

Celebrating New Year's Eve in Israel and Germany



Age and level of the group: Junior High School, grade 7, A2

Task cycle: three phases (nine lessons)

Perceived learning outcomes for language and intercultural competence:

- Learning about foreign cultures, customs and holidays
- Communicating in the target language on various topics.

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Digital tools

Name	purpose
Unicko	video chat
Google Docs	collaborative writing
Google Slides	presentation tool for pictures
Google Forms	survey
AnswerGarden	visualisation of answers by a word cloud
bubbl.us	collaboratively working on a mind-map
Adobe Spark	visualisation of recipes
Padlet	visualisation for students profile
123 Greetings.com	Website for sending E-Cards
canva.com	Website for creating Venn diagrams

Phase 1

Lesson 1: Introduce yourself & Preparation of the Group Meeting

- Students will create profiles using padlet: one collaborative padlet for each group of two Israelis and two Germans. Each student will add a note with basic information about himself (guidelines for writing the profile: basic information such as name and date of birth, my family, my city, as well as hobbies and special interests. Pictures can be added as well). Each student will add his note to the collaborative padlet.
- Students need to read their team members' padlet notes as a preparation to the first meeting.
- Before the first group meeting: Each pair (Israeli and German) will brainstorm questions and come up with a list of at least five things they would like to ask their peers in Israel / Germany.

Possible Questions:

What languages do people speak in Israel/ Germany?

Can you describe a typical day at your school?

How do you go to school? (bus, train, bike, car, walking)

What do you know about our country?

Who is a famous german/israeli sports(wo)man?

Lesson 2: Getting to know each other - first group meeting

- Students meet their peers for the first time, using Unicko. Students will use their prepared questions to start the conversation.
- Reflection of the first meeting: Each student has to submit a personal reflection after the first meeting. The following guideline will be given to the students:

1. *How was the first meeting with your peers?*
2. *What did you enjoy?*
3. *What was difficult for you?*
4. *You read your peers profiles on Padlet before the group meeting. Did it help you to think about what you want to ask them?*
5. *Do you think you introduced yourself well?*
6. *Did you find your peers questions clear and easy to answer?*

- This will be done in a survey on Google Forms. Some of the questions will be yes-/no-questions.

Phase 2

Lesson 3: Rosh Hashanah and Silvester - Research your country's New Year's Eve

- Prior to the meeting, each pair- Israeli and German need to research their own culture's New Year celebration). In Israel – "Rosh Hashanah" and in Germany - "Silvester"
- Students will have to fill out a **chart**. Each pair will fill out their side of the chart according to the guiding questions below.
- Each pair will fill in the information on a shared Google Doc.
- Both pairs - Israeli and German will meet on a video chat and discuss the differences and similarities between the holidays.
- During the meeting They will fill in the what's in common column during the session
- Their reflection\post video assignment would be to create a venn diagram on canva, portraying the common things they had found during the video chat.

*Optional - if the teacher doesn't want the students to see their peers' answers before the video chat, each pair can answer the guiding question on bubbl.us, and then fill in the what's in common column on a shared google doc while video chatting.

New Year's Eve

Guiding questions

1. When is it celebrated in your country?
2. What is typical food that people eat at New Year's Eve?
3. Are there any symbols related to New Year's Eve?
4. How are you celebrating New Year's Eve in your family?
5. What else do people typically do at New Year's Eve?
6. What is special about this holiday?

Lesson 4: New Year's Eve - Finding differences and similarities

- Student groups exchange the information they collected in an Unicko meeting. They find similarities and differences. During the meeting they both fill in the middle\what's in common between Israel and Germany.
- The purpose of the second meeting is that each group will find common things between the two holidays and fill in the middle part of the table and design a venn diagram.
- Example:

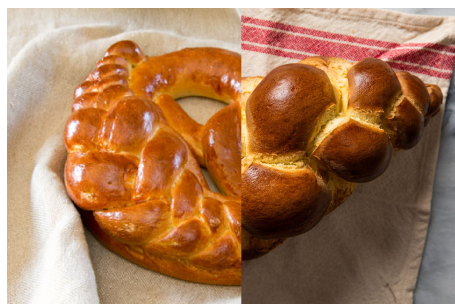
https://www.canva.com/design/DACrbdMJabg/share?role=EDITOR&token=07PXaPSqRaPG0V959IK6pw&utm_content=DACrbdMJabg&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton)



