

# Festivities & Traditions Worldwide

---

ELINOR ASRASS, MICHELLE KHORDIAN, RAMONA ERHARD,  
TIMUR KADIC, CELINE VICTORIA SEEGER



**KARLAVIV**

Teaching Intercultural Competence and New Media

PROFESSOR SCHWAB | PROFESSOR WALDMAN WINTERSEMESTER 2020

## Content

Outline .....	1
Digital Tools .....	2
First lesson: Getting to know the Telecollaboration Project .....	2
Second lesson: First Meeting of the two classes .....	3
Third Lesson: Project Examples .....	3
Forth Lesson: Topic.....	4
Fifth Lesson: Research .....	6
Sixth lesson: Working on the topic.....	6
Seventh lesson: Preparing the presentation .....	7
Eighth lesson: Presentation .....	7
Ninth lesson: Reflection.....	8
Appendix.....	9

## Outline

The following pages present a guideline for a telecollaboration unit directed at German and Israeli students. The optimal age for the participants would be about 14 years or older, as a certain level of language skills is required for the students in order to be able to talk and discuss more complex ideas with each other, such as A2(+). In the course of the project, each student becomes part of a group which is formed by the teachers which are leading the project. Each group should include at least one German and one Israeli student; the ratio of German and Israeli students should be as equal as possible. Moreover, one group should consist of a minimum of four and a maximum of five students. The target of this telecollaboration unit is for the students to choose one festivity, tradition or special cultural event within their group, elaborate this topic and present it together in front of their classmates via the help of visualisation such as posters, power-points etc. The students are free to choose a tradition / festivity from any culture or country they want to present. By doing this, the students improve their Intercultural Communicative Competence and several skills such as their own ability to work in groups, research skills, presentation skills and many more. Furthermore, this project is also very suitable for a multicultural classroom, as students with different cultural backgrounds for a change can have the opportunity to integrate and present their peers a part of their world and identity.

## Digital Tools

Digital tool	Purpose
WhatsApp	Further personal exchange
Zoom	Platform for video conferencing
Skype	Alternative platform for video conferencing
One Drive	Platform to work on project
Google Docs	Alternative platform to work on project
Moodle	Assignments
Flipgrid	Upload videos of oneself
Padlet	Collect data
Mindmeister	Collecting ideas

## First lesson: Getting to know the Telecollaboration Project

**Goal:** Familiarise students with the project

**Tools:** PP for short presentation about the other country,

Flipgrid video example



**Duration:** 45 minutes

**Homework:** The students have to upload a video on Flipgrid (about one minute long) where they introduce themselves to the others

The first lesson serves as an introduction of the project itself. The teachers provide the students with all necessary information about the following lessons, such as digital tools and the topics they are going to be able to give a presentation on as well as methodology (groupwork in groups of 4 – 5). Once all basic questions are answered, the teachers will give a short presentation about Israel / Germany (the other country) to show the students where it is located, tell them a little bit about the history and interesting facts & figures just to provide them with an overview. After the presentations, the teachers will inform the students about the whole-class meeting the following week, for which the students must prepare questions. These questions can be very simple and basic just like what the other students usually eat in their country, what school life is like and more to create a speaking occasion / ice breaker for the first encounter. The teacher collects a sample of the questions and saves it for next week.

At the end of the lesson, the students will be given a homework: they have to come up with a short video about themselves that includes information such as name, age, hobbies etc. The teachers will show them one video they uploaded on Flipgrid in which they present themselves just to give them an idea how to do it. The lesson ends after the assignment.

## Second lesson: First Meeting of the two classes

**Interaction with partner group:** class meeting

**Goal:** students will get to know each other and different cultures by being exposed to them in the very first Zoom – meeting.



**Tools:** Zoom, WhatsApp

**Duration:** 45 minutes

**Homework:** students meet and talk to their groups via WhatsApp

Once the video conference is set up, the students of each class will be asking their questions prepared. These questions might be topics regarding culture, country, weather, food, etc. As soon as a question is answered, another question will be asked to keep the communication running. In case there are no questions anymore, the teachers will bridge speaking gaps to keep the communication up. In the end of the lesson, students say their goodbyes to each other. The German students as well as the Israeli students will go together into groups. The teachers then arrange different multilingual groups consisting of two or three Germans and two or three Israeli students. The lesson ends after all the groups have been arranged.

