

Project overview

Group 10: "The Elementaries"

Philosophy:

1. Teach our students values and respect above all. (as a student be respected by teachers)
2. Teach our students how to be better persons before we teach them the curriculum
3. Teach our students to think outside the box by teaching in creative and multi sensory way.
4. Teaching goal: communication and oral proficiency in English. We want our students to be able to communicate and converse in English.(In Israel- many students finish HS with 5 points (the highest level) in English but yet cannot communicate in English)

Age level:

Germany: Grade 6/7 (age 11/ 12)

Israel: Grade 6/7 (ages 11/ 12)

Project goals

1. Students will learn about the other group's country and culture and specifically will learn about specific places in their other's group country.
2. Students prepare information about places in their own country. They develop skills to use digital tools.
3. Student will improve their oral, writing and communication skills.
4. Students will create products presenting information about places in the other group's country.
5. Students develop an interest in Israel and its culture and become more open-minded about other people, places, cultures and traditions.
6. Student's learn to use digital media such as the internet and tools such as padlet, google-docs, etc.

Learning outcomes/ Can-Do-Statements/ Benchmarks

Students can:

- communicate in authentic situations to ask their communication partner(s) about their country, places and culture.
 - using phrases and vocabulary such as "What are your favourite places..?"
- answer questions regarding their own country, places and culture.
- use the following digital tools: such as google docs, unicko, padlet, befunky brochure maker, audacity and cameras to create products which display information about a touristic place.

Unit sequence: Making a tourist guide

Lesson 1:

Lesson 1 is a preparation prior to the first telecollaboration session.

- A. Teacher introduces the unit and the goal of the telecollaboration project. An outline of the different steps within the project should be presented and formulated. This outline should be hung up so children can see and refer back to it at all times.
- B. Teacher presents an example of a place in a certain medium (eg. brochure).

- C. Teacher goes over important phrases and vocabulary that they are already familiar with:
- Museum, Bus, Road, Tram, Tram-station, restaurant, church, statue, park, sights, sightseeing, camera, photos/pictures
 - weather: cold, hot, warm, sunny, windy, rainy ...
 - Directions: "How do you get to the ...?"; "I get there by..."; "I take..."; "What can you do in...?"; "You can do/ see/..."; "The ... is interesting to see.";
 - Preferences: "I like to visit..", "What are your favourite places in...?"; "My favourite place is?"
 - "Where do you like to eat?"; "What do you like to eat in that place?"; "I like to eat..."
- D. Teacher divides the kids into groups and introduces pre picked places . Each group gets a place to explore and collects information about the place as a preparation before the video conference. (They will introduce their place to each other.) The teacher introduces how google docs works and can be used by displaying how information can be extracted from websites and compiled into the document. This can be displayed via a laptop and beamer or a smartboard.

Places that children will get:

German places list

- Karlsruhe: Zoo, Schlosspark, Schloss Gottesaue (castle & park),
<https://www.karlsruhe.de/b3/freizeit/zoo/profil.de>; <https://www.karlsruhe.de/de>
- Triberger Wasserfälle (Black forest)
<http://www.triberg.de/index.php?id=102>
- Feldberg (mountain - Black forest)
<https://www.hochschwarzwald.de/Feldberg>
- Heidelberg castle
<http://www.schloss-heidelberg.de/en/home/>

(https://klexikon.zum.de/wiki/Klexikon:Willkommen_im_Klexikon → Online website like wikipedia for kids.)

Israeli Places list

- Western Wall
https://english.thekotel.org/visitor_information/global_information/
- Dead sea <https://www.touristisrael.com/dead-sea/289/>
- The sea of Galilee <https://www.touristisrael.com/sea-of-galilee/440/>
- Tel-Aviv Luna-Park. <http://www.lunapark.co.il/?categoryId=120156>

E. Group work:

Tasks for children to complete during group work:

- Children research information regarding their places to present in the video conference. Teacher has prepared websites and other material that children can access to gather information.
- They collect their information in Google Doc, including texts, pictures and videos. (The Israeli group collect information about pre picked places in

Israel, and the German Groups will do the same about places in Germany.
(Each group will include 3 kids from Israel and 3 kids from Germany).

Guideline questions for the children during research of the places:

- What is this place?- general information
- Where is it located? How far is it from your hometown and how do you get there (by car, train,...)?
- To which audience does it fit?
- How much does it cost to enter?
- What might be historical information regarding the place?
- What activities can people do there?

