







YEAR 5

Cultural Celebrations

Teachers' Intercultural E-book

Year 5		Intercultural Celebrations			
Time/ station	Independent Station 	Teacher station 	Collaboration station 	Technology station 	
1 st task	A1, A2, B1, NS	A1, A2, B1, NS			
2 nd task	B1, NS	A1, A2, B1, NS		A1, A2, B1, NS	
3 rd task		A1, A2, B1, NS	A1, A2, B1, NS		
4 th task		A1, A2, B1, NS	A1, A2, B1, NS		
5 th task		A1, A2, B1, NS	A1, A2, B1, NS		
6 th task	A1, A2, B1, NS	A1, A2, B1, NS			
7 th task		A1, A2, B1, NS		B1, NS	
8 th task		A1, A2, B1, NS	A1, A2, B1, NS	A1, A2, B1, NS	

Task One – Create a Cultural Celebration Poster

Description

ML. ICC.5, 1.1
ML. ICC.5, 1.2



Guidelines for A1

1. **Cultural Celebration Selection:** Provide students with a list of simple and well-known cultural celebrations, such as Christmas, Diwali, or Thanksgiving.
2. **Basic Elements:** Ask students to choose one celebration and create a poster with basic elements, including an image or drawing representing the celebration, the celebration's name, and one short sentence describing it.
3. **Visual Aid:** Encourage the use of simple visuals and minimal text. For example, for Diwali, they could draw a diya (traditional lamp), write "Diwali," and add a sentence like "Diwali is a festival of lights."

Guidelines for A2

1. **Cultural Celebration Selection:** Offer a wider range of cultural celebrations from different countries and cultures, and let students choose one that interests them. They can use [Roboteacher](#) to research about this cultural tradition.
2. **Key Elements:** Ask students to create a more detailed poster with a larger image or drawing, the celebration's name, a brief description (2-3 sentences), and any significant symbols or traditions associated with it.
3. **Visual Creativity:** Encourage students to include colourful visuals and drawings that capture the essence of the celebration. For example, for Hanukkah, they could draw a menorah, write "Hanukkah," and add a description like "Hanukkah is a Jewish festival of lights celebrated with menorah lighting and traditional foods."

Guidelines for B1

1. **Cultural Celebration Selection:** Allow students to choose a cultural celebration that they are less familiar with, emphasizing diversity and inclusivity.
2. **In-Depth Elements:** Ask students to create a comprehensive poster with a detailed image or artwork, the celebration's name, a more extensive description (3-5 sentences), and explanations of the cultural significance and historical context. They can use [Roboteacher](#) to research about this cultural tradition.
3. **Visual Presentation:** Encourage the use of artistic techniques, such as shading, colour schemes, and creative layouts. For example, for Holi, they could include a vibrant illustration of people playing with coloured powders, write "Holi," and provide a description like "Holi is the Hindu festival of colours, celebrating the arrival of spring with joyful festivities and the splashing of vibrant powders."

Guidelines for Native Language Speakers:

1. **Cultural Celebration Selection:** Let students choose any cultural celebration from around the world. They can use [Roboteacher](#) to research about this cultural tradition.
2. **Comprehensive Elements:** Encourage students to create a highly detailed and informative poster that includes an intricate image, the celebration's name, a comprehensive description (5-7 sentences), and insights into the celebration's cultural and historical context.
3. **Artistic Expression:** Allow students to use advanced artistic techniques, digital tools, or mixed media to create visually stunning posters. For example, for Nowruz, they could design an intricate illustration of a Haft-Seen table, write "Nowruz," and provide a description like "Nowruz is the Persian New Year, marked by a beautiful Haft-Seen table of symbolic items representing renewal and growth."

Additional Resources:

- Use Robot teacher for research.
- Offer guidance on visual design principles, layout, and the effective use of images and text.
- Encourage students to present their posters to the class, explaining the cultural celebration they chose and its significance.

Language skill

- Reading Comprehension: Students will enhance their reading skills by researching cultural celebrations and understanding key information about traditions, symbols, and historical contexts.
- Writing: Students will develop their writing skills by composing brief to comprehensive descriptions of cultural celebrations, using appropriate vocabulary and grammar for their language level.
- Speaking: Students will improve their speaking skills through presenting their posters and explaining their chosen cultural celebration, focusing on clear articulation and effective communication.
- Listening Comprehension: Students will practice listening skills by engaging with their peers' presentations, understanding different perspectives, and asking relevant questions.
- Visual Literacy: Students will enhance their ability to interpret and create visual representations, using images, symbols, and design elements to convey cultural information effectively.

Competences for democratic culture	<ul style="list-style-type: none"> - Respect for Cultural Diversity: By researching and presenting cultural celebrations from around the world, students will develop a deeper respect for cultural diversity and the richness of global traditions. - Empathy: Through learning about and sharing different cultural celebrations, students will practice empathy by considering the experiences, values, and beliefs of people from various cultural backgrounds. - Analytical and Critical Thinking Skills: Students will analyze cultural information and think critically about how to present it in a meaningful and engaging way, considering both the visual and textual components of their posters. - Cooperation and Conflict-Resolution Skills: By engaging in class discussions and collaborative activities, students will practice cooperation and learn to respect different viewpoints, fostering a supportive and inclusive classroom environment.
Type of learning Activity	XXX
Learning Outcome	<ul style="list-style-type: none"> - Students will recognize and appreciate the diversity of cultural celebrations worldwide, understanding the significance of different traditions and customs. - Students will improve their research skills by using resources like Roboteacher to gather accurate information about cultural practices and their historical backgrounds. - Students will develop their creativity and visual design skills by creating visually appealing posters that effectively communicate the essence of their chosen cultural celebration. - Students will foster empathy and respect for different cultures by learning about and sharing the importance of various cultural celebrations.
Objective (Link to Curriculum and/or European frameworks)	English, Social Studies, PSCD



Task One

Teacher information sheet

Detailed Information for Educators on Various Cultural Celebrations

Cultural celebrations are an essential aspect of human societies, providing insight into the values, traditions, and histories of different cultures. Here is a detailed overview of various cultural celebrations around the world, categorized by language proficiency levels for students.

A1 Level (Beginner)

1. Christmas (December 25)

- Countries: Many countries, including the USA, UK, Canada, and Germany.
- Description: Christmas celebrates the birth of Jesus Christ. It is a time for family gatherings, exchanging gifts, and festive meals. Homes are often decorated with Christmas trees, lights, and ornaments. In many places, people attend church services, sing carols, and enjoy holiday traditions such as baking cookies and watching Christmas movies.
- Key Symbols: Santa Claus, Christmas tree, reindeer, presents.
- Activities: Decorating the tree, gift-giving, family dinners, attending church services.

2. Diwali (Dates vary, usually October or November)

- Country: India
- Description: Diwali, also known as the Festival of Lights, celebrates the victory of light over darkness and good over evil. It marks the return of Lord Rama to his kingdom after 14 years of exile. People light oil lamps and fireworks, decorate their homes with rangoli (colourful patterns), and exchange sweets and gifts.
- Key Symbols: Oil lamps (diyas), fireworks, rangoli.
- Activities: Lighting lamps, setting off fireworks, making and sharing sweets, wearing new clothes.

3. Thanksgiving (Fourth Thursday in November)

- Country: USA
- Description: Thanksgiving is a time to give thanks for the harvest and blessings of the past year. It originated from the Pilgrims' feast in 1621, shared with Native Americans. Families gather for a large meal, typically featuring turkey, stuffing, cranberry sauce, and pumpkin pie.
- Key Symbols: Turkey, cornucopia, pumpkins.
- Activities: Preparing and sharing a meal, watching parades and football games, expressing gratitude.

A2 Level (Elementary)



1. Chinese New Year (Dates vary, usually January or February)

- Country: China
- Description: Chinese New Year, also known as the Spring Festival, marks the start of the lunar new year. It is celebrated with family reunions, elaborate meals, dragon and lion dances, fireworks, and giving red envelopes (hongbao) with money to children for good luck.
- Key Symbols: Red envelopes, dragon dances, lanterns.
- Activities: Cleaning the house to sweep away bad luck, decorating with red, enjoying a reunion dinner, attending parades.

2. Eid al-Fitr (Dates vary, end of Ramadan)

- Countries: Many Muslim countries, including Saudi Arabia, Indonesia, and Turkey.
- Description: Eid al-Fitr marks the end of Ramadan, the holy month of fasting. It is a day of feasting and celebration after a month of dawn-to-sunset fasting. People attend special prayers, wear new clothes, and enjoy festive meals with family and friends. Acts of charity, such as giving to the poor, are also important.
- Key Symbols: Crescent moon, dates, prayer mats.
- Activities: Performing the Eid prayer, visiting family and friends, giving zakat (charity), enjoying special foods.

3. Hanukkah (Dates vary, usually December)

- Countries: Celebrated by Jewish people worldwide.
- Description: Hanukkah, the Festival of Lights, commemorates the rededication of the Second Temple in Jerusalem and the miracle of the oil that lasted eight days. Families light a menorah, add a candle each night, play dreidel games, and eat foods fried in oil, like latkes and sufganiyot (doughnuts).
- Key Symbols: Menorah, dreidel, oil.
- Activities: Lighting the menorah, playing dreidel games, cooking and eating traditional foods, singing Hanukkah songs.

B1 Level (Intermediate)

1. Holi (Dates vary, usually March)

- Country: India
- Description: Holi, the Festival of Colours, celebrates the arrival of spring and the victory of good over evil. People gather to throw coloured powders and water at each other, dance to traditional music, and enjoy festive foods. The night before Holi, bonfires are lit to symbolize the burning of the demoness Holika.
- Key Symbols: Coloured powders, bonfires.
- Activities: Throwing coloured powders, dancing, singing, sharing sweets and snacks.



