

Telecollaborative Language Learning and Intercultural Task

Religious Traditions in Israel and Germany

Bar/ Bat Mitzvah and Confirmation



image sources: <https://w3.chabad.org/media/images/1037/kqgU10378013.jpg> & https://www.eningen-evangelisch.de/fileadmin/mediapool/gemeinden/KG_eningen/Konfirmandenunterricht/KonfirmationGirrbach.jpg

Age group: 7th grade

Task cycle: six lessons (3 phases/ 6 lessons)

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The projects' main goals

- interaction and collaboration with a class in a distant location through online communication technologies under the guidance of teachers
- communication in the target language
- learning through interaction and negotiation
- gaining international experience
- being exposed to different opinions, perspectives, beliefs, experiences and thinking processes
- communicating with a real audience
- comparing, contrasting and combining similar information collected in different countries
- expanding students' global awareness
- reflection about own culture and creating an own identity
- negotiation of meaning

Digital tools

Digital tool	Purpose
Zoom	Video conference
Padlet	Uploading results
Google docs	Taking notes
Skype	Alternative video conference
WhatsApp	Further personal exchange
Moodle	Organization
YouTube	Watch a video

Phase 1

Lesson 1: Preparation of the project and first conference

- The teachers in Germany and Israel introduce the topics to the students by showing pictures of the religious traditions: Bar/Bat Mitzvah and Confirmation. The students have to guess the topic.
- The teachers tell their students that they will do a telecollaborative project with a class in Germany/Israel about that topic.
- The students meet their foreign partners for the first time by doing a big video conference with the whole class. The teachers introduce themselves and their classes.
- After the first conference, the two classes talk about their expectations, wishes and rules for the project. They take notes on google drive.

Expectations/ wishes:

Regular attendance
Be on time
Try to be open-minded
Treat your team members with respect
Create a WhatsApp group
Check devices for functionality before the actual conference

The students can ...

- ... understand enough to manage simple, routine exchanges without undue effort.
- ... generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation.

Lesson 2: Groups come together and get to know each other

- The students get together in groups of 3 (3 German and 3 Israeli students).

- The teachers provide guidelines and questions for the first video conference in the individual groups. The students can add individual questions.
- During the first video conference the students have to get to know their partners. The students ask questions about hobbies, age, name, etc.
- The students take notes about each other and upload it on Padlet.

Get to know your team members

Possible question:

- What's your name?
- How old are you?
- Where are you from?
- What are your hobbies?
- What kind of music do you like?
- What is your favourite subject?
- Do you have any siblings?
- Do you have a pet?
- What's your favourite food?
- When does your first lesson start?

The students can ...

- ... establish social contact: greetings and farewells; introductions; giving thanks.
- ... 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.
- ... participate in short conversations in routine contexts on topics of interest.
- ... express how he/she feels.

Phase 2

Lesson 3: Research about own religious tradition

- Prior to the second meeting, Israeli and German students need to research their own cultural traditions. In Israel Bar/Bat Mitzvah and in Germany Confirmation.
- The German students read a story about Confirmation and the Israelis read a story about Bar/Bat Mitzvah. They inform themselves about the most important facts about their own traditions, before exchanging the information with their partners from abroad.
- They receive a work sheet including tasks by their teachers.
- They have to upload their finished paper on Moodle.

The students can ...

- ... understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday language.

Lesson 4: Reflection

- The students reflect their work in the classes and talk about the new information they received about the foreign tradition.
- They also talk about the problems they might have had and also the great moments they had with their partners.
- The classes watch a YouTube video about their partners' religious tradition.
(Confirmation: https://www.youtube.com/watch?v=Lu3MoT_egFI Bar/Bat Mitzvah: <https://youtu.be/tEBnpxhb0rc>)

The students can ...

- ... give a short, rehearsed, basic presentation on a familiar subject.
- ... answer straightforward follow up questions if he/she can as for repetition and if some help with the formulation of his reply is possible.

Phase 3

Lesson 5: Finding differences and similarities

- In the third video meeting, students have to compare the two traditions and find out similarities and differences.
- The students complete a spreadsheet with their result and upload it on Moodle.

The students can ...

- ... agree and disagree with others.

Lesson 6: Quiz

- The project comes to an end with a second big conference.
- The classes are having a quiz about Bar/Bat Mitzvah and Confirmation.
- The teachers prepare questions and the class which answers more questions right wins it.

The students can ...

- ... generally identify the topic of discussion around her/him that is conducted slowly and clearly.
- ... catch the main point in short, clear, simple messages and announcement.

Sources

Pictures

Page 1:

https://www.chabad.org/library/article_cdo/aid/1912609/jewish/Bar-Mitzvah-When-It-Is-and-How-to-Celebrate.htm (accessed January 27, 2019)

<https://www.eningen-evangelisch.de/taufe-trauung/konfirmation/> (accessed January 27, 2019)