Why would you recommend to visit the specific place?

3. Furthermore, the children develop questions which they want to ask the other group about their place during the video conference.

e.g. Place: Karlsruhe Zoo: How many people live in Karlsruhe? Where is the zoo? What kind of animals are in the zoo?

F. Feedback: Each group presents their status of preparation: the teacher can answer any given questions and can give help.

Scaffolding items that can help the children during the process, in case they need language help:

1. Example of brochure
2. <https://dictionary.cambridge.org/dictionary/german-english/> (or possibly the class has a set of print dictionaries)
3. Glossary of all the words and phrases already taught that could be relevant
4. Material provided during research:
 - a. Websites for each place
 - b. Tourist guides and transportation guides for the different places (can be found at tourist information points in the different cities)
 - c. List of possible research questions (see above) and possible questions they can ask during the video conference (see below)
5. Tasks and steps within project are clearly formulated and displayed for all children to see and refer to at all times.

Lesson 2: Video Conference (speaking)

- A. Before the meetings begin, the teacher outlines the tasks to be completed during meeting. The teacher introduces how padlet works and children can practice how to make notes with a given example. (padlet: children can use padlet later on and build up on notes, upload pictures, websites etc.)
- B. Teacher sets up each group with two laptops and supervises the unicko meeting.
Important: one child should be chosen beforehand, who will make notes during the meeting.

Tasks for children during meeting:

1. Decide who in your group will make notes during the meeting: make notes about the information you hear during your conversation
 2. Introduce yourselves to each other. Get to know the other children.
 3. Ask your prepared questions regarding their place.
 4. Answer any questions regarding your place.
- C. Children meet in their groups and speak via Unicko with their international partner-group. They ask each other questions regarding the places and present their information about their place, from their country, to the other group. Each group receives possible questions and topics they can ask about but they are free to focus on whichever topic they would like to find out about.

Possible questions that children can ask the other group about their place during the video conference:

1. Which place can you recommend to visit?
2. Where do you like to visit when you traveling in your own country?
3. Where is the place located?
4. What information is important to know about that place?
5. Where can you eat near this place?
6. How is the weather in that place?
7. What do you recommend a tourist to bring to the place?
8. Why do you like to visit this place?
9. What activities can you do in this place?

The video conference will be audio recorded as a help and reference for later (tools: sound recorder, audacity). Children can use padlet to make short notes during the conference, as a reference for later. The children make notes regarding the place the other group from the other country has talked about.

- D. Feedback: the children are given the opportunity to speak about their experience. What new things did they find out? How did unicko work? Where they able to take notes? What might be important to change or develop for the next meeting?

Lesson 3: Writing

→ gathering information (without video conference)

In this lesson the children gather their notes, listen to the recording and research any further information about the place they heard from the group. They gather their information into the padlet.

As a group they develop further questions of interest about the place they have researched, in order to ask the group in the next telecollaboration session.

- A. The teacher explains the goal of the lesson and introduces how the children can listen to the recording. The teacher also gives the children the different links and materials pertaining to their place. This can happen using a google doc where all the links are displayed.

Alternative: If the school has access to ipads, the teacher can prepare the links and information and pictures in an e-book. This has the advantage that the children are not able to surf endlessly in the internet but are restricted to certain websites and therefore, stick to the task and are more focused on a restricted number of valid

websites and do not lose themselves in too many different, possibly incorrect websites.

- B. The children work in their group. The teacher has the role of helping and answering questions during this process.
- C. The padlet with all the information is shared with the partner group.

Lesson 4: Video Conference

In this lesson the children video conferencing with their partner-group to review their information and make sure they have gathered the correct information. They do this by looking into the other groups padlet and reviewing the information. They then ask their questions of interest, which haven't been answered before, in order to gain more background information and cultural practices/ connected to the place. Any new information can be included into their notes on padlet.

Lesson 5-7: Creating final product

Teacher presents 3 different possibilities and tools to students they could use in creating their final product:

- creating a brochure:
 - online tool: befunky: <https://www.befunky.com/create/brochure-maker/>
This program is free of use and provides easy access to create a brochure. It provides images, symbols etc and pre-set brochure formats. The finished product can be downloaded and printed.
 - padlet
- create an audio podcast with an interview (tool: audacity or phone recorder)
- create a video (camera, phone camera, windows movie maker) (as the students will not have the time to edit extensively, the focus will be on preparing the content of the video in detail)

The children within their group choose the tool and type of presentation media they want to use and begin working within their group.