Israel	Common	Germany
<ul style="list-style-type: none"> ❑ Date: 9-11.9.18 (Tishrei 1 and 2 - changes yearly according to the <u>Herbew calender</u>) ❑ Religious holiday ❑ celebrated with family ❑ Traditional customs: festive meals, sending postcards, soundings of Ram's horn (Shofar), candle lightning, Tashlich ❑ Traditional food: apple and honey, honey cakes and cookies, fish, pomegranate seeds, challa, dates, wine ❑ Symbols: head of a fish, apples, honey, white dove, pomegranates 	<ul style="list-style-type: none"> ❑ traditional food ❑ celebrating with family and friends ❑ special events ❑ symbols ❑ sending postcards 	<ul style="list-style-type: none"> ❑ Date: 31.12. ❑ state holiday ❑ celebrated with family and/ or friends ❑ Traditional customs: festive meals, sending postcards, fireworks, fortune tellings, watching a TV sketch "Dinner for One" (https://www.youtube.com/watch?v=BN9edpdCH7c), countdown at midnight, New Year's mass (Christians), New Years Marathons ❑ Traditional food: Fondue, Raclette, sparkling wine, New Year's Pretzel ❑ Symbols/ lucky charms: clover, pig, horseshoe, chimney sweep, ladybug, toadstool

Lesson 5: Getting creative

- Creative exercise → intercultural photomontage
- The groups can decide themselves on a motif and create photos and montage it together
- One idea: Israeli sweet bread (Halla) and pretzel / Israeli-German calendar (on the date for of New Year)
- Students can be creative and come up with ideas of their own. The important thing is that the photomontage will be culture related somehow.
- The photos will be uploaded on a shared Google Slide (one Google Slide for the whole project, each group gets one slide).
- Example:



Phase 3

Lesson 6: New Year's resolutions

- Students will write down 3 words what they wish for themselves for the new year. They will post their answers in an AnswerGarden to form a word cloud (most common/popular words will appear bigger on the picture for everyone to see).

What do you wish for in the next year?

Example: Health, good grades...

Answer with 1-3 words

<https://answergarden.ch/613005>

- In the third meeting in Unicko the students exchange the results and discuss them:

Guiding questions

What are surprising answers?

Which answers appear very often and why?

What do you need to do in order to achieve the goals/ wishes?

Lesson 7: Create a New Year's Eve Recipe (Optional)

- Students decide on a traditional food for New Year's Eve that they want to introduce to their partners. They write a recipe on spark.adobe and share it with their group members.
(<https://spark.adobe.com/make/card-maker/recipes/>)

Example for two Recipes:

Recipe Neujahrsbretzel (Germany)

1 yeast-cube
250 ml warm milk
500 g flour
125 g liquid butter
60 g sugar
1 Egg
1 pinch of salt
1 egg yolk
a little bit of cream

Pre-heat oven to 190°C-200°C

Mix yeast with milk. Add flour, butter, sugar, eggs and salt and whisk it all together well. Let it sit in a warm place for an hour.

With about $\frac{3}{4}$ of the dough form a long roll and shape a pretzel on a sheet of baking paper

Divide the remaining dough into 3 parts and form long rolls again. Braid the 3 dough parts into braids.

Sprinkle water onto the top part of the pretzel and lay the braids on top of it.

Mix the egg yolk with a little bit of cream and brush the whole pretzel with the mixture. Let it sit again for 20 minutes in a warm place.

Bake it for 30 minutes.

(source: superCook_go,<https://www.kochbar.de/rezept/274177/Neujahrsbretzel.html>)

Neujahrsbretzel,

Recipe Sweet Challah Bread (Israel)

Quantity: 2 large challahs

Ingredients:

1 kilo of flour
50 grams baker's yeast
3/4 cup of sugar (if you want less sweet 1/2 cup)
2 eggs
1/4 cup water
1/2 cup oil or 120 grams of butter-flavored margarine at room temperature
1 spoon of salt

For glazing and decoration:

1 beaten egg with a tablespoon of water
Sesame and poppy seeds

To prepare in a mixer:

Place flour in a kneading bowl and mix the yeast into it. Add the rest of the ingredients, and mix 7-10 minutes at medium speed to a smooth, shiny dough that is stuck to the bottom of the bowl. Grease the surface of the dough with a little oil, Cover with a damp clean cloth and let rise until dough has doubled in bulk. Divide the dough into 2 pieces, roll each part into 3 strips and then braid together.

