Stage 5 German – unit starter

This unit starter can be modified to suit the needs of your learners, including adding your own resources, modifying content or duration and differentiating for learning needs and learner groups. The learning, teaching and assessment strategies and assessment task are suggestions only.

# Caring for myself and my community

Promoting and advocating for healthy hygiene practices is essential within the school community. Being able to identify and describe health symptoms can assist people who are unwell to seek medical assistance. Students will develop an enhanced understanding of the importance of social distancing and personal hygiene practices.

**Duration**

10 weeks

## Focus areas

* What is the importance of following healthy hygiene practices?
* How can you care for yourself and your community?
* How do people in German-speaking countries describe health symptoms?
* What considerations need to be made when someone is unwell?
* I should stay home. What can I do?

## Learning across the curriculum

* Critical and creative thinking (collaborative tasks and activities)
* Information and communication technology capability
* Intercultural understanding (value own and other cultures and beliefs)
* Literacy (types of texts, register)
* Difference and diversity
  1. **Suggested vocabulary**

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| --- | --- | --- | --- | --- |
| Verbs | Nouns | Phrases | Advice | Time words |
| *fühlen* – to feel  *helfen* – to help  *husten* – to cough  *verletzen* – to injure  *weh tun* – to injure  *erhalten* – to receive  *erholen* – to recover  *schaden* – to do harm  *fernsehen* – to watch TV  *Musik hören* – to listen to music  *basteln* – to make things  *Karten spielen* – to play cards  *Videospiele spielen* – to play video games  *Sport treiben* – to do sport  *zeichnen* – to draw  *faulenzen* – to lie around  *kochen* – to cook  *wandern* – to walk  *schwimmen* – to swim  *jogging gehen* – to jog  *gesund essen* – to eat healthy  *im Sportclub trainierien* – train in the gym  *Radtouren machen* – go on a bike ride  *viel trinken* – to drink a lot  *nicht in die Schule gehen* – to not go to school  *sich übergeben* – to vomit  *sich erholen* – to recover  *sich fühlen* – to feel like  *sich entspannen* – to relax  *sich erkälten* – to catch a cold  *schalfen* – to sleep  *schmecken* – to taste | *der Arzt* – male doctor  *die Ärztin* – female doctor  *die Krankenversicherung* – health insurance  *die Sprechstunde* – consultation hours  *die Kopfschmerzen* – headache  *das Fieber* – fever  *die Erkältungssymptome* – flu symptoms  *die Schmerzen* – pain  *die Bauchschmerzen* – stomach ache  *die Rückenschmerzen* – back ache  *die Kopfschmerzen* – headache  *die Halsschmerzen* – sore throat  *das Thermometer –* thermometer  *das Medikament/die Medizin* – medicine  *die Apotheke* – pharmacy  *die Ernährungspyramide* – food pyramid  *die Grippe* – influenza  *der Termin* – appointment  *die Verschreibung/das Rezept* – prescription | *Was fehlt dir?* – What is wrong?  *Was tut dir weh?* – What hurts?  *Tut es hier weh?* – Does it hurt here?  *Ich hätte gerne einen Termin. Wann kann ich vorbeikommen?* – I would like to make an appointment. When can I come?  *Ich würde gern einen Termin machen.* – I would like to book an appointment.  *Wann ist Ihre Sprechstunde?* – What are your consultation hours?  *Mir tut der Bauch weh.* – My tummy/stomach hurts.  *Ich habe mich verletzt.* – I have injured myself.  *Ich habe eine Verletzung am Bein.* – I have an injury on my leg.  *Ich habe Fieber.* – I have a fever.  *Ich hatte einen Unfall.* – I had an accident.  *Ich fühle mich schlecht. Ich habe …* – I am feeling sick. I have …  *Ich brauche Medizin.* – I need medicine.  *Ich bin müde.* – I am tired.  *Mein Kopf tut weh.* – My head hurts.  *Ich habe keinen Appetit.* – I have no appetite.  *Was haben Sie für Symptome?* – What kind of symptoms do you have?  *Haben Sie Schmerzen?* – Do you have pain?  *Wo haben Sie Schmerzen?* – Where do you have pain?  *Haben Sie Fieber?* – Do you have a fever?  *Ich habe seit zwei Tagen Fieber.* – I have had a fever for two days.  *Ich habe die Grippe.* – I have the flu.  *Ich glaube, du hast die Grippe.* – I think you have the flu.  *Mir ist schlecht* – I’m nauseous.  *Es tut mir alles weh.* – Everything hurts.  *Nimm diese Tropfen/Tabletten*. – Take these drops/tablets.  *Wenn es in einer Woche noch schlimm ist, komm wieder in die Praxis.* – If it is still bad in a week come back to see me in my practice.  *Das klingt nach einer starken Verkühlung.* – It sounds like you have a bad cold.  *Es tut mir leid, das zu hören.* – I’m sorry to hear that.  *Gute Besserung!* – Get well soon!  *Erhol dich gut.* – Get well.  *Ich denke an dich. Ich hoffe du fühlst dich bald besser.* – Thinking of you. I hope you feel better soon. | *Mund and Nase bedecken.* – Cover your mouth and nose.  *Zu hause bleiben.* – Stay home.  *Du musst zuhause bleiben.* – You must stay home  *Waschen Sie Ihre Hände* – Wash your hands.  *Bleib zu Hause bis das Fieber weg ist.* – Stay at home until the fever is gone.  *Bleib für drei Tage zu Hause.* – Stay at home for three days.  *Für drei Tage nicht in die Schule gehen.* – Don’t go to school for three days.  *Gehen Sie nicht zur Arbeit oder in die Schule, wenn Sie sich nicht wohlfühlen.* – Don’t go to work or school when you don’t feel well.  *Trink viel Wasser.* – Drink a lot of water.  *Nimm dieses Medikament. –* Take this medication.  *Rufen Sie einen Krankenwagen!* – Call an ambulance!  *Du solltest …* – You should …  *Nehmen Sie die Tabletten dreimal am Tag.* – Take the tablets three times a day.  *Komm in einer Woche wieder.* – Come again in a week.  *Trink viel Tee.* – Drink a lot of tea. | *immer* – always  *jeden Tag* – every day  *täglich* – daily  *dreimal in der Woche* – three times a week  *manchmal* – sometimes  *ab und zu* – once in a while  *regelmäßig* – regularly  *am Wochenende* – on the weekend  *einmal/zweimal/dreimal am Tag* – once/twice/three times a day  *einmal in der Früh* – once in the morning  *einmal pro Monat* – once a month  *einmal vor dem Schlafengehen* – once before you go to bed  *morgens/früh* – in the morning  *abends* – in the evening |

