LANGUAGE LEARNING IN ETWINNING PROJECTS

Title of your project plan: Opening Minds – *"A fabulastic Travel Guide"*

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Project idea: The project "*Opening Minds – A fabulastic Travel Guide (Story)*" is a dynamic, comical and virtual trip through different cultures (e.g. Portuguese/ German) presented in German. This topic relates to the curriculum topic – Holidays and Travelling. Students will make use of their German skills to research and discover (contrasting) habits, traditions, clichés and stereotypes between both Germans and Portuguese cultures. Through conducting interviews, writing postcards, video conferencing, etc. students will share experiences and gather information on cultural clashes. As an end result these findings will be collected and put together in a Lisbon Travel Guide (E-Book) with pictures, drawings and audio tracks in German. The "*Fabulastic Travel Guide*" could begin like this: Imagine "Hans" (German man in his 50s) is visiting Lisbon, Portugal. Although *Hans* is travelling to an unknown country, he *brings* his own *German* habits and traditions and expects everything to be just like at home, in Berlin. He orders his morning coffee (meaning *he thinks* he orders a mug!), but *unfortunately*, he gets a kind of a "drop-full-expresso" – For the Portuguese people he orders something like a "tea flavoured coffee" as *German coffee* is just not strong enough. Hans wants to ride a bike like he daily does in Berlin, however after 3km he gives up as he is truly exhausted, because in Lisbon there are 7 hills…

Table of summary	
Subjects	*German, ICT, Arts, Design and Technology*
Age of students	*12-14 years old*
Number of students	*20 - 40*
Time frame/duration	*4 months*
Learning objectives	*- Students will feel more confident in their German skills when approaching German speaking tourists;* *- Students will be able to describe German and Portuguese traditions in German;* *- Students will be able to conduct real life interviews in German;* *- Students will develop their interpersonal and collaborative skills, having to interact with people out of their comfort zone;* *- Students will show evidence of acknowledgment and respect for each unique culture;* *- Students will be able to define, design and evaluate the structure of a travel guide book (contents, layout…)* *- Students will be able to build up their ICT skills;* *- Students will be able to express their thoughts and opinions about other cultures through learned structures in German;* *- Students will be able to share their own experiences as tourists in a foreign country (in the German language);* *-Students will be able to identify and compare habits and traditions from other countries;* *- Students will be able to express their feelings and/or relate to the unknown when travelling;*

Resources and tools	- PC with Internet access; - Watch short videos on traditions; - Listen to German and Portuguese traditional songs; - Video conferences - Questionnaire for the interviews; - Real life interviews with interviewees (from a German speaking country) - Newspapers (what is happening in Lisbon, when) - German travel guides for Lisbon - Stationery: paper, coloured pencils, pens (…) - Lisbon city map - Photo camera for taking photos - Cardbox for postcards - stamp - Video cameras or phones to record audio and video; - E-Book creator (site) / PowerPoint - Jamboard (site) - pear deck and quizzlet (sites; formative assessment)
Expected results	1. E-book 2. Escape Room exercises related to the E-Book
Other considerations	*Students need a good level of German to be able to understand and follow the different tasks. These shall be adapted or varied for students with SEN. These students surely need more input from the teachers, especially when it comes to the written tasks. Extra material for visual, kinaesthetic and tactile practice should be given to SEN students.*

PROCEDURE

ACTIVITIES

Abbreviations:
German class 1 (**G1**)– German Learning class (Portugal)
German class 2 (**G2**)– German Learning class from another foreign country. Here France as an example.
Teachers' role: design and plan activities (lesson planning begins with the END in mind); set students expectations; guide students' learning process and assessment; help students focus their study time for the varied outputs.

Name of activity	Work process	Description
Short Videos (gathering information)	Watching short videos and listening to songs on German + Portuguese traditions **G1/ G2** (on the French traditions)	Teacher provides a list of videos/songs for this task. Students are asked what they know about the German cultural habits, traditions. Watching and taking notes on traditions (e.g. celebrations, food, etc). Translate the core information of the Portuguese traditions into German. Plenum task: collect information in bullet points (Board).
Team research	Students are divided in small teams to make research on several German habits, stereotypes,	Teachers manage activities. Teacher guides students to form small teams and discuss ideas from previous tasks. Each team gets a German topic e.g.: food, drink, free time activities, celebrations, transportation…