**Teachers:** prepared a vocabulary helper for students to use while video conferencing

## Third Lesson: Project Examples

**Interaction with partner group:** no in-class interaction

**Goal:** students will get a broader idea of what the telecollaboration is about by being exposed to examples given by the teachers.



**Tools:** PowerPoint presentations (see Appendix)

**Duration:** 45 minutes

**Homework:** students meet and talk to their groups via WhatsApp or Zoom to find an interesting project everyone likes to interact in.

This lesson will start by getting feedback of the students about their interactions with the other groups. The PowerPoint presentation about Christmas (for the Israeli students) and Hanukkah (for the German students) will be held by the teachers. On the one hand, the students will get an idea about what the outcome of telecollaboration and a joint project looks like and on the other hand, students will be made aware of different cultural traditions and festivities they might have never heard of. The cultural aspect in particular broadens the student's cultural awareness (c.f. *savoir s'engager*, Byram, 1997) and therefore promotes Intercultural Communicative Competence (ICC), which is the main goal in second language teaching. The students will have time to discuss and make comments on the presentation, such as similarities or differences with festivities in their own culture. Together in the student's multicultural groups they start to brainstorm about a topic that everyone would be interested in. This task is then to be carried out as homework.

## Forth Lesson: Topic

**Interaction with partner group:** group meetings via Zoom

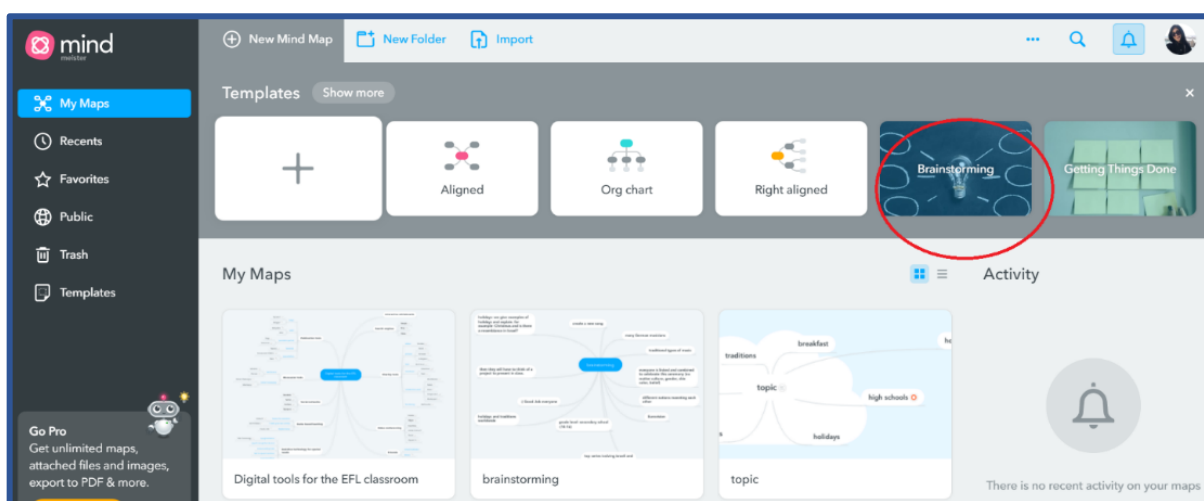
**Goal:** Students will discuss, share ideas and decide on the topic for the presentations



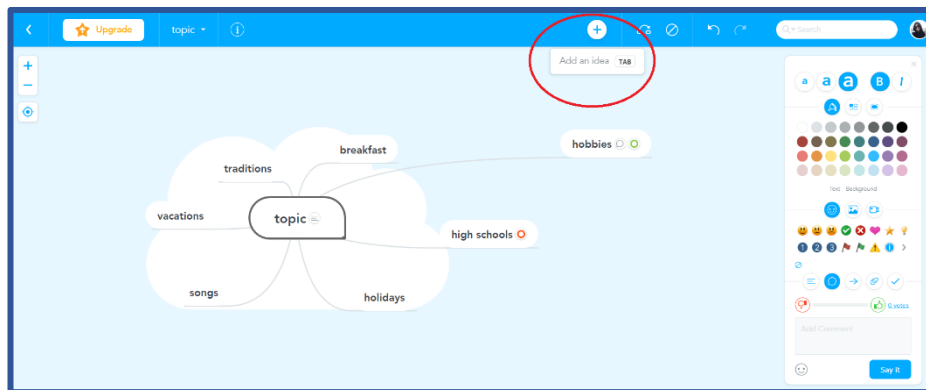
**Tools:** WhatsApp conversation, popplet, Zoom, Google Slides, Mindmeister