Transfer to a layout lined with baking paper and let rise. Beat the remaining egg and brush a generous amount over each braid. Sprinkle with poppy seeds and/or sesame. Bake at 180 degrees for 35 min' until golden (also at the bottom). Bread should have a nice hollow sound when thumped on the bottom. Cool on a rack for at least one hour before slicing.

Lesson 8: Cook, bake and try the New Year's Eve dish! (Optional)

- Students cook the recipe of their partners in school (German schools often have a school kitchen for the students to learn cooking and meal preparation)
- Otherwise students can cook the dish at home and bring it to school to try it
- Students take pictures of their final dish and share it with their teacher for a Photo-video.

Lesson 9: Reflection and Goodbye

- The teacher creates a photo-video containing photos that were taken during the process and the photomontages with Google Slides.
- Students watch the photo-video and give a global feedback about the task cycle "New Years Eve in Israel and Germany"
- The Israeli and the German group members write each other a New Years Eve E-Card and tell what they liked most about the Collaborative Learning experience
http://www.123greetings.com/events/new_year_eve/
<http://search.123greetings.com/cgi-bin/search/search.pl?query=rosh>

Appendix

Can Do Statements

Phase 1

- Can make an introduction and use basic greeting.
- Can participate in short conversations in routine contexts on topics of interest.
- Can locate specific information in lists and isolate the information required.
- Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.
- Can describe plans and arrangements, habits and routines, past activities and personal experiences.

Phase 2

- Can research specific information about a topic given on their own
- Can communicate to a partner basic information about a topic they researched
- Can understand basic information about dates, customs, food and symbols
- Can reflect about newly acquired information and find similarities and differences about the topic

Phase 3

- Can express personal wishes
- Can talk to a partner about data and point out different aspects of the data
- Can write a basic instruction and use measures
- Can understand a basic instruction and use it as a guidance
- Can reflect about a task cycle and write about personal opinion and experiences
- Can use formulaic phrases for the text type E-Card (form of adress, greetings)

Questions for guiding peer feedback about the task based learning activity.

Write directly on the google doc by giving comments in the comment mode.

1. Is the task relevant to pupils' (language/age) learning needs?

Yes it is

Explain

- talking in foreign language about known subjects, themselves

2. Does the task cover important aspects of intercultural teaching and learning?

- yes, because students exchange information on different cultural aspects

Which aspects?

- specific holidays which vary in each country,

- cooking and recipes

3. Are task objectives clear and easily identifiable to the learners?

- the tasks are very clear, the examples help a lot

What is the task?

- make a photo collage
- introduce yourself via padlet
- talk about New Years Eve and Rosh Hashana
- recipe of something special and cook it
- similarities and differences of each country's holiday (Venn-Diagram)

4. Are task instructions clearly and logically expressed?

yes

5. Does the task sequence follow an established structure – for example - information exchange, comparison/analysis, and collaborative tasks? Other structures are also possible. List the sequence.

- tasks are very clear, they are structured in lessons

6. Does the task prompt intensive communication between participants (online/offline)?

- communication is necessary in order to accomplish the task

How so?

- they need to exchange findings so they can work on the next task (what can't be done in school has to be finished at home in order to go on)

7. Do the participants have a choice of resources, in terms of technologies and communication channels?

- they have many resources, but they are always given a special program to fulfill a task

8. Does the task include a variety of digital tools?

- yes

Which ones?

- see above (table)

9. Have the digital tools been clearly chosen to facilitate the interaction and collaboration helping learners develop intercultural communicative competence?

- yes they're well chosen

10. What problems do you foresee for pupils doing this

- loud in a classroom
- enough computer?
- good internet connection?
- do students have big enough technical understanding
- enough vocab to communicate problems (e.g: technical vocab)
-