

## I.E.1.8

Landeskunde – United Kingdom

# Diwali, Our Christmas – Interkulturelle Dialogfähigkeit entwickeln (Klasse 9–11)

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Photo: picture alliance

Die Schülerinnen und Schüler untersuchen am Beispiel des indischen Lichterfestes Diwali die zunehmende Öffnung der britischen Gesellschaft für religiöse Minderheiten. Sie vergleichen Weihnachten und Diwali, erkunden fremde Festtraditionen in ihrem Umfeld und diskutieren, inwieweit gemeinsames Feiern den Zusammenhalt in multikulturellen Gesellschaften stärkt.

### KOMPETENZ

**Klassenstufe:** 9/10 (G8), 9–11 (G9)

**Dauer:** 1–6 Unterrichtsstunden

**Kompetenzen:** 1. Leseverstehen: Analyse (semi-)autobiografischer Texte (Romanauszug, Zeitungskolumne); 2. Interkulturelle Kompetenz: Offenheit gegenüber fremden religiösen Traditionen; differenzierte, empathische Wahrnehmung; dialogfördernde Kommunikationsstrategien

**Thematische Bereiche:** Feste und Feiertage, indische Einwandererfamilien in Großbritannien, multikulturelle und multireligiöse Gesellschaften

**Material:** Texte, Bildimpulse, zwei alternative Lernerfolgskontrollen

## Auf einen Blick

### 1. Stunde

**Thema:** Diwali Lights in Britain – seeing Britain as an increasingly multicultural society

**ZM 1** **Useful links and literature** / Sammlung von Links und Literaturverweisen zur thematischen Vertiefung und Erweiterung

**M 1** **Diwali Lights in Britain** / Auswerten einer Foto-text-Collage

**M 2** **Rama and Sita** / Üben des Hör-/Sehverstehens

**M 3** **Diwali – Our Christmas** / Untersuchen eines (semi-)autobiografischen Textes unter inhaltlichen, sprachlichen und textanalytischen Aspekten

**M 7** **Diwali – Our Christmas: Vocabulary Practice** / Erweiterung und Festigung des Wortschatzes

**Homework:** 1. Do vocabulary exercise M 7, Task 1 (religion and worldviews)  
2. Read M 3 and highlight the important information.

**Benötigt:**  OH-Projektor bzw. Beamer und Beamerboard  
 Videoclip M 2, Abspielgeräte, Kopfhörer, Internetanschluss  
 Folienkopie bzw. digitale Fassung von M 1, M 3

### 2. Stunde

**Thema:** Diwali in the 1960s – understanding the Indian immigrant experience

**M 3** **Diwali – Our Christmas** / Untersuchen eines (semi-)autobiografischen Textes unter inhaltlichen, sprachlichen und textanalytischen Gesichtspunkten

**M 4** **Face to Faith** / Untersuchen einer Zeitungskolumne unter inhaltlichen, sprachlichen und textanalytischen Gesichtspunkten

**M 7** **Diwali – Our Christmas: Vocabulary Practice** / Erweiterung und Festigung des Wortschatzes

**Homework:** 1. Do vocabulary exercise M 7, Tasks 2 und 3 (Diwali and Christmas, Diwali lights)  
2. Read M 4 and highlight the important information.

### 3. Stunde

**Thema:** Diwali in the 2000s – Understanding Diwali's cross-cultural potential

**M 4** **Face to Faith** / Untersuchen einer Zeitungskolumne unter inhaltlichen, sprachlichen und textanalytischen Gesichtspunkten

**ZM 2** **Diwali as a tourist magnet** / vertiefende Textarbeit zur Vermarktung der Diwali-Veranstaltungen in Leicester anhand eines touristischen Werbetextes

**ZM 3** **How to celebrate green** / vertiefende Textarbeit zur Verwendung von Diwali-Feuerwerkskörpern anhand eines Sachtextes

**M 5** Asking response questions – building dialogue / Dialogübungen

**Homework:** Do M 5, Task 1 or Task 2.

#### 4. Stunde

**Thema:** Showing interest – keeping a conversation going

**M 5** Asking response questions – building dialogue / Dialogübungen

**M 7** Diwali – Our Christmas: Vocabulary Practice / Erweiterung und Festigung des Wortschatzes

**Homework:**

1. Do vocabulary exercise M 7, Task 4 (*Diwali celebrations*)
2. Choose one of the following:
  - a) Interview a student at your school about his/her experiences as a religious minority and report back to your class. Note: A Christian student or a member of a humanist youth organisation may be a minority at your school.
  - b) Research a festival of a religious minority at your school and prepare a brief presentation on this festival.

