



FOR TEACHERS

Analysing a Cultural Practice or Event

Support for students to begin their investigations in German

agtv.vic.edu.au

Supporting teaching and learning since 1979



Association of German Teachers of Victoria Inc.

Analysing a Cultural Practice or Event

to analyse: examine (something) methodically and in detail, typically in order to explain and interpret it.

Analysing cultural practices or events and identifying associated cultural products can provide insights into the cultural values and perspectives of different communities.

About this resource booklet

The following pages provide some initial questions and vocabulary in German to describe various elements of cultural practices or events. Cultural products are identified as part of the analysis. A cultural product includes the language used e.g. a special greeting.

It is not an exhaustive list and not all questions will apply to all practices or events. More details can and should be investigated.

Initial questions:

- Wie heißt die kulturelle Praxis/Veranstaltung oder das Fest/Ereignis?
- Was für eine Praxis/Veranstaltung oder Fest/Ereignis ist das?
- In welchem Land?
- An welchem Ort?
- Wann findet es statt?
- Wo findet es statt?
- Wer beteiligt sich daran?
- Darf irgendjemand nicht daran teilnehmen?
- Was ist sonst damit verbunden?
- Gibt es besondere Grüße/Redensarten/Sprichworte?
- Fragen, die zum tieferen Nachdenken anregen

Differentiated Examples of an Analysis

Three examples of how the booklet can support students to begin an analysis of an event. The examples relate to an annual public festival in Hamburg, the 'Hafengeburtstag'.

Appendix

- 1 A cultural iceberg to illustrate surface and deep culture
- 2 Another iceberg depicting personal culture
- 3 Stereotypes and diversity
- 4 Was feiert man in Deutschland?
- 5 Resource links for cultural practices and events
- 6 For teachers: Links to the Curriculum in Victoria
- 7 For teachers: Brainstorm of products, practices and perspectives: 'Urlaub' in Germany

Initial Questions and Vocabulary

Was für eine Praxis/Veranstaltung oder ein Fest/Ereignis ist das?

eine private/persönliche Feier

ein traditioneller Brauch

ein religiöses Fest/religiöser Brauch

ein gesetzlicher Feiertag

ein regionales Volksfest

ein Musik- oder Filmfest

ein Jubiläum

eine Jubelfeier

eine (internationale) Messe

eine Gründung einer Firma

ein Gründungstag

eine Eröffnung einer Ausstellung/Ehrentafel

ein Kinderfest

ein Erntefest

ein Tierfest

ein Sportereignis

ein Endspiel

eine Buchpräsentation

ein Richtfest

eine Einweihungsfeier

ein Gedenk- oder Gedächtnistag

ein Denkmaltag

eine Kunstveranstaltung

eine Preisverleihung

eine Verleihung eines Zertifikats

eine Eröffnung einer Veranstaltung

ein Jahrmarkt/eine Kirmes

ein Festumzug

ein Grillfest

ein (Online-) Wettbewerb

What kind of practice/event or festival/event is that?

private/personal celebration

traditional custom

religious festival/custom

public holiday

a regional folk festival

a music or film festival

anniversary

commemoration/celebration

an (international) trade fair

launch of a company

foundation day

opening of an exhibition/a commemorative plaque

children's festival/party

a harvest festival

an animal festival

sporting event

final e.g. sport, chess

book launch

topping-out ceremony

dedication ceremony

commemoration day

a heritage day

art event

a presentation of an award

presentation of a certificate

an opening of an event

annual fair/(parish) fun fair

a parade/procession

barbeque party

an (online-) competition

In welchem Land?

in Deutschland

in Österreich

in der Schweiz

in Liechtenstein

in Südtirol in Italien

in einem anderen Land

im ganzen Land

in mehreren Ländern

In which country?

in Germany

in Austria

in Switzerland

in Liechtenstein

in South Tyrol in Italy

in another country

across the country

in several countries

An welchem Ort?

in einem Bundesland oder Kanton

in einer Region

in einer bestimmten Stadt/
in einem bestimmten Dorf

an einem bestimmten Ort

At which place/location?

in a state or canton (CH)

in a region

in a specific city/village

at a specific place

Wann findet es statt?

am Tag

am Abend

in der Nacht

am Wochenende

über zwei oder mehrere Tage

tagsüber/abends/nachts

zu einer bestimmten Jahreszeit

an einem bestimmten Tag

um eine bestimmte Uhrzeit

an einem bestimmten Datum

When does it take place?

during the day

in the evening

during the night

on the weekend

over two or more days

during the day/during the evening/
during the night

at a specific time of year

on a specific day

at a specific time

on a specific day

Wie oft?

jeden Tag

jede Woche

jeden Monat

jedes Jahr

einmal im Leben

wenn das Ereignis eintritt

How often?

every day

every week

every month

every year

once in a lifetime

when the event occurs

Wo findet es statt?**zu Hause/im Garten****in einem Park/im Wald****auf der Straße****draußen im Freien/unter freiem Himmel****auf dem Land/in den Bergen/auf der Alm****am Strand/am Meer/am Fluss/am See****in der Stadtmitte/in einem Dorf****am Messeplatz/in einem Spielort****am Arbeitsplatz****in/vor einem Gebäude/Denkmal****auf dem Standesamt****in einer Kirche/Synagoge/Moschee****in einem Tempel****im Cyberspace****Where does it takes place?**

at home/in the garden

in a park/in the forest

on the street

outside in the open/under the open sky

in the country/in the mountains/
on the alpine pastureat the beach/by the seaside/
by the river/by the lake

in the city/town centre/in a village

at the exhibition site/
in a performance or sport venue

at the workplace

in/in front of a building/monument

at the (civil) registry office

in a church/synagogue/mosque

in a temple

in cyberspace

Wer beteiligt sich daran?**die Familie/der Freundeskreis****die Kollegen*innen/die Mitarbeiter*innen****eine bestimmte Gemeinschaft/Gemeinde****ein bestimmter Verein****ein/e Pastor*in/Pfarrer*in/Priester*in****ein/e Rabbiner*in****ein Imam/ein/e Mönch*in****ein Organisationskomitee****der/die Bürgermeister*in
(das Bürgermeisteramt)****die allgemeine Bevölkerung****die Öffentlichkeit****das Publikum****die Touristen****die Mitglieder*innen eines Vereins****eine geschlossene Nutzergruppe****Who participates in this?**

family/circle of friends

colleagues

a specific community

club/association

minister/priest

Rabi

Imam / monk

organising committee

mayor (city/town council)

general public

public

the audience

tourists

members of a club

a closed user group

**Darf irgendjemand nicht
daran teilnehmen?****Is anyone not
allowed to take part?**

Was ist sonst damit verbunden?