* 1. **Outcomes**

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| Outcome | Content |
| LGE5-1C | manipulates German in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate |
| LGE5-2C | identifies and interprets information in a range of texts |
| LGE5-3C | evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences |
| LGE5-4C | experiments with linguistic patterns and structures to compose texts in German, using a range of formats for a variety of contexts, purposes and audiences |
| LGE5-5U | demonstrates how German pronunciation and intonation are used to convey meaning |
| LGE5-6U | analyses the function of complex German grammatical structures to extend meaning |
| LGE5-7U | analyses linguistic, structural and cultural features in a range of texts |
| LGE5-8U | explains and reflects on the interrelationship between language, culture and identity |

All outcomes and content referred to in this unit starter come from the [German K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/german-k-10-2018) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

* 1. **Suggested assessment of learning task**

The suggested assessment of learning task, with marking guidelines, can be accessed on the [Stages 4-5 German](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s4-5/language-specific-support/german) section of the NSW Department of Education’s website. Please modify the assessment of learning task as required to suit your individual context to cater for the 3 learner pathways – students learning German as a second or additional language, students with prior learning and/or experience in German and students with a background in German.

**Part A** – to stop the spread of disease in your host school in Germany, create an infographic for your classmates promoting safe hygiene practices. LGE5-4C, LGE5-7U

**Part B** – you are unwell. In pairs, simulate a conversation explaining to your host parent why you do not want to go to school. Discuss your symptoms and justify why you should stay home. Negotiate what you will do when you stay at home. LGE5-1C, LGE5-5U

(Note – students work in pairs, with one student playing the role of the exchange student and one student playing the role of the host parent. Students need to ensure that there is an equal contribution to the conversation. The classroom teacher can decide whether the task will be performed in person or recorded and submitted by the due date.)