**Duration:** 45 minutes

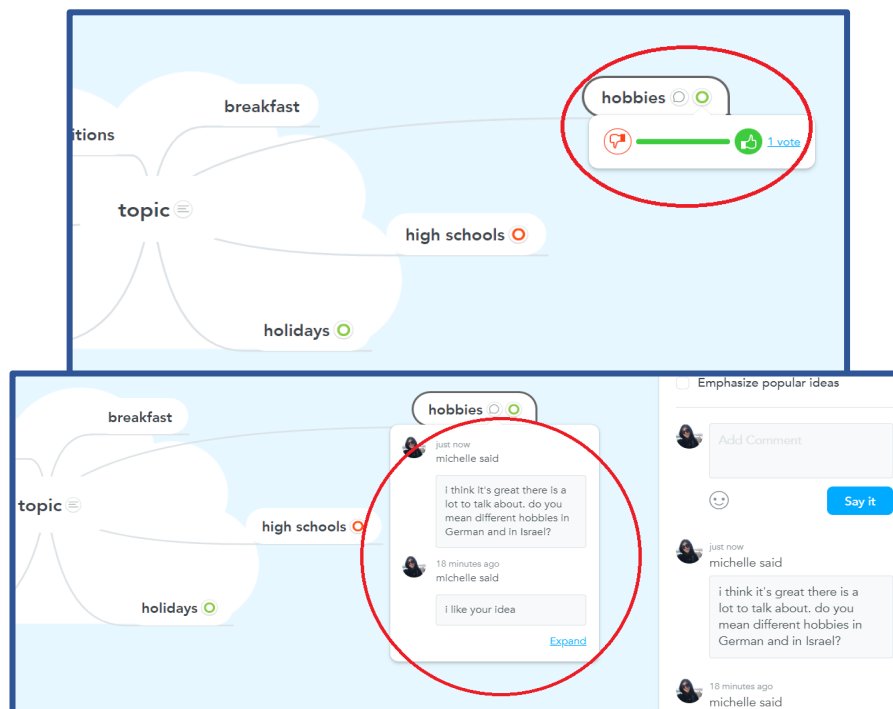
In the course of the lesson, the students are supposed to exchange ideas for their topics. At the end of the lesson, they should come to a decision which topic they are going to work on.



In order to exchange their ideas at the beginning, the students, in their groups, join the “MindMeister” mind map on <https://www.mindmeister.com/>. Once they have gained access to the app, one student opens a new mind map. Then, he or she chooses a template, preferably “Brainstorming” and invites the rest of the group to join via their email addresses. When all the members have gained access to the mind map, they start sharing ideas for the topic they would like to talk about. The mind map is very useful to brainstorm ideas. The students can easily “add an idea”.



The students can also vote “like” or “dislike” on the ideas that other students suggested. They can also make comments on each other’s ideas. After brainstorming in a fun and creative way, the students decide on the topic for their project and the lesson ends.



## Fifth Lesson: Research

**Interaction with partner group:** group meetings via Zoom



**Goal:** Students start research on their topic

**Tools:** Computers, Zoom, Mobile Phones, Country reports, Internet, Links

**Duration:** 45 Minutes

**Homework:** Continue research on their topic at home and look for further material in other places such as libraries or websites such as Youtube

This lesson serves as an opportunity for the groups to start their research together. It would be perfect for this lesson to take place in a / several room/s provided with computers and headphones which the students can use for research (the latter would help keeping the noise level down). Additionally, the teachers might also provide the students with further material such as country reports such as the ones sold on [www.bpb.de](http://www.bpb.de) : Bildungszentrale für politische Bildung (which often provide the reader with some chapters about culture) or papers and helpful links (e.g. Britannica). During the research process, the groups are supposed to narrow down or specify their topic if this has not happened earlier and create a rough structure (e.g. mind map) that includes the most important points for further preparation and serves as means of orientation. Furthermore, the teachers will be able to help the groups individually and get an overview of the progression of the project. As homework, the students will have to stay in touch with their group members and continue their research in other places or via further websites.

