

Intercultural Communicative Competence Assignment

How we deal with Climate Change

in the Israeli, German and Arabic culture



source: <https://cutt.ly/picsource>

Target group:

High school, grade 10, CEFR level: A2 / B1

Task cycle:

Six lessons

Perceived learning outcomes for language and intercultural competence:

Exchange of information about own culture and foreign culture.
Communication in the target language.

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Digital Tools

Name	Purpose
Flippity	For forming the groups
Zoom	For video chatting
Popplet / Cacoo / Bubbl	For mindmapping
Adobe Spark	For creating and designing the posters
Google Slides	For presenting the posters
Wibbitz	For creating and presenting the videos
Google Forms	For creating and taking the survey

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Run-up to the first lesson

Task:

Take 10 minutes to write down how you imagine life in the other country. Come up with questions you want to ask the other group.

Which City are you from?
What do you think about your city? It's big, etc.
What do you like doing in your free time? Playing sports, etc.
What's your family like? Number of siblings, relationships, frequency of discussions, etc.
What is school like? Subjects, teachers, amount of students in the classroom, etc.
What's nature like in your country? Mostly desert, but a lot of beaches, etc.

What is provided by the teachers:

*The teachers put on positive background music and a slide with a pastoral village, forest, ... (preferably something located in the partner country).
They provide guiding questions, as can be viewed above, and clarify and answer questions, if any should come up during the run-up.*

First lesson

Task:

Start video chatting on [Zoom](#), get to know your team members and ask them the questions you came up with in the run-up.

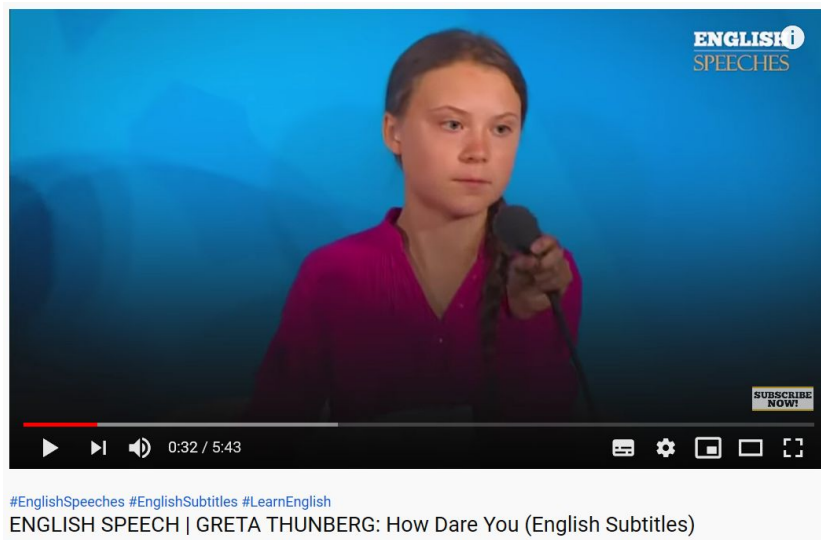
Maybe exchange phone numbers and create a [Whatsapp](#) group? You can also exchange your [Facebook](#) contacts, eMails, ... it's up to you.

What is provided by the teachers:

The teachers put their pupils into culturally mixed groups of 4-5. The groups have to have different levels of learners. They do that by using the platform [Flippity](#).

They have to provide classrooms in which each group can video chat without being interrupted and the app [Zoom](#) has to be checked beforehand.

At the end of the first lesson a short video of Greta Thunberg is shown on [Youtube](#).



source: [ENGLISH SPEECH | GRETA THUNBERG: How Dare You \(English Subtitles\)](#)

Run-up to the second lesson

In the German and the Israeli group the teachers separately introduce their pupils to the topic of climate change.

Then, the students will be introduced with the vocabulary words relating climate change with an activity - slideshow + definition

After that, there will be a review activity about the vocabulary words

Then, the teachers will ask the following questions and elicit information:

*What is climate change?
How does the environment change?
How do humans contribute to the change?
Can we do something to stop it?
What did you learn at home about this issue?*

The students inform themselves further at home, e.g. on



or through watching

[How We Talk About Climate Change \(Subtitles\)](#)

Second lesson

Each group gets an explicit topic, e.g. *plastic waste, carbon emissions, ...*

Task:

Talk to your partners about what you have already learned in the run-up.