* 1. **Unit starter**

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| --- | --- | --- | --- | --- |
| Sequence | Outcomes | Suggested teaching and learning strategies | Evidence of learning | Registration |
| Week 1 | **LGE5-2C**  **LGE5-5U** | **Introduction to the topic**  Introduce students to the topic by listening to [Health problems in German](https://www.youtube.com/watch?app=desktop&v=T6MjKXdFTUQ) (video unseen at first). Discuss the different health problems they hear in German and English. Ask students to repeat for correct pronunciation and draw on prior learning to guess what the health concerns are. Complete a range of activities to reinforce the new vocabulary, such as matching activities or [Quizlet](http://www.quizlet.com).  Brainstorm common illnesses and health symptoms amongst teenagers. Write the German on the board for the students to copy. Using the [*Arbeitsblatt: Krankheit und Gesundheit*](http://www.nthuleen.com/teach/vocab/krank.html) worksheet, use the stimulus pictures to help build vocabulary and look at the dialogue and writing task to help build the topic.  Students practise correct pronunciation and spelling of body parts and illnesses, through [Quizlet flashcards](https://quizlet.com/subject/german-body-parts-and-illness/) and memory games, saying the name of each body part or illness as they turn the card over.  Students listen to the clip *[Deutsche Körperteile mit Herrn Kartoffelkopf](https://www.youtube.com/watch?v=fDmiorPVmtg&feature=youtu.be)* for consolidation of body parts. Discuss the clip and what was said. Use the [hexagonal thinking tool](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/571#.YTawRmc7En8.link) to organise ideas. For example, students could put body parts for different areas of the body on different coloured hexagonal tiles, or could put body parts on them, then get another colour to add adjectives, structures and conjunctions.  Students work in pairs or small groups to create their own version of *Herr Kartoffelkopf* or imaginary character together and draw it as they take turns coming up with new sentences containing information on what to add to their character.  Complete selected [*Körper und Krankheiten*](https://www.languagesonline.org.uk/German/Logo2/Krankheiten/Index.htm) activities.  Students practise body part vocabulary using *[Erfolgreich digital Deutsch unterrichten](https://www.goethe.de/ins/au/de/spr/unt/kum/dfj/edu/ges/spi.html)* and then do a short class survey.  Students use [*Erfolgreich digital Deutsch unterrichten*](https://www.goethe.de/ins/au/de/spr/unt/kum/dfj/edu/ges/vok.html) to create online flash cards for vocabulary practice of body parts. | Students identify health concern vocabulary and say the words with correct pronunciation and intonation.  Students engage in the class discussion and create a vocabulary list.  Students engage in the game and say the words with correct pronunciation and intonation.  Students listen to the clip and are able to discuss what was said.  Students correctly complete the activities.  Students engage with the website and are able to engage in the class survey.  Students are able to create accurate flashcards. |  |
| Week 2 | **LGE5-1C**  **LGE5-2C**  **LGE5-3C**  **LGE5-4C**  **LGE5-5U**  **LGE5-7U** | **Symptoms and advice**  Look at the infographic [*Coronavirus (COVID-19) – Wie erkenne ich die Symptome?*](https://www.health.gov.au/sites/default/files/documents/2020/11/coronavirus-covid-19-wie-erkenne-ich-die-symptome-identifying-the-symptoms.pdf) What are the listed symptoms of COVID-19? Discuss with students the conventions of the infographic text type. Students research a common illness and create an infographic.  Make cards with health problems and suggested advice similar to the [*Partneraktivität: Krank sein*](http://www.nthuleen.com/teach/vocab/krankseinpartners.html) activity and have students collaborate to find the most suitable advice for the health problems given.  Students are all given a card with a German name and a health problem. Students go around the classroom to complete a survey by asking people their symptoms and how they are feeling. Write on the board sympathetic responses students can use to reply with. For example, *‘Es tut mir leid, das zu hören’* or *‘Gute Besserung!’*  Students read the text *[Jürgen ist krank](http://www.nthuleen.com/teach/vocab/morgenroutwieder.html)* and complete the questions.  Using this dialogue as a sample, students simulate a scenario whereby they are on exchange in a German-speaking country and are feeling unwell. Students, in pairs, create a text exchange or online chat with a German friend who gives them advice. For example, stay home, drink water, rest up, tell your host mum, go to the doctor. | Students identify vocabulary and phrases for the symptoms listed in the infographic.  Students create an infographic on a common illness they have researched.  Students are able to correctly match the health concerns with the advice.  Students complete the survey with the correct symptoms and health issues.  Students engage in the conversation and are able to initiate the conversation or respond to questions and vice versa.  Students correctly complete the questions based around the text.  Students create a dialogue with a German friend. |  |