	etc. Collaboration: **G1** + **G2**	
Plenum/ Checkpoints	Several moments of plenum/discussion to check the on-goings of the project. **G1**/ **G2**	Teacher-led activity. Teachers advise on different steps. Teachers help the students to organise tasks and schedules, set checkpoints and deadlines. Teacher promotes student independence, team spirit and quality of work. Students are asked to give constructive feedback on each other's work. Students understand each step of the work. Several 10- min-plenum organised every now and then.
Interview (preparation)	Collect questions for interviews (work in pairs); Collaboration between: **G1** + **G2**	Teacher revises German question structures for interviews and note taking. Teacher advises on adjustments. Students think of questions they would like to ask to the interviewees – Questions related to food, hobbies, travelling preferences, weather, sweets, Suitcase - what a German/Portuguese person packs for travelling…
Interview (taking notes)	Plenum/Video conference with interviewees **G1** + **G2**	Teachers (**G1** + **G2**) organise schedule for the interview and plan the video conference sequency. Teachers give input on how to take notes, make the necessary corrections. Students use jamboard to take notes on the cultural information given by the interviewees. Students write a few paragraphs on the cultural discoveries.
Video conference	Discussion on which habits, celebrations are to be included in the travel guide. **G1** + **G2**	Teachers (**G1** + **G2**) organise schedule for video conference and how to discuss about their findings. Both classes inform on the German culture findings and which shall be added to the travel guide. Discussion on content and the different chapters.
E-book chapters	Chapters are to be divided by students' teams (2/3 students). Team develops content. **G1**/ **G2**	Teacher guides students to identify the possible chapters for the E-Book. Compare different travel guides in German. Students vote for the topics for the E-Book. Each team is responsible for a chapter and shall decide upon which pictures shall go along; pick one student for the voice recording (of their chapter) and one other voice for "Hans' thoughts". **G1**/ **G2**
Photo shooting	Take photos of different places and habit related situations. **G1**/ **G2** (Lisbon/Paris)	Teacher and students decide what kind of photos are to be taken, by whom and deadlines. Photos are taken by students and are to be included in the travel guide. (Individual work; Tasks should be shared among students.)
Voice Over	Recording voices (use studio in school) **G1**/ **G2**	Teacher corrects students' texts/ sentences on the different happenings. In the E-Book, voices shall indicate what is happening: We need a narrator to introduce each chapter of the travel guide and another voice for Hans and his "reflection moments" on the cultural clash. Students decided who is *playing* the narrator and Hans' voice.
Making a postcard	Individual work: Use a photo (from photo shooting) or draw an image of Lisbon to make a postcard with cardbox paper and an old printer	DT and Arts teachers guide students on what materials to use and some insights on Guttenberg's printing is shared. A postcard is made by each student and is to be used in the next task.

	(Design and Tech + Art lessons - G1/ G2)	
Writing a postcard to *Hans' brother in France*	Individual work. Students shall write on the postcard produced. G1/ G2	Teacher guides students on how to write a postcard in German. Introduce the "greetings, a few "holiday chunks". Teachers praise students' achievements. G1 Each student writes as "being Hans" and expresses his feelings towards the Portuguese culture and discoveries in Lisbon. G2 does the same and sends postcards to Lisbon writing as Hans' brother traveling in Paris.
Create an E-Book On Hans and his brother's travels	Travel Guide created (ICT lessons) G1/ G2	ICT Teacher guides students on how create an E-Book on the site. The chapters are to be added to create the e-book with some audio tracks, photos and drawings. G1 + G2 results are merged into a unique e-book.
Create exercises related to the E-Book	Students (pairs) write questions on the PT cultural things in Lisbon. G1/ G2 (French)	Teacher guides students to write down some exercises in German on the Portuguese traditions. G1 Students decide what habits/traditions they want to ask their partner class in France and make a quiz (escape room exercises) on the Portuguese traditions/habits.

ASSESSMENT

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Learning progress and engagement of the students can be measured by the following assessment tasks:

During the project:
- Self-reflection tasks (e.g. One minute reflection writing assignment - mini diary at the end of each lesson)
- Several in-class discussions (on gathered information; E-book content; sharing ideas and issues…)
- Weekly Quizzes;
- Students voice surveys;
- Peer and group feedback (e.g. on the discoveries made);
- Students' written tasks: e.g. postcard written and sent from Lisbon to "Hans" brother who is visiting France/ French students would answer as "Hans' brother" talking about French habits…;
- Live streaming conversation with the partner class (from France, for example)
- Vocabulary quizzes;
- Pear deck (multiple choice questions)
- Test on grammar points (give opinion structures; usage of tenses)

At the end of the project:
- Talk-show (between students in Lisbon and those from France: give feedback on learned traditions, habits; discuss the project);
- Final presentation of the end result per video conference (each E-Book chapter)

eTwinning

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