eine Einladung schicken
 ein Plakat/Poster gestalten/aufhängen
 Eintrittskarten kaufen/verkaufen
 einen Markt besuchen
 ein Zertifikat/eine Urkunde/
 ein Zeugnis/eine Bescheinigung verleihen
 ein Pokal überreichen
 eine Rede halten
 einen Toast/Trinkspruch aussprechen
 ein Lied/eine Hymne singen
 eine Vorlesung/Lesung besuchen
 eine Podiumsdiskussion veranstalten
 ein Theaterstück aufführen
 ein Konzert
 eine Aufführung besuchen
 eine Zeremonie
 ein besonderes Gebet sprechen
 ein Geschenk bekommen
 eine Schweigeminute abhalten
 eine Kerze anzünden
 einen Kranz niederlegen
 ein Symbol
 eine Filmvorführung
 eine Live-Übertragung
 ein Public Viewing
 ein Roter-Teppich-Event
 eine Online-Abstimmung
 besondere Speisen/Getränke
 besondere Musik/Lieder/Tänze
 besondere Kleider/Ausrüstung
 besondere Gebräuche/Bräuche
 sonstige Merkmale

What else is related to it?

to send an invitation
 to design/hang up a poster
 to buy/sell tickets
 to go to a market
 to present a certificate
 to present/handover a trophy/cup
 to give a speech
 to propose a toast
 to sing a song/an anthem
 to attend a lecture/reading (of e.g. novel, poetry)
 to host an open forum/panel discussion
 to put on a play
 a concert
 to attend a performance
 a ceremony
 to say a special prayer
 to receive a present
 to hold a minute's silence
 to light a candle
 to lay a wreath
 a symbol/token
 a film screening
 a live broadcast
 an open-air public screening
 a red-carpet event
 online voting/poll
 special food/drinks
 special music/songs/dance
 special clothing/equipment
 special customs/rituals
 other features/characteristics

Gibt es besondere Grüße/ Redensarten/Sprichworte?

Are there special greetings/ expressions/sayings?

Fragen, die zum tieferen Nachdenken anregen

Kann man nach der Analyse irgendwelche Schlüsse über die Kultur oder Land und Leute ziehen?

Was sagt die Praxis/Veranstaltung oder das Fest/Ereignis über die Kultur aus?

Kannst du bestimmte Werte oder Überzeugungen erkennen? Was wird wertgeschätzt?

Sind bestimmte Einstellungen zu erkennen?

Ist die Aktivität/das Verhalten typisch deutsch/österreichisch/schweizerisch/ liechtensteinisch? Wenn ja, inwiefern?

Ist die Aktivität/das Verhalten stereotypisch/ klischeehaft, oder spiegelt sie/es Vielfalt wider?

Hat sich die Veranstaltung oder das Festival im Laufe der Zeit verändert?

Questions to prompt deeper thinking

After the analysis, can you draw any conclusions about the culture or the country and its people?

What does the practice/event or festival/event reveal about the culture?

Can you detect any particular values or beliefs? What is valued?

Are any particular attitudes on display?

Is the activity/behaviour typically German/Austrian/Swiss/of Liechtenstein? If yes, in what way?

Is the activity/the behaviour stereotypical, or does it reflect diversity?

Has the event or festival changed over time?

Vergleiche und Zusammenhänge

Gibt es etwas Ähnliches in deinem Land/ deiner Kultur/Erfahrung?

Hast du schon einmal an einer ähnlichen Veranstaltung oder einem Fest teilgenommen?

Comparisons and connections

Is there anything similar in your country/ culture/experience?

Have you ever participated in a similar event or festival/celebration?

Persönliche Reflexion

Wie findest du die Praxis/Veranstaltung oder das Fest/Ereignis?

Was findest du daran beeindruckend/ interessant/überraschend/komisch/fremd?

Was ist deiner Meinung nach gut oder schlecht daran?

Würdest/Dürftest du dich daran beteiligen?

Würdest du etwas verändern? Wenn ja, was?

Hast du noch Fragen? Wenn ja, welche?

Personal reflection

What do you think about the practice/event or the festival/event?

What do you find impressive/interesting/ surprising/odd/strange about it?

In your opinion, what is good or bad about it?

Would you/Would you be allowed to take part in it?

Would you change anything? If so, what?

Do you still have questions? If so, what are they?

Differentiated Examples of an Analysis

Hafengeburtstag Hamburg (1)

Was für ein Fest ist es?

- eine Geburtstagsparty für den Hafen
- das größte Hafenfest der Welt
- Grund dafür — mautfrei seit 7. Mai 1159

In welchem Land und an welchem Ort findet es statt?

- in Deutschland
- in Hamburg in Norddeutschland

Wann findet das Fest statt? Wie oft?

- jedes Jahr um den 7. Mai herum
- von Freitag bis Sonntag

Wo findet das Fest statt?

- draußen
- am Hafen – die 'Bunte Hafenmeile'
- an und auf der Elbe

Wer beteiligt sich daran?

- Hamburger*innen
- eine Million Besucher*innen aus aller Welt

Was ist sonst damit verbunden?