#### 5./6. Stunde

**Thema:** Celebrating diversity and unity – discussing the role of festivals in multicultural societies

**M 6** Celebrating diversity and unity / Transfer und Reflexion der Unterrichtsergebnisse

#### LEK

**Thema:** In 'my' Hinduism (schriftliche Prüfung: Textverständnis und Stellungnahme)

#### Alternative

**ZM 4** Happy Diwali (schriftliche Prüfung: Sprachmittlung)



#### Minimalplan

**M 3** und **M 4** können arbeitsteilig in einer Stunde bearbeitet und zu Beginn der Folgestunde ausgewertet werden. Die Dialogübung zu *response questions* (**M 5**) muss dann in verkürzter Form erfolgen. Die Beschränkung auf Tasks 1 und/oder 2) oder ganz entfallen. Somit wird die Sequenz um eine Stunde verkürzt.

## M 1 Diwali Lights in Britain

Diwali, the five-day Festival of Lights, is celebrated by Hindus, Sikhs, Jains and some Buddhists, with each faith linking it to different events and stories. The following quotations and photos inform you how Diwali celebrations have changed in Britain since the 1960s.

### 1 From a novel about a childhood in an English mining village in the 1970s

“[...] no one else in the world seemed to care that today was our Christmas [...] no tinsel<sup>1</sup> or holly or blinking Christmas trees adorning<sup>2</sup> the sitting rooms windows in Tollington, no James Bond films or Disney spectaculars on the telly, and nobody, not one person, had wished me a happy Diwali [...]”

Source: **Syal, Meera**: *Anita and Me*, Flamingo, London, 1997, pp. 91/92.

1 **tinsel**: das Lametta – 2 **(to) adorn**: formal: (to) make beautiful with decorations



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Photo: Lopa Patel

### 2 Remarks at the Diwali Lighting Ceremony, London Eye, 15.10.2020

“I remember as a child in Southall, in West London where I grew up, lighting a few candles on my mum’s doorstep – and now we are lighting up such a iconic feature.”

Source: **Chadha, Gurinder**, film director, born 1960, found at: [bbc news 19 Oct 2020](https://www.bbc.com/news/av/uk-41688568/london-eye-lit-up-to-mark-diwali-for-first-time), <https://www.bbc.com/news/av/uk-41688568/london-eye-lit-up-to-mark-diwali-for-first-time> [last access: 13/07/2020].

“I think Diwali is a festival for everybody and I am so proud to be part of a wide and successful committed British Asian community in one of the greatest multicultural cities of the world, and not the greatest. [...] We in London are pulling together in times of need<sup>1</sup> to celebrate each other and support each other. And in the spirit of Diwali may I wish you all a happy, peaceful Diwali with your loved ones.”

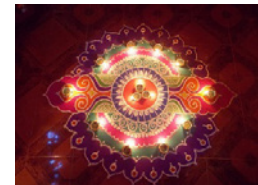
Source: **Syal, Meera**, CBE, comedian, writer, and actress, born 1961; found at: <http://asianculturevulture.com/portfolios/london-eye-lit-up-for-diwali-for-first-time-meera-syal-india-high-commissioner-among-guests-to-laud-spirit-of-togetherness/> [last access: 13/07/2020].

1 In 2017, London experienced several terrorist attacks and a major fire.

### 3 BBC School Radio: Diwali – the festival of light

Sometimes we have to search for a light when life isn’t great... When you are searching for the light in your life, what helps you find the brightness... [...] Are you the light for somebody in your life..?

Source: [http://downloads.bbc.co.uk/schoolradio/assemblies/frameworks/festivals\\_diwali.pdf](http://downloads.bbc.co.uk/schoolradio/assemblies/frameworks/festivals_diwali.pdf) [last access: 13/07/2020].



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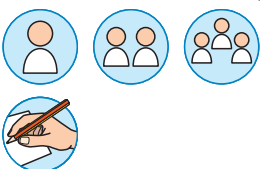
### 4 BBC Radio 4 Thought for the Day

It is said that Rama ruled as a father loves and cares for his children. And he remains an example for Mr Modi<sup>1</sup> and the other leaders of the world if they are to achieve a harmonious future for their countries. A Happy Diwali to you all.

