

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.

Rituals, Relationships and Restrictions

Task summary

Topic	First encounters
Target group CEFR level Communication	Student teachers, English as Lingua Franca, level C1-C2 Asynchronous
Summary of activities	Participants will watch an introductory video asking Where are you local? (rather than Where are you from?). They will reflect on their everyday rituals, relationships and any restrictions that characterise who they are. They will then share these through photos and texts with their partner on an online Padlet before reflecting upon the task.
Learning goals	<p>Intercultural goals</p> <ul style="list-style-type: none"> • Developing the awareness, understanding, and skills necessary to work (collaborate, communicate) in a diverse world • Experiencing and reflecting upon intercultural communication; • Becoming aware of diversity in intercultural communicative exchanges <p>Linguistic goals</p> <ul style="list-style-type: none"> • Getting to know each other <ul style="list-style-type: none"> ◦ Talking about oneself ◦ Exchanging and discussing personal information <p>Technological goals</p> <ul style="list-style-type: none"> • Developing digital literacies and competencies for efficient and meaningful exchanges on Padlet <p>Pedagogical goals</p> <ul style="list-style-type: none"> • Reflect on your role as a pedagogical mediator.
Final product	<ul style="list-style-type: none"> • Posts on Padlet • Reflection.



Assessment	Reflecting on the exchange experience (reflection journal)
Tool suggestions	Padlet or other online collaborative wall
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Preparation activities

Task elements	Activities and/or related skills
Pre-task	<p>Watch Taiye Selasi's TEDTalk Global (2014) "Don't ask where I'm from, ask where I'm a local." Selasi speaks on behalf of "multi-local" people, who feel at home in the town where they grew up, the city they live now and maybe another place or two. She describes how who we are is often linked to everyday rituals and relationships. https://www.ted.com/talks/taiye_selasi_don_t_ask_where_i_m_from_ask_where_i_m_a_local?subtitle=en</p> <p>If you need to, you can use the subtitles or transcript feature in your L1 to help you.</p>

Interaction

Task elements	Activities and/or related skills
Creating a post	<p>Based on Taiye Selasi's talk, take a piece of paper and divide it into three columns: rituals, relationships and restrictions. Brainstorm the everyday rituals and relationships that characterise you and restrictions that you encounter/have encountered.</p> <ol style="list-style-type: none"> 1. Think of your daily rituals, whatever they may be: making your coffee, eating lunch at the University canteen, meditating, participating in an association. What kind of rituals are these? Where do they occur? In what city or cities in the world do shopkeepers know your face? 2. Now, think of your relationships, of the people who shape your days. To whom do you speak at least once a week, be it face to face or online? 3. Lastly, consider restrictions, where are you able to live? What passport do you hold? Are you restricted by, for example, prejudice that doesn't allow you to feel fully at home where you live? By civil war, dysfunctional governance, economic inflation, from living in the locality where you had your rituals as a child? Don't think about "Where are you now?" but "Why aren't you there, and why?" <p>Now, choose pictures that characterise a ritual and a relationship (and if you choose, a restriction). Add a post to Padlet in which you quickly introduce yourself and then describe a ritual and a relationship that are important to you. Should you wish to do so, share a restriction that has shaped who you are today.</p>
Reacting to your partner's post	<p>Read your partner's post and leave a reaction or comment. Can you find anything in common with your partner's rituals, relationships or restrictions and your own? Ask them some questions to get to know more.</p>

Responding to reactions

Read and comment on your partner's reaction to your own post and questions.

Post task

Task elements	Activities and/or related skills
Reflection (individual)	<p>Prepare to share your experiences (similarities, differences, surprising outcomes...) with your classmates.</p> <p>Fill in your reflection diary on the VE. How did thinking about where you're local rather than where you're from help you think about your intercultural profile? Could this activity be adapted for language learners at school?</p>

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