

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.



## OUR SCHOOLS

### TASK SUMMARY

Topic	Exchanging information about the students' schools
Target group CEFR level	Secondary school students Level A2 and higher
Summary of activities	The students prepare a presentation and conversation about their school (pre-task). They have a videocall in groups of 2-3 students and discuss their experiences, differences and similarities between their school systems (task). They write a shared conclusion and post it on Padlet (post-task).
Learning objectives (intercultural, linguistic, technological)	<p>Linguistic:</p> <ul style="list-style-type: none"> <li>● Getting to know each other's schools</li> <li>● Describing and explaining daily school experiences</li> <li>● Comparing and discussing preferences,</li> <li>● Expressing opinions</li> </ul> <p>Intercultural:</p> <ul style="list-style-type: none"> <li>● Showing interest and engagement</li> <li>● Showing respect and positive alignment around differences, values and opinions referred to the schools</li> <li>● Helping each other in the communication process: negotiating meaning</li> </ul> <p>Technological:</p> <ul style="list-style-type: none"> <li>● Learning to use new technologies: Padlet &amp; BBB</li> <li>● Being aware of netiquette (it refers to a set of rules and guidelines for behavior and courtesy applied in the digital environment from how to interact appropriately with other users to expressing oneself respectfully online, sharing information securely, and maintaining a positive and constructive atmosphere in digital communication).</li> </ul>
Final product (expected outcome)	<ul style="list-style-type: none"> <li>● Presentations about schools.</li> <li>● Written conclusion with similarities, differences and opinions of the students about their schools.</li> <li>● Video chat recording.</li> </ul>
Tool suggestion	Padlet (interactive multimodal wall) BBB (videocommunication room)

## E-LIVE task: Our schools

### TASK SUMMARY

Has the task been tested?	Yes
Author(s)/institution(s)	Annika Werkman (Keizer Karel, NL) in collaboration with Lola Ferrer & Maria Clavel (Guadalaviar, Spain) and coached by Kristi Jauregi-Ondarra (Utrecht University)

### 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... The students prepare short presentations with pictures introducing themselves and their school.
Familiarisation with task topic	The teachers explain the task and mention the learning goals. (see worksheet below)
Familiarisation with tools	Teachers explain Padlet. 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
Video communication	The students meet in the video communication room (BBB) and show their presentations about themselves and their school. They discuss similarities, differences and preferences. (see worksheet below)

### POST-TASK

Task elements	Description of post-task activities
Concluding task	The students write a shared conclusion about similarities, differences and preferences in Padlet.
Assessment (both formative and summative)	Formative peer- feedback: they respond to each other's messages. Summative feedback from teachers on

	<ul style="list-style-type: none"> <li>• Content</li> <li>• Communicative Achievement</li> <li>• Intercultural awareness &amp; attitude</li> <li>• Collaboration</li> </ul>
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## WORKSHEETS

### Preparation worksheet / Pre-task

#### Your School

##### Goals:

- Getting to know each other's schools
- Describe and explain daily school experiences
- Compare and discuss preferences, express opinions

Soon you will first meet your Dutch/Spanish partner. You will meet each other on BigBlueButton. The first meeting will take about 15 to 20 minutes.

Before this meeting, there is work to be done. You will have to make a presentation in which you introduce your school. You will use this presentation on the day of the meeting.

**Assignment:** Make a presentation (for example in PowerPoint) about your school of 2-4 minutes. Include at least one photo of yourself and one photo of the school. Discuss the following topics: a typical school day, the school building, the subjects, what you like best and what you like least about your school. Use the checklist below to see if you're well-prepared for your first video call.

PART OF THE PRESENTATION	CHECK
PRESENTATION IN POWERPOINT (OR SIMILAR APP) SAVED AS PDF	
AT LEAST ONE PICTURE OF YOU	
AT LEAST ONE PICTURE OF THE SCHOOL	
NORMAL SCHOOL DAY	
BUILDING	
SUBJECTS	
WHAT YOU LIKE BEST ABOUT YOUR SCHOOL	
WHAT YOU LIKE LEAST ABOUT YOUR SCHOOL	

E-LIVE task: Our schools

### Worksheet interaction / Task

Your teacher will tell you when you have to meet your partner online. Please be online on time.

- You will log in on BigBlueButton with the help of your teacher and you will meet your partner.
- The Dutch students will start with their presentation in BigBlueButton.
- The Spanish students will write down a question for the Dutch students during the presentation. When the presentation is done, discuss the question.
- When the question is answered, the roles switch. The Spanish students will show their presentation and the Dutch students will write down a question.
- After the presentation, discuss the question.
- When the question has been answered, you discuss similarities and differences between your schools. Use the table below. Then you can say goodbye to each other.
- After the first meeting you have to write a text about the similarities and differences between your schools and your own opinion in Padlet.

NOTE: You will have to record your meeting, so do not forget to click on the record button.

	Guadalaviar	Keizer Karel College
<b>Similarities</b>  (What are similarities about both schools?)		
<b>Differences</b>  (What are the differences between both schools?)	1.   2.   3.	1.   2.   3.
<b>Preferences</b>  (What do you like about each school?)		

## Worksheet conclusion / Post-task

### Assignment:

**Step 1:** Write a shared conclusion about similarities, differences and preferences. Use the table you filled in during the video call. (min 50 words, max 150 words) You can also use the chunks below to formulate your answer.

**Step 2:** Post your text on the Padlet.

**Step 3:** Respond to the conclusions of at least two other groups on the Padlet.

**Step 4:** You'll get feedback from your teachers on content, communicative achievement and collaboration.

#### How to express your opinion...

In my opinion...

In my view...

In my experience...

Personally, I think...

As far as I know...

I'd suggest that...

What I mean is...

I am of mixed opinions about this.

If I am not mistaken...

From my point of view...

If you ask my opinion...

#### How to structure your text...

Furthermore,

Besides,

In addition,

Moreover,

Despite,

Whereas,

Firstly,

Finally,

Subsequently,

Above all,

Hence,

Consequently,

For example,

Similarly,

In conclusion,

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