## Sixth lesson: Working on the topic

**Interaction with partner group:** group meetings via Zoom

**Goal:** Students continue working on their topic and discuss their results

**Duration:** 45 minutes



**Homework:** The students must upload the outline as well as the basic information.

This lesson starts with students discussing what they have found out. First off, they need to agree on what they want to present to the class, what information they want to use or which information is relevant for their specific topic. Here, the teachers can provide help through

advice. They should offer them guidance; however, they should not explicitly tell them what to do.

## Seventh lesson: Preparing the presentation

**Interaction with partner group:** group meetings via Zoom

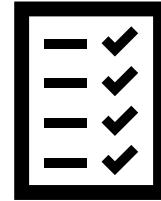
**Goal:** Students prepare how they are going to present their topic

**Tools:** Anything the students want to use

**Duration:** 45-90 minutes

**Homework:** The students need to finish their presentation and practice.

The students continue working on their topic once more. This time they must choose a form of presentation (PowerPoint, Poster etc.) and start working on it. They need to focus on the following: Firstly, they need a good structure, which makes it easy for the other students to follow their presentation. Secondly, they should use simple language that can be understood easily so that also weaker students have no issues following the presentation. Thirdly, the presentation needs to be split up into equal parts for every group member to work on. Fourthly, they need to stick to a certain time limit such as 10 minutes of presentation and 5 minutes for Q&A. Lastly, unknown words or phrases need to be looked up or can be explained by the teachers.



## Eighth lesson: Presentation

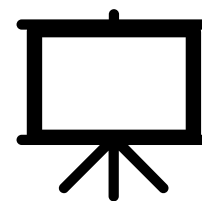
**Interaction with partner group:** whole-class meeting

**Goal:** Students present their results of their research

**Tools:** Anything the students want to use, traffic light cards

**Duration:** Each group 15 minutes (depending on the number of groups, this session can be more than one lesson)

In this session students present their results to the rest of both classes. They can use any tool they want (Google slides, poster etc.). Every group member should have the same amount of time for presenting. The viewers take notes and listen quietly. In the end, every group prepares five questions for a quiz about their project with three answer possibilities. The students will hold up either a green, yellow or red card according to the answer they think is





correct. After that all students give feedback to the presenting group (what they liked, what needs improvement, if there is anything confusing).

## Ninth lesson: Reflection

**Interaction with partner group:** group meetings via Zoom

**Goal:** Reflect on the topics, the project and the telecollaboration

**Duration:** 45 minutes

**Guiding questions:** How did the (inter-)cultural knowledge improve? What have the students learnt (intercultural mediators)?

The students meet for a last time. They are given the time to think about their project and how they prepared it. They also reflect on how they worked together and what effect this telecollaboration had on them. They can tell of the cultural exchange they had with the other students and explain what went well or what needs improvement. They also tell what they learnt from the different projects and how it affected them. The teachers might also ask if their perspective of the German or Israeli culture has changed and how they perceived it. The lesson ends with final conclusions based on the feedback of the students.



## Appendix

### Hanukkah



Hanukkah is a Jewish Festival commemorating the rededication of the Second Temple in Jerusalem at the time of the Maccabean Revolt against the Seleucid Empire.

#### What is it?

Hanukkah is a Jewish festival commemorating the rededication of the Second Temple in Jerusalem at the time of the Maccabean Revolt against the Seleucid Empire.

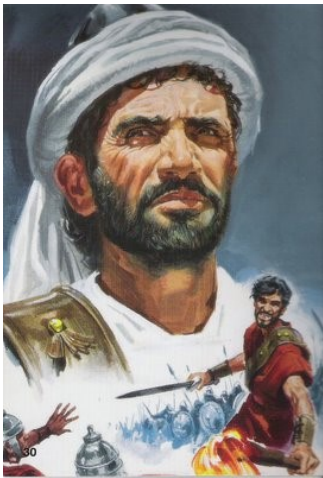
#### When is it?

Hanukkah begins on the eve of Kislev 25 and continues for eight days. On the civil calendar, it generally coincides with the month of December.

#### History

In the second century BCE, the Holy Land was ruled by the Seleucids (Syrian-Greeks), who tried to force the people of Israel to accept Greek culture and beliefs instead of mitzvah observance and belief in God. Against all odds, a small band of faithful but poorly armed Jews, led by Judah the Maccabee, defeated one of the mightiest armies on earth, drove the Greeks from the land, reclaimed the Holy Temple in Jerusalem and rededicated it to the service of God. When they sought to light the Temple's Menorah (the seven-branched candelabrum), they found only a single cruse of olive oil that had escaped contamination by the Greeks. Miraculously, they lit the menorah and the one-day supply of oil lasted for eight days, until new oil could be prepared under conditions of ritual purity. To commemorate and publicize these miracles, the sages instituted the festival of Chanukah.

## Juddah the maccabee



## Menorah



The festival is observed by lighting the candles of a candelabrum with nine branches, called a menorah or hanukkah.

## Foods

Since the Chanukah miracle involved oil, it is customary to eat foods fried in oil.

## Latkes (potato pancakes)



## Hannukah jelly doughnuts (sufganiot)



## Dreidel – the Hanukkah game



The custom is often explained with a legend stating that during the time of the Maccabees, when Jewish children were forbidden from studying Torah, they would defy the decree and study anyway. If a Greek official came close, they would put away their books and take out spinning tops, claiming they were just playing games.

## Hanukkah Gelt



One important Hanukkah tradition is gelt, which is either money given as a gift on Hanukkah or, more commonly today, a coin-shaped piece of chocolate. Unlike other gifts such as toys, Hanukkah gelt is a resource to be spent as the owner chooses. Jewish teaching strongly suggests that recipients of gelt practice charity, with at least a portion of their gelt. Generally, children are encouraged to donate this money to the poor or a charity of their choice to teach them about the importance of giving to those in need.

## Christmas



### Why is it celebrated?

- Christmas is a Christian festivity commemorating the birth of Jesus Christ.
- Mary gave birth to her son Jesus in a barn in Bethlehem.

### When is it celebrated?



### Christmas traditions - music

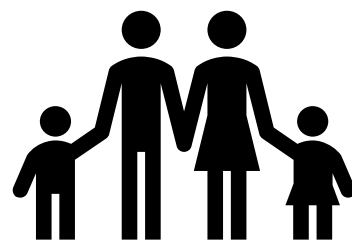
Examples:

1. [https://www.youtube.com/watch?v=nEH7\\_2c644Q](https://www.youtube.com/watch?v=nEH7_2c644Q)
2. <https://www.youtube.com/watch?v=IS4wTuvR7Ik>
3. <https://www.youtube.com/watch?v=Ebxa7oYNud0>



### Christmas traditions – family time

- The Christmas season in Germany is celebrated within the family. Family members all come together to eat, unwrap presents and sing Christmas carols in front of the Christmas tree.
- Usually all shops in Germany are closed from 24<sup>th</sup> of December until the 26<sup>th</sup> of December to give the people the opportunity to be with their family.
- Not only parents and their children celebrate together, but also extended family such as grandparents, aunts and uncles are invited.



## Christmas traditions – food

- Red cabbage, potato dumpling and turkey
- Sausages and potato salad
- Christmas cookies as a dessert



## Christmas tree & presents

- The family buys a Christmas tree before the holidays and decorate it together.
- During Christmas family members put wrapped presents underneath the tree, which will be opened when the family is around.

<https://www.pigsels.com/de/search?q=Weihnachten>



## Christmas traditions – three kings

6<sup>th</sup> of January: bank holiday in Germany also known as “Holy Three Kings”

History: Three kings have heard about the birth of Jesus Christ and make their way to Bethlehem following a star and bearing presents such as gold, frankincense and myrrh. On the 6<sup>th</sup> of January, Germans celebrate the three kings having arrived in



Bethlehem to welcome the new-born. The Christmas season ends after the 6<sup>th</sup> of January after which the Christmas tree will be taken down, too.

<https://www.live-karikaturen.ch/downloads/kirchenfeiertag-heilige-drei-koenige-3-ministranten/>