What did you find out about climate change?
What was new to you?
What did you already know?
Did you know about plastic waste / carbon emission / ...?

If you can't find anything else to talk about, take a fact sheet (they are distributed in the classroom), read it and talk about the freshly gained knowledge. Or watch a video. E.g.:

[What really happens to the plastic you throw away - Emma Bryce](#)



Fact sheets:

Plastic waste - Environment

Deforestation

Carbon Emissions

Ocean Pollution

Energy and Climate Change

'Carbon capture is the Theranos of the energy industry' - Science & Health

Reversing climate change

Amid chaos, new decade brings big global warming changes

Create a mindmap on your topic relating these factors:

- *What it is*
- *Where it happens*
- *How does it start?*
- *The problem(s) it causes*
- *A group reflection of the matter*

You should use one of these apps:

[Popplet](#)

[Cacoo](#)

[Bubbl](#)

If you want to use any other tool to create your mindmap, please talk to your teachers.

Run-up to the third lesson

Teachers again separately introduce the students to how each country and its politics handle the issues already talked about.

How do German politics handle the issues?

How do the Israeli?

What does Angela Merkel (chancellor) say about it?

What does Reuven Rivlin (president) / Benjamin Netanjahu (premier) say about it?

Do you know if there are any protests in your country?

Have you ever heard of "Friday's for Future"?

Third lesson

Task:

Exchange what you have learned in the run-up with your partners.

What differs between our countries?
Does Israel contribute more than Germany? The same? Or the other way round? In a positive or a negative way?
Is Merkel engaged in the topic of climate change?
Are Rivlin or Netanjahu?
Do you as citizens experience any of the actions, if taken, by your government?

If you don't know what to talk about anymore, inform yourselves here:

[**In Germany, the politics of climate change are shifting beneath Merkel's feet**](#)

[**#FridaysforFuture in Berlin: Scientists support climate action \(in German with English subtitles\)**](#)



[**climate change**](#)

[**Israeli Government Takes Climate Change Seriously**](#)

[**Merkel Issues Warning on 'Real, Dangerous' Climate Change**](#)

Run-up to the fourth lesson

Task:

How can you find ways to sustain the environment. Ask your parents, teachers, friends, ...

Could I maybe use glass bottles instead of plastic bottles?
What do you do to reduce plastic waste?
Do your parents drive you to school everyday?
Do you take the car, bus or bicycle to school / work?
Do you buy packed lunch everyday?
Do you recycle?

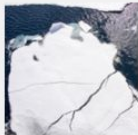
Maybe have a look at this at home:

[How We Can Keep Plastics Out of Our Ocean | National Geographic](#)



How We Can Keep Plastics Out of Our Ocean | National Geographic

[The Best Ways to Reduce Your Carbon Footprint | Hot Mess](#) 🌍



Globale Erwärmung

Die gegenwärtige globale Erwärmung oder Erderwärmung ist der Anstieg der Durchschnittstemperatur der erdnahen Atmosphäre und der Meere seit Beginn der Industrialisierung. Es handelt sich um einen Klimawandel durch anthropogene Einflüsse.

[Wikipedia](#) [↗](#)

[The Best Ways to Reduce Your Carbon Footprint | Hot Mess](#) 🌍

Fourth lesson

Task:

Talk about the ways to help fight climate change you came up with or learned about.

Do your parents / teachers / friends do anything specific?

Do you take the bus or your bicycle more often?

Do you get taken to school?

Do you buy packed lunch everyday?

What do you do to reduce plastic waste / emissions / ...?

Fifth lesson

Task:

Create a final product on what you have learned. Video or poster? Your group chooses!

For videos please use

[Wibbitz](#)

For posters please use

[Adobe Spark](#)

Present your products using

[Google Slides](#) for your posters

and again

[Wibbitz](#) for videos

Sixth lesson

Task:

For yourself, think about:

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?

Talk about this in your group.

And lastly fill out the survey on [Google Forms](#)