

Criteria for the project:

1. The student will be able to use different descriptive words in English while writing about themselves and speaking about a different culture.
2. The students will be able to ask and answer questions about culture.
3. The student will be able to compare between his culture and the different culture by constructing sentences and find similarities and differences.
4. The students get to know their own **school day, snacks and songs** (?), and they discuss the items they choose and why they are important.
5. The students will be able to present their own ideas and project.
6. The students will learn how to use several digital tools.
7. The students will learn to establish a good relationship with the other group, have respect, listen etc.

Ideas for the elementary school project:

1. Introduction of the project - filling in the "This is me" template & upload
2. Getting to know each other - Zoom sessions in small groups
3. Getting to know new snacks - Videos to introduce snacks & flavours
4. Creating a new snack - Zoom sessions in small groups, creating a commercial

General ideas:

- introduce some vocabulary in Hebrew and German (smalltalk: "my name is, I am from, thank you, please, yummy, enjoy your meal")
- include a song or more (happy birthday song, ABC-song, national anthem)

You & your snack

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Table of contents

Lesson No.1: Introduction of the project - filling in the “This is me” template & upload

Lesson No.2: Getting to know each other - Zoom sessions in small groups

Lesson No.3: Getting to know new snacks - Videos to introduce snacks & flavours

Lesson No.4: Creating a new snack - Zoom sessions in small groups, creating a commercial

Lesson No. 1

Subject: English	Class: 6th grade
The topic of the lesson: Preparation for the collaboration	Learning requirements: The students already learned the vocabulary about emotions.
Learning targets: <ul style="list-style-type: none"> - The students should know how to introduce themselves and also ask questions to get to know others. - The students know the vocabulary from the characteristic template. 	Competences: <ul style="list-style-type: none"> - <u>Intercultural communicative competence</u> - <u>Functional communicative competence:</u> listening comprehension, Speaking - coherent monological speaking, language mediation
Time: 45 min	

Time	Lesson phase	Student-teacher interaction	Formulations	Social forms	Media
1 min	Greeting	The teacher greets the students in German/Hebrew.	<i>Good morning everyone. Boker Tov / Guten Morgen</i>		
7 min	Introduction	The teacher introduces the project for the next four lessons: The telecollaboration project with students from Karlsruhe, Germany / Tel Aviv, Israel. The teacher asks the students to hear the Hebrew/German words while playing Israeli/German song. Israeli song/ German Song Namika - Lieblingsmensch	<i>Let me introduce the upcoming project for the next four lessons. We will work with students from Israel/Germany via the Internet. Maybe this song can give you a first impression of Israel/Germany.</i>	Plenum	Computer Stereo
10 min	Pre-Phase	The teacher gives a link to a characteristic template. The teacher and students discuss what the content of the template is to make sure that everyone understands the task. Then they have to fill it out on their own digitally and upload it afterwards on	<i>Your task now is to fill out this characteristic template. Let's go through the formulations and clarify the vocabulary. Now please fill out the sheet on your own.</i>	Plenum & Individual work	Characteristic template Computer or tablets

		google slides.			
15 min	While-Phase	The students have to turn to their partners and talk about the template by interviewing each other. The teacher opens a PowerPoint slide with supporting formulations for the Smalltalk. It is going to be beamed to a white wall to make sure everyone can see and read the formulations.	<i>When everyone is ready, please turn to your partner and interview him/her about the aspects that you were asked on the template. On the wall, you can see some helpful formulations for your interview to create full sentences.</i>	Partner work	PowerPoint Characteristic template
10 min	Post-Phase	Last but not least some pairs will interview each other in front of the class or asking the other students to answer their questions. They have to speak in full sentences.	<i>Who wants to repeat your interview in front of the class?</i>	Plenum & Partner work	characteristic template
2 min	Discharge	The teacher gives the students the homework to think about some phrases for the interview next week with the Israeli/German students and says goodbye to the class. The teacher will print the characteristic templates out and bring them to the next lesson.	<i>Please think about some questions that you can ask the Israeli/German students next lesson in our video session. Goodbye everyone. See you next week.</i>		

Characteristic template

THIS IS ME



My age: _____

Hello, my Name is



These are my hobbies:



My favorite color: _____

My checklist:

- I have sisters/brothers
- I like reading
- I like animals
- I like driving bicycle:
- I like doing sports
- I like cooking
- I like eating

My favorite subject:



My favorite snack:



My favorite song:



My mood today:



Questions and answers for the PowerPoint

What's your name? - My name is _____

How old are you? - I'm _____ years old.