2. Carnival (Dates vary, usually February or March)

- Country: Brazil
- Description: Carnival is a vibrant festival held before Lent, known for its parades, music, dancing, and elaborate costumes. In Rio de Janeiro, the celebration includes samba parades, street parties, and masquerade balls. It is a time of joy, extravagance, and cultural expression.
- Key Symbols: Samba dancers, masks, costumes.
- Activities: Participating in parades, dancing samba, attending street parties and balls, enjoying traditional Brazilian foods.

3. Bastille Day (July 14)

- Country: France
- Description: Bastille Day commemorates the storming of the Bastille prison in 1789, a key event in the French Revolution. It is celebrated with military parades, fireworks, parties, and public events. The largest parade takes place on the Champs-Élysées in Paris.
- Key Symbols: French flag, fireworks, military parades.
- Activities: Watching parades, enjoying fireworks, attending public celebrations, listening to patriotic music.

Native Speakers

1. Lunar New Year (Dates vary, usually January or February)

- Countries: China, Vietnam, Korea
- Description: Lunar New Year, celebrated in various East Asian cultures, marks the beginning of the lunar calendar year. Traditions include family reunions, special meals, dragon and lion dances, fireworks, and giving red envelopes with money for good luck. In Vietnam, the holiday is known as Tet and includes similar traditions.
- Key Symbols: Red envelopes, dragons, lanterns.
- Activities: Cleaning homes, decorating with red, enjoying festive meals, participating in dances and parades.

2. Día de los Muertos (November 1-2)

- Country: Mexico
- Description: Día de los Muertos, or Day of the Dead, is a time to honor and remember deceased loved ones. Families create altars with photos, flowers (marigolds), and the favourite foods of the departed. Festivities include parades, music, and traditional foods like pan de muerto (bread of the dead).
- Key Symbols: Marigolds, sugar skulls, altars.
- Activities: Building altars, visiting gravesites, participating in parades, enjoying traditional foods and music.

3. Midsummer (June 21)

- Country: Sweden



- Description: Midsummer celebrates the longest day of the year. It is a major holiday in Sweden, marked by dancing around maypoles, wearing flower crowns, and enjoying traditional foods like pickled herring and strawberries. The celebration is rooted in ancient fertility rituals and the welcoming of summer.
- Key Symbols: Maypoles, flower crowns, bonfires.
- Activities: Dancing around the maypole, singing traditional songs, feasting on seasonal foods, wearing flower crowns.

These detailed descriptions provide educators with information on various cultural celebrations that can be tailored to the language proficiency levels of 10-year-old students. By engaging with these cultural celebrations, students can develop a deeper understanding and appreciation of global traditions, enhancing their cultural awareness and fostering a sense of inclusivity and respect for diversity.



Cultural Celebrations for A2 Students

1. Chinese New Year (Dates vary, usually January or February)

- Country: China
- What is it?: Chinese New Year is a festival celebrating the start of the lunar new year. Families clean their homes to sweep away bad luck and make room for good luck. They also have parades, fireworks, and special meals.
- Fun Fact: Each year is represented by an animal from the Chinese zodiac, such as the dragon or rabbit.

2. Eid al-Fitr (Dates vary, end of Ramadan)

- Country: Many Muslim countries (e.g., Saudi Arabia, Indonesia, Turkey)
- What is it?: Eid al-Fitr marks the end of Ramadan, the holy month of fasting. People dress in their best clothes, attend special prayers, and enjoy large feasts with family and friends.
- Fun Fact: It is common to give money or gifts to children and to donate to the needy.

3. Hanukkah (Dates vary, usually December)

- Country: Celebrated by Jewish people worldwide
- What is it?: Hanukkah, also known as the Festival of Lights, celebrates the rededication of the Second Temple in Jerusalem. People light the menorah, play games, and eat foods like latkes and donuts.
- Fun Fact: Hanukkah lasts for eight days, and each night an additional candle is lit on the menorah.

4. Festa (Feast Day)

- Country: Malta
- Description: Festas are religious feasts dedicated to the patron saints of various towns and villages in Malta. These celebrations include church services, processions, fireworks, band marches, and street decorations. Each town has its own festa, and these are highly anticipated events.
- Key Symbols: Statues of saints, fireworks, church decorations.
- Activities: Attending mass, participating in processions, enjoying fireworks displays, listening to band music.

Cultural Celebrations for B1 Students (10 Years Old)

1. Holi (Dates vary, usually March)

- Country: India
- What is it?: Holi, the Festival of Colours, celebrates the arrival of spring and the victory of good over evil. People throw coloured powders and water at each other, dance, and have festive meals.
- Fun Fact: The night before Holi, bonfires are lit to symbolize the burning away of evil.

2. Carnival (Dates vary, usually February or March)



- Country: Brazil
- What is it?: Carnival is a huge festival with parades, music, dancing, and colourful costumes. It takes place before the Christian season of Lent.
- Fun Fact: The Carnival in Rio de Janeiro is one of the largest and most famous in the world.

3. Bastille Day (July 14)

- Country: France
- What is it?: Bastille Day celebrates the French Revolution and the storming of the Bastille prison in 1789. There are fireworks, parades, and parties all over France.
- Fun Fact: The biggest celebration is held on the Champs-Élysées in Paris.

4. Mnarja (June 29)

- Country: Malta
- Description: Mnarja is one of Malta's oldest traditions, celebrating the feast of Saints Peter and Paul. It is held in Buskett Gardens, where people enjoy picnics, traditional Maltese food, and folk music. There are also agricultural shows and horse races.
- Key Symbols: Folk music, traditional Maltese food, horse races.
- Activities: Picnicking in Buskett Gardens, attending agricultural shows, watching horse races, enjoying traditional music.

Cultural Celebrations for Native Speakers (10 Years Old)

1. Lunar New Year (Dates vary, usually January or February)

- Country: China, Vietnam, Korea
- What is it?: Lunar New Year marks the beginning of the lunar calendar year. Celebrations include family reunions, special meals, dragon dances, and giving red envelopes with money to children.
- Fun Fact: In Vietnam, the holiday is called Tet, and it is the most important celebration of the year.

2. Día de los Muertos (November 1-2)

- Country: Mexico
- What is it?: Día de los Muertos, or Day of the Dead, is a time to honor and remember loved ones who have passed away. People create altars with photos, flowers, and favourite foods of the deceased.
- Fun Fact: Marigolds and sugar skulls are common symbols of this celebration.

3. Midsummer (June 21)

- Country: Sweden
- What is it?: Midsummer celebrates the longest day of the year. People dance around maypoles, wear flower crowns, and enjoy traditional foods like pickled herring and strawberries.



- Fun Fact: Midsummer is one of the most important holidays in Sweden, almost as big as Christmas.

These guiding questions and information about cultural celebrations are designed to match the language proficiency levels of 10-year-old students, helping them explore and appreciate the diverse ways in which different cultures celebrate important events. By engaging with these questions and research activities, students can deepen their understanding of global traditions and develop a greater appreciation for cultural diversity.



Guiding Questions for Student Research on Cultural Festivities

A1 Level (Beginner)

1. What is the name of the celebration?
2. Which country celebrates this festival?
3. When is the festival celebrated?
4. What are two things people do during this celebration?
5. What is a special food people eat during this festival?

A2 Level (Elementary)

1. What is the name of the cultural festival you are researching?
2. In which country or countries is this festival mainly celebrated?
3. What time of the year is this festival celebrated?
4. Describe three activities that people do during this celebration.
5. What is one traditional food associated with this festival?
6. Why do people celebrate this festival?

B1 Level (Intermediate)

1. What is the cultural festival you are researching, and where is it celebrated?
2. What historical or cultural significance does this festival hold?
3. What are some traditional activities and customs associated with this festival?
4. How do people prepare for this festival?
5. What are some special foods or dishes associated with this festival?
6. What is the importance of colors in this festival?

Native Speakers

1. What cultural festival are you researching, and in which regions is it celebrated?
2. What is the origin and historical background of this festival?
3. Describe the main customs and traditions practiced during this festival.
4. How do the customs and activities reflect the cultural values and beliefs of the society?
5. What are some traditional foods and beverages enjoyed during this festival, and what is their significance?
6. How has this festival evolved over time, and what modern elements have been incorporated?
7. Compare this festival to another festival you know. What are the similarities and differences?

ML. ICC.5,

Code 1.1

Teacher
station
Independent
Station

Guidelines for A1

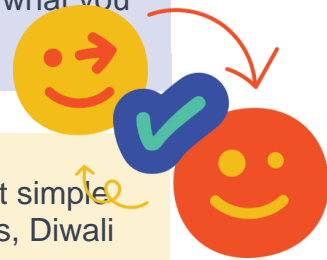
- Today with the teacher, we will be talking about simple and well-known celebrations such as Christmas, Diwali and Thanksgiving.
- Choose one of the celebrations found here
 1. Christmas (December 25)
 - Country: Many countries (e.g., USA, UK, Canada, Germany)
 - What is it? Christmas is a celebration of the birth of Jesus Christ. People decorate Christmas trees, exchange gifts, and have big meals with family and friends.
 - Fun Fact: Santa Claus brings presents to children who have been good all year.
 2. Diwali (Dates vary, usually October or November)
 - Country: India
 - What is it? Diwali, also known as the Festival of Lights, celebrates the victory of light over darkness and good over evil. People light lamps, enjoy fireworks, and exchange sweets.
 - Fun Fact: Many people clean and decorate their homes to welcome the goddess, Lakshmi.
 3. Thanksgiving (Fourth Thursday in November)
 - Country: USA
 - What is it? Thanksgiving is a time to give thanks for the harvest and blessings of the past year. People have a big feast with turkey, stuffing, and pie.
 - Fun Fact: The first Thanksgiving was celebrated by the Pilgrims and Native Americans in 1621.
- Create a poster about the celebration with an image and a short sentence describing it. You can use your tablet to find an image.
- Use these questions to help you with your search
 1. What is the name of the celebration?
 2. Which country celebrates this festival?
 3. When is the festival celebrated?
 4. What are two things people do during this celebration?
 5. What is a special food people eat during this festival?
- Present your poster and discuss with the teacher what you found about the celebration.