- über 300 Schiffe nehmen teil
- eine Parade am Anfang und am Ende des Festes
- viele Buden mit Essen und Trinken, Musik und Unterhaltung
- Streetfood, besonders Fischbrötchen (mit Krabben, Bismarckhering, Seelachs, Brathering) oder Fischfrikadellen
- andere Fisch- oder Aalgerichte in Restaurants
- Feuerwerk

Webseiten

www.hamburg.de/hafengeburtstag

www.hafen-hamburg.de/en/history

www.hamburg.de/hafengeburtstag/essen-auf-dem-hafengeburtstag

Differentiated Examples of an Analysis

Hafengeburtstag Hamburg (2)

Was für ein Fest ist es?

Es ist eine Geburtstagsparty für den Hamburger Hafen. Der Hafen wurde im Jahre 1189 am 7. Mai 'geboren'. Zum ersten Mal durften die Schiffe an diesem Tag den Hafen befahren, ohne eine Maut zu bezahlen.

Jetzt ist der Hafen der größte deutsche Seehafen. Man nennt den Hafen 'das Tor zur Welt', weil so viele Container den Hafen verlassen und ankommen. Die Hamburger*innen sind sehr stolz darauf.

In welchem Land und an welchem Ort findet es statt?

Dieses Fest findet in der Hansestadt Hamburg in Norddeutschland statt.

Wann findet das Fest statt? Wie oft?

Der Hafengeburtstag findet jedes Jahr von Freitag bis Sonntag um den 7. Mai herum statt.

Wo findet das Fest statt?

Es findet draußen am Hafen statt. Es gibt viele Buden mit Essen und Trinken, sowie Bühnen mit Musik und Unterhaltung auf der sogenannten 'Bunten Hafenmeile'. Die Bunte Hafenmeile befindet sich an der Elbe.

Wer beteiligt sich daran?

Die Hamburger*innen und eine Million Besucher*innen aus aller Welt beteiligen sich daran.

Was ist sonst damit verbunden?

Über 300 verschiedene, alte, neue, große und kleine Schiffe sind auch dabei, um an einer Parade auf dem Wasser teilzunehmen. Die Parade findet am Anfang und am Ende des Festes statt. Die Schlepper tanzen auch ein 'Schlepperballet'. Außerdem gibt es Feuerwerk.

An den Buden auf der Bunten Hafenmeile kann man typisches Hamburger Essen probieren, wie zum Beispiel, Fischbrötchen mit Krabben, Bismarckhering, Seelachs, Brathering und Fischfrikadellen. In den Restaurants kann man andere Fisch- und Aalgerichte finden.



Differentiated Examples of an Analysis

Der Hafengeburtstag in Hamburg (3)

Was für ein Fest ist es?

Es ist eine große Geburtstagsparty! Und zwar eine Party, die von Freitag bis Sonntag dauert und zu der sehr viele Menschen aus Hamburg und aus aller Welt eingeladen sind.

Es gibt ja auch wirklich etwas zu feiern! Der Hamburger Hafen ist nämlich schon mehr als 800 Jahre alt, sein Geburtsdatum ist der 7. Mai 1189. In diesem Jahr erlaubte Kaiser Friedrich Barbarossa den Menschen in Hamburg, dass sie ohne zu bezahlen mit ihren großen Schiffen von der Stadt Hamburg auf dem Fluss Elbe entlang bis zur Nordsee fahren durften.

In welchem Land findet es statt?

Das Fest findet in Deutschland, genauer in der Hansestadt Hamburg statt. Hamburg liegt im Norden von Deutschland und ist eine große Hafenstadt. Oft wird der Hamburger Hafen auch „das Tor zur Welt“ genannt, denn es ist der größte deutsche Seehafen und der drittgrößte Containerhafen in Europa. Darauf sind die Menschen in Hamburg sehr stolz.

Hamburg liegt aber nicht direkt am Meer, sondern an dem Fluss namens „die Elbe“. Die großen Schiffe müssen 107km auf der Elbe entlang fahren, bevor sie zur Nordsee kommen. Das ist ziemlich weit.

Wann findet das Fest statt? Wie oft?

Wie jeder Geburtstag findet auch der Hafengeburtstag jedes Jahr an einem Wochenende um den 7. Mai herum statt. Zu dieser Jahreszeit ist Frühling in Deutschland und meistens ist das Wetter schön, die Sonne scheint und es weht etwas Wind für die vielen Segelboote.

Wo findet das Fest statt?

Der Hafengeburtstag wird draußen am Hafen gefeiert. Dazu gibt es die sogenannte Bunte Meile. Angefangen in der HafenCity und der Speicherstadt, an den Landungsbrücken vorbei bis hin zur Fischauktionshalle. Dort gibt es viele Buden mit Essen und Trinken, sowie Bühnen mit Musik und Unterhaltung.

Wer beteiligt sich daran?

Der Hafengeburtstag ist das größte Hafenfest der Welt und es kommen in jedem Jahr mehr als eine Million Besucher dort hin. Einheimische und Touristen aus Europa und der ganzen Welt feiern zusammen. Jeder ist willkommen. Der Hafengeburtstag gehört zu Hamburg wie die Möwen, das Fischbrötchen und der Gruß „Hummel, Hummel — Mors, Mors“!

Was ist sonst damit verbunden?

Die besonderen Gäste bei dieser Geburtstagsfeier sind die über 300 Schiffe und das Wasserprogramm lässt viele „Landratten“ staunen. Auf der Elbe kann man verschiedene Schiffe sehen. Da gibt es zum Beispiel Museumsschiffe, Kreuzfahrtschiffe, Motorboote und Segelyachten, aber auch Feuerwehr- und Polizeischiffe. Die Schlepper führen jedes Jahr das beliebte „Schlepperballett“ auf dem Wasser auf. Am Anfang und zum Ende der Geburtstagsfeier findet eine Parade mit großen Schiffen statt und ein großes Feuerwerk.



Differentiated Examples of an Analysis

The birthday of the harbour in Hamburg (3)

What kind of celebration is it?

It is a big birthday party! The kind of party that lasts from Friday through to Sunday and to which many people not only from Hamburg but from around the world are invited.

And there is really something to celebrate! The harbour in Hamburg is more than 800 years old, its birthdate is the 7th May 1189. In this year Kaiser Friedrich Barbarossa permitted the people from Hamburg to cross the river Elbe with their large ships from the city of Hamburg right through to the North Sea without paying any taxes.