What are your hobbies? - My hobbies are _____

What's your favorite _____ ? My favorite _____ is _____

Do you have brothers and sisters? - Yes, I have _____

What do you like? - I like _____

How are you doing today? - I am _____

Lesson No. 2

Subject: English	Class: 6th grade
The topic of the lesson: Getting to know each other	Learning requirements: The students are familiar with phrases to get to know one another.
Learning targets: <ul style="list-style-type: none"> - The students ask each other questions and get to know students from the other country. - The students know how to use Zoom. 	Competences: <ul style="list-style-type: none"> - <u>Intercultural communicative competence</u> - <u>Functional communicative competence:</u> listening comprehension, Speaking - coherent monological speaking, language mediation
Time: 45 min	

Time	Lesson phase	Student-teacher interaction	Formulations	Social forms	Media
1 min	Greeting	The teacher greets the students in German / Hebrew.	<i>Good morning everyone - Boker Tov / Guten Morgen.</i>		
7 min	Introduction	The teacher explains that they are going to meet some Israeli/German students today via Zoom. They go through the questions and answers once more & hands out the templates from previous lesson. The teacher adds other questions that the students may want to ask.	<i>We are going to meet some Israeli / German students today. Let's go through the questions again. What else do you want to ask the Israelis / Germans?</i>	Plenum	PowerPoint Characteristic template
7 min	Setting Up	The students form groups of 2-3 each (depending on the size of both classes). The teachers hands out the technical devices (laptop/tablet) and helps the students to start Zoom.	<i>Please get together with your partner/group. Here are your technical devices. This is how you start Zoom. This can be done in German / Hebrew</i>	Plenum	technical devices
15 min	International meetings	The students from both groups meet on Zoom and ask each other questions.	<i>If you have problems or questions, you can always ask me.</i>	Group work	technical devices

		The students get to know the students of their partner group. If they need technical support or help with vocabulary, the teacher is available for them. They can rely on the template worksheet that they have done in the last lesson to introduce themselves.			Characteristics template
10 min	Extra: Learning the language	The students learn some words in Hebrew / German from their partner group. They try to pronounce it and memorize it.	Thank you - Toda - Danke My name is _ - korim li ____ - Ich heiße I'm from _ - Ani me ____ - Ich komme aus	Group work	technical devices paper & pen
5 min	Conclusion	The students say Goodbye to their partner group and give back the technical devices. The teacher asks them how it went and what did you learn about the other culture.. The teacher asks the students to bring their favorite snack to the next class.	<i>Please say Goodbye to your group now and bring the devices to the front. How was it? How did it go? What did you learn?</i> <i>Goodbye in German / Hebrew Auf Wiedersehen/ leytraut - להתראות</i>	Plenum	