ML. ICC.5,

Code 1.1, 1.2

Teacher station
Independent
Station

- Today with the teacher, we will be talking about simple and well-known celebrations such as Christmas, Diwali and Thanksgiving.
- Choose one of the celebrations found here or find another one using [Roboteacher](#). Celebrations Chinese New Year, Eid-al-Fitr, Hanukkah, Festa (Malta)
- Create a detailed poster about the celebration with some images and around 4 sentences sentence describing it. You can use your tablet to find this information.
- Use these questions to help you with your search
 - What is the name of the cultural festival you are researching?
 - In which country or countries is this festival mainly celebrated?
 - What time of the year is this festival celebrated?
 - Describe three activities that people do during this celebration.
 - What is one traditional food associated with this festival?
 - Why do people celebrate this festival?
- Present your poster and discuss with the teacher what you found about the celebration.



ML. ICC.5,

Code 1.1, 1.2

Teacher station
Independent
Station

- Today with the teacher, we will be talking about simple and well-known celebrations such as Christmas, Diwali and Thanksgiving.
- Choose one of the celebrations found here or find another one using [Roboteacher](#). Celebrations Chinese New Year, Eid-al-Fitr, Hanukkah, Festa (Malta)
- Create a detailed poster about the celebration with some images and around 4 sentences sentence describing it. You can use your tablet to find this information.
- Use these questions to help you with your search
- What is the cultural festival you are researching, and where is it celebrated?
- What historical or cultural significance does this festival hold?
- What are some traditional activities and customs associated with this festival?
- How do people prepare for this festival?
- What are some special foods or dishes associated with this festival?
- What is the importance of colors in this festival?

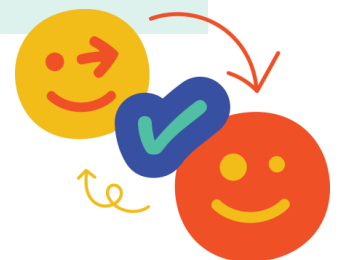
- Present your poster and discuss with the teacher what you found about the celebration

ML. ICC.5,

Code 1.1, 1.2

Teacher
station
Independent
Station

- Today with the teacher, we will be talking about simple and well-known celebrations such as Christmas, Diwali and Thanksgiving.
- Choose one of the celebrations found here or find another one using [Roboteacher](#). Celebrations Chinese New Year, Eid-al-Fitr, Hanukkah, Festa (Malta)
- Create a detailed poster about the celebration with images and around 8 sentences sentence describing it. You can use your tablet to find this information.
- Use these questions to help you with your search
 - What cultural festival are you researching, and in which regions is it celebrated?
 - What is the origin and historical background of this festival?
 - Describe the main customs and traditions practiced during this festival.
 - How do the customs and activities reflect the cultural values and beliefs of the society?
 - What are some traditional foods and beverages enjoyed during this festival, and what is their significance?
 - How has this festival evolved over time, and what modern elements have been incorporated?
 - Compare this festival to another festival you know. What are the similarities and differences?
- Present your poster and discuss with the teacher what you found about the celebration



Task Two – Cook a Cultural Dish

Description
ML.ICC.5, 2.1
ML.ICC.5, 2.2



Technology Tool

A1 – [Crossword A1](#)
A2 – [Crossword A2](#)
B1 – [Crossword B1](#)
NS – [Crossword NS](#)

Guidelines for A1

1. **Dish Selection:** Choose a simple dish associated with a well-known cultural celebration, like "Guacamole" for Cinco de Mayo.
2. **Ingredients:** Provide a list of basic ingredients in the target language and encourage students to repeat them
3. **Step-by-Step Instructions:** Ask students to write step-by-step instructions for cooking the item, using basic verbs and simple sentences. For example, "Cut the avocado. Mash it. Add salt."
4. **Crossword Puzzle:** Guess the food from its description.
[Crossword A1](#)

Guidelines for A2

1. **Dish Selection:** Offer a range of dishes from various cultural celebrations, including some with slightly more complexity, like "Sushi" for Japanese festivals.
2. **Ingredients:** Ask students to research the list of ingredients through robot teacher in the target language and encourage students to find translations. Include any specific cultural ingredients.
3. **Step-by-Step Instructions:** Ask students to write more detailed instructions, using a mix of basic and intermediate verbs and sentence structures. For example, "Rinse the rice until the water runs clear. Slice the fish into thin pieces."
4. **Crossword Puzzle:** Guess the food from its description.
[Crossword A2](#)

Guidelines for B1

1. **Dish Selection:** Offer a wide variety of dishes from different cultural celebrations, including those with advanced preparation steps, like "Baklava" for Eid.
2. **Ingredients:** Encourage students to research the list of ingredients through robot teacher in the target language and provide translations for more complex cultural items.
3. **Step-by-Step Instructions:** Ask students to write comprehensive step-by-step instructions in the target language, incorporating a mix of simple and complex

sentence structures, along with additional tips. For example, "Layer the phyllo dough sheets, brushing each with melted butter. Sprinkle crushed pistachios between the layers. Cut the baklava into diamond shapes before baking."

4. **Crossword Puzzle:** Guess the food from its description.
[Crossword B1](#)

Guidelines for Native Language Speakers:

1. **Dish Selection:** Allow students to choose any cultural dish they are interested in.
2. **Ingredients:** Ask students to research the list of ingredients through robot teacher in the target language and encourage students to find translations. Include specific cultural ingredients.
3. **Step-by-Step Instructions:** Ask students to write detailed instructions in the target language, using complex sentence structures and providing historical or cultural context. For example, "In a traditional Moroccan tagine, layer the chicken, preserved lemons, olives, and spices. Slow-cook until the chicken is tender, creating a savory, aromatic stew."
4. **Crossword Puzzle:** Guess the food from its description.
[Crossword NS](#)

Additional Resources:

- Use Robot teacher
- Offer guidance on recipe format, including listing ingredients and writing clear and concise instructions.
- Encourage students to share their dishes with their classmates or even organize a cultural food fair to showcase their creations.

Language skill

- **Reading Comprehension:** Students will improve their ability to read and understand recipes in the target language. This includes identifying ingredients, following step-by-step instructions, and comprehending cultural context.
- **Writing:** Students will develop their writing skills by creating clear and concise instructions for preparing a dish. This includes using appropriate vocabulary, grammar, and sentence structures for their language level.
- **Speaking:** Students will enhance their speaking skills by discussing their chosen dish, explaining ingredients, and describing the preparation process in the target language.
- **Listening Comprehension:** Students will practice listening skills by engaging with peer presentations and understanding different perspectives on cultural dishes.
- **Translation Skills:** Students will refine their translation skills by translating ingredient lists and instructions from the target



Competences for democratic culture	<p>language into their native language and vice versa, deepening their understanding of vocabulary and cultural nuances.</p> <ul style="list-style-type: none"> - Respect for Cultural Diversity: By researching and presenting cultural dishes from around the world, students will develop a deeper respect for cultural diversity and the culinary traditions that reflect different cultural identities. - Empathy: Through learning about and sharing recipes from various cultures, students will practice empathy by considering the experiences, values, and traditions of people from different backgrounds. - Analytical and Critical Thinking Skills: Students will analyze recipes to understand cultural meanings, symbolism, and traditions, encouraging them to think critically about how different societies view and celebrate food. - Cooperation and Conflict-Resolution Skills: By engaging in group discussions, collaborative activities, and potential cultural food fairs, students will practice cooperation, active listening, and constructive dialogue, promoting a democratic and inclusive classroom environment.
Type of learning Activity	<p>XXX</p>
Learning Outcome	<ul style="list-style-type: none"> - Students will recognize and appreciate the diversity of cultural dishes from around the world, understanding their significance in various cultural celebrations. - Students will develop practical language skills by creating recipes and sharing them with classmates, focusing on clear communication and cultural relevance. - Students will foster creativity by presenting their chosen dish in a way that highlights its cultural significance, incorporating both language skills and cultural knowledge. - Students will build empathy and respect for different cultures by exploring and discussing the cultural context and significance of various dishes.
Objective (Link to Curriculum and/or European frameworks)	<p>English, Social Studies, Personal & Social Career Development</p>



Task Two

Simple Dish Associated with Cultural Celebrations

A1 Level (Beginner)

1. Word: Cookies - Definition: Sweet treats often baked for Christmas.
2. Word: Easter Eggs - Definition: Chocolate shapes you find during Easter.
3. Word: Sushi- Definition: Japanese food made with rice and fish.
4. Word: Tacos - Definition: Mexican food with meat in a tortilla.
5. Word: Pizza - Definition: Italian dish with a flatbread base topped with tomato sauce, cheese, and various toppings.
6. Word: Pasta - Definition: Italian noodles made from wheat, often served with sauce.
7. Word: Burger - Definition: Sandwich with a ground meat patty, often served with lettuce, tomato, and cheese.
8. Word: Fries - Definition: Thin slices of potatoes that are fried and often served with burgers.

A2 Level (Elementary)

1. Word: Latkes - Definition: Fried potato pancakes eaten during Hanukkah.
2. Word: Hot Cross Buns - Definition: Sweet bread rolls with a cross on top, eaten at Easter in the UK.
3. Word: Samosas - Definition: Fried pastry with spicy filling, often eaten during Ramadan.
4. Word: Bratwurst - Definition: German sausage enjoyed at Oktoberfest.
5. Word: Pierogi - Definition: Polish dumplings filled with potatoes, cheese, or meat.
6. Word: Tostada - Definition: A Mexican dish of a fried tortilla topped with beans, cheese, and meat.
7. Word: Crepes - Definition: Thin French pancakes that can be filled with sweet or savory fillings.
8. Word: Pastizzi - Definition: Flaky pastry filled with ricotta cheese or mushy peas, popular in Malta.