In which country is it happening?

The celebrations are in Germany, more precisely in the Hanseatic City of Hamburg. Hamburg is located in the north of Germany and is a large harbour city. The harbour of Hamburg is often referred to as 'the gateway to the world', as it is the largest German seaport and the 3rd largest container harbour in Europe. This makes the people of Hamburg very proud.

However, Hamburg is not near any ocean but is situated around the Elbe river. The large ships need to travel 107km along the Elbe river to reach the big open waters of the North Sea. That is quite some distance.

When does the festival take place? How often?

Like every other birthday, the birthday of the harbour in Hamburg takes place once a year on a weekend around the 7th May. At this time of year, it is spring in Germany and usually the weather is pleasant, the sun is shining and there is enough wind for the many sailing boats.

Where does the festival take place?

The harbour birthday is celebrated outside on the harbour foreshore, where there is a designated party area (Bunte Meile) beginning at the HafenCity and the warehouse district (Speicherstadt) past the old landing piers (Landungsbrücken) up to the fish auction hall (Fischauktionshalle). There are many food and drink stalls there as well as stages for music and entertainment.

Who participates in it?

The harbour birthday is the largest of its kind worldwide and every year more than a million visitors arrive. Locals and tourists from all over Europe and from across the world come together. Everyone is welcome. The harbour birthday is associated with Hamburg as are the seagulls, the fish buns and the greeting "Hummel, Hummel — Mors, Mors!".

What else is involved?

The special guests at this birthday party are more than 300 ships and the 'landlubbers' marvel at the spectacle of the water program. Many different ships are on the Elbe river. There are, for example, museum ships, cruise ships, motor yachts and sailing boats, but also firefighting and police boats. Every year the tugboats perform on water in a so called 'tugboat ballet'. At the start and end of the birthday party there is an impressive parade of large sailing vessels and a big firework display.

Appendix

A Cultural Iceberg

Aspects of culture have often been depicted as an iceberg.

Surface culture is visible. It is the products and practices which can be identified in relation to a specific group in time and space.

Deep culture relates to the interactions between members of a cultural group which reflect the values and cultural perspectives of that community. It is not as easy to identify.

Cultural products, practices and perspectives change over time in response to changing attitudes, experiences and circumstances of the people within the group.

In learning languages, we learn how to identify, understand and appreciate the cultural practices and perspectives of others and ourselves.

These skills will help to facilitate appropriate and effective interactions in diverse cultural groups in local and global communities.

Examples of surface and deep culture of a community:

Surface Culture

Food	Festivals
Flags	Clothing
Holidays	Music
Performances	Dances
Games	Sport
Arts & Crafts	Literature
Buildings	Rules
Laws	Language

Deep Culture

Communication Styles and Rules:

Gestures
Facial expressions
Eye Contact
Personal space
Touching
Body language
Tone of voice
Handling and display of emotion
Conversational patterns in different social settings
Ways to express opinions

Attitudes towards:

Elders
Children
Teenagers
Family life
Education
Work
Authority
Age
Death
Roles of women and men
Individual rights vs group responsibilities
Cooperation vs competition
Relationships with animals

Notions of:
Friendship
Leadership
Cleanliness
Modesty
Beauty
Aesthetics
Courtesy and manners

Concepts of:
Self
Happiness
Time
Identity within a group
Wealth
Past and future
Fairness and justice

Approaches to:
Courtship
Marriage
Raising children
Religion
Making laws
Problem-solving
Decision-making
Health and medicine

Appendix

A Personal Cultural Iceberg

What is visible is only a part of an individual's cultural identity. Our self-perception is influenced by our experience and knowledge of the world. How each of us think about and interact with the world around us changes over time in response to our life experiences and personal development.

Can you think of examples of how you have changed your thinking or opinions over time?

What do you think influenced you to change your mind?

My Cultural Identity

Visible

Age
Clothes
Language
Behaviours
Physical characteristics

Less Visible

Patterns of speech	Body language
Favourite foods	Festivals
Musical preferences	Talents
Family traditions	Religious practices
Social skills	Heritage
Nationality	Wealth
Social status	Role in family

Not Visible

Knowledge	Political views
Life experiences	Personal values
Personal beliefs	Sexual identity
Attitudes	Family attitudes and values
World view	Thought patterns
Assumptions	

Appendix

Stereotypes and Diversity

When considering if products, practices and perspectives are typical of a community, it is worth reflecting on these in the context of time and place. Do they represent all or part of the community? Have any aspects changed over time?

Aspects of a cultural group can sometimes be elevated to be stereotypical of a wider community. For example, the origin of the Oktoberfest in Munich dates back to 1810 before Germany even became a country in 1871. The festival is a regional celebration but is now a hugely popular tourist destination with six million international visitors. This may explain why some elements of Bavarian culture have been associated stereotypically as being 'German', such as Lederhosen, Dirndl, Schuhplattler (slap dancing), Weißwurst and 1 litre beer glasses (Maß). In every stereotype, there may be an element of truth, but they should always be questioned.

Diverse Communities

Those living on the coast in northern Germany with activities and food connected with the sea would not identify with Bavarian traditions, although local beer and Tracht (traditional dress) are similar features. This example highlights the need to consider elements with a wider lens before describing activities as being typically 'German'. This advice applies to any country.

Certainly, the Oktoberfest is a popular event and connected to the cultural heritage of Munich, but how current residents relate to this event in its current form is less certain as the demographics of the city and those attending have changed over time.

With 1.5 million inhabitants, Munich is the third largest city in Germany after Berlin (3.6 m) and Hamburg (1.8 m) and has a diverse community. 23% of the city's total population are non-nationals and first and second-generation migrants make up 3.20% of the population.

Source: <https://www.coe.int/en/web/interculturalcities/munich>

Acknowledging Diversity

An analysis of cultural practices or events should identify the context in time and place and for whom it is relevant.