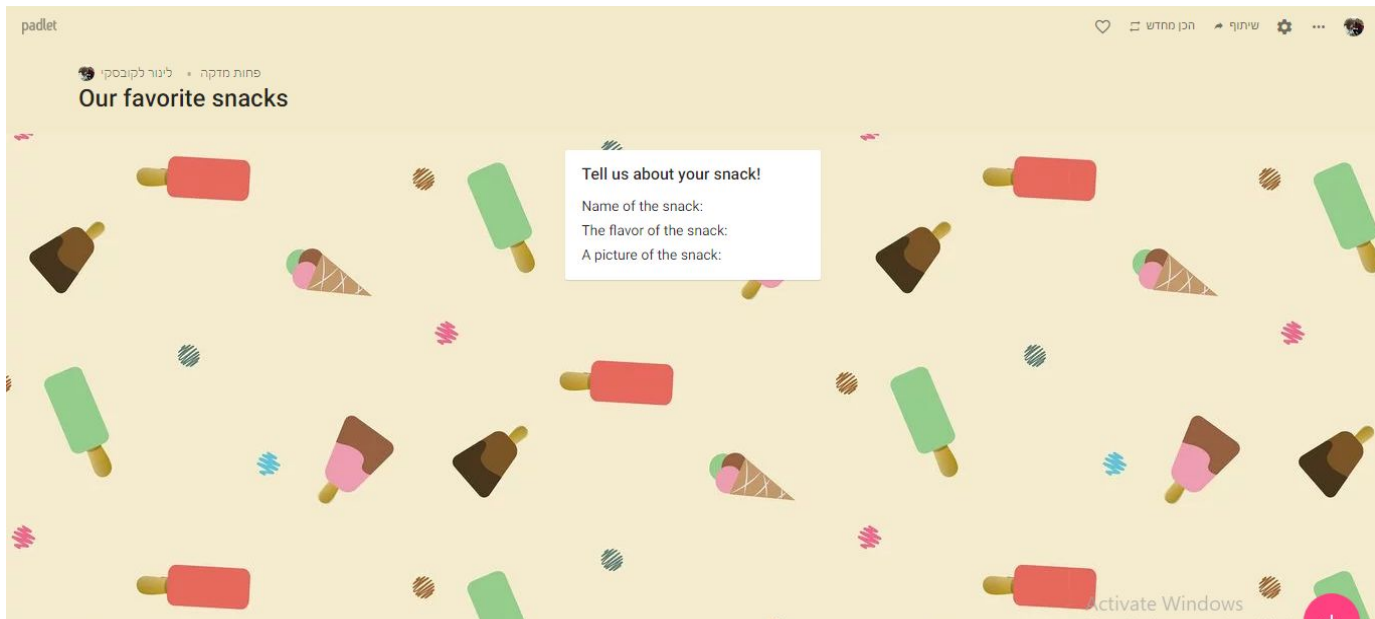
Lesson No.3

Subject: English	Class: 6th grade
Topic of the lesson: Introducing the Israeli/German snacks	Learning requirements: The students already know how to use the Google Slide and Zoom.
Learning targets: - The students can talk about Israeli/German snacks while using the target vocabulary.	Competences: - <u>Intercultural communicative competence</u> - <u>Functional communicative competence:</u> listening comprehension, Speaking - coherent monological speaking, language mediation
Time: 45 min	

Time	Lesson phase	Student-teacher interaction	Formulations	Social forms	Media
1 min	Greeting	The teacher greets the students in German / Hebrew.	<i>Good morning everyone - boker tov - Guten Morgen.</i>		
5 min	New vocabulary	The teacher introduces the vocabulary -sweet, salty, sour, spicy. The students will show a snack from each category. They will show their snacks.	<i>Each snack has a special flavor. I will introduce 4 types of flavors. Sweet, salty, sour, spicy. Show me a salty snack, a sweet snack, a spicy snack, a sour snack.</i>	Plenum	
5 min	Showing a video	The teacher shows the students a video of the opposite culture and asks the students to try to remember the names and the flavor of the snacks in the video - German snacks Israeli snacks The students will share with the class afterwards.	<i>Let me introduce the Israeli/German snacks in the video. You need to remember the names of the snacks and their flavor.</i>	Plenum	Youtube video
15 min	Creating a slide	The teachers from both countries will open a	<i>Now you're going to open the google slide</i>	Pair group	Google slide

		padlet. Each pair needs to open it and upload a picture of the snack, to write the name of the snack and its flavor. They can design their own page. Then, they can look at the other group's slides.	<i>and each pair will create their own slide. In your page, you upload the picture of the snack, the name and the flavor.</i> <i>After you finish, have a look on the other group's slides.</i>	Plenum	
10 min	Conversation - introducing the snacks.	The teacher gives a task to the students to talk with the other group in Zoom and show their snack. They need to introduce the snack, its name and its flavor.	<i>Your task now is to talk with the other group in Zoom, to show your snack, to introduce the name and the flavor.</i>	Plenum & Group/pair work	Zoom Snacks
5 min	Summary of the lesson	Each pair will share with the other classmates German/Israeli snacks.	<i>Now you're going to share with the class the Israeli/German snacks.</i>	Plenum	

Padlet-



Lesson No.4

Subject: English	Class: 6th grade
Topic of the lesson: Creating an advertisement for their own Israeli/German snack.	Learning requirements: The students already know how to use sparkpost app and zoom.
Learning targets: - The students can create an Israeli/German advert while using the target vocabulary.	Competences: - <u>Intercultural communicative competence</u> - <u>Functional communicative competence:</u> listening comprehension, Speaking - coherent monological speaking, language mediation
Time: 45 min	

Time	Lesson phase	Student-teacher interaction	Formulations	Social forms	Media
1 min	Greeting	The teacher greets the students in German / Hebrew.	<i>Good morning everyone - boker tov / Guten Morgen.</i>		
9 min	Introduction of new vocabulary	The teacher introduces persuasive adjectives and explains the students that they will need to use the adjectives in order to convince their customers to buy their snack.	persuasive adjectives: <i>best, rich flavored, cool, tasty, yummy, crunchy, wonderful, the most, amazing, delicious, fresh, unbelievable, extraordinary, unique, incredible, great.</i>		
15 min	Creating a poster for their snack	The students from both countries will create their own Israeli/German snack	<i>Now each group is going to open the sparkpost app and</i>	group work	sparkpost

		and create a poster for the snack. The teacher tells the students that they will be working together inventing their own made up Israeli/German snack. The students will use their creativity to create a poster for the snack (in sparkpost). This will include naming their product, the product slogan, what it looks like and its packaging. They will construct their poster to make them memorable and appealing to consumers.	<i>creates their own poster for their Israeli/German snack. Don't forget to add the snack name and slogan to the poster. After you finish the posters, they will be hung on the classroom display board.</i>		
15 min	Video creation	The students from both countries will work together, film a video (with zoom recorded) and create an advertisement for their snack.	<i>Please talk with your group members on the zoom app and create an advertisement for your snack. You will need to film a short video together where you need to convince the customers to buy your snack. Use as many persuasive adjectives as you can.</i>	group work	zoom
5 min	Summary of the lesson	Each group will share their snack's poster and advertisement in class.	<i>Now you're going to share your snack's poster and advertisement with the class.</i>		