B1 Level (Intermediate)

1. Word: Empanada - Definition: A stuffed bread or pastry from Spain or Latin America, filled with meat, cheese, or other ingredients.
2. Word: Gulab Jamun - Definition: Sweet Indian dessert made from milk powder and soaked in syrup, enjoyed during Diwali.
3. Word: Timpana - Definition: Maltese baked pasta dish often served at festas.
4. Word: Moussaka - Definition: A Greek dish made with layers of eggplant, ground meat, and béchamel sauce.
5. Word: Falafel - Definition: Deep-fried balls or patties made from ground chickpeas or fava beans, popular in Middle Eastern cuisine.



6. Word: Ramen - Definition: A Japanese noodle soup dish with broth, noodles, meat, and vegetables.
7. Word: Tapas - Definition: A variety of small Spanish dishes or snacks served as appetizers.
8. Word: Bacalhau - Definition: Portuguese dried and salted codfish, used in many dishes.

Native Speakers

Crossword Definitions for Cultural Foods (Native Speakers)

1. Word: Paella - Definition: A Spanish dish made with rice, saffron, chicken, seafood, and vegetables, cooked in a large shallow pan.
2. Word: Kimchi - Definition: A traditional Korean side dish made from fermented vegetables, usually cabbage and radishes, seasoned with chili pepper, garlic, and ginger.
3. Word: Poutine- Definition: A Canadian dish consisting of fries topped with cheese curds and gravy.
4. Word: Baklava- Definition: A sweet dessert from the Middle East made of layers of filo pastry filled with nuts and sweetened with honey or syrup.
5. Word: Kwareżimal - Definition: A traditional Maltese sweet biscuit made with ground almonds and honey, typically enjoyed during Lent.
6. Word: Bragioli - Definition: Also known as beef olives, this dish consists of thin beef slices stuffed with breadcrumbs, bacon, and herbs, then cooked in a rich tomato sauce.
7. Word: Bifana- Definition: A Portuguese sandwich made with marinated pork slices served in a bread roll.
8. Word: Fattoush - Definition: A fresh salad made with mixed greens, tomatoes, cucumbers, radishes, and pieces of toasted or fried pita bread.

Activity Instructions

1. A1 Level

- Activity: Colour and label pictures of the ingredients.
- Question: Can you find these ingredients in your kitchen?

2. A2 Level

- Activity: Match the ingredients to the correct dish.
- Question: Which ingredients are used to make latkes and which are used for hot cross buns?

3. B1 Level

- Activity: Write a short paragraph describing how to prepare one of the dishes.
- Question: What steps do you need to follow to make gulab jamun?

4. Native Speakers:

- Activity: Research and present the cultural significance of the dish you chose.
- Question: Why is sushi important during New Year's celebrations in Japan?

ML.ICC.5

Code 2.1, 2.2

Teacher station
Technology
Station

- Together with the teacher you will be talking about cultural food
- We will find the ingredients first.
- Now we will write some steps how to cook the dish. For example, "Cut the avocado. Mash it. Add salt."
- When you have finished and the teacher tells you click on the [Crossword A1](#) and try to guess the food.

ML.ICC.5

Code 2.1, 2.2

Teacher station
Technology
Station
Independent
Station

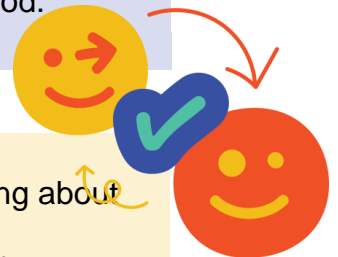
- Together with the teacher you will be discovering about cultural food
- Find the ingredients of one cultural dish of your choice.
- Write the instructions for preparing that dish. For example, "Rinse the rice until the water runs clear. Slice the fish into thin pieces."
- When you have finished and the teacher tells you click on the [Crossword A2](#) and try to guess the food.

ML.ICC.5

Code 2.1, 2.2

Teacher station
Technology
Station
Independent
Station

- Together with the teacher you will be discovering about cultural food
- Research the ingredients of one cultural dish of your choice.
- Write the instructions for preparing that dish. For example, "Layer the phyllo dough sheets, brushing each with melted butter. Sprinkle crushed pistachios between the layers. Cut the baklava into diamond shapes before baking."
- When you have finished and the teacher tells you click on the [Crossword B1](#) and try to guess the food.





ML.ICC.5

Code 2.1, 2.2

**Teacher
station
Technology
Station
Independent
Station**

- Together with the teacher you will be discovering about cultural food
- Research the ingredients of one cultural dish of your choice.
- Write the instructions for preparing that dish. For example, "In a traditional Moroccan tagine, layer the chicken, preserved lemons, olives, and spices. Slow-cook until the chicken is tender, creating a savory, aromatic stew."
- When you have finished and the teacher tells you click on the [Crossword NS](#) and try to guess the food.

Task Three – Create a Vocabulary List for a Cultural Celebration

Description

ML.ICC.5, 3.1



Guidelines for A1

1. **Cultural Celebration Selection:** Choose a well-known cultural celebration, such as "Halloween."
2. **Basic Vocabulary:** Encourage students to find and list simple words related to the celebration, such as "pumpkin," "costume," "candy," and "trick-or-treat."
3. **Basic Definitions:** Ask students to provide basic definitions or translations for each word in their native language.

Guidelines for A2

1. **Cultural Celebration Selection:** Offer a range of cultural celebrations to choose from, such as "Chinese New Year" or "Easter."
2. **Expanded Vocabulary:** Encourage students to include a more comprehensive list of words, covering objects, clothing, food, and activities associated with the chosen celebration.
3. **Definitions and Sentences:** Ask students to provide definitions for each word and use some of them in sentences. For instance, for "Chinese New Year," they could include "lantern," "red envelope," "dumpling," and "dragon dance."

Guidelines for B1

1. **Cultural Celebration Selection:** Allow students to select a cultural celebration they are less familiar with, emphasizing diversity and cultural richness.
2. **In-Depth Vocabulary:** Encourage students to create an extensive list of words, including terms for specific rituals, cultural symbols, and lesser-known elements of the celebration.
3. **Detailed Definitions and Context:** Ask students to provide detailed definitions, cultural context, and usage examples for each word. For example, for "Diwali," they could include "diya (oil lamp)," "rangoli (colourful patterns)," "samosa," and "fireworks."

Guidelines for Native Language Speakers:

1. **Cultural Celebration Selection:** Let students choose any cultural celebration from around the world.
2. **Comprehensive Vocabulary:** Encourage students to compile a rich vocabulary list that explores various aspects of the celebration, including historical and regional variations.

	<p>3. In-Depth Definitions and Context: Ask students to provide comprehensive definitions, historical context, cultural significance, and usage examples for each word. For example, for "Carnival," they could include "samba," "masquerade," "confetti," and "parade."</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> • Students can use Robot teacher for their research about the chosen cultural celebration to assist students in creating their vocabulary lists. • Encourage students to create flashcards or study aids using their vocabulary lists. • Foster discussions about the cultural significance of the words and their role in the celebration.
<p>Language skill</p>	<ul style="list-style-type: none"> • Reading: Students enhance their reading skills by researching cultural celebrations and understanding vocabulary related to different traditions and practices. • Writing: Students develop their writing skills by listing vocabulary, writing definitions, and creating sentences or contextual examples. This helps them practice spelling, grammar, and sentence structure in the target language. • Speaking: Students practice speaking by discussing their vocabulary lists, definitions, and examples with classmates, enhancing their pronunciation, fluency, and ability to articulate ideas. • Listening: Students improve their listening skills by engaging in discussions, listening to peers' presentations, and understanding explanations about cultural significance and vocabulary usage.
<p>Competences for democratic culture</p>	<ul style="list-style-type: none"> • Knowledge and Critical Understanding of Culture: Students will gain knowledge of different cultural celebrations and their associated vocabulary, fostering an understanding of the values, beliefs, and practices represented by these words. This helps promote respect for cultural diversity and enriches students' perspectives on global cultures. • Reflective and Independent Learning: Students will engage in reflective and independent learning by researching cultural celebrations, analyzing vocabulary, and creating definitions and sentences. This activity promotes self-directed learning, critical thinking, and a deeper understanding of cultural diversity and language. • Analytical Skills and Contextual Understanding: Students will develop analytical skills by understanding the meanings, contexts, and cultural significance of vocabulary related to different celebrations. They will learn to provide detailed definitions, historical context, and usage examples, fostering a deeper understanding of the cultural richness and diversity of global traditions.