| Week 3 | **LGE5-2C**  **LGE5-3C**  **LGE5-4C**  **LGE5-5U**  **LGE5-7U** | **What to do when you are unwell**  Discuss with students what to do when they are unwell. Brainstorm phrases in German.  Share with students a variety of [German flyers, pamphlet and infographics](https://www.health.gov.au/resources/translated?f%5B0%5D=field_related_conditions_disease%3A9669&f%5B1%5D=field_language%3A641) created by the Department of Health for COVID-19 and identify and interpret relevant information. Create cloze activities for the various resources and ask students to highlight nouns, verbs, symptoms, advice and so on in different colours to think about the structures and vocabulary included.  Source and listen to television news reports or digital video clips to synthesise key points relating to health and illness.  Students compose a short advertisement/infographic for the school newsletter in German for German-speaking parents/caregivers in the local community, including current illnesses and symptoms to look out for. Provide students with a template or modelled response to assist them in creating the correct text type.  Watch the video [I need an appointment with the doctor!](https://www.youtube.com/watch?v=P3oeLOQVvyc) Students complete a 3-2-1 organiser activity (unpacked in the ‘Visible thinking in languages’ document on the [teaching tools page](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s4-5/teaching-tools)) or similar. Using the 3-2-1 organiser activity, students could be asked to look for 3 new words, 2 grammatical structures they know and 1 question word they could use in the future. Alternatively, using a see-think-wonder routine (unpacked in the ‘Visible thinking in languages’ document on the [teaching tools page](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s4-5/teaching-tools)), ask students what language they see; ask them to think about how the language is used and how they can apply it to their task and in real life; ask them to wonder what other scenarios this language could be used in and how they can extend on it or manipulate it to make it more complex.  Students complete an online exercise on the topic of ‘Parts of the body that hurt’ on [*Erfolgreich digital Deutsch unterrichten.*](https://www.goethe.de/ins/au/de/spr/unt/kum/dfj/edu/ges/ueb.html)  In pairs, students create and present a role play in which one of the students is feeling unwell. Students are encouraged to develop the conversation questions based on the vocabulary and grammar learnt so far. Provide students time to write the role play in advance if required. | Students identify key language and information from texts.  Students produce a short advertisement/info- graphic for parents for the school newsletter, using a template.  Students engage with activities relating to the video.  Students complete online exercise on the topic of ‘Parts of the body that hurt’ on *Erfolgreich digital Deutsch unterrichten.*  Students create and present a role play in pairs in which one of the students is feeling unwell. |  |
| Weeks 4-5 | **LGE5-2C**  **LGE5-3C**  **LGE5-6U**  **LGE5-7U** | **Healthy hygiene practices**  Access the [*Schule aber sicher*](https://drive.google.com/file/d/1TXNnEtthUNrVmGcWLSI5j5BIG86Z_QJ2/view?usp=sharing) infographic for students to explore elements of healthy hygiene practices, their importance and the way the messages are conveyed. Explore imperative verbs and giving advice to others. Collaboratively create a bilingual digital [mind map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=3857e) of healthy hygiene practices.  Students use the information from the mind map and produce a digital presentation with information on healthy hygiene practices.  Watch [*Schule mit Corona – Wie sicher sind unsere Schüler?*](https://www.youtube.com/watch?v=qkR_hqgRMkw). Find out what is happening in the school to stop the spread of COVID-19. Discuss the school’s hygiene concept for pitfalls. What suggestions would you make to improve it? Write key summary points of the clip into books. Use a [thinking tool](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/638#.YTb-qTc2AH4.link) with the students such as see-think-wonder (unpacked in the ‘Visible thinking in languages’ document on the [teaching tools page](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s4-5/teaching-tools)) to analyse the clip.  Examine, compare and contrast the [*Schule aber sicher*](https://drive.google.com/file/d/1TXNnEtthUNrVmGcWLSI5j5BIG86Z_QJ2/view?usp=sharing) infographic with the [*So schützen Sie sich vor Coronavirus*](https://www.health.gov.au/sites/default/files/documents/2020/06/so-sch-tzen-sie-sich-vor-coronavirus-protecting-you-from-coronavirus.pdf)infographic. Are the messages conveyed to protect yourself similar? What are the main differences between the two infographics? Which infographic conveys a clearer message?  Students create a [series of tweets](https://www.poweredwithtechnology.com/2017/09/5-x-5-ways-to-develop-students-social.html) providing advice to others about safe hygiene practices to prevent illness.  Create a rap or jingle for the school to play to students in the playground as part of their daily announcements reminding them about staying home when they are sick or good hygiene practices at school. | Students identify key language and information from the infographic and contribute to the mind map.  Students create a digital presentation with advice on healthy hygiene practices.  Students engage in class discussion of the clip and write key summary points of the clip.  Students compare and contrast the infographics and convey information to the class.  Students write a series of tweets about safe hygiene practices.  Students create a rap or jingle to play in the playground. |  |
