

GETTING TO KNOW A DIFFERENT CULTURE

TELECOLLABORATION OF ISRAELI AND GERMAN STUDENTS

LET'S GET TO KNOW YOU!

Age & Level of the group: junior high school 7-8 grade A2

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Learning about a different culture

Communicating in the target language on various topics.

Outline to the project: students in small groups of up to five (2 from Israel & 3 from Germany) - a workshop setting, get to meet online and collaborate, on a third space. In order to teach their homeroom class common information about the corresponding country. Each group will get a different topic to explore, e.g. food, holidays, religion etc. The end result will be a PPT and Kahoot that each group will use to teach its peers.

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DIGITAL TOOLS

Tool	Purpose
Zoom	Video chats
Kahoot	<ol style="list-style-type: none">1. Students teach one another2. Students create their own quiz
Google Slides	Visual presentation for the students
Padlet	Sharing information
Raffle	Dividing into groups

Lesson 1: Introduction of the project

In the first lesson the teacher introduces the project to the students.

- This includes: possible tools that can be used for telecommunication, ideas for topics, their goal, which is to make a presentation and prepare a Kahoot, determination of rules, possible problems the students can encounter etc.
- The teacher gives information about the other country and the institution of the students they are going to collaborate with on a PowerPoint presentation (countries flag, language, location on the map, number of residence, climate, the city they live in, name of school, teacher's name, how many students are in the class etc.)
- The teacher then divides the students into different groups, in which they formulate rules for online engagement for the project by sharing on padlet
- The class together with students and what they shared, create their joined 5 rules for the projects

Possible rules:

- Being respectful
- Being tolerant
- Being reliable
- Complete the tasks on time
- Working as a team, not individually

Lesson 2: The big class meeting

In this lesson the students meet one another as a class, seeing the entire other class.

- The student's will discuss which questions they wish to ask the other group and collect the questions on the board. They will choose the five questions they are going to ask the other class. 5 students will volunteer to ask a question. (see possible questions below)
- The video class conference will take place - students will get to ask the questions and meet their peers.
- An online raffle will take place to determine the groups.(using an online tool [-Raffle](#))
By the end of this class the student's know in which group they are in.
- After the video conference, the teacher reflects with the students their experiences.
- Students fill in a personal passport about themselves: name, age, hobbies, favorite food, favorite animal.

[Passport card](#)

PASSPORT
 Name: _____
 Age: _____
 Hobby: _____
 Favorite food: _____
 Favorite animals: _____

Possible questions for the big class meeting could be:

1. How do you spend your leisure time?
2. What are subjects at your school?
3. What do you know about our country?
4. How do you go to school?
5. How many classmates do you have?

Lesson 3: first meeting in groups “Kahoot”

In this lesson the students will work in their groups the first time and will get to know each other.

1. The teacher explains to the students how to use the Zoom platform.
 2. In their groups, each student presents themselves according to the personal details card they have filled in the previous lesson.
 3. One group does the kahoot to the other group, and then they switch (German part of the group does the Kahoot to the Israeli one, and vice-versa).
 4. As a group, they have to find a name for their group that is related to the topic they got to explore.
- Materials:
[Kahoot for Israeli students](#)
[Kahoot for German students](#)

Lesson 4: Meeting each other in the third space

Students have an online meeting in groups on Zoom, going over their group topic using the prepared worksheet handout, as a frame concept.

- in groups, students think & formulate guiding questions and interview each other, using them creating 5-7 questions - and 5-7 answers. (they will later use these as guidelines for their final project.
- after the group meeting, students in their home group reflect on the results of the interview, using the worksheet provided.

[Group worksheet](#)

Lesson 5: in-class work on presentations + Kahoot (workshop lesson)

The students work in their groups home-groups on the presentation and Kahoot they will present to their class. (They can choose whether to use a PPT or any other tool they would like to use in order to teach their classmates about their topic).

Lesson 6: Peer review video workshop

Each home-group shares their presentation & Kahoot with their German/Israeli partners, for a peer review. They can make changes and correct their work.

Lesson 7 & 8: final product, presentations of the groups, reflection of the project

In lesson 7 and 8 the students will have to present their final results to the rest of the class. Therefore, the students have prepared, as already mentioned, a PowerPoint presentation about a specific topic.

- Students will have to use English as a language to present the presentation, not their native language
- The presentations will take 15-20 minutes
- Students have to prepare a handout as well in order to ensure that everyone in the class gets the same amount of information - the students decide on *how* they want to do so (upload it or take it to class)
- The students that are not presenting, listen carefully, take notes and write down questions to ask to the presenting peers

After having presented their presentations, the students will have to reflect upon the project.

Possible guiding questions for a reflection?

- During the preparation of the group work, what went well? What did not work?
- What were the problems you encountered?
- In retrospective: what would you have done differently?
- How satisfied are you with your end-product? If not, why?
- Suggestions to make for future projects are...

APPENDIX - STUDENTS WILL BE ABLE TO...:

Lesson 1:

- Will be able to explain what the project is about.
- Will be able to use the target language to interact in short conversations within a classroom group.

Lesson 2:

- Will be able to use the target language in order to ask questions.
- Will be able to use the target language in order to write personal information about themselves.

Lesson 3:

- Will be able to use Zoom in order to have a video chat.
- Will be able to introduce and share personal information about themselves.
- Will be able to use Kahoot in order to quiz the other part of the group.

Lesson 4:

- Will be able to discuss their topic in the target language.
- Will be able to use the target language to formulate questions.
- Will be able to discuss their interviews using the target language.

Lesson 5:

- Will be able to use the findings of their interviews in order to create a meaningful product (presentation & Kahoot), in the target language.

Lesson 6:

- Will be able to identify errors and mistakes in their German/Israeli group's work.
- Will be able to suggest corrections and adjustments to improve the final product.

Lessons 7-8:

- Will be able to present their final product in the target language.
- Will be able to interact by answering questions in the target language.
- Will be able to discuss the work they have done, in the target language.