Type of learning Activity	XXX
Learning Outcome	<ul style="list-style-type: none">• Cultural Awareness and Knowledge: Students will gain a deeper understanding of cultural celebrations, including the traditions, symbols, and activities associated with them. They will learn to recognize the cultural significance of various vocabulary words in the context of these celebrations.• Vocabulary Expansion: Students will expand their vocabulary by learning new words related to cultural celebrations, focusing on objects, clothing, food, activities, rituals, symbols, and historical aspects.• Language Proficiency: Students will improve their language proficiency by practicing vocabulary in context, writing definitions, and creating sentences that demonstrate their understanding of the words and their cultural relevance.• Critical Thinking: Students will develop critical thinking skills by analyzing the meanings of words, considering their cultural significance, and understanding the historical and regional variations of celebrations.
Objective (Link to Curriculum and/or European frameworks)	XXXX

Task Three

Eight Cultural Celebrations with descriptions tailored for different language proficiency levels:

Christmas			
A1 Level	A2 Level	B1 Level	Native Speaker
<p>Description: Christmas is a holiday on December 25. People celebrate the birth of Jesus. They decorate trees and give gifts.</p>	<p>Description: Christmas is a holiday celebrated on December 25. It marks the birth of Jesus Christ. People decorate Christmas trees, exchange gifts, and have big family meals. Santa Claus brings presents to children.</p>	<p>Description: Christmas, celebrated on December 25, is a Christian holiday marking the birth of Jesus Christ. Traditions include decorating Christmas trees, exchanging gifts, attending church services, and having festive meals. Santa Claus is a popular figure who delivers presents to children.</p>	<p>Description: Christmas is celebrated on December 25 to commemorate the birth of Jesus Christ. Traditions vary but often include decorating Christmas trees, exchanging gifts, attending midnight mass, and enjoying elaborate family feasts. The holiday has also incorporated secular elements such as Santa Claus, who is said to deliver gifts to children around the world.</p>
Diwali			
A1 Level	A2 Level	B1 Level	Native Speaker
<p>Description: Diwali is the Festival of Lights. It is in October or November. People light lamps and give sweets.</p>	<p>Description: Diwali, the Festival of Lights, is celebrated in October or November. It symbolizes the victory of light over darkness. People light oil lamps, set off fireworks, and exchange sweets and gifts.</p>	<p>Description: Diwali, known as the Festival of Lights, is celebrated in India in October or November. It marks the victory of light over darkness and good over evil. Traditions include lighting oil lamps, setting off fireworks, decorating homes with rangoli, and exchanging sweets and gifts.</p>	<p>Description: Diwali, the Hindu Festival of Lights, is celebrated in October or November. It honors the victory of light over darkness and good over evil, particularly the return of Lord Rama to his kingdom after 14 years of exile. Celebrations include lighting oil lamps (diyas), setting off fireworks, creating colorful rangoli patterns, and sharing sweets and gifts with family and friends.</p>

Chinese New Year			
A1 Level	A2 Level	B1 Level	Native Speaker
Description: Chinese New Year is in January or February. People celebrate with family and fireworks.	Description: Chinese New Year is celebrated in January or February. It marks the start of the lunar new year. People have family reunions, light fireworks, and give red envelopes with money.	Description: Chinese New Year, celebrated in January or February, marks the beginning of the lunar new year. It is a time for family reunions, fireworks, dragon and lion dances, and giving red envelopes (hongbao) with money for good luck.	Description: Chinese New Year, also known as the Spring Festival, falls in January or February and marks the start of the lunar new year. It is the most important traditional holiday in China, involving family reunions, feasts, fireworks, dragon and lion dances, and the exchange of red envelopes (hongbao) containing money as a symbol of good fortune.
Eid al-Fitr			
A1 Level	A2 Level	B1 Level	Native Speaker
Description: Eid al-Fitr is a festival after Ramadan. People pray and eat special foods.	Description: Eid al-Fitr marks the end of Ramadan. It is a time for prayer and feasting. People wear new clothes, give to the poor, and enjoy special meals with family and friends.	Description: Eid al-Fitr, celebrated at the end of Ramadan, is a major Muslim festival. It involves special prayers, feasting, giving to charity (zakat), and spending time with family. People dress in new clothes and enjoy festive meals.	Description: Eid al-Fitr, also known as the Festival of Breaking the Fast, is celebrated by Muslims worldwide at the end of Ramadan. It begins with a special prayer service and is followed by feasting, giving zakat (charity) to the needy, and spending time with family and friends. It is a time of gratitude, joy, and community.

Hanukkah			
A1 Level	A2 Level	B1 Level	Native Speaker
<p>Description: Hanukkah is the Festival of Lights. It lasts for eight days. People light candles and play games.</p>	<p>Description: Hanukkah, the Festival of Lights, lasts for eight days. It commemorates the rededication of the Second Temple in Jerusalem. People light a menorah, add a candle each night, play dreidel games, and eat foods like latkes.</p>	<p>Description: Hanukkah, celebrated for eight days, commemorates the rededication of the Second Temple in Jerusalem. Traditions include lighting the menorah, playing dreidel games, and eating foods fried in oil, such as latkes and sufganiyot (doughnuts).</p>	<p>Description: Hanukkah, the Jewish Festival of Lights, is an eight-day celebration that commemorates the rededication of the Second Temple in Jerusalem and the miracle of the oil that burned for eight days. Each night, a candle is lit on the menorah, adding one more each day. Traditional foods include latkes (potato pancakes) and sufganiyot (jelly-filled doughnuts), and games of dreidel are commonly played.</p>
Holi			
A1 Level	A2 Level	B1 Level	Native Speaker
<p>Description: Holi is the Festival of Colors in India. People throw colored powders and water.</p>	<p>Description: Holi, the Festival of Colors, is celebrated in India in March. It marks the arrival of spring. People throw colored powders, dance, and enjoy festive foods.</p>	<p>Description: Holi, the Festival of Colors, is celebrated in India to mark the arrival of spring and the victory of good over evil. It involves throwing colored powders, dancing, singing, and enjoying festive foods. Bonfires are lit the night before to symbolize the burning of evil.</p>	<p>Description: Holi, the vibrant Hindu Festival of Colors, is celebrated primarily in India in March. It signifies the arrival of spring and the victory of good over evil, commemorating the legend of Prahlad and Holika. The festival involves people throwing colored powders and water at each other, dancing, singing, and feasting. The night before, bonfires are lit to symbolize the burning away of evil.</p>

Oktoberfest			
A1 Level	A2 Level	B1 Level	Native Speaker
<p>Description: Oktoberfest is a festival in Germany. People drink beer and eat sausages.</p>	<p>Description: Oktoberfest is a festival held in Germany in September and October. It celebrates Bavarian culture. People drink beer, eat sausages, and enjoy music and dancing.</p>	<p>Description: Oktoberfest, held in Munich, Germany, from late September to early October, is the world's largest beer festival. It celebrates Bavarian culture with large beer tents, traditional foods like sausages and pretzels, folk music, and dancing.</p>	<p>Description: Oktoberfest is a renowned annual beer festival held in Munich, Germany, from late September to the first weekend in October. Originating in 1810 to celebrate the marriage of Crown Prince Ludwig, it now features massive beer tents, traditional Bavarian foods such as sausages, pretzels, and roast chicken, and lively folk music and dancing, attracting millions of visitors from around the world.</p>
Carnival			
A1 Level	A2 Level	B1 Level	Native Speaker
<p>Description: Carnival is a festival in Brazil. People wear costumes and dance.</p>	<p>Description: Carnival is a festival held in Brazil before Lent. It is famous for parades, music, and dancing. People wear colorful costumes.</p>	<p>Description: Carnival, held in Brazil before Lent, is a vibrant festival known for its parades, samba music, and elaborate costumes. It is celebrated with street parties, dancing, and masquerade balls, particularly in Rio de Janeiro.</p>	<p>Description: Carnival is an exuberant festival celebrated in Brazil, notably in Rio de Janeiro, before the start of Lent. It features elaborate parades with samba schools, vibrant costumes, and energetic music and dancing. Originating from Catholic traditions, Carnival has become a major cultural event that attracts tourists from around the world, celebrating Brazilian culture and community spirit.</p>

L-Imnarja			
A1 Level	A2 Level	B1 Level	Native Speaker
<p>Description: L-Imnarja is a Maltese festival in June. People have picnics and watch fireworks.</p>	<p>Description: L-Imnarja is a Maltese festival celebrated on June 29. It honors Saints Peter and Paul. People enjoy picnics, fireworks, and traditional music.</p>	<p>Description: L-Imnarja, celebrated on June 29 in Malta, honors the feast of Saints Peter and Paul. Festivities include picnics in Buskett Gardens, traditional music, fireworks, and agricultural shows, reflecting Malta's rural heritage.</p>	<p>Description: L-Imnarja, held on June 29, is one of Malta's oldest and most significant festivals, celebrating the feast of Saints Peter and Paul. The main celebrations occur in Buskett Gardens, where people enjoy picnics, folk music, and traditional foods. The festival also features agricultural exhibitions, horse races, and a spectacular fireworks display, emphasizing Malta's agrarian roots and communal spirit.</p>



**ML.ICC.5,
Code 3.1**

**Teacher station
Collaborative
Station**

- The teacher will give you some basic information about a well-known cultural celebration
- Find simple words with their definition that are related to that celebration.
- Write one sentence and present to the class

**ML.ICC.5,
Code 3.1**

**Teacher station
Collaborative
Station**

- The teacher will give you basic information about some well-known cultural celebrations to choose from.
- Find words with their definition that are related to that celebration. Include words such as clothing, food and activities associated with the chosen celebration
- Use the words and definition in sentences.
- Present to the class

**ML.ICC.5,
Code 3.1**

**Teacher station
Collaborative
Station**

- Choose a cultural celebration which you are less familiar with.
- Find words with their definition that are related to that celebration. Include words such as symbols, clothing, food and activities associated with the chosen celebration
- Use the words and definitions in sentences.
- Present to the class

**ML.ICC.5,
Code 3.1**

**Teacher station
Collaborative
Station**

- Choose a cultural celebration from around the word which you are less familiar with.
- Find words with their definition that are related to that celebration. Include words such as symbols, clothing, food, historical elements and activities associated with the chosen celebration
- Use the words and definitions in a paragraph
- Present to the class



Task Four – Compare Two Cultural Celebrations

Description

ML. ICC.5, 4.1
ML. ICC.5, 4.2



Guidelines for A1

1. Cultural Celebrations Selection: Choose two well-known and straightforward cultural celebrations, such as "Halloween" and "Easter."
2. Basic Similarities and Differences: Ask students to identify and write down two or three simple similarities and differences between the two celebrations. For example, "Both have special foods. Halloween has candy, and Easter has eggs."
3. Students can use Robot teacher to identify the cultural celebrations, similarities and differences.