The teacher can give each group, depending on the tool chosen, a set of scaffolding items. The task is to display their gathered information about the place, presenting the place and relevant information for visiting the place.

Lastly the groups need to think about how they want to present their work.

Final Lesson : Presentation

All the materials have either been printed or can be watched/ listened to on laptops. The work of all groups, german and israeli, is on display. Each class, in their respective classrooms have a time where all children can go around and look at the different materials. For each work, feedback notes are collected (eg: an A4 paper and everyone can write their thoughts down about each individual work.)

Each child, in both classes, take the time to reflect on the project. The teacher can give reflection aspects as a scaffold (eg. technicalities, task setup, challenges, team-work,

research, working with programs, how much did you learn about the other culture, other children? etc)

During a last combined unicko meeting, each group is given feedback by each class, using the feedback notes.

A final feedback round during the unicko meeting, allows for both classes to give feedback to the teacher and exchange experiences. In this lesson, the teacher acts as a moderator.

Example brochures to show children: (are in the next pages)

Padlet:

The Dead Sea


Important Information for Tourists about the Dead Sea.

Dead Sea Facts:

Have you ever been to the Dead Sea? If not, put it on your wish list – it is well worth the travel. At 430.5 meters (1412 feet) below sea level, it is the lowest spot on Earth; and its 34.2% salinity makes it one of the world's saltiest bodies of water. The Dead Sea depth is 304 meters (997 feet), which makes it the deepest hypersaline lake in the world.

The special features of the **Dead Sea** don't end there: the lake's waters are a light turquoise-blue color and it is surrounded by golden brown hills; here and there, bright white salt crystals jut out of the water. The mineral-rich water and mud of the Dead Sea are believed to have numerous benefits for the body, especially for skin, respiratory and arthritic conditions. For this reason, many people visit the Dead Sea every year to get special treatments at the spas surrounding it; they are joined by tourists who visit the area for its beauty and uniqueness.

Dead Sea Road Trip




The Dead Sea in Israel

Dead Sea Road Trip in Israel
I had four days left in Israel, so I decided to rent a car for a Dead Sea road trip, a destination that had long been...

The Dead Sea in Biblical times

The Dead Sea is mentioned in the Bible – it was famous even during that period. Several different sects of Jews used to live in the caves near the Dead Sea. The most famous of these were the Essenes, who have left us the original Bible scrolls – but more on them later. The area of **Ein Gedi** near the Dead Sea, which is a nature reserve today, is believed to be the area where the Biblical David, king to be, hid from King Saul when the latter came after him with the purpose of killing him.

A very well-known Biblical story which took place in the vicinity of the Dead Sea is **the story of Lot's wife**. Lot, nephew of Abraham, chose to settle in a stretch of land near the kingdom of Sodom, just north of the Dead Sea. Sodom and neighboring kingdom Gomorrah were notorious for being places of wickedness and vice. Over the years, Lot became a respectable member of Sodom, married a Sodomite and was appointed mayor of the city; his daughters, too, married men of Sodom. However, God was angry with the people of Sodom, and, wishing to destroy this place of sin, sent Lot two angels to warn him of his plan. Lot and his family planned to flee and were cautioned by the angels not to look back on the city. However, Lot's wife couldn't resist and cast back one last look – upon which she was turned into a pillar of salt. To this day, a tall pillar standing near the Mount of Sodom is known as "Lot's Wife".



How to get to the Dead Sea

First and foremost, you must plan **how you will arrive to the Dead Sea**. Several options are available – bus, taxi, or car (e.g., a rental car). A bus is the least expensive option. Buses to the Dead Sea leave from Jerusalem, Tel Aviv, Eilat and Be'er Sheva, but you must check their hours and frequency and plan your time accordingly. A taxi is more comfortable but also more expensive – however, if you share it with some friends, the cost per individual is not very high. The last option, which some may consider the most convenient, is driving by car – however, if you choose this option you should take care to drive slowly and carefully as the roads on the way are winding and occasionally feature steep inclines.

