: Schreiben/Sprechen Ein Podcast: How might the future of sport in Australia and Germany look if we had artificially intelligent players? Script and record your own podcast using your research and differing attitudes (pros and cons) as a foundation and to listen to peers' podcasts. *NOTE: at this level, research and discussion can be in L1, not necessarily in German.*	1, 3, 4, 5, 6, 7, 10, 18
Inquiry Based: Students select an area of interest around the concept of Fußballroboter (see Content Focus above for further ideas) and present their findings to the class, year level, school community or wider audience. Hands-on Tasks- Organise a Tipp-Kick Tournament at your school: https://www.tipp-kick.com/en/The-10-most-popular-products/Classic.html	1, 3, 4, 5, 7, 9, 10, 12, 15, 16, 17, 18

Materials and Resources

Materials:

- Class set of soccer balls(one between two)

Resources:

- Students logged in to the Junioruni 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

Additional Teacher Resources:

Handbook, attachments and video script are available for pdf download from the teacher's version of the website.

Materials for download:

Fußball Statistik für Deutschland:
https://www.move-it-sportcamps.de/bewegung-beliebtesten-sportarten-kinder/

Lecture: ***Fußballroboter*** ***Observational Assessment***	**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 …. • engage and sustain interactions with peers in class, group and paired activities	**1, 2, 5**						
• understand what is being said in German on the video.	**6, 7, 8, 11**						
• describe the physical characteristics and technical equipment of a soccer robot.	**4, 6, 7, 11**						
• answer questions about the film in full sentences.	**4, 6, 7, 11, 15**						
• describe favourites on a list.	**1, 2, 5**						
• answer questions about statistics.	**5, 6, 7**						
• find and write technical terms on the subject of soccer.	**6, 7**						
• compare statistics and talk about soccer.	**1, 2, 5, 6, 7**						
• name the skills that a soccer robot must have.	**6, 7, 11**						
• read various texts on the topic of soccer robots and answer true or false questions.	**6, 7**						
• develop interview questions from specialist texts and give correct answers.	**5, 6, 7**						
• describe and explain the behaviour of a soccer robot.	**5, 6, 7**						
• ask and answer factual quiz questions about soccer.	**6, 7**						
• perform a soccer trick according to verbal instructions.	**1, 2, 6**						
• understand the text type of an instruction manual and a descriptive text.	**16, 17**						
• understand systems of language e.g. grammatical aspects: case system, modal verbs, comparative	**4, 11, 15**						
• reflect on my learning.	**13, 18**						
• understand elements of culture relating to the lecture.	**13, 14, 17, 18**						
• understand the applied content of a technical video.	(ACTDIP040), (ACPMP106)						

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 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 of 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 9-10 Band Achievement Standard (F-10 Sequence)

1. Students use written and spoken German to initiate and sustain interactions with teachers, peers and others in a range of settings and for a range of purposes.
2. Students use language spontaneously in the classroom environment to seek clarification and advice, assist others, initiate conversations and discussions, debate a course of action, share learning strategies and comment on the contribution of others.
3. Students describe plans and aspirations using future tense.
4. Students state facts and relate experiences, using past tense forms and regular and irregular verbs.
5. When speaking, students use appropriate pronunciation, intonation and stress in a range of sentence types, including variations such as contractions.
6. Students locate, synthesise and evaluate information on local and global issues from a range of perspectives and sources.
7. Students present ideas, information and views in a range of texts selected to suit audience, purpose and context.
8. Students analyse the main ideas and themes in imaginative texts and use evidence to support their views.
9. Students plan, draft and present imaginative texts using literary devices (imagery, similes, onomatopoeia) to engage a range of audiences.
10. When creating informative, persuasive and imaginative texts, students use a variety of conjunctions, relative clauses and other cohesive devices to build cohesion,
11. Students specify and describe people, places and objects by applying knowledge of the case system to articles, common demonstratives and possessives followed by adjectives.
12. Students interpret and/or translate excerpts from German texts, identifying and explaining culture-specific aspects, and create texts that reflect and explain aspects of culture and language for different German-speaking and Australian audiences.
13. Students identify and challenge their own assumptions and take responsibility for modifying language and behaviours in relation to different cultural perspectives.
14. Students identify ways that language influences people's actions, values and beliefs, and appreciate the scale and importance of linguistic diversity.
15. Students explain the roles of different German cases (nominative, accusative, dative and genitive) and tenses, and variations in spoken and written German in relation to pronunciation, spelling and punctuation.
16. Students explain the relationship between text type, audience and purpose.
17. Students identify the role culture plays in the creation and interpretation of texts, and explain how language and text features (layout, structure and formal/informal register) are used differently in a range of texts.
18. Students explain ways in which language and culture are interrelated and influence each other.