Guidelines for A2

1. Cultural Celebrations Selection: Offer a variety of cultural celebrations from different countries, and let students choose two that interest them.
2. Identify Key Elements: Encourage students to identify and list the key elements of each celebration, including traditions, symbols, and activities. Students can use robot teacher to carry out this research.
3. Compare and Contrast: In a short essay, have students compare and contrast the two celebrations by highlighting at least three similarities and three differences. For example, "Both Christmas and Diwali involve the exchange of gifts, but Christmas focuses on the birth of Jesus, while Diwali celebrates the victory of light over darkness."

Guidelines for B1

1. Cultural Celebrations Selection: Allow students to select two cultural celebrations they are less familiar with, emphasizing diversity and depth.
2. In-Depth Analysis: Instruct students to research and provide a detailed overview of each celebration, including its historical context and regional variations. Students can use robot teacher to carry out this research.
3. Essay: Ask students to write a well-structured essay comparing and contrasting the two celebrations, delving into their cultural significance, traditions, and unique elements. For example, "Mardi Gras and Chuseok both involve festive parades, yet Mardi Gras celebrates pre-Lenten revelry in New Orleans, while Chuseok marks the Korean harvest festival with ancestral rites."

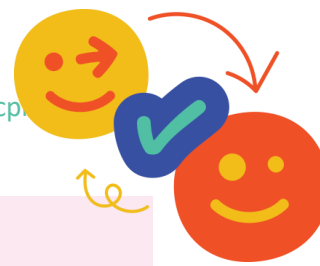
Guidelines for Native Language Speakers:

1. Cultural Celebrations Selection: Allow students to choose any cultural celebrations from around the world.

	<ol style="list-style-type: none"> 2. In-Depth Analysis: Encourage students to provide a comprehensive overview of each celebration, including historical background, regional variations, and cultural significance. Students can use robot teacher to carry out this research. 3. Detailed Comparative Essay: Ask students to write a detailed comparative essay that not only highlights similarities and differences but also discusses the impact of globalization, cultural exchange, and the evolving nature of these celebrations in a global context. <p>Additional Resources:</p> <ul style="list-style-type: none"> • Use A1 Robot teacher for research • Offer guidance on essay structure, including introductions, body paragraphs, and conclusions. • Encourage students to share their essays and engage in discussions about the cultural significance of the celebrations.
<p>Language skill</p>	<ul style="list-style-type: none"> • Reading: Students enhance their reading skills by researching different cultural celebrations and understanding various texts that provide historical, cultural, and traditional context. • Writing: Students develop their writing skills by composing comparative essays or simple lists, focusing on sentence structure, vocabulary, grammar, and the ability to convey complex ideas in the target language. • Speaking: Students practice speaking by discussing their findings with classmates, presenting their essays, and engaging in discussions about cultural celebrations, which improves their verbal fluency and ability to articulate thoughts. • Listening: Students improve their listening skills by listening to instructions, understanding peers' presentations, and engaging in discussions about the cultural significance and nuances of different celebrations.
<p>Competences for democratic culture</p>	<ul style="list-style-type: none"> • Openness and Curiosity: Encouraging students to choose celebrations they are less familiar with fosters openness and curiosity. They will be motivated to learn about new cultures, explore different traditions, and broaden their understanding of global diversity. • Empathy and Perspective-Taking: Through comparing cultural celebrations, students will develop empathy by considering different cultural perspectives and experiences. They will learn to appreciate the emotional and social importance of these celebrations for various communities. • Cooperation and Communication: Sharing essays and engaging in discussions about cultural celebrations encourages cooperation and effective communication.



	<p>Students will learn to articulate their ideas, listen to others, and engage in meaningful dialogue about cultural diversity.</p> <ul style="list-style-type: none">• Intercultural Understanding: By examining cultural celebrations from around the world, students will develop intercultural understanding, recognizing the impact of globalization and cultural exchange on these traditions. They will learn to appreciate the evolving nature of cultural practices in a globalized world.
Type of learning Activity	XXX
Learning Outcome	<ul style="list-style-type: none">• Cultural Awareness and Understanding: Students will gain a deeper understanding of various cultural celebrations, recognizing the diversity of traditions and the meanings behind different cultural practices.• Analytical Skills: Students will develop analytical skills by identifying similarities and differences between cultural celebrations, enhancing their ability to think critically and compare cultural elements.• Language Proficiency: Students will improve their language proficiency through research, reading, and writing activities, focusing on expanding their vocabulary, grammar, and sentence structure in the target language.• Communication Skills: Students will enhance their ability to communicate effectively, both in writing and speaking, by discussing cultural celebrations and engaging in comparative analysis.
Objective (Link to Curriculum and/or European frameworks)	XXXX



ML. ICC.5,

Code 4.1, 4.2

Teacher station
Technology station

- With the teacher, choose two well-known cultural celebrations
- Write two similarities and two differences between the two feasts
- You can also use the Roboteacher to identify the cultural celebrations, similarities and differences.

ML. ICC.5,

Code 4.1, 4.2

Teacher station
Technology station

- With the teacher, choose two well-known cultural celebrations from different countries.
- Find similarities and differences for each celebration including traditions, symbols and activities.
- You can also use the Roboteacher to identify the cultural celebrations, similarities and differences.
- Write a few sentences on these similarities and differences.

ML. ICC.5,

Code 4.1, 4.2

Teacher station
Technology station

- Choose two well-known cultural celebrations from different countries which you are less familiar with.
- Using roboteacher research the similarities and differences for each celebration including historical context, traditions, symbols and activities.
- Write a well-structured essay comparing and contrasting the two celebrations.

ML. ICC.5,

Code 4.1, 4.2

Teacher station
Technology station

- Choose two well-known cultural celebrations from different countries which you are less familiar with.
- Using roboteacher research the similarities and differences for each celebration including historical context, traditions, symbols and activities.
- Write a well-structured detailed essay comparing and contrasting the two celebrations.

Task Five – Design a Cultural Celebration Card

Description

ML.ICC.5, 5.1

ML.ICC.5, 5.2



Guidelines for A1

1. **Cultural Celebration Selection:** Choose a well-known cultural celebration, such as "Valentine's Day."
2. **Card Design:** Ask students to create a simple greeting card with a focus on the celebration. They can draw or use simple images related to the celebration.
3. **Basic Message:** Encourage students to write a short and basic message in the target language, such as "Happy Valentine's Day."

Guidelines for A2

1. **Cultural Celebration Selection:** Offer a range of cultural celebrations to choose from, such as "Eid" or "Christmas."
2. **Card Design:** Instruct students to design a more detailed greeting card that includes elements like cultural symbols, colours, and decorations.
3. **Personal Message:** Ask students to write a personalized message inside the card in the target language, adding a few sentences to convey well-wishes and greetings.

Guidelines for B1

1. **Cultural Celebration Selection:** Allow students to select a cultural celebration they are less familiar with, emphasizing diversity and cultural richness.
2. **Artistic Design:** Encourage students to create an artistically designed greeting card that reflects the cultural celebration's essence and intricacies.
3. **Meaningful Message:** Instruct students to write a meaningful message in the target language, explaining the cultural significance of the celebration and extending warm wishes to the recipient.

Guidelines for Native Language Speakers:

1. **Cultural Celebration Selection:** Let students choose any cultural celebration from around the world, even those outside their native culture.
2. **Creative Design:** Allow students to showcase their creativity by designing a unique and visually appealing greeting card that encompasses the essence of the celebration.
3. **In-Depth Message:** Encourage students to write an in-depth message in the target language, explaining the cultural context, significance, and historical background of



	<p>the celebration. The message should also convey heartfelt wishes to the recipient.</p> <p>Additional Resources:</p> <ul style="list-style-type: none">• Provide images, symbols, and references related to the chosen cultural celebration for design inspiration.• Offer guidelines for structuring the card, including the use of colours and fonts.• Encourage students to exchange their cultural celebration cards with classmates or share the significance of the celebration with others.
Language skill	<ul style="list-style-type: none">• Writing: Students develop their writing skills by crafting messages for greeting cards. This includes forming sentences, using appropriate vocabulary, and expressing cultural sentiments in the target language.• Reading: Students enhance their reading skills by exploring cultural references, understanding examples of greeting messages, and researching cultural celebrations.• Speaking: When sharing their cards with classmates or presenting about the celebration, students practice speaking skills, including pronunciation, fluency, and expression in the target language.• Listening: Students improve their listening skills by listening to instructions, understanding the cultural significance of the celebrations, and engaging in discussions about their card designs and messages.
Competences for democratic culture	<ul style="list-style-type: none">• Empathy and Emotional Expression: Through crafting personalized messages and thoughtful designs, students will practice empathy, considering the feelings and perspectives of those who celebrate different cultural events. They will learn to express emotions and convey sincere well-wishes in the target language.• Openness and Curiosity: Encouraging students to choose celebrations they are less familiar with fosters openness and curiosity. They will be motivated to learn about new cultures, explore different traditions, and broaden their understanding of global diversity.• Creativity and Innovation: Designing unique and meaningful greeting cards allows students to showcase their creativity. They will innovate by combining cultural elements with artistic design, reflecting the essence of the chosen celebration in their work.• Cooperation and Participation: Through sharing their greeting cards and discussing cultural celebrations with classmates, students will develop cooperation and participation skills. This activity encourages active engagement, collaborative learning, and mutual respect in a multicultural classroom environment.