Source: **Akhandadhi Das** (birth name: William John Martin Fleming): “A Happy Diwali to you all.” 11.2015, found at <https://www.bbc.co.uk/programmes/p037p002>

1 **Narendra Modi**: Indian Prime Minister

## Tasks



1. Think–Pair–Share: Briefly state what you learn from these photos and quotations about (a) British Asians, and (b) Diwali.
2. Jot down at least one question you have about what you are reading.

## Rama and Sita

In India, every child is told the story of Rama and Sita. In Britain, the story is a topic in Religious Education classes and school assemblies. Watch this illustrated version of the story from an Indian educational website:

<https://www.youtube.com/watch?v=pp59n0So-XE>

Note that (in the video) Rama is shown in blue. In Hindu symbolism blue represents power, magnificence, bravery, stable mind, and depth of character.

M 2



### Tasks

1. Draw lines to match the characters (A) and their descriptions (B).

A – Characters	B – Description
1) Dashrath (Dasaratha)	a) demon king of Lanka
2) Ram(a)	b) king of Ayodhya
3) Lakshman	c) Ravana's sister
4) Barath	d) Ravana's young brother
5) Sita	e) Dashrath's youngest son
6) Surpanakha	f) Rama's loyal younger brother
7) Ravan	g) Rama's beautiful wife
8) Vibheeshan	h) monkey with superhuman powers
9) Hanuman	i) son made king by Dashrath

2. Write a caption of each of the illustrations below and explain what episodes from the Rama and Sita story these illustrations show.
3. Take notes on what happens before episode (a) and after episode (c).








Photos a and b: Source: Laura Gibbs, Public Domain, <http://ouocblog.blogspot.com/search/label/Images%3A%20Ravana%20-%20Abduction>; Photo c: Public Domain.

## M 5

## Asking response questions – building dialogue

Holidays and festivals are relatively safe cross-cultural subjects, and they may lead to more personal conversations. Here are some basic rules that will help you to keep your dialogue flowing and be open. Show interest. Listen carefully, and respond sensitively to what is being said.



## Tasks

- In Meera Syal's *Anita and Me*, Mrs Worrall does not respond to what the narrator's mother (Mrs Kumar) tells her about Diwali. In groups of two, prepare and act out a dialogue in which Mrs Worrall shows real interest and asks questions about Diwali. Draw on what you know about Diwali, and try to keep the conversation going. You may start like this:

Mrs Worrall: You seem very busy today.

Mrs Kumar: Yes, lots to do. Getting ready for Diwali, and Christmas, Mr Worrall.

Mrs Worrall: ...

- Imagine you could have a conversation with Poorna Shetty about her life in India and Britain. Write down five questions you would ask her. Start by rephrasing something Poorna Shetty says in her column. Here is an example:

You said in your column that, as a child, you spent Diwali with your Muslim and Christian friends. Do you sometimes invite non-Indian friends into your home for your family Diwalis?

Note how the speaker avoids direct questions about Poorna Shetty's preference for close-family Diwali celebrations.

- Write at least two response questions for three of these statements.

**Tip:** It's a good idea to ask about personal experiences and views as long as you don't make the other person feel uncomfortable.

- A Muslim student: I really like the Sugar Feast holiday. In Arabic, it's Eid al-Fitr, in Turkish we call it Şeker Bayramı. It's the end of Ramadan. Our holy month.
- A German exchange student watching the Fourth of July fireworks in the USA: In Germany, we have a "Bürgerfest", a citizens' festival in October to remember reunification. It's nice to have a day off, but most of us need it a big deal.
- A foreign language assistant from Derbyshire: In Derbyshire, we have well dressings. In some villages, people decorate springs and wells with flower pictures, and they try to outdo the neighbouring village.
- A Kurdish student: We love Nawroz. It's the best time of the year.
- A Jewish friend: We sometimes have non-Jewish friends over for Sabbath, and this is always great fun!
- An English friend: We don't have a national holiday in Britain. Bonfire Night may be the closest thing. Or, probably in a very different way, Remembrance Day.



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## M 7



## Diwali – Our Christmas: Vocabulary Practice

The following exercises help you practise key vocabulary you need when talking about religious holidays and festivals, and the symbolism of light.

## Tasks

## 1. Religions and worldviews: Lexical fields

Complete the following table. Use these words for the "place of worship" column: *chapel* (2x), *church* (2x), *gurdwara*, *mosque*, *temple* (4x)

Religion/Worldview	Follower	Place of worship
a)	Christian	
b)	Methodist	
c) Hinduism		
d)	Sikh	
e)	Jain	
f) Buddhism		
g) Islam		
h) humanism		---

## 2. Explaining symbolic meanings: Diwali and Christmas:

Complete these sentences.