| Week 6 | **LGE5-1C**  **LGE5-2C**  **LGE5-3C**  **LGE5-5U**  **LGE5-7U** | **Visiting the doctor**  Listen to the [song](https://www.youtube.com/watch?v=5Si4TKFqEdI) about children going to the doctor. Divide students into pairs or small groups to discuss the following questions and make notes in their books:   * What are the reasons the children are visiting the doctor? * What are the doctor’s suggestions? * Why do you think this song has been written for children?   Students create and perform a role play at the doctor’s where they ask for advice on their symptoms. Students can create their own role play or use a [scaffolded role play](http://www.nthuleen.com/teach/activities/doctorpatientpartners.html).  Watch the video [Michael is ill](https://www.youtube.com/watch?v=ny8YBBu3AGw). Discuss the video and use it as a stimulus for class discussion.  Prepare an email in advance and send to the students or upload into your class’ online platform such as Microsoft Teams or Google Classroom. The purpose of the email is to ask about the student’s absence from school, and outline the work they missed. Students respond to their teacher’s email about their recent health concerns and give reasons for their absence – for example, ‘*Ich habe seit zwei Tagen Fieber’* and so on.  Design and play a [Kahoot](https://kahoot.com/) or [Quizizz](https://quizizz.com/join) activity to consolidate student learning on health advice, symptoms and visiting the doctor. | Students express their opinions and justify these to the class.  Students perform an engaging role play at the doctor’s.  Students respond to questions about the video they watch.  Students respond to the teacher’s email about their absence from school.  Students participate in vocabulary activities. |  |
| Week 7 | **LGE5-1C**  **LGE5-2C**  **LGE5-3C**  **LGE5-4C**  **LGE5-6U** | **Health assessment, staying healthy and the importance of sleep**  Ask students to think about what they do to stay healthy. Discuss ways to stay fit and healthy. Teach structures such as *Man kann am Wochenende wandern –* you can hike on the weekend. Introduce time words and ask students to practise creating sentences in pairs.  Using the learned and practised structures, in groups, students brainstorm ideas and create a survey to find out:   * about their peers’ healthy habits:   1. *Um fit zu sein, muβ man* … *–* To be fit, you must …   2. *Um gesund zu bleiben, muß man* ... – To stay healthy, you must … * how they could improve their health:   1. *Ich könnte* … *–* I could …   2. *Ich möchte* … *–* I’d like to …   3. *Um gesund zu sein, sollte ich* … *–* To be healthy I should ….   Students can create multiple choice responses for the survey then add to a collaborative online space for all the classmates to respond. When they collect the survey responses, students can create a poster or a digital flyer with health advice.  Look at the [Austrian food pyramid](http://www.fao.org/3/as659o/as659o.pdf) and discuss with students what someone should eat most or least of to keep healthy according to the pyramid. Practise structures such as *du solltest mehr … essen* – you should eat more …, *du solltest weniger … essen –* you should eat less ….  How does the pyramid align with students’ current eating habits? Students create a one-day meal plan using the Austrian food pyramid guidelines, and a one-day meal plan based on their regular eating habits. Students compare and contrast the 2 meal plans they have created and discuss findings with a friend. Students provide peer feedback to each other using a [peer feedback](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s4-5/teaching-tools) strategy.  *Gesunder Schlaf ist für ein gutes Leben äußerst wichtig –* healthy sleep is important to a good life*.* Look at the [*Schlaftatlas*](https://www.schlafatlas.de/) website with the class. Create comprehension activities that the students can complete while exploring the site. Some examples could include:   * What are the benefits of good sleep? * How much sleep do your students get? * How many hours is healthy?   Ask students, as a class or in groups, to come up with advice to others to address sleeping problems. Students can write the advice on post it notes or poster boards. Read advice out for students to copy down into their books. | Students engage in discussion on ways to stay fit and healthy.  Students create a survey and a poster/digital flyer with health advice.  Students design a meal plan for one day in German.  Students outline the benefits of good sleep.  Students complete comprehension activities and create posters with sleep advice. |  |
