

E-LIVE tasks for virtual exchange consist of a sequence of subtasks organised in three phases: preparatory (pre-task), task performance (interaction) and post- task.



DISCOVERING CULTURES & DISMANTLING STEREOTYPES

TASK SUMMARY

Topic	Exploring cultures & dismantling stereotypes
Target group CEFR level	Secondary school students B1/B2
Summary of activities	The students introduce themselves, exchange cultural information with their international peers in a respectful way and reflect in class on what they've learned and discuss how this experience challenged or confirmed their preconceived notions.
Learning objectives (intercultural, linguistic, technological and pedagogical)	Foster cultural awareness and break down stereotypes by encouraging students to engage in a fun and informative exchange with peers from different cultures.
Final product (expected outcome)	Video communication recording Students reflection
Tool suggestion	Video communication room (BBB)
Has the task been tested?	Yes
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TASK PREPARATION	
Task elements	Description of pre-task activities
Preparing for the meeting with VE partner	The teachers prepare students for communicating with peers abroad using English as LF. Linguistic and intercultural input is provided and awareness raising activities organised about approaching the international peer/s with respect, supporting each other, showing interest, providing positive feedback.
Familiarisation with task topic	The teachers: • Emphasize that the purpose is not to judge but to enjoy a lively conversation, sharing and learning about each other's cultures and valuing them. • Distribute a set of culturally focused questions to each student (see worksheet). • Encourage students to discuss topics such as geography, language, cultural traditions (sports and festivals), and food habits and timetables.
Familiarisation with tools	The teachers organise a tutorial about how to access BBB via Moodle, check sound and record the sessions.

TASK PERFORMANCE (INTERACTION)	
Task elements (steps of the interaction)	Description of activities
Interaction in videocommunication space (BBB)	The student exchange involves discussing cultural issues. During these discussions, they focus on their individual social environments, intentionally avoiding generalizations. The students engage in conversations that explore both differences and similarities.

POST-TASK	
Task elements	Description of post-task activities
In-class discussion	After the exchange, organize a class discussion where students can reflect on what they've learned and discuss how this experience challenged or confirmed their preconceived notions.



DISCOVERING CULTURES & DISMANTLING STEREOTYPES WORKSHEETS

You are going to meet a new partner from another country. Please, follow the instructions in order to know your partner's culture better.

1. Introduce yourself (tell your mates a little bit about you).
2. Introduce the task:
 - Tell your partners that you are going to make them some questions in order to find out what they know or what they think about.
 - Tell your partners that this activity is NOT intended to judge them but to engage in a fun conversation with them and try to teach them a bit about your culture.
3. Questions :
 - Can you tell me where in Spain the Basque Country is?

Language

- Can you guess what language/s we speak?
- Do you know anything about Basque language?

Cultural traditions: sports and festivals

- Is it true that we have our own Basque sports?
- Is it true that in some festivities we run in front of bulls?
- Is it true that in April we celebrate spring wearing a "flamenco" dress in a special festival?
- Is it true that we have our traditional Basque dresses?
- Is it true that we have our traditional Basque dances?
- Do you know what 'siesta' is?
- Is it true that we sleep 'siesta' every day?

Food and timetables

- Is it true that all the Basque people usually eat paella on Sundays?
- Is it true that we have lunch and dinner later than you?
- Is it true that we use bikes as often as the Dutch people?

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E-LIVE task: Dismantling stereotypes