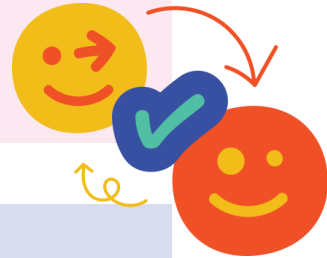


Type of learning Activity	
Learning Outcome	<ul style="list-style-type: none">• Cultural Awareness and Appreciation: Students will learn about different cultural celebrations, recognizing the diversity of cultural expressions and understanding the meanings behind various traditions.• Language Proficiency: Students will develop their language skills by writing and speaking about cultural celebrations, focusing on vocabulary, sentence structure, and cultural expressions in the target language.• Creative Expression: Through designing greeting cards, students will express their creativity while learning about cultural symbols, colours, and decorations, integrating these elements into their designs.• Interpersonal Communication: Students will enhance their ability to communicate their thoughts and feelings effectively through written and spoken messages, fostering meaningful connections with others.
Objective (Link to Curriculum and/or European frameworks)	XXXX

**ML.ICC. 5,
Code 5.1, 5.2**

**Teacher Station
Collaboration
Station**

- With the teacher choose a well-known cultural celebration
- Create a simple greeting card with a focus on the celebration
- Design and draw simple images related to the celebration
- Write a short message in another language.



**ML.ICC. 5,
Code 5.1, 5.2**

**Teacher Station
Collaboration
Station**

- With the teacher choose a well-known cultural celebration
- Design a greeting card with a focus on the celebration
- Include images and symbols related to the celebration
- Write a personalised message in another language to convey well-wishes and greetings.



**ML.ICC. 5,
Code 5.1, 5.2**

**Teacher Station
Collaboration
Station**

- Choose a well-known cultural celebration which you are less familiar with.
- Design a greeting card with a focus on the celebration
- Include images and symbols related to the celebration
- Write a meaningful message in another language to convey warm wishes and greetings to the recipient.



**ML.ICC. 5,
Code 5.1, 5.2**

**Teacher Station
Collaboration
Station**

- Choose a well-known cultural celebration which you are less familiar with and outside your culture.
- Design a greeting card with a focus on the celebration
- Include images and symbols related to the celebration
- Write a meaningful message in another language to convey warm wishes and greetings to the recipient.

Task Six – Write a Story About a Cultural Celebration

Description
ML.ICC.5, 6.1



Guidelines for A1

1. **Cultural Celebration Selection:** Choose a well-known cultural celebration, such as "Thanksgiving" or "Easter."
2. **Basic Story Elements:** Ask students to create a very short and simple story that takes place during the celebration. They should introduce basic characters and a straightforward plot.
3. **Basic Sentences:** Encourage students to write simple sentences in the target language, focusing on essential vocabulary and basic dialogue. For example, "On Easter, Sarah found colourful eggs. She was happy."

Guidelines for A2

1. **Cultural Celebration Selection:** Offer a range of cultural celebrations to choose from, such as "Diwali" or "Carnival." Students can use Robot teacher to research the celebration.
2. **Expanded Story Elements:** Instruct students to craft a slightly longer story with more complex characters and a basic plot structure.
3. **Dialogue and Descriptions:** Encourage students to include dialogue between characters and descriptions of the celebration's elements. For instance, "During Diwali, Raj and Meera lit diyas and exchanged sweets. They felt the warmth of the festival."

Guidelines for B1

1. **Cultural Celebration Selection:** Allow students to select a cultural celebration they are less familiar with, emphasizing diversity and cultural richness. Students can use Robot teacher to research the celebration.
2. **Detailed Story:** Ask students to write a more detailed story with well-developed characters, a coherent plot, and an understanding of the celebration's customs and traditions.
3. **Dialogue, Descriptions, and Emotions:** Instruct students to include engaging dialogue, vivid descriptions, and emotional depth in their story. For example, "Amir and Sofia prepared for the Hanami festival, carefully choosing the cherry blossom viewing spot. The serene beauty of the sakura trees filled their hearts with joy."

Guidelines for Native Language Speakers:

1. **Cultural Celebration Selection:** Let students choose any cultural celebration from around the world, even those outside their native culture. Students can use Robot teacher to research the celebration.



	<p>2. Creative Story: Allow students to demonstrate their creativity by writing a well-crafted story that explores the celebration's cultural context, traditions, and historical significance.</p> <p>3. In-Depth Dialogue, Descriptions, and Themes: Encourage students to craft a compelling narrative with rich dialogue, detailed descriptions, and themes that reflect the celebration's impact on the characters' lives and the community.</p> <p>Additional Resources:</p> <ul style="list-style-type: none">• Students can use Robot teacher to research the celebration.• Offer guidance on story structure, character development, and creating a meaningful storyline.• Encourage students to share and discuss their stories, allowing for a deeper understanding of the cultural celebration.
Language skill	<ul style="list-style-type: none">• Listening: At higher levels, students enhance their listening skills by following instructions, understanding examples of storytelling, and comprehending the nuances of different cultural contexts.• Speaking: Students practice speaking by sharing their stories with classmates, discussing cultural celebrations, and providing feedback, which develops their fluency and oral communication skills.• Reading: Students improve their reading skills by researching cultural celebrations, reading about different traditions, and analyzing examples of narratives and dialogues.• Writing: Students develop their writing skills by crafting stories with varying levels of complexity, focusing on sentence structure, vocabulary, dialogue, descriptions, and narrative flow.
Competences for democratic culture	<ul style="list-style-type: none">• Respect for Cultural Diversity: Through exploring different cultural celebrations, students will learn to value and respect diverse cultural expressions, understanding that each culture has unique traditions and practices that contribute to the global community.• Empathy and Perspective-Taking: By writing stories that reflect characters' experiences during cultural celebrations, students will practice empathy and understand perspectives different from their own. This activity encourages students to step into the shoes of others and appreciate their cultural practices and emotions.• Openness and Tolerance: Students will develop openness to new experiences and tolerance for different cultural practices. By engaging with cultural celebrations outside of their own experiences, they will learn to approach cultural differences with curiosity and an open mind.• Cooperation and Communication: Through sharing stories and discussing different cultural celebrations, students will practice cooperation and effective communication. They will learn to articulate their ideas, listen to others, and engage in meaningful discussions about cultural diversity.
Type of learning Activity	XXX



Learning Outcome	<ul style="list-style-type: none">• Cultural Awareness and Sensitivity: Students will gain a deeper understanding of cultural diversity by exploring various celebrations, recognizing the values, customs, and traditions associated with each celebration.• Language Proficiency: Students will enhance their language proficiency by writing narratives, which includes constructing sentences, using vocabulary related to cultural themes, and developing coherent dialogues and descriptions.• Narrative Skills: Students will develop storytelling skills, including creating plots, developing characters, and using descriptive language to convey emotions and cultural contexts.• Intercultural Understanding: Students will learn to appreciate and respect cultural differences by engaging with celebrations they may not be familiar with, fostering an inclusive mindset and global perspective.
Objective (Link to Curriculum and/or European frameworks)	XXXX

ML.ICC.5,

Code 6.1

Teacher station
Independent
Station

- Together with your teacher, choose a well-known cultural celebration
- Create a short and simple story that happens during the celebration
- Write five simple sentences.
- Tell your story to your class

ML.ICC.5,

Code 6.1

Teacher station
Independent
Station

- Together with your teacher, choose a cultural celebration from the list.
- Using Roboteacher to research the celebration.
- Create and write a story.
- Include dialogues between characters in your story.
- Tell your story to your class

ML.ICC.5,

Code 6.1

Teacher station
Independent
Station

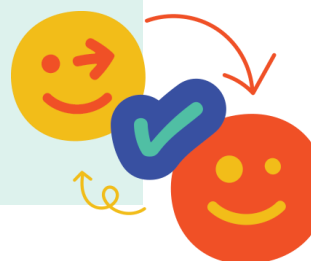
- Together with your teacher, choose a cultural celebration from the list that you are not very familiar with.
- Using Roboteacher to research the celebration.
- Create and write a detailed story including dialogues and characters.
- Tell your story to your class

ML.ICC.5,

Code 6.1

Teacher station
Independent
Station

- Together with your teacher, choose a cultural celebration from the list that you are not very familiar with.
- Using Roboteacher to research the celebration.
- Create and write a detailed story including dialogues, descriptions and characters.
- Tell your story to your class



Task Seven – Learn a Cultural Song and/or Dance

Description

ML.ICC.5, 7.1

ML.ICC.5, 7.2



Guidelines for A1

1. **Cultural Celebration Selection:** Choose a well-known cultural celebration with a simple and catchy song or dance, such as a basic folk dance.
2. **Basic Lyrics or Steps:** Introduce students to the basic lyrics of the song or the fundamental dance steps. Provide a phonetic pronunciation guide.
3. **Practice:** Have students practice singing the song or performing the dance, with a focus on understanding the rhythm and basic movements.

Guidelines for A2

1. **Cultural Celebration Selection:** Offer a variety of cultural celebrations, including those with slightly more complex songs or dances.
2. **Full Lyrics or Choreography:** Provide students with the complete lyrics of the song or the full choreography for the dance.
3. **Practice and Pronunciation:** Encourage students to practice the song or dance, paying attention to pronunciation and coordination. They can also learn the meaning behind the lyrics or dance.

Guidelines for B1

1. **Cultural Celebration Selection:** Allow students to choose a cultural celebration with a more intricate song or dance, such as a traditional dance with cultural significance.
2. **Lyrics or Complex Choreography:** Provide the full lyrics of the song, including translations, or the complex choreography with detailed instructions.
3. **In-Depth Practice and Understanding:** Encourage students to practice the song or dance with attention to rhythm, pronunciation, and cultural context. Discuss the history and significance of the song or dance.

Guidelines for Native Language Speakers:

1. **Cultural Celebration Selection:** Let students select any cultural celebration from around the world, emphasizing cultural diversity and complexity.
2. **Original Lyrics or Advanced Choreography:** Allow students to delve into the original lyrics or advanced choreography of a significant song or dance.
3. **In-Depth Practice and Presentation:** Encourage students to practice the song or dance thoroughly and



	<p>prepare a presentation that includes the cultural and historical context of the chosen celebration, the song's meaning, or the significance of the dance.</p>
Language skill	<ul style="list-style-type: none">• Listening: Students develop their listening skills by hearing and understanding the phonetics, rhythm, and pronunciation of a new language through songs or dance instructions.• Speaking: Students practice verbal expression by singing lyrics or describing dance steps, enhancing their pronunciation, vocabulary, and fluency.• Reading: Students improve their reading skills by following written lyrics or dance instructions, which includes interpreting text, understanding vocabulary, and grasping cultural context.• Writing: For advanced levels, students may write reflections or descriptions of the cultural elements they learn, fostering their ability to convey thoughts clearly and coherently in the target language.
Competences for democratic culture	<ul style="list-style-type: none">• Respect for Cultural Diversity: Students will learn to value and respect cultural diversity by engaging with different cultural expressions, understanding the importance of preserving cultural heritage, and recognizing the shared human experience across cultures.• Cooperation and Participation: Through group activities such as practicing a dance or singing a song together, students will learn the importance of cooperation, teamwork, and active participation. They will develop skills in working collaboratively with others, respecting different viewpoints, and contributing to a collective cultural expression.• Openness and Tolerance: By exploring unfamiliar cultural traditions, students will develop openness to new experiences and tolerance for cultural differences. They will be encouraged to approach cultural learning with curiosity and a non-judgmental attitude.• Critical Thinking and Reflection: Students will reflect on the cultural meanings and messages conveyed through songs and dances. They will develop critical thinking skills by analyzing the cultural, historical, and social contexts of the chosen celebrations, fostering a deeper understanding of global interconnectedness and cultural dynamics.
Type of learning Activity	XXX
Learning Outcome	<ul style="list-style-type: none">• Cultural Awareness and Sensitivity: Students will gain an appreciation of cultural diversity by exploring different cultural songs or dances, understanding their significance,



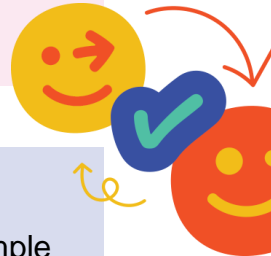
	<p>and recognizing the diversity of cultural expressions worldwide.</p> <ul style="list-style-type: none">• Language Acquisition: Students will acquire new vocabulary, phrases, and expressions through song lyrics or dance instructions, enhancing their language proficiency in a fun and engaging manner.• Intercultural Communication: Students will develop the ability to communicate effectively and respectfully across different cultural contexts, recognizing cultural norms and values embedded in songs and dances.• Creativity and Expression: Through performing songs or dances, students will express themselves creatively, developing their ability to convey emotions, stories, and cultural narratives through movement and music.
Objective (Link to Curriculum and/or European frameworks)	XXXX

ML.ICC.5,

Code 7.1, 7.2

Teacher
Station

- The teacher will be showing you and explaining a simple song or dance from a different culture.
- Discuss with the teacher the meaning of the song.
- Practice some of the dance movements or try to sing along with the song.



ML.ICC.5,

Code 7.1, 7.2

Teacher
Station

- The teacher will be showing you and explaining a simple song or dance from a different culture.
- Discuss with the teacher the meaning of the song.
- Practice the dance movements or try to sing along with the song.

ML.ICC.5,

Code 7.1, 7.2

Teacher Station
Technology
Station

- The teacher will ask you to find a cultural celebration song or dance from a different culture
- Using roboteacher, find the meaning of the song or dance.
- Discuss with the teacher the meaning of the song.
- Practice the dance movements or try to sing along with the song.

ML.ICC.5,

Code 7.1, 7.2

Teacher
Station
Technology
Station

- The teacher will ask you to find a cultural celebration song or dance from a different culture
- Using roboteacher, find the meaning of the song or dance.
- Prepare a presentation about the cultural and historical context of the chosen celebration.
- Discuss with the teacher the meaning of the song.
- Practice the dance movements or try to sing along with the song.

Task Eight – Plan a Cultural Celebration Presentation

Description

ML.ICC.5, 8.1

ML.ICC.5, 8.2



Guidelines for A1

1. **Cultural Celebration Assignment:** Assign each student or group a well-known cultural celebration, such as "Christmas" or "Holi."
2. **Basic Research:** Instruct students to research basic information about the celebration, such as its name, date, and a simple description of its customs. Students can use Robot teacher for this research.
3. **Visual Aids:** Ask students to create simple visual aids, like pictures or drawings, to support their presentation.
4. **Short Presentation:** Limit the presentation to 2-3 minutes for each student or group, allowing them to use basic sentences and phrases to convey their findings.

Guidelines for A2

1. **Cultural Celebration Assignment:** Assign more diverse cultural celebrations from different countries and regions, including "Chinese New Year" or "Oktoberfest."
2. **Detailed Research:** Instruct students to research detailed information about the celebration, covering its history, customs, traditional food, and significance. Students can use roboteacher for this research.
3. **Visual Presentation:** Encourage the use of visual aids, such as slideshows or posters, to enhance their presentation.
4. **Structured Presentation:** Ask students to present for 5-7 minutes, using more complex sentences and providing examples of customs and traditions.

Guidelines for B1

1. **Cultural Celebration Assignment:** Allow students to choose a cultural celebration they are less familiar with, emphasizing diversity and in-depth exploration.
2. **Comprehensive Research:** Instruct students to research comprehensively, covering historical background, regional variations, and the cultural impact of the celebration. Students can use roboteacher for this research.
3. **Professional Presentation:** Encourage students to create professional presentations with structured sections, such as introduction, history, customs, and significance.
4. **Oral Proficiency:** Expect students to present for 10-15 minutes, demonstrating intermediate language proficiency and an ability to discuss the celebration in-depth.

Guidelines for Native Language Speakers:

1. **Cultural Celebration Assignment:** Let students choose any cultural celebration from around the world, even those outside their native culture.
2. **Extensive Research:** Encourage students to conduct extensive research, including historical context, local variations, and the celebration's impact on the community. Students can use robot teacher for this research.
3. **Comprehensive Presentation:** Expect students to create comprehensive presentations with well-structured sections, providing a deep understanding of the celebration's cultural and historical significance.
4. **Advanced Language Proficiency:** Challenge students to present for 15-20 minutes, using advanced language skills and critical analysis of the celebration.

Additional Resources:

- Provide access to libraries, online resources, and cultural experts for research assistance.
- Offer guidelines on effective presentation techniques, including storytelling and audience engagement.
- Encourage questions and discussions after each presentation to deepen understanding.

Language skill

- **Listening:** Students will practice listening to presentations, enhancing their ability to comprehend information about cultural celebrations. As the proficiency level increases, the complexity of the information also increases, moving from basic understanding to critical analysis.
- **Speaking:** Students will develop their speaking skills by presenting information on a cultural celebration. Beginners will use simple sentences and phrases, while more advanced students will deliver structured presentations using complex sentences, detailed descriptions, and critical analysis.
- **Reading:** Students will improve their reading skills by conducting research on cultural celebrations. At lower levels, this involves reading simple texts, while higher levels require reading detailed articles, historical documents, and scholarly texts.
- **Writing:** Students will enhance their writing skills by preparing notes or scripts for their presentations. This will range from writing basic information in simple sentences to crafting comprehensive and analytical texts for native speakers.



Competences for democratic culture	<ul style="list-style-type: none"> - Openness to Cultural Otherness: Students will learn to appreciate and respect cultural diversity, developing an openness to different traditions and practices from around the world. - Civic mindedness: By exploring various cultural celebrations, students will develop a sense of global citizenship and a deeper understanding of different cultural identities. - Cultural Awareness and Expression: Students will enhance their cultural awareness and learn to express their understanding effectively, demonstrating respect for cultural differences. - Respect and Responsibility: Through researching and presenting on cultural celebrations, students will develop a respect for cultural diversity and take responsibility for their learning and the accuracy of their presentations.
Type of learning Activity	XXX
Learning Outcome	<ul style="list-style-type: none"> - Cultural Understanding: Students will gain knowledge of various cultural celebrations from around the world, ranging from basic facts to in-depth cultural significance, depending on their proficiency level. - Research Skills: Students will develop research skills appropriate to their level, from basic information gathering to conducting extensive and comprehensive research. - Presentation Skills: Students will learn to organize and present information effectively. This will include using visual aids and enhancing their ability to engage with an audience, improving in complexity and depth as their language skills advance. - Critical Thinking: Students will develop critical thinking skills by analyzing and discussing cultural celebrations. Beginners will focus on basic descriptions, while more advanced students will engage in deeper analysis and critical reflection on cultural diversity and significance.
Objective (Link to Curriculum and/or European frameworks)	XXXX

ML.ICC.5,
Code, 8.1, 8.2

Teacher
Station
Collaboration
Station
Technology
Station

- You will be given a celebration such as Christmas or Holi.
- You need to find information about the celebration such as name, date and description of customs. You can use Roboteacher
- Create a simple presentation and a few sentences about what you found.
- Present your research to your class

ML.ICC.5,
Code, 8.1, 8.2

Teacher
Station
Collaboration
Station
Technology
Station

- You will be given a celebration such as Chinese New Year or Oktoberfest.
- You need to find information about the celebration such as name, date, history and description of customs, traditional food, significance. You can use Roboteacher
- Create a presentation about what you found.
- Present your research to your class

ML.ICC.5,
Code, 8.1, 8.2

Teacher Station
Collaboration
Station
Technology
Station

- You are to research a cultural celebration. Choose one which you are not familiar with.
- You need to find information about the celebration such as name, date, historical background, description of customs, regional variations, traditional food, and cultural impact of the celebration. You can use Roboteacher
- Create a professional presentation with sections about what you find.
- Present your research to your class

ML.ICC.5,
Code, 8.1, 8.2

Teacher
Station

- You are to research a cultural celebration from anywhere around the world. Choose one which you are not familiar with.
- You need to find information about the celebration such as name, date, historical background, description of customs, regional variations, traditional food, and cultural impact of the celebration on the community. You can use Roboteacher





**Collaboration
Station
Technology
Station**

- Create a professional presentation with sections about what you find.
- Present your research to your class