| Week 8 | **LGE5-2C**  **LGE5-3C**  **LGE5-4C**  **LGE5-8U** | **When do you have to stay home from school?**  Students create a [mindmap](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=8e7b0) in German identifying when it is appropriate to stay home from school, for example, when you feel unwell. Discuss with students ways they can extend these ideas and add more complex grammar. Students write ideas and vocabulary in their books, for example, you should stay home when you are unwell to avoid sickness.  Discuss activities that people can do while they are at home. Connect ideas to previous discussion on ways to stay fit. Students, in groups, create a mind map of activities using [sketchnoting](https://yourvisualjournal.com/how-to-sketchnote/) techniques. They can display these around the classroom.  Watch the video [German Fitness Granny takes TikTok by Storm](https://drive.google.com/file/d/1LmzPDEEUv3ynSB4HpHvLv-KkH5rfbmlB/view?usp=sharing). Ask: Does this inspire you to do something different at home? What can we learn from this video? Students write 5 dot points in German in their books about how they are inspired by this video.  The ‘Rainbow against Corona’ campaign has been popular in Germany, Austria and Switzerland. Children paint colourful rainbows and hang them in windows or doors. Other children can look for and count rainbows on their walks and notice: I am not alone; other children have to stay at home too. Look at [poster 1](https://www-europe.nissan-cdn.net/content/dam/Nissan/at/brochures/sonstige/200327_NISSAN_RegenbogenGegenCorona.pdf) and [poster 2](https://www.radio-trausnitz.de/storage/sources/5e7ae73f2b7d1.pdf). Students think about what *Aktion* ‘*Regenbogen gegen Corona’* could be before giving them time to research about it. Students report their findings back to the class in German. Students create their own alternative version of *Aktion ‘Regenbogen gegen Corona’* and explain to their classmates why their version should be considered.  Students create a [vlog](https://www.youtube.com/watch?v=hq_cT8PU2uM) showcasing ideas of what to do when you have to stay home or recounting a week at home sick. Labels and subtitles can be added in German. | Students engage in discussion on ways to keep occupied at home and create a mind map.  Students write 5 dot points on how the clip inspires them.  Students report to the class about *Aktion ‘Regenbogen gegen Corona’* and alternatives.  Students create a vlog with labels and subtitles. |  |
| Week 9 | **LGE5-1C**  **LGE5-4C**  **LGE5-8U** | **Well wishes**  Explore the language used and ways of writing get well cards. As a class, make a list of standard well wishes. Ask students to create an eCard using [Canva](https://www.canva.com/en_au/) and write a brief message to a friend/relative in Germany wishing them well.  What else can you do for someone who is unwell? Brainstorm ideas of what you could do to cheer a friend up when they are unwell. For example, cooking them food, sending a care package or keeping them entertained like playing a game together online. Give students time to research activities and foods appropriate to German culture that would be suitable for an unwell friend. Students collaboratively create a [fishbone diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=3857e) listing sample foods, games, items in German that could be included in a care package and so on for their friend who is unwell.  Students create content for an interactive quiz to play with their friend/s about ‘Caring for myself and my community’ using [Kahoot](https://kahoot.com/). Students use various vocabulary and grammar learnt throughout the unit to create the quiz. | Students design an eCard in German.  Students engage in discussion and fishbone diagram about how to support a friend who is unwell.  Students complete the Kahoot activity and are able to answer questions correctly. |  |
| Week 10 | **LGE5-1C**  **LGE5-4C**  **LGE5-5U**  **LGE5-7U** | **Final task**  Part A – to stop the spread of disease in your host school in Germany, create an infographic for your classmates promoting safe hygiene practices.  Part B – you are unwell. In pairs, simulate a conversation explaining to your host parent why you do not want to go to school. Discuss your symptoms and justify why you should stay home. Negotiate what you will do when you stay at home.  (Note – students work in pairs, with one student playing the role of the exchange student and one student playing the role of the host parent. Students need to ensure that there is equal contribution to the conversation. The classroom teacher can decide whether the task will be performed in person or recorded and submitted by the due date.) | See marking guidelines. |  |

* 1. **Variation and evaluation**

Record any variations you implemented, including extensions and adjustments for students with disability. The evaluation can include feedback from students.

Teacher name:

Teacher signature:

Date: