

Intercultural Communicative Competence Task

Gay Parades

in the Israeli, German and Arabic culture



picture source: [san-francisco-pride-parade-getty-images.jpg](https://www.gettyimages.com/photos/san-francisco-pride-parade)

Age and level of the group:

High school, grade 10, level should move between A2 and B1

Task cycle

Five lessons

Perceived learning outcomes for language and intercultural competence:

- Exchange of information about own culture and foreign culture
- Communication in the target language
- Getting to know other culture's festivities and how they are perceived and cherished

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Digital Tools

Name	Purpose
<u>Zoom</u>	For video chatting
<u>Popplet</u> , <u>Cacoo</u> , <u>Bubbl</u>	For mindmapping
<u>EdPuzzle</u>	For showing the songs/videos with embedded questions
<u>Adobe Spark</u>	For creating and designing the posters
<u>Google Slides</u>	For presenting the posters
<u>Google Forms</u>	For creating the survey

Lesson 1

Task:

- The students introduce themselves to their group members, get to know each other and already start to talk about their cultures (Israeli, German and Arabic culture)

Icebreakers

1. Two Truths and a Lie

Present two true statements about yourself and one lie. Your partner guesses what is right and what is the lie

2. Other guidance questions

- Where are you from?
- How old are you?
- Who belongs to your family?
- How many siblings do you have?
- Do you live with your family?
- To which culture/religion do you belong?
- Are there any festivities you practice a lot?
- What do you like to do in your freetime?
- ...

Materials provided by the teacher:

- Groups have to be divided in advance → culturally mixed groups (Israelis, Germans and Arabs) preferably of 3-4 pupils
- Online platform where students are able to video chat, e.g. [Zoom](#) (Has to be checked beforehand to avoid technological problems in the first meeting)
- Preparation of icebreakers → Introduce the students to the two truths and a lie game if they are not familiar with it
- Guidance questions

What has to be arranged before the first lesson takes place:

- The teachers need to choose two classes which are in the same grade and preferably have the same number of students
- Both classes should be culturally mixed
- Classrooms have to be arranged to provide space, in which every team can talk without being interrupted or disturbed

Materials provided by the students:

- In the run-up to the first lesson, it is expected that they already form questions on their own which they could ask their partners

- *What would interest me about my partner?*
- *What is essential to me to know about my partner in order to get to know him/her more?*
- *What can I avoid to make our conversation uncomfortable?*

Rules which should be made clear:

1. If you can't take part in the lesson, let your teacher know
2. Try not to come in late
3. In the first meeting, try to be as open-minded as possible
4. Try not to let the conversation get uncomfortable for both you and your partner

Lesson 2

Task:

The students will talk to their partner about the topic of “gay parades”.

Questions for each other

- How do you experience gay parades?
- Have you ever seen one (on TV or in person)?
- Did you ever take part in one?
- Do you have friends, siblings or other family members who did take part in one?
- What do you think about gay parades?
- Do you know how it is considered in your culture to take part in a gay parade?

Material provided by the teacher:

- As it is not guaranteed that every group has the same knowledge or understanding in the topic discussed, the teacher provides printed newspaper articles, pictures, blogs/vlogs, instagram posts, ... on the topic and distributes them in the front of the classroom
- If there is any knowledge gap or silence between the partners, the pupils are expected to come up, pick up an article and either read it silently or in their group. The information gained from it should help to get the discussion going again

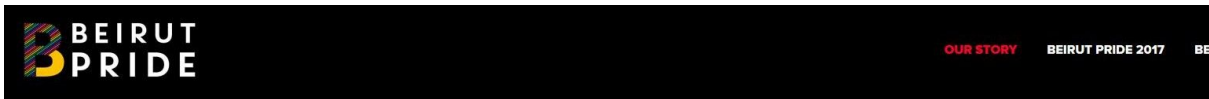


picture source: Instagram



The first Christopher Street Day (CSD) in Berlin was celebrated on the 30th of June 1979. Since then the gay community has extended its political agenda, broadened the definition of diversity and pushed the fight for equality.

Up to 500,000 people celebrate the CSD in Berlin, which is also known as the biggest gay-lesbian "holiday". To get in tune for the Christopher Street Day, the community starts celebrating the weekend before at the Lesbian and Gay City Festival at Nollendorfplatz.



Beirut Pride is a collaborative platform that takes a positive stance against hate and discrimination based on gender and sexual diversity. It denounces hate speech and violence through social initiatives that advocate non-aggression and an unbiased approach to preconceived ideas. It is all about self-affirmation and dignity through the contribution of many players from the Lebanese creative industries.