**Tip:** If you are stuck for ideas, Google "Diwali marks" or "Diwali stands for".

- Diwali marks ...
- Diwali stands for ...
- Diwali symbolises ...
- Diwali occurs ...
- Diwali celebrates ...
- Christmas ...

## 3. Diwali light: Lexical field "light"

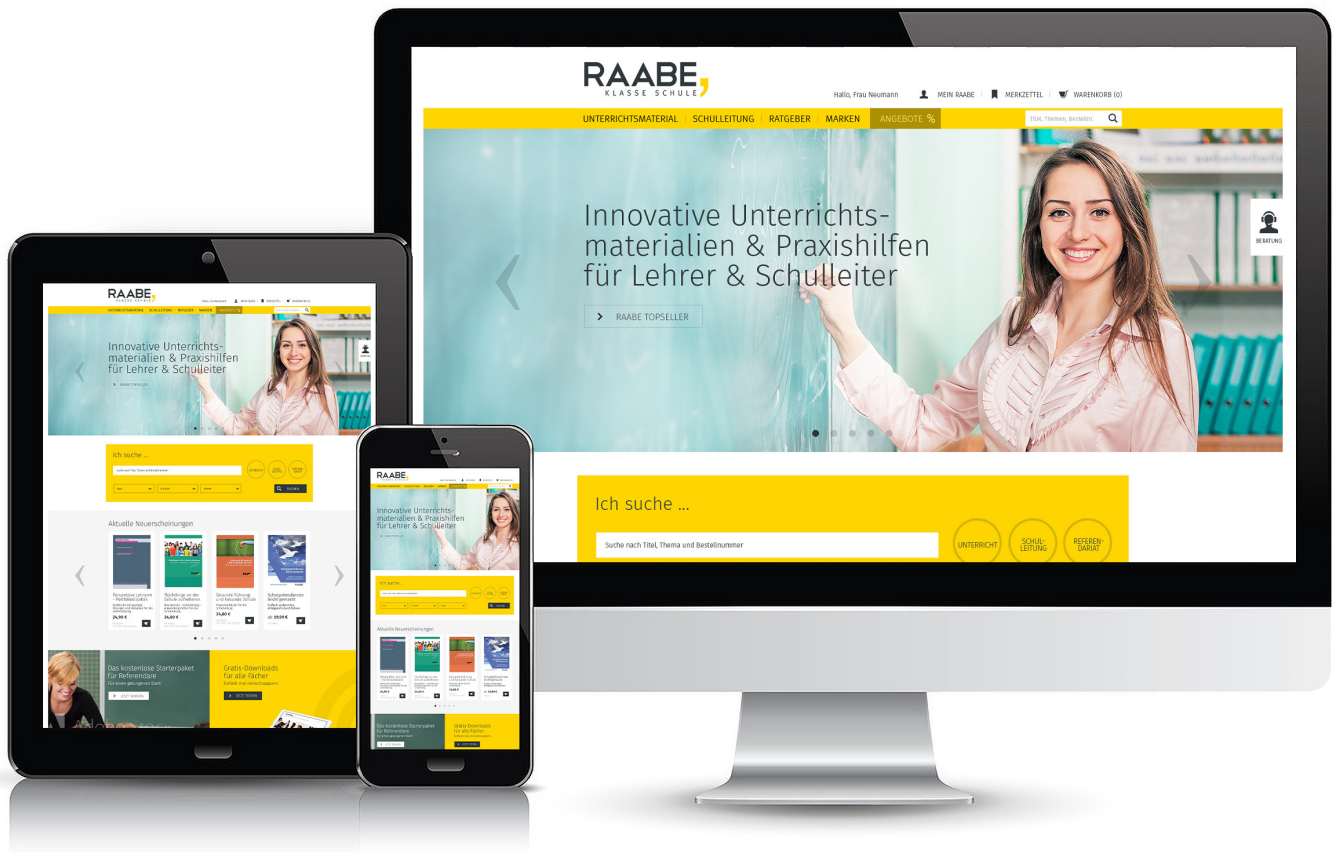
Underline all the "light" words in the following passage and then match them to these definitions:

- to move quickly and unsteadily
- (to) give out light
- (to) shine with a sharp, bright, changing light
- (to) set fire to; (to) switch on
- a soft, steady light

b) Write down what comes to mind when you think of *light* as opposed to *darkness*.

c) **Optional:** Comment on the use of "light" words in the last sentence.

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