A deeper analysis should consider if the products, practices or perspectives have changed over time, and if so, why. A product example would be that more events offer vegetarian and vegan food in response to changing demographics and attitudes towards health and the environment.

Aspects of Bavarian culture relate directly to living in the Alps, like others living in alpine regions in Austria, South Tirol in Italy, Germany, Liechtenstein and Switzerland, but each with their own traditions and languages.

Cultural diversity is also reflected in the different standards and varieties of German found across Europe. Language is influenced by location, events and its users over time, including the impact of globalisation leading to the loss of languages.

Cultural Diversity in Victoria

The Aboriginal communities in Victoria reflect the cultural diversity that has existed in Australia for over 60,000 years. Prior to colonisation/invasion,

Appendix

38 Aboriginal languages were spoken in Victoria (not including varieties), which — through a western lens — is like having 38 different countries, each with their own cultural traditions and stories.

Source: <https://www.deadlystory.com/page/culture/articles/our-deadly-languages>

Victoria's diverse linguistic and cultural heritage is in the first instance Aboriginal, much of which has been lost or destroyed.

Demographics of Victoria

With increased mobility and migration, the cultural footprint of Victoria has changed over time.

At the 2016 census, the cultural diversity of Victoria's population of 5.93 million is evident in that:

- 28.4% were born overseas in over 200 countries,
- 49.1% were born overseas or born in Australia with at least one parent born overseas,
- 26% spoke a language other than English at home, and
- 59% followed one of more than 130 different faiths.

Source: <https://www.vic.gov.au/discover-victorias-diverse-population>

Die Charta der Vielfalt

Initiated in 2006 by four companies in Germany, the 'Diversity Charter' seeks to advance the recognition, appreciation and inclusion of diversity in the world of work. It has received widespread government support.

*'Alle Mitarbeiter*innen sollen Wertschätzung erfahren – unabhängig von Alter, ethnischer Herkunft und Nationalität, Geschlecht und geschlechtlicher Identität, körperlichen und geistigen Fähigkeiten, Religion und Weltanschauung, sexueller Orientierung und sozialer Herkunft.'*

[All employees should be valued — regardless of age, ethnic origin and nationality, gender and gender identity, physical and mental abilities, religion, worldview, sexual orientation and social background.]

Other countries followed suit and in 2010, countries (including Austria) joined together to form the 'EU Platform of Diversity Charters'. Each has independent initiatives and regional focuses.

Germany: <https://www.charta-der-vielfalt.de/en/>

Austria: <https://www.wko.at/site/Charta-der-Vielfalt/>

Learning Intentions

The Victorian Curriculum for Languages states that among other benefits, learning languages:

- develops intercultural capability, including understanding of and respect for diversity and difference, and an openness to different experiences and perspectives

Learning to value diversity is recognised as an important attribute for life at and beyond school.

<https://myfuture.edu.au/assist-others/valuing-diversity>

In learning about the languages and cultures of German-speaking communities, we learn to reflect on our own cultural identity and practices and our use of language to interpret the world around us.

Appendix

Was feiert man in Deutschland?

„Man soll die Feste feiern, wie sie fallen!“

feiern: to celebrate/commemorate/party

Personal celebrations

Geburtstag
Taufe*, Kommunion*, Konfirmation*
Namenstag*
Volljährigkeit (mit 18J)
Verlobung
Lebenspartnerschaft
Eheschließung/Hochzeit/Trauung
Silberne/Goldene Hochzeit
Trauerfeier

**Traditional Christian celebrations*

Other events

Valentinstag
Muttertag/Vatertag
Scheidung
Führerschein
Lottogewinn
Einzug/Auszug/Umzug

Education and working life

Einschulung
Klassenfest/Schulfest
Schulabschluss
Abitur (Matura in A-CH-L)
abgeschlossene Berufsausbildung
Studienabschluss
Lehrstelle
Arbeitsstelle
Aufstieg
Arbeitsjubiläum
Abschiedsfeier
Ruhestand

Public holidays (general)

01.01 Neujahr
01.05 Tag der Arbeit
03.10 Tag der Deutschen Einheit
08.03 Internationaler Frauentag in Berlin

Public holidays (Christian)

Ostern: Karfreitag, Ostersonntag, Ostermontag
Weihnachten: erster u. zweiter Weihnachtstag
Christi Himmelfahrt
Pfingstsonntag, Pfingstmontag
Fronleichnam in 6 Bundesländern
31.10 Reformationstag in 9 Bundesländern
01.11 Allerheiligen in 5 Bundesländern

National events

27.01 Holocaust-Gedenktag
08.05 Tag der Befreiung
Volkstrauertag
Deutscher Diversity-Tag

General anniversaries

Gründungstag
Jahrestag
Jubiläum

Workplace events

Betriebsjubiläum
Produkteinführung
Aufstellungseröffnung
Messe (z.B. Frankfurter Buchmesse)

Building celebrations

Richtfest
den Grundstein legen
Einweihung

General public celebrations

Bundesfest/Landesfest
Stadtfest/Viertelfest/Gemeindefest
Straßenfest
Festumzug
Jahrmarkt
Volksfest
Schützenfest
Vereinsfest
Musikfest
Bierfest/Weinfest
Sportveranstaltung

Selected public events

Kieler Woche
Hafengeburtstag/Reeperbahn Festival
Berlinale/Deutscher Filmpreis
Karneval der Kulturen
Türk Günü (Türkischer Tag)
Karneval in Köln
Beethovenfest Bonn
Bayreuther Festspiele
Wacken Open Air/Wave-Gotik-Treffen Leipzig
Rock am Ring/Rock im Park
Tollwood
Oktoberfest/Cannstatter Volksfest
Wurstmarkt (Bad Dürkheim)
Moselwein-Festival
Vierschanzentournee (Skifest)
Deutscher Fußball Bund Pokale
Pokal des Deutschen Handballbundes

Traditional seasonal celebrations

Martinstag
Weihnachtsmarkt
Advent
06.12 Nikolaustag
31.12 Silvester/01.01 Neujahr
Kirmes
Fasching/Fastnet/Karneval
21.02 Biikebrennen
30.04 Walpurgisnacht
Tanz in den Mai
01.05 Maibaumfest
Frühlingsfest
Erdbeerzeit
Spargelzeit
Sauregurkenzeit
Erntedankfest
Almabtrieb
Sonnwendfeier/Winterwendfeier

FYI: National Days in D-A-CH-L

03.10 Tag der Deutschen Einheit
26.10 Österreichischer Nationalfeiertag
01.08 Schweizer Nationaltag
15.08 Liechtensteiner Staatsfeiertag

Questions

Feiern die Österreicher*innen und Schweizer*innen und Liechtensteiner*innen ähnliche und/oder andere Anlässe?