"It is not because you think the other might be different from you that it is ok to bully, harass, humiliate, bash and aggress."

In this frame, the Beirut Pride is articulated around May 17, the International Day Against Homophobia and Transphobia. It celebrates humanity and diversity and is an invitation to transcend labels and stereotypes aiming for a healthy, sustainable Lebanese society, away from hate and discrimination.

The first installment of the Beirut Pride took place May 14–21, 2017 and featured a series of talks, discussions, get-togethers, projections, performances, workshops, parties and collaborations, all of them open to the public. The second installment is for May 2018.

picture source: <https://www.beirutpride.org>

What has to be arranged before the second lesson takes place:

- The teacher needs to arrange the classroom, distribute the articles so every student has access to them

Materials provided by the students:

- The students should think about the topic of the second lesson beforehand and what their pre-knowledge is
!! They are not instructed to go on to Google or any other search engine and inform themselves, rather they should come up with questions on their own !!

Rules which should be made clear:

1. It is expected, that the students do not ask each other questions, which could be offensive or hurtful
2. The topic should be handled with respect and tact, even if the student himself/herself can't relate to it or identify with it

Lesson 3

Task:

- The students discuss how schools in different cultures integrate the topic of sexuality and homosexuality in their curriculum and how both are taught
- Students create a **mind map** illustrating how they were introduced to the topic themselves (both in school and outside)
- Talk about how their school deals with the topic in sex-education (or if there is such a thing)
- The students discuss whether they liked the way they were taught/introduced to homosexuality or if they rather would like to have had the education others received
- Afterwards, they are expected to present their mind maps

Materials provided by the teacher:

- The teacher can provide the students with the country's educational plan, curriculum, syllabus, ...
- Introduce the students to what the official regulations in educating children in homosexuality are

What has to be arranged before the third lesson can take place:

- Students need to be introduced to an online platform to create and design mind maps (e.g. [Popplet](#) , [Cacoo](#) or [Bubbl](#))

Materials provided by the students:

- Students should think about their first encounter with homosexuality
- They also should think about what they talked about in sex-education

Rules which should be made clear:

1. It is expected, that the students listen to everyone's experiences and do not interrupt each other
2. The students should not make fun of the ways others were introduced to homosexuality
3. The topic should be handled with respect and tact, even if the student himself/herself can't relate to it or identify with it

Lesson 4

Task:

- Design a poster promoting going to a gay-parade
- Students create an **online poster** to encourage people gay or straight, going to a gay parade, to celebrate the freedom of love. Why it is important to go to gay parades, even if you're not gay (Why homosexuality should be seen as normal)
- The poster has to be presented afterwards

Materials provided by the teacher:

- The teacher can provide the students with songs and texts promoting homosexuality, e.g. in form of an [EdPuzzle](#) with embedded questions on the video/text (Here the students can extract quotes for their posters)

- Introduce the students to a digital tool with which they can create the posters, e.g. [Adobe Spark](#)

What has to be arranged before the fourth lesson can take place:

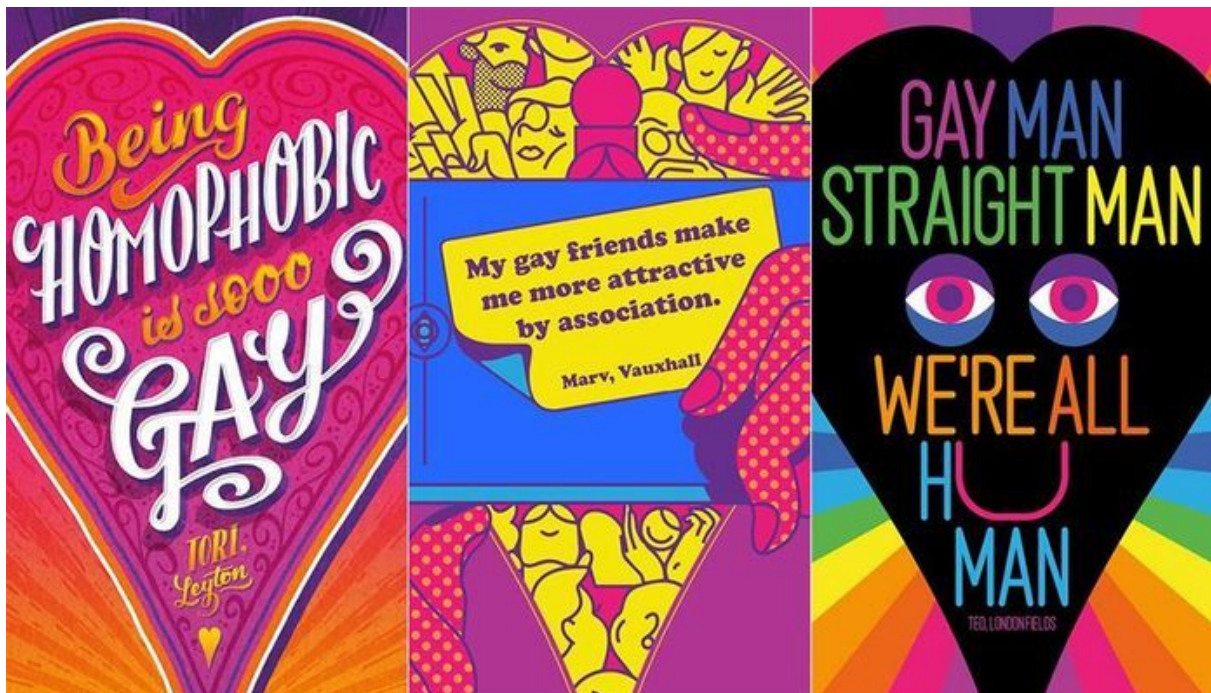
- Songs and texts have to be pre-chosen by the teacher and they have to be appealing and appropriate for the age-level of the target group
- Students can contribute in choosing the songs, they can suggest songs they already know and like
- A platform has to be provided, where the students can put up their posters, e.g. [Google Slides](#), ...

Materials provided by the students:

- The students are free in choosing if they want to contribute in deciding on songs and texts
- They are informed beforehand about creating a poster as the final project and should already think about the layout and what their posters should aim for

Rules which should be made clear:

1. The texts and songs the students suggest have to be appropriate and talk about the topic
2. The topic should be handled with respect and tact, even if the student himself/herself can't relate to it or identify with it



picture source: [_96738156_prideposters2.jpg](#)

Lesson 5

Task:

- In a last meeting of both whole classes, not in the individual groups, the students talk about how they liked the telecollaborative experience, what they gained out of it and what they did not like that much/would improve
- The students are free to choose in this lesson, they can exchange phone numbers, facebook profiles, ... or just thank each other for the cooperation
- In the end, they will fill out a survey on the task on [Google Forms](#)

Materials provided by the teacher:

- Throughout the whole five lessons, the teacher should have taken photos and video material which they can show the students
- They have to create an online survey on the task

What has to be arranged before the fifth lesson takes place:

- The rooms have to be arranged so that a group meeting of both classes is possible
- The material collected by the teachers has to be presented to both classes

Materials provided by the students:

- They should think about what they want to let their group members know, before the task ends

Guidance Questions

- What did I like about the experience we shared?
- What did I like about our cooperation and us working together?
- Is there anything I want to give my partner to take with him/her?
- What did I like about the telecollaborative task and experience in general?
- Is there something which could be improved?

Rules which should be made clear:

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Appendix

Can-Do Statements

Lesson 1

- Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases
- Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to
- Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference
- Can establish social contact: greetings and farewells; introductions; giving thanks
- Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time
- Can participate in short conversations in routine contexts on topics of interest

Lesson 2

- Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases
- Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension
- Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language
- Can catch the main point in short, clear, simple messages and announcement
- Can exchange relevant information and give his/her opinion on practical problems when asked directly, provided he/she receives some help with formulation and can ask for repetition of key points if necessary
- Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going
- Can summarise the point reached in a discussion and so help focus the talk
- Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course
- Can invite others into the discussion
- Can indicate when he/she is following

Lesson 3

- Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension
- Can exchange relevant information and give his/her opinion on practical problems when asked directly, provided he/she receives some help with formulation and can ask for repetition of key points if necessary
- Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases
- Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going
- Can summarise the point reached in a discussion and so help focus the talk
- Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course
- Can invite others into the discussion
- Can indicate when he/she is following

Lesson 4

- Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension
- Can exchange relevant information and give his/her opinion on practical problems when asked directly, provided he/she receives some help with formulation and can ask for repetition of key points if necessary
- Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases
- Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going
- Can summarise the point reached in a discussion and so help focus the talk
- Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course
- Can invite others into the discussion
- Can indicate when he/she is following

Lesson 5

- Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going
- Can summarise the point reached in a discussion and so help focus the talk
- Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course
- Can invite others into the discussion
- Can indicate when he/she is following
- Can express personal wishes and opinions