



Group 8: Education & Cheesecake Language Learning Intercultural Task

Class: 8th grade

Level of Progression: Intermediate

Criteria and learning outcomes (can-do): [click here](#)

Topic: Christmas and Hanukkah – celebrating cultural holidays

Digital Tools: Unicko, Linoit, Quizlet, search engines (e. g. Google, unbubble, bing, Ecosia), Microsoft-Word, MindMeister, YouTube, Microsoft PowerPoint, phone camera (e.g. using applications, such as snapchat, insta stories, fb stories), Google drive, image and video editing software (e. g. WeVideo, Final Cut Express, iMovie)

Task: What does Christmas or Hanukkah mean to you? Create a digital story!

Workplan

First week (lesson 1 and 2): Introduction and initiation

1. Form a group of 3-4 members. Write your names in this [doc](#) and make up a special name for your group.
2. Find a partner group from the other country.
3. Unicko: Set a video conference with your partner group to get to know each other. You *can* relate to the following questions:
 - a. Hello, my name is... what is yours?
 - b. How do you describe the country you live in?
 - c. What's your current weather in your country?
 - d. What's the time in your country at the moment?
 - e. How can you describe your school?
 - f. How do you feel at school?
 - g. What is your favorite school subject/ color /sports? Why?
 - h. What do you do in your free time?
 - i. What do you think about intercultural learning?

Students can interact orally with their L2 interlocutors in a computer-based environment.

Students can follow the discussion around them which is conducted slowly and clearly.

Your task over the next weeks: “What does Christmas/ Hanukkah mean to *you*?

Create a digital story!”

Introduction to digital storytelling¹

4. Choose one of these holidays: Christmas or Hanukkah.²
5. Come up with a first idea for your digital story. Write it down.

Students can identify the main points of a presentation given by the teacher and a video in clearly articulated speech where the visual supports the commentary.

Students can write simple phrases about their imagery drafts of ideas.

Second week (lesson 3 and 4): Research and exploration

6. a. Regarding your chosen holiday, take two notes (sentences) in your notebook about each of the **four topics**:

- Your holiday experiences with family or friends,
- Your holiday symbols,
- Names of your holiday songs
- Your holiday food.

b. Search the internet for information about the historical background of your holiday and find out where your traditions come from (e. g. Google, unbubble, bing, Ecosia). Take notes in a digital document (Microsoft-Word).

c. Write a short proposal for your digital story (5-8 sentences).

Students can express in writing their experiences and facts about their holiday traditions in English as target language.

Students can access information to historical background of their holiday traditions from written online sources.

7. At school’s computer lab: Create an account at [Linoit](#). Share the notes from task 6 with the students from the partner country:

- Upload the notes from your notebook to the site according to the four topics.

¹ In order not to compromise the students’ creativity, the students only watch stories for digital storytelling which are *not* about Christmas or Hanukkah, at this point.

² The students are encouraged to choose the holiday that they themselves celebrate. If they neither celebrate Hanukkah nor Christmas, they can decide (a) whether they want to tell a story about Hanukkah or Christmas nonetheless or whether (b) they want to tell a story about one of their celebrated holidays. (Examples: (a) What does Christmas mean to a Muslim student in Germany [what does she do over the Christmas break]? (b) What does Ramadan mean to a Muslim student in Israel?)

- Write your names next to your notes.
8. In groups: Brainstorm basic terms of your celebrated holiday. (e. g. pen & paper or MindMeister)
 9. In groups: Take the Quizlet about the holiday celebrated in the partner country:
[Hanukkah Quizlet](#) or [Christmas Quizlet](#).

Students can share in writing notes conveying simple information of immediate relevance to holiday traditions via digital media.

Students can obtain and use information by applying knowledge of vocabulary, such as holiday terms via digital media.

Third week (lesson 5 and 6): Exchange of formative findings and scripting

10. Unicko: In a video conference, present your notes to your partner group from the other country. Relate to the following guiding questions:
 - a. How do you celebrate Hanukkah or Christmas with your family or friends?
 - b. What are the traditional symbols of your holiday?
 - c. Choose 1-2 repeated line/s from *one* song that you have shared on [Linoit](#). Explain: Why are these lines important to you?
 - d. Choose one of the foods you have shared on Linoit. Explain more about it (e. g. Who eats it? What tradition is behind the food?)

Students can present orally a variety of topics related to holiday traditions as a linear sequence of points.

Taking the idea for your digital story to next level:

11. Get an index card (4" x 6"). You have six minutes and only the space in the front and back of the index card.³ Write a first draft for your script for your digital story.
12. Edit your script for your digital story.
 - a. For this, revisit your first proposal from lesson 1 (task 5). Which aspects do you want to keep? What do you want to leave out?
 - b. Choose the literary voice for your story: first, second or third person narrator?

Tip: Do you need more words? Use an online dictionary (e.g. [German-English](#) or New Oxford English-English-Hebrew) and online thesaurus (e. g. [Wordnik](#)).
13. Download this [storyboard](#) template. Write the storyboard for your digital story. (Keep in mind: A good digital story is not longer than 2-3 minutes!)