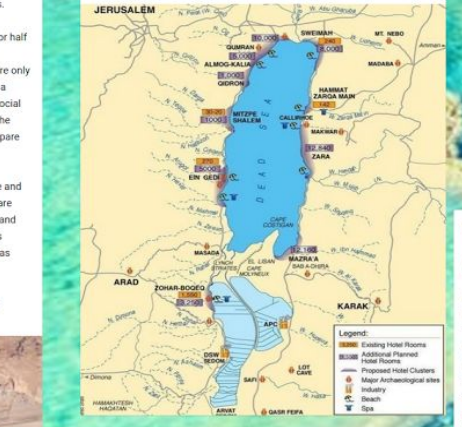
Accommodation options

The Dead Sea and the surrounding area offer various accommodation options, such as hotels, hostels, holiday villages and camping grounds. The style of accommodation you choose is largely dependent on your holiday preferences.

If you like to be pampered on your vacations – with gourmet food (full board or half board), spacious rooms, luxurious beds, a swimming pool, a kids' club, spa treatments, etc. – then you have your choice of hotels in the Dead Sea. If you're only looking for a reasonably comfortable place to lay your head at night – there's a variety of hostels you can choose from. Staying in hostels is usually a more social experience, giving you an opportunity to meet people from different parts of the world. Hostels either provide light meals or shared kitchen where you can prepare your food and eat with your friends.


Holiday villages are an in-between choice – not overly luxurious but quite nice and offering plenty of facilities, with villas including a kitchen where you can prepare your own meals, and occasionally even a barbecue. And for the backpackers and adventurous souls out there – you can find several different camping grounds around the Dead Sea, some right on the shore, providing basic facilities such as electricity points, picnic tables, toilets and showers.

Now that you've decided where you're going to stay, it's time to plan your trip!




Legend:

- Existing Hotel Rooms
- Additional Planned Hotel Rooms
- Proposed Hotel Clusters
- Major Archaeological sites
- Industry
- Beach
- Spa



DEAD SEA

Dead Sea 360: The legend of Sodom and Gomorrah
Panoramic view of one of the world's saltiest bodies of w...



Places to Eat:

Kolbo Grocery
The only proper food shop in the area. Situated next to Kibbutz Ein Gedi's dining hall.

MIDDLE EASTERN IN EIN BOKEK


Taj Mahal
In a Bedouin tent (no air-con!) outfitted with rugs, pillows and low couches, Ein Bokek's best restaurant serves Middle Eastern grilled meats (kosher), hummus, shakshuka, East Jerusalem baklava, nargilehs (water pip...

ISRAELI IN EIN BOKEK

Tapuah S'dom
Just south of Sky Blue Mall, this small restaurant offers sea views from some of its tables. Main dishes include beef, kebab, chicken, fish and pasta, and the menu also features large salads and yummy desserts. Brea...

FOOD HALL IN MASADA

Visitors Centre Food Court
Stalls serve falafel, shawarma, sandwiches, salads and cold beer. At the cafeteria a meal costs 65NIS (55NIS for vegetarian), including a drink. Situated one floor below the ticket windows.



Befunky:

HISTORY

The Zoo was founded in 1865 by citizens of Karlsruhe. During World War II, the zoo was destroyed and reopened in 1949 after two years of rebuilding it.

Nowadays there are over 4000 different animals and more than 255 species to be amazed by. With over one million visitors a year, the Karlsruhe Zoo is one of the biggest in southern Germany.

ACTIVITIES

- visit/feed animals (to know about feeding times visit: <https://www.karlsruhe.de/b3/freizeit/zoo/zoobesuch/fuetterungszeiten.de>)
- play at the playground or take a boat ride.
 - learn about different animals in our workshops
- enjoy a meal or a coffee at the Exotenhaus

GENERAL INFORMATION

Opening hours:
Monday- Sunday: 9 am - 17 pm

Prices:
Adults: 10€
Children (6-15 yrs.): 5€
Students: 8€

Address:
Eingang Süd: Bahnhofsvorplatz 4,
Karlsruhe
Eingang Nord: Am Festplatz 9, Karlsruhe



tierisch gut



Karlsruhe
Zoo



A guide made by students from Israel,
instructed by students from Germany.

visit us at:
[https://www.karlsruhe.de/
b3/freizeit/zoo.de](https://www.karlsruhe.de/b3/freizeit/zoo.de)

Brochure made by "the Elementaries"

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Logical structure, well prepared, each lesson is building on the previous lesson
intensive communication is given - online with unicko and offline in the classroom, the
example questions help to start a conversation
No they don't but it's okay because they need the clear structure and instructions

the students will need a lot of help for the project because it's way too much, a single
teacher can't provide it for everyone at the same time