

Intercultural Communicative Competence Task

Culture Festival

Celebrating German and Israeli culture

Age of the group

10th grade

Task cycle

Seven lessons (45 minutes each)

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abbreviations: SWBAT= students will be able to..

outcome of each “main lessons”, which will be used in lessons 5 & 6, are marked purple

1.) Preface

This lesson unit will be about creating a cooperative, Israeli - German cultural festival.

It will include two musical acts, food stands and workshops. By collaborating on these aspects, each of the students will get to learn about the opposite culture and celebrate unity in diversity.

To execute each lesson, the students will be paired into fixed groups and get partnered with a group from the other country. They will work on every topic together and each group will create a different and unique festival as their “product” after the unit.

2.) Digital Tools

Flipgrid	For introducing himself/herself and to get to know each other
Google Docs	For Brainstorming and to work on the tasks
Whatsapp	For communication
Zoom	For video chatting
Padlet	For creating and visualizing their individual ideas of their festival
Instagram Story	For creating and uploading the commercials
Popplet	For creating mind maps
Adobe spark	For creating posters

3.) Lesson 1 = Introduction

What is this lesson about?

This lesson provides tools and practice for the communication that will take place with the students from the other country. It will include learning about festivals, the other culture and the project itself. Students will be paired in final groups, which will last for the entire unit and introduced to their partners.

For producing the commercials in lesson 5, the students will be informed about the need of creating new instagram accounts for their own group as well as determining a group name which will be used as the username of the account.

What's the aim of this lesson?

SWBATs: become familiar with aspects of the other country, introduce themselves and share personal anecdotes in English, articulate questions about the opposite culture, approach the collaboration task with an attitude of tolerance, present themselves on a digital platform

1. Opening / Hook for learning (10min)

- students are shown a short commercial about their country and one about the respective other
- students are asked to articulate their thoughts and feelings about the short films.
- students are introduced to the upcoming unit and all the included steps via an advanced organizer on black board / or visualizer

2. Teacher-focused instruction (15min)

- teacher provides for input regarding the needed skills to cooperate and communicate in groups and teaches the different vocabulary related to personal information
- these skills will be integrated in a bigger ICC context, combining them with understanding, tolerance, acceptance and pragmatics

3. Task for today and student-focused production (20min)

- students will be asked to write 5 sentences on these topics:
 - 1) who they are, facts, traits, hobbies, family etc
 - 2) what is special about their country
 - 3) articulate questions on the lives and countries of their partners (minding pragmatics again)
- Teacher will ask some voluntary students to present their writing orally to class

4. Closing (5min)

- Home assignment will be to present themselves to their teammates FlipGrid.

4.) Lesson 2 = Food

What is this lesson about?

The topic of our second lesson is food. Our food makes up a large part of our culture and therefore makes up a very important part of our culture festival. The aim of this lesson is to get to know the typical food of each others culture and to agree on two typical German / Israeli dishes that will be offered at the culture festival.

What's the aim of this lesson?

SWBATs: Question their understanding of their own and the respective culture, categorize and reflect on their own and the respective culture's food, comparing of individual food culture and explain your thoughts, verbalizing of individual thoughts, feeling etc. via Moodle, transfer of gained knowledge in order to create and produce the mind maps and posters

1. Opening / Hook for learning (to ensure student's attention) (5 min)

- Greeting of students
- Showing Pictures of typical German / Israeli dishes (or even bring some of them to class)
- As the students just have the pictures the task for this lesson will be to get to know more about typical German / Israeli food as they work together with their partners, to come up with two dishes they then will offer at their festival and to create matching posters for their dishes.

2. Teacher-focused instruction (10 min)

- Teacher and students talk about food, their thoughts and feelings that come with it, in which way food influences their everyday life and culture ...
- Teacher or voluntary explains how to create a mind map on Popplet and how to create a poster on Adobe Spark

3. Task for today and student-focused production (25 min)

3.1 Go together with your German / Israeli partner and create a mindmap (*Popplet*) about typical food/dishes in your country/culture.

The following aspects can be helpful:

- typical breakfast, lunch and dinner
- What's a typical dish for the region I live in?

- ...

3.2 Login into your *Zoom-meeting* and share your results/thoughts with your Israeli/German group members, exchange your ideas and agree on two typical Israeli/German dishes that will be offered at your culture festival.

3.3 Create a poster (*Adobe spark*) you can use at your culture festival that shows the two dishes your group chose. Add a small description why this dish is typical / what it's made out of etc.

-> *independent work of students*

4. Closing (5 min)

- Feedback and short introduction in tomorrow's topic "Music"

5. Assessment

- The different mind maps as well as the posters provide information about student's understanding of today's session (for us as teachers).



5.) Lesson 3 = Music

What is this lesson about?

The students will collaborate and create the line up of musical performances with artists from both countries. Furthermore, they will be thinking about their schedules and write an exposé about their choices.

What's the aim of this lesson?

SWBATs: recognize the importance of structure and planning, gain organizational skills, work together as a team to combine many wishes, find experts in their teams and support their work, integrate new knowledge into their work, write texts according to special needs of the respective audience, articulate their own feelings on this topic, assert their opinions in choosing process while minding everyone's interests, question their understanding of their own and the respective other culture.