³ Script prompting technique with a 4" x 6" index card taken from Lambert (2013), p. 88.

Students can write very short, basic descriptions of events, past activities, and personal experiences.

Students can write a series of simple phrases and sentences about themselves and what selected cultural holidays mean to them.

Homework over Hanukkah/ Christmas holiday: Gathering and creation

14. Create and/ or gather images and snaps (short videos of 10 seconds) during the holidays (e. g. phone camera; if you want to, you *may* use applications such as insta story or snapchat).

Students can access oral or visual information from digital media and make use of that information for a variety of purposes.

Fourth week (lesson 7 and 8): Production and finalization

15. Work on your story (*software tutorial and production workshop*⁴):
 - a. Record the voice over for your story (e. g. using the pre-installed dictation/memo app on your phone or a dictation machine)
 - b. Edit your images (e. g. Picasa, Gimp).
 - c. Edit your snaps (e. g. Snapchat, InstaStory, WeVideo, Final Cut Express)
 - d. Find additional material (attend to Fair Use and Creative Commons). Be careful not to violate copyright! (e. g. Audacity, Garageband, pixabay)
16. Put all your material together to finalize your story (e. g. WeVideo, Final Cut Express).
17. Share your story until [exact date]: Upload it onto our class moodle.⁵
(*Note to telecollaboration class: Check out what our digital stories about Hanukkah and Christmas look like! 1. [Hanukkah by Almog & Dannie](#), 2. [Anki's Christmas](#), 3. [Poem by Heike](#) 4. [German Poetic Text by Sarah](#) [listen to a German speaking])*)

Students can realize their digital stories with the help of a tutorial and production workshop.

Students can produce spoken language suiting materials collected by the L2 learners.

⁴ For the “tutorial and production workshop”, the teachers offer the students a wide variation of tools (hardware and software), based on the students’ needs, imagination, and background competencies. Expert students may coach their peers in using selected digital tools. Also, Fair Use and copyright issues are discussed in this workshop.

⁵ The students might tell very personal stories. Thus, the teachers commit to ethics of distribution (e. g. The students are the agents in and of the process and *own* their own stories!) Furthermore, the teachers follow the respective Acceptable Use Policies of the schools, districts, and states. (e. g. The students are not asked to share their stories on public websites such as YouTube.) On a side-note: Instead of being competitive or creating videos on a level as professional as possible, the stories are meant to democratize media production.

Fifth week (lesson 9 and 10): Presentation and consolidation

18. In your groups: Review all the stories from your Israeli-German group.

a. While watching:

Israelis: Try to find five similarities and five differences of Christmas celebrations in Germany.

Germans: Try to find five similarities and five differences of Hanukkah celebrations in Israel.

b. Praise and give feedback for each story.

- What I really liked about your story was that ...
- I like the way you ...
- My favourite part was ..., because ...
- I did not know before that ...
- I am surprised that ...
- I noticed that ...
- In my opinion, your story was ...

Students can identify the main point of a short, peer-created video on a familiar topic where the visual supports the commentary.

19. Exchange and discuss your findings from task 18a with your group.

20. Create a short PowerPoint presentation on your findings (3-5 slides). Present it to your class.

Students can produce written output using appropriate high-order thinking skills, such as comparison and contrast of holiday traditions celebrated in different countries.

Students can present orally about their findings in front of a small-scale audience.

Sixth week (lesson 11): Reflection and summative evaluation

21. Reflect in your group: What did you learn about ...? Take notes.

- Culture: Hanukkah, Christmas, Israel, Germany, ...
- Interaction: your group members, your classmates, yourself, ...
- Language: new words, phrases, pronunciation, ...
- Digital tools: new tools, applications, hardware, software, ...

20. Individually: Write a reflection about your task experience (MS-Word, 300-500

words). Try to answer the following questions:

- What did you learn?
- What do you know about yourself now that you hadn't known before?
- List three amazing things that happened during the process of solving the task.
- How can you do better next time?

Students can reflect orally and in writing their feelings, thoughts and ideas about the intercultural learning process they were involved in.

Bibliography:

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Ohler, J. (2008). *Digital Storytelling in the Classroom. New Media Pathways to Literacy, Learning, and Creativity*. Thousand Oaks: Corwin Press.

Robin, B. R. (2016). The Power of Digital Storytelling to Support Teaching and Learning. Online: [[link](#)]

Robin, B. R. & McNeil, S. (2012). What educators should know about teaching digital storytelling. *Digital Education Review*, 22, 37-51. [[link](#)]

Other resources:

Lambert, J. and the team of StoryCenter (2018). Online webinar "Introduction to Digital Storytelling" 02.01.2018, given by J. Lambert [[link](#)]

Morra, S. (2013). 8 Steps To Great Digital Storytelling. [[link](#)]

Robin, B. R. (2018). Educational Uses of Digital Storytelling > About Digital Storytelling. [[link](#)]