

# VELLA 2023 (Virtual exchange Leipzig – Ludwigsburg – Auckland)

## Task 9B Development of open educational resources (OER) on the basis of your interactive activity

### 1 Title

Cultural Diversity – Signs and pictures in Germany and New Zealand

### 2 Short Summary

Because cultural diversity is challenging for young learners, we considered setting the issue for 8th graders. By using pictures from their hometowns and environments, the learners learn about their own culture and language and even a little bit about geography. The interactive poster is separated into two significant components. There are six tasks, three tasks, each belonging to either Germany or New Zealand. And the rest of the interactive poster is filled with information to support the learners by filling up the tasks and giving them some basic and essential background knowledge. The task itself on the interactive poster is not very long, but can be made longer with pre-tasks and post-tasks.

### 3 Overview

<b>Topic</b>	Which different cultures, or signs of culture, can be found in Ludwigsburg/Stuttgart and Auckland?
<b>Aims</b>	<p><b>Overall aim:</b></p> <p>This lesson aims for students to understand the value of different cultures and recognize signs and places around the world, especially their hometown. The students should also better understand their hometown and country regarding dealing with foreigners and/or people with different cultural backgrounds.</p> <p><b>Detailed aims:</b></p> <ul style="list-style-type: none"><li>- The students should learn about intercultural competence by understanding different cultures.</li><li>- Students should be able to locate Germany and New Zealand on a map.</li><li>- Students should be able to analyse, understand pictures and also link pictures together.</li></ul>

	<ul style="list-style-type: none"> <li>- Students should know about the strengths and weaknesses of cultural diversity.</li> <li>- They should be able to identify different cultures by either language or signs.</li> </ul>
<b>Level</b>	Grade 8
<b>Time</b>	1 double lesson
<b>Apps &amp; Materials (Index of OER)</b>	<p><b>Apps:</b></p> <ul style="list-style-type: none"> <li>- Padlet</li> <li>- Genially</li> <li>- Google Docs</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Pictures from the cities of Auckland, Ludwigsburg and Stuttgart</li> <li>- Worksheet with solutions</li> <li>- Interactive poster</li> </ul>

#### 4 Background information

The essential part of working with our material is knowing about the city the teacher lives in. This interactive poster can be done by teachers teaching at a school in Auckland or Ludwigsburg. It is optional to know exactly where the pictures were taken from, but it is important to have some background knowledge if questions occur. Knowing a little bit about the city you are teaching in plays an important role, making the work for the teacher much more accessible. Still, the material was created with reference material between the lines. The advantage of having some reference material between the lines is that even with less information about cultural diversity, vital information to solve the tasks is given. Naturally, more is needed for the teacher. The lecturer needs to know more about cultural diversity and diversity in general, but the material was created to get easy access to our poster and tasks.

A teacher using this material should also know how to work with apps like Padlet, Genially, and Google Docs. A basic understanding of these tools is essential to start and monitor the apps for creating the interactive poster. They should know how to operate interactive poster software or platforms and troubleshoot common technical issues.

Teachers should consider how interactive posters can be used to accommodate diverse learners. They should explore ways to provide differentiated content and activities within the posters to meet their students' individual needs and learning styles. The tasks are constipated, and some answers are given to the learners if they need help, but the teacher is free to delete them if the class is advanced and they already know a lot.

Teachers must establish guidelines and expectations for using interactive posters in the classroom. They should ensure students understand how to navigate the posters, collaborate with peers when necessary, and use the interactive features responsibly. It's important that the classroom is prepared for using such kinds of posters. May it be with the use of tablets or computers.

Teachers should strive to develop cultural competence, which involves understanding, respecting, and valuing cultural differences. So they should know about different cultures, traditions, languages, and histories, at least about the different cultures in Germany and New Zealand. This also includes being aware of common stereotypes and biases that exist in society and how they can influence student perceptions. So generalizations, assumptions, and stereotypes when discussing cultural diversity, should be avoided.

Also, teachers should engage in self-reflection and continuous learning to deepen their understanding of cultural diversity. They should be open to feedback and different opinion. Cultural diversity is a topic with many different views, and the lecturer should be available to listen to everything their students say during the double lesson.

## **5 Didactic considerations**

The teacher can assign his students to different cultural exploration projects. Students research and present a specific culture or cultural group. Students can go beyond stereotypes and delve into the complexities and diversity within each culture. And because Germany and New Zealand are so diverse, there are many options to choose from. This also leads to another option a teacher may have. He or She can organize a cultural showcase event where students and their families can share their cultural heritage. Students can create displays, performances, or exhibits that represent different cultures. This can include traditional dances, music, artifacts, artwork, or even food samples. The event allows students to celebrate their cultures and learn from each other. The teacher can also engage in communications and create opportunities for students to reflect on their own cultural identities

The teacher also has the option to invite a guest speaker with a diverse cultural background who is from either Auckland or Ludwigsburg. It gets more interesting if the teacher from Germany asks a guest speaker from New Zealand and vice versa. With the technology of nowadays, the whole thing could even be done online if it's only possible like this.

The teacher could also engage students in activities that foster cultural awareness and empathy. For example, you can use scenarios or case studies to explore cultural misunderstandings and discuss how to navigate them effectively. Role-playing exercises can help students understand different perspectives.

**Pre-tasks:**

On an excellent pre-task, it is essential to spark the students' interest. An example could be a scavenger hunt through the city of Ludwigsburg or Auckland, which depends on the town the school is in.

It is also interesting for the students if they reflect on their cultural background in a pre-task. The teacher can provide examples such as asking about their family traditions, languages spoken at home, or celebrations they participate in. Their reflections can be done through writing, drawings, or group discussions. Students with a cultural background can also bring in an artifact or object that represents their cultural heritage. It could be an item from their family's traditions, or like on the interactive poster a picture with a meaningful cultural background.