Feiern wir in Australien ähnliche und/oder andere Anlässe?

Feiern Sie ähnliche und/oder andere Anlässe in Ihrem Haushalt?

Appendix

Resource Links for Cultural Practices and Events

Cultural Heritage

“Cultural heritage does not end at monuments and collections of objects. It also includes traditions or living expressions inherited from our ancestors and passed on to our descendants, such as oral traditions, performing arts, social practices, rituals, festive events, knowledge and practices concerning nature and the universe or the knowledge and skills to produce traditional crafts.”

Source: <https://ich.unesco.org/en/what-is-intangible-heritage-00003>

Intangible Cultural Heritage

- <https://ich.unesco.org/en/lists>
- <https://www.unesco.de/kultur-und-natur/immaterielles-kulturerbe/immaterielles-kulturerbe-deutschland/verzeichnis-ike>

Ferien- und Feiertage — holidays and festival days

DEUTSCHLAND:

- <https://www.ferienwiki.de/>
- <https://www.veranstaltungen-in-deutschland.de/>

ÖSTERREICH:

- <https://www.feiertage-oesterreich.at/>

SCHWEIZ:

- <https://www.feiertagskalender.ch/index.php?geo=3056&jahr=2021&klasse=5&hl=de>
- <https://www.myswitzerland.com/de/erlebnisse/veranstaltungen/>

LIECHTENSTEIN:

- <https://tourismus.li/unser-land/ueber-liechtenstein/feiertage-in-liechtenstein/>

SÜDTIROL IN ITALIEN:

- <https://www.suedtirolerland.it/de/service/feiertage/>

Volks- und Musikfeste – folk- and music festivals

- <https://de.wikipedia.org/wiki/Volksfest>
- https://de.wikipedia.org/wiki/Liste_von_Musikfestivals

Appendix

Links for Cultural Practices and Events

Deutsche Welle Meet the Germans, Deutschlandlabor und Video-Thema

- <https://www.dw.com/en/top-stories/meet-the-germans/s-32641>
- <https://www.dw.com/de/deutsch-lernen/das-deutschlandlabor/s-32379>
- <https://www.dw.com/de/deutsch-lernen/top-thema/s-8031>

Gebräuche und Brauchtum — customs and traditions

DEUTSCHLAND:

- <https://www.deutschland.de/en/topic/life/a-guide-to-german-etiquette>
- <https://derweg.org/feste/kultur/>

ÖSTERREICH:

- <http://www.brauchtumskalender.at/jahreskreis>
- <https://www.austria.info/de/aktivitaeten/stadt-und-kultur/brauchtum-und-tradition>

SCHWEIZ:

- <https://www.brauchtumschweiz.ch/>

LIECHTENSTEIN:

- <https://tourismus.li/erlebnisse/kunst-kultur-und-kulinarik/liechtensteiner-brauchtum/>

Festivals and Events in Victoria

- <https://www.victoria365.com.au/>
- <https://www.visitvictoria.com/events/whats-on>
- <https://www.multiculturalcommission.vic.gov.au/events-and-awards>
- <https://info.australia.gov.au/about-australia/special-dates-and-events/public-holidays>

Aboriginal and Torres Strait Islander Culture and Languages

- <https://www.deadlystory.com/page/culture>
- <https://www.deadlystory.com/page/culture/articles/our-deadly-languages>
- <https://australianstogether.org.au/education/curriculum-resources/our-cultures/>

Appendix

Links to the Curriculum in Victoria

Victorian Curriculum for Languages

This requires students to learn about the dynamic nature of language as a cultural product in reflecting the cultural values and perspectives of its users. Various sub-strands reference this specifically in the content descriptions, such as:

Role of language and culture

From the Levels Foundation to 10 sequence:

- Notice that the languages people use relate to who they are and where and how they live
- Make connections between culture and language use, for example, by identifying vocabulary and expressions that reflect cultural values, traditions or practices
- Understand that own and others' language use is shaped by and reflects the values, ideas and norms of a community
- Reflect on different aspects of the cultural dimension of learning and using German
- Understand that language and culture are interrelated and that they shape and are shaped by each other.

From Levels 7 to 10 sequence:

- Understand that language use is shaped by and reflects the values, ideas and norms of a community
- Explore the dynamic nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs.

Reflecting

From Levels 7 to 10 sequence:

- Engage with German speakers and texts, noticing how interactions involve culture as well as language
- Reflect on self as a language user and discuss own and others' cultural identity, considering how it is both shaped by and influences ways of communicating and thinking.

Language variation and change

From Levels Foundation to 10 sequence

- Understand the influence of language on people's actions, values and beliefs, and appreciate the scale and importance of linguistic diversity.

From Levels 7 to 10 sequence:

- Recognise some of the common variations in German as it is used in different contexts and locations by different people
- Understand that language has power and changes over time as a result of contact with other languages and with influences such as globalisation and new technologies and knowledge.

<https://victoriancurriculum.vcaa.vic.edu.au/languages/german/curriculum/f-10>

Appendix

Intercultural Capability

The Victorian Curriculum requires students to develop intercultural capability through the development of knowledge and skills in two sub-strands: cultural practices and cultural diversity. These skills are also used and developed in language classrooms.

The content descriptions for Levels 7 to 10 are:

Cultural practices

- Analyse the dynamic nature of own and others cultural practices in a range of contexts
- Examine how various cultural groups are represented, by whom they are represented, and comment on the purpose and effect of these representations
- Analyse the complex and dynamic interrelationships between and within cultures in a range of contexts and the impact of these interrelationships on their own and others cultural practices
- Analyse the ways in which intercultural relationships and experiences have contributed to the development of attitudes, beliefs and behaviours, and how they are manifested in various contexts.

Cultural diversity

- Identify the challenges and benefits of living and working in a culturally diverse society
- Evaluate the ways in which the community demonstrates the value it places on cultural diversity, and why this valuing of cultural diversity is important to the community
- Identify and analyse the challenges and benefits of living and working in an interconnected and culturally diverse world

- Analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion.

Source: <https://victoriancurriculum.vcaa.vic.edu.au/intercultural-capability/curriculum/f-10>

Victorian Certificate of Education (VCE)

Students of VCE German are required to further investigate and reflect on the cultural practices, products and perspectives of German-speaking communities.

The cross-study specifications require students to develop knowledge and skills for communicating and understanding languages and cultures.

Communicating through:

- Interpersonal communication
- Interpretive communication
- Presentational communication

Understanding through:

- Connections e.g. making connections with their own experiences and the wider world
- Comparisons e.g. noticing similarities and differences within and across cultures
- Communities e.g. deepening knowledge of German-speaking communities.

Students learn how to produce culturally appropriate text types.

The relationship between language and culture is found throughout Units 1 to 4 as shown in the following extracts from the study design on pp 20–21.

Appendix

Unit 1 Area of Study 3

Presentation communication

Students present content related to the selected subtopic in German in written form, which may include supporting visual elements. Students develop a presentation that recounts, narrates, entertains, retells or interprets information, concepts and ideas for a specific audience.

The presentation will feature cultural products or practices from German-speaking communities which can be drawn from a diverse range of texts, activities and creations.

Unit 2 Area of Study 3

Presentation communication

In this area of study students research cultural products or practices that demonstrate an aspect of the culture studied. They develop an oral presentation in German on an aspect of the selected subtopic of interest to them.

Students consider relevant content, language and cultural information that can be used in the development of their oral presentation. They focus on skills and knowledge that enable them to read, listen to and view texts in German and to speak about cultural connections and comparisons.

Unit 3 Area of Study 1

Interpersonal communication

In this area of study students develop skills and knowledge to resolve a personal issue by negotiating a mutually agreeable outcome in a spoken exchange in German on a selected subtopic. Students research relevant content, language and cultural information, in particular that associated with acknowledging other speakers' points of view, and negotiating and

persuading in culturally appropriate ways. They consider the interplay between cultural perspectives and mutual understanding, and focus on language important for effective participation in spoken interactions in German.

Students develop their understanding that language choices influence outcomes and impressions created in the exchange.

Unit 3 Area of Study 2

Interpretive communication

... Students respond to (written, spoken and viewed) texts in writing in German. They consider the influence of language, culture, social norms and ways of thinking in shaping meaning and the sequencing of ideas in the response.

Unit 3 Area of Study 3

Presentation communication

... Students analyse and reflect on content related to the selected subtopic to assist in identifying aspects suited to reflection, informing or storytelling. They may use cultural products or practices as stimulus material for their writing. Cultural products or practices can be drawn from a diverse range of texts, activities and creations.

Students consider the language and features of the types of text they encounter to ensure that their writing includes culturally appropriate content.

Unit 4 Area of Study 1

Interpersonal communication

In this area of study students research and present information on a cultural product or practice from a German-speaking community. Students develop knowledge and skills to share

Appendix

observations and consider how the product or practice may reflect a specific cultural perspective or behaviour ... They develop language important for effective participation in spoken interaction in German, including deep knowledge of the subtopic, to present information, ideas and opinions about the cultural product or practice and to participate in an extended discussion.

Unit 4 Area of Study 2 Interpretive communication

In this area of study students analyse and present in writing information extracted from written, spoken and viewed texts in German on a selected subtopic ... The texts should provide insights into an aspect of life in German-speaking communities and opportunities for students to make comparisons between cultures, places or times...

Students identify and analyse key ideas and make comparisons between the details, ideas and points of view expressed in each of the texts.

Unit 4 Area of Study 3 Presentational communication

... Students investigate relevant content, language and cultural information to assist in persuading others of a particular position or evaluating existing positions and opinions on an issue related to the subtopic ... (and a dot point under Key knowledge)

- cultural implications of the issue for German speakers and German-speaking communities

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/german/Pages/Index.aspx>

Learning as a Continuum

The Victorian Curriculum forms the basis upon which the VCE builds in developing the skills and knowledge to negotiate culturally appropriate communication and interactions in German.

Students need to build their capacity over time to be able to identify, analyse and reflect on cultural products, practices and perspectives of German-speaking communities, as well as their own.

Teachers can encourage the habit of noticing details and reflecting on cultural aspects of any topic as soon as students begin learning German. For example, students could write responses in a learning journal in English (and later in German) to prompts such as:

Was haben wir gemeinsam?

Was ist ähnlich/anders?

Was ist mir fremd?

Was denke ich darüber?

Wie ist meine Meinung dazu?

When planning a topic, teachers could brainstorm the types of products, practices and perspectives students could encounter. This would inform the selection of resources and learning activities to develop cultural and linguistic knowledge and skills. An example of such a brainstorm is shown on pp 22–23.

Appendix

Brainstorm of Products, Practices and Perspectives: 'Urlaub' in Germany

Cultural products

Brochures, travel guides, maps, websites, Apps, special tickets and offers for tourists in cities...