1. Opening / Hook for learning (4min)

- a hit song from the respective other country will be played with no further instruction or information beforehand
- the students are afterwards asked to make comments on what they heard and to forecast the topic of today's lesson

2. Teacher-focused instruction (12min)

- the goal of this lesson is communicated
- the students are given some information about planning concerts (teacher input) and are instructed to think about the following topics in their groups:
 - a) who will be the main musical act from their country
 - b) how will the artist get to the festival? How will they be transported when arrived?
 - c) where will they stay?
 - d) what and on which schedule will they eat?
 - e) when will rehearsals be?
 - f) why is this artists chosen? (success, songs, image?)
 - g) does the image of the artist suit the festival idea?

3. Task for today and student-focused production (25min)

- a) log into zoom meeting to discuss the task previously made
- b) discuss the artist chosen (who, why, songs and their meanings) and other points previously worked out before
- c) after logging out, students will have to write an exposé on the artist of the other country, to be able to advertise them properly

-> independent work of students

4. Closing (4min)

- playing hit song again, for them to reflect on the aspects of the culture and understanding of the respective other country-
- Homework will be to finish off the exposé if necessary.





6.) Lesson 4 = Workshop

What is this lesson about? The students will work together to create a workshop that will bring together authentic experiences of both countries through some form of craft, activity or art that people at the festival can come and enjoy. This is an opportunity for the students from the two schools to discuss what celebrations, objects, signs, symbols and materials are unique in their country and finding a way to bring them together. (One idea could be to craft a Menorah out of German beer glasses, creating a combined flag etc.)

What's the aim of this lesson?

SWBATS: be familiar with the cultural symbols and festivities of the other country, combine symbolic objects together in a collaborative manner, write the materials learned in the lesson, produce sentences using the learned vocabulary, share their cultural background to students from another country and collaborate together on a shared task.

1. Opening / Hook for learning (to ensure student's attention) (5 min)

- Students are shown some pictures of famous crafts, materials and products of each respective country.
- Students are asked to describe the pictures, framing the topic of the lesson

2. Teacher-focused instruction (10 min)

- The teacher introduces the vocabulary related to the lesson and asks students what comes into their mind when someone says: The authentic Israeli / German experience?

-> The class brainstorms the unique aspects of living in this country- it can be the special festivities, holiday rituals, cultural practices and practicing how to explain the experiences in English

- Teacher writes the ideas on the board to create an overall picture of the theme of that lesson and asks students to describe their favorite authentic Israeli experience using the vocabulary words with the help of the board..

3. Task for today and student-focused production (25 min)

- The students meet online and share with each the background of the one cultural holiday/ritual or practice they chose that characterizes their country.
- students work together to find one or more crafts that combine Israeli and German culture

4. Closing (5 min)

- Feedback and short reminder that that they will be working on their commercials next time
- For homework: In groups, students need to use the free app Photoshop Sketch to bring to life the craft in art form and provide a list of the materials needed.



7. & 8.) Lessons 5&6 = Commercial

What is this lesson about?

Students create their own commercial which will be the final product of the collaboration where they will get to display the attractive aspects of their festival in an effort to show why one should come to their specific festival.

What's the aim of this lesson?

SWBATS: use technical tools and media to create videos, discuss possibilities and ideas for the video creation, reflect on the past lessons, collaborate and express intercultural values, recall and integrate content as well as skills from the entire project

Required materials and media:

PowerPoint, a laptop or computer, handout for students (see task), Zoom, smartphones or tablets with working cameras (teacher should have organized up to 3 spare tablets for the possibility of some students lacking a smartphone), Instagram, internet connection

1. Opening / Hook for learning (to ensure student's attention) (5 min)

- The teacher plays a commercial via PowerPoint as a visual support to the introduction of the lesson's topic

2. Teacher-focused instruction (20-30 min)

- The teacher hands out the instruction papers to each group
- Teacher and students go through the steps of the creation of a commercial video briefly (as everything is said in detail on the handout)
- Either the teacher or a voluntary student that's knowledgeable about Instagram will explain how to create and edit stories on Instagram etc. with visual support (screenshots) shown via PowerPoint

3. Task for today and student-focused production (30-45 min)

- Now the groups will call each other via Zoom
- The groups proceed to work according to the steps and tips given on the instruction paper, while the teacher stands by if there's any technical help needed

4. Closing (5-10 min)

- Entire class reflects on their progress and creation process
- The teacher reminds everyone to save the commercials as story highlights to ensure all videos will be ready to be presented in the next lesson
- Homework: students should prepare their Instagram accounts and commercial clips for the presentation and take notes in accordance with their group to reflect on their work as a group and what they have learned through this form of intercultural collaboration, so that each group will be able to talk about these points after presenting their commercials

3. Task for today and student-focused production

Today it's your turn to **come up with a short video** representing your group's accomplishments of the past lessons in the form of a short commercial. The following points will guide you through the process, so have fun and be creative!

1. The commercial should be uploaded in the **story of your group's own Instagram account.**

2. You may **add videos or pictures** you take during today's class as well as pre-recorded material (pictures/videos from the previous lessons or things you find on the internet for example!)

Tip: you can use text, colour, drawings, emojis, gifs, music and all the filters available on Instagram to spice up your commercial!

3. Make sure to **save all parts of your commercial** (clips/images in the same order as you uploaded them to your story) as a *story highlight* and remember **to list all names of your group's participants** in the *biography section*.

! Keep in mind ! The entire commercial should not include more than **roughly 3 full 15 second clips and 3-5 images**.



9.) Lesson 6 = Presentation

What is this lesson about?

This is the final presentation where the commercials get played and students can present the work they've done and what they've learned about their teammates from the other country.