Exploring the topic, the teacher could also share a collection of quotes from notable individuals representing diverse cultures and backgrounds. After this he or she can ask students to choose a quotation that resonates with them and explain why it is meaningful.

**Post-tasks:**

The post-tasks provide an opportunity for students to consolidate and reinforce what they have learned during the double lesson and activities. If the students from Germany came in contact with the students from New Zealand, they can keep their connection and maybe write with each other. If possible, and they worked well together they can even visit each other.

As a post-task it is possible to have students participate in a cultural food exploration project. Ask them to research and prepare a traditional dish from a specific culture. Students can share their cooking experiences, recipes, and the significance of the dish in the culture. They even got some ideas about different food in task one and four.

The teacher can also ask the students to create a multimedia presentation showcasing the cultural diversity they have learned about. They can use digital tools to create slideshows or videos. They could be encouraged to use tools like genially or padlet as well. They even learn about different tools they can use in school, except PowerPoint.

The students can also be encouraged to express their understanding of cultural diversity through art forms such as painting, drawing, photography, poetry, or music. They can create artworks reflecting their appreciation for different cultures or compose poems or songs celebrating diversity.

## What would you expect students to answer

Task 1: Analyse the picture. Based on the information you already know about cultural diversity, what can you spot in the picture that has a connection to cultural diversity?



- Different languages are represented, for example German and Italian.
- Different cuisine/food and clothing is visible.

Task 2: Everyone should understand signs. More importantly, if these signs hold any rules to follow. In this picture, you can see a German Corona sign that everyone has to wear a mask on public transport. Do you know any other important rules or signs that everyone has to know about? Can you find at least one that has a connection to cultural diversity?



I expect the students to know about road traffic signs. They are made with pictures, so that anyone can understand them fast and easily. Germany is also known for their recycling and

environmental consciousness. In Germany the waste is sorted into different categories. In Germany there exists well known „quiet hours“. On these days you should be silent, and noise should be minimized. In Germany, there is no speed limit on the freeway. It is the only country in the world that allows this. Connected with cultural diversity the rule of equality and non-discrimination is really important.

**Task 3: Here are some strengths of cultural diversity. Do you find some more?**

Strengths of cultural diversity
Enriches and improves social life in areas such as art, literature, technology, and cuisine.
Teaches mutual respect and coexistence.
Creativity and innovation
Economic benefits (f.e. tourism)
Unique insights on difficult situations
Cultural preservation

**3.2 But it could also lead to chaos.**

Problems of cultural diversity
Language differences can hinder effective communication, access to education, and socio-economic opportunities for individuals who do not share a common language.
Inequality and Power Imbalances can exist where dominant cultures or majority groups may hold more privilege, influence, or resources.
Lack of Inclusion and equal opportunities
Ethnocentrism and cultural clashes
Loss of cultural identity and homogenization

**Task four:** Guess where these restaurants are from and match the food picture to the possible correct restaurant. (Italian, German, Korean, Chinese, French, Thai). Please also go and upload at least two places you have been that reflect one culture in the map below.

This task should be solved by the students. They should use the interactive map on padlet to find the different restaurants.

**Task five:** How much do you know about these images, and how do you think these represent their values? (You may refer to the following elements: dresses, tattoos, physical movements and etc.)

Maori:



**Tattoos:** Before the arrival of European settlers, the complex designs of tā moko were carved into the skin. This method of tattooing is based on the use of broad toothed combs of varying widths called uhi (chisel blades), dipped in dark pigment, and struck into the skin with small mallets known as tā. The pigment used was soot obtained from burning kahikatea, or white pine, sometimes mixed with kauri gum or soot from the oily koromiko (hebe) shrub.

**Dances:** In waiata-ā-ringā (action songs), the lyrics are supported by symbolic hand movements. The performers flutter their hands quickly, a movement called wiri, which can symbolise shimmering waters, heat waves or even a breeze moving the leaves of a tree. Waiata-ā-ringā are usually accompanied by a guitar and can be slow, fast, serious, or fun and flirtatious, depending on the context.

**Task six: Discuss your personal experience regards a culture clash in real life and write a reflection on why people should learn about cultural diversity.**

Example scenario and som:

A cultural clash occurs between two communities during a local festival in a multicultural city. One community follows a tradition of playing loud music late into the night, while the other community values tranquility during the evening hours. This clash leads to tensions and misunderstandings, with each group feeling their cultural practices are being disrespected.

With cultural diversity, it enhances empathy and respect toward different cultures and the view of the world. It helps with communication, innovation, and creativity because different opinions and ideas come together. Learning about cultural diversity helps build bridges and facilitate peaceful coexistence. It equips individuals with tools for resolving conflicts, negotiating differences, and promoting dialogue. Cultural understanding is essential in resolving disputes and fostering sustainable peace. This matches the example scenario perfectly.

In conclusion, learning about cultural diversity fosters empathy, expands knowledge, promotes effective communication, and enhances innovation. It builds bridges between cultures, facilitates peaceful coexistence, and creates a more inclusive and harmonious society.

## **6 Materials**

The only material needed for our activity is this interactive poster:

<https://www.canva.com/design/DAFjq4DAyi0/xnhPNZh5Nz0hcj9g0gOyGw/view>

and this google docs link:

<https://docs.google.com/document/d/1CRXpZRktZGqGrZniqxWh6uotlbt0aW7bJ4QQLm6ladY/edit>

(This link don't work because my partner has it locked and I couldn't reach her to change it)