- Reisebüro, Fremdenverkehrsamt
- Versicherung, Gesundheitsversicherung, Zoll
- Sprachkurse, Sprachführer (auch elektronisch)
- EU-Pass, Visum, Flug- u. Fahrkarten
- Inland vs Ausland, Schengenraum
- Bahn, Bus, Bootsreise, Fluss-, Schiffskreuzfahrt
- ICE, Lufthansa, Deutsche Bahn (DB)
- Bahnpass, Sparpreis, Ermäßigung
- Autovermietung, Autobahn
- Radiowarnmeldung re. Stau, Unfall, Sperrung, Geisterfahrer*in
- Ferienhaus, Ferienwohnung, Pension, Hotel
- Zimmer mit Frühstück, mit Aussicht, mit Bad
- Jugendherberge (originated in Germany)
- Wohnmobil, Zelt, Airbnb, Sommercamps
- Museen, Gallerien, Vergnügungsparks
- Kurort, Kurbad, Luftkurort, Wellness-Hotel
- Nationalparks, Wanderwege, Wanderstock
- Fahrradwege, Wasser-, Ski-, Extremsportarten
- Skipass, Skipiste, Skilifte, Skiverleih
- FKK-Strand, Textilstrand, Strandbad
- Strandkorb, Flip-Flops, Drachen, Windsurfen
- Eintrittskarten, Reiseandenken, Geschenke
- Diaries, blogs, vlogs, Postkarten, Fotos, Selfies
- Greetings:
 - Gute Reise!
 - Schönen Urlaub!
 - Gute Erholung!
 - Herzlich Willkommen!

- Sayings:
 - Andere Länder andere Sitten,
 - Fremd ist der Fremde nur in der Fremde
- Songs:
 - Mein Vater war ein Wandersmann,
 - Bunter Sommer (von Fayzen)
- Artworks:
 - Goethe's *Italianische Reise*,
 - Caspar David Friedrich's *Kreidefelsen auf Rügen*

Cultural practices

Paid holidays: 20–24 days and 11 + public holidays...

- Religious and cultural heritage holidays
- Staggered school holidays, Schulferien
- Learning languages, especially English
- Responses to Burn-Out such as eine Kur bewilligen
- Researching and planning holidays
- High rate of international travel
- Booking accommodation and seats on trains
- Appraising service, loben, sich beschweren
- Buying transport tickets, food, paying Mehrwertsteuer
- Asking for directions, using a Stadtplan
- Sharing experiences and tips
- Offering critique of products and practices
- Enacting environmental protection measures
- Fast track for EU citizens at airports
- einen Ausflug machen, Ausflug ins Grüne, Waldbaden
- spazieren gehen, wandern, klettern, surfen
- Familienurlaub, Arbeitsurlaub, Auszeitsjahr
- Bildungsweg: Praktikum im Ausland, Wandergeselle, auf der Walz

Appendix

- Aktivurlaub, Wandertour, Fahrradurlaub, Badeurlaub, Sommercamp, Pauschalurlaub
- Trampen, Couch surfen
- High no. of visits to nature reserves, forests, lakes, the coast, mountains, parks and gardens
- High patronage of the Arts incl. concerts, live music venues, theatre, museums, galleries
- High participation in snow sports
- Behaviour in queues, Schlange stehen
- Sharing tables but not Stammtisch, Stehcafe
- Tipping for service including toilets, Trinkgeld
- Ruhetag for e.g. museums, restaurants
- Hire of Strandkorb, paying fees, Strandgebühr
- Driving on right-hand side

Cultural perspectives

- High value placed on holidays as annual leave is part of workplace entitlements
- Christianity valued through no. public holidays
- Value of travel and direct experience as integral to both personal and professional Bildung
- Being weltoffen reflected in international travel
- Curious about other people and places, interest in facts and figures e.g. visiting museums, taking guided tours, Führung, Stadtrundfahrt, Reiseführer
- Looking for value of money, günstig
- Value is placed on learning languages
- Value is placed on life experience e.g. concept of Wanderschaft, cheap accommodation for young people, Jugendherberge
- Love of travel and of being in nature, fernweh, Reiselust, Wanderlust, Waldeinsamkeit
- Attitudes towards health and wellbeing: Erholung, Wellness, eine Kur machen
- Value placed on planning and organisation
- Concern for human impact on environment: Ökotourismus, nachhaltiges Reisen
- Young people interested in pushing boundaries e.g. Aktivurlaub, Extremsportarten
- Pride in cultural heritage: 6200 museums, range and no. of festivals
- Long, dark winters impacts on travel e.g. travel to coastal regions or lakes or to warmer climes, sich sonnen
- Wealth of citizens reflected in travel destinations and type of activities
- Reflective through recording and sharing information, experiences and honest opinions

Questions

- Does everybody have holidays?
- Does everybody have paid holidays?
- Does everybody go away on holiday?
- Can everyone afford to go away on holidays?
- Have there always been holidays?
- Have holidays changed over time?
<https://www.umweltbundesamt.de/themen/wirtschaft-konsum/nachhaltiger-tourismus>
- Are there different products, practices and perspectives around holidays in D-A-CH-L?
- For example, does everyone have the same number of paid holidays?
<https://www.replicon.com/regulation/germany/>
<https://www.replicon.com/regulation/austria/>
<https://www.replicon.com/regulation/switzerland/>
- How do holidays in Germany compare with holidays in Australia?
- What does your household do during the school holidays?

Notes

Lined area for notes, featuring horizontal ruling lines and a faint background image of a mountain range.

A large, faint, light blue watercolor-style splash or brushstroke graphic is positioned on the left side of the page. It has a soft, irregular edge and a subtle gradient, blending into the white background of the lined paper. The graphic appears to be a decorative element, possibly representing a splash of paint or a stylized wave.

ACKNOWLEDGMENT OF COUNTRY

In the spirit of reconciliation, the AGTV acknowledges the Traditional Custodians of the Country now known as Australia and their connections to land, sea and community. We pay our respect to Elders past, present and future. The AGTV supports the revitalisation and reclamation of Aboriginal and Torres Strait Islander languages for the deep connection they provide to their diverse cultural heritage.

ACKNOWLEDGMENT OF SUPPORT

The production of these materials was supported by the Victorian Government.

Prepared by Catherine Gosling and Karin Taeubner for the AGTV.

© 2021 Association of German Teachers of Victoria Inc. A0024716J



Attribution-NonCommercial-ShareAlike 4.0 International



**Association of German
Teachers of Victoria Inc.**