



TILA Task Specification

Topic: Fuet and Rookworst



Lifelong
Learning
Programme

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TILA Task Specification

Topic: Fuet and Rookworst

Title of TILA task	<i>Fuet</i> and Rookworst
Partner team (schools and teachers)	<ul style="list-style-type: none"> Michelle Faber (Gomarus College, Netherlands) Age 15/15, Level: A2/B1 María José Martínez (Escola Sant Lluís Gonçaga, Spain) Age 15/16, Level A2/B1
Thematic description	<p>Students talk about the sausages <i>fuet</i> and <i>rookworst</i>. <i>Fuet</i> is a typical Catalan sausage, <i>rookworst</i> is a typical Dutch sausage. First they will watch commercials about these sausages. Later, they tell each other about the commercial of their country. What do you see here and what is 'typical' of your country? Then, students compare the two commercials. What stands out? What are the most important similarities and differences? They treat at least the following topics: family composition, the role of the women/mother (in the household), and weather (why is this kind of weather shown?). At last, they talk about stereotypes. Are the presented stereotypes correct? They tell their partners about their own family/household. What is <i>fuet/rookworst</i>? Do I like it? When do we eat it?</p>
Target language(s)	English
CEF level	A2/B1
Learning objectives (linguistic, communicative, and intercultural) See the CEF and ICC "can do" statements	<p>Intercultural learning objectives:</p> <ul style="list-style-type: none"> - Thinking about one's own customs and learn about customs of the other. - Comparing the family composition, the role of the women/mother and the weather in both commercials. - Thinking about stereotypes. Are the presented stereotypes correct? Why are these shown? - Learning about <i>fuet</i> or <i>rookworst</i>. When do you eat it? <p>Linguistic learning objectives:</p> <ul style="list-style-type: none"> - Start a conversation and keep it flowing. - Making comparisons in English. - Talking about your family composition, the role of the mother and about weather. <p>ICT learning objectives:</p> <ul style="list-style-type: none"> - Watching a video on YouTube. - Familiarisation with the videochat programme

	GoogleHangouts.
Description of blended learning approach	<p>Preparatory activity at home:</p> <ul style="list-style-type: none"> - Watching these two commercials on YouTube: Fuet: https://www.youtube.com/watch?v=Hub5GnER0GM Rookworst: https://www.youtube.com/watch?v=ZHq-8MSnb44 <p>Reading and preparing the second task; searching vocabulary they might need.</p> <p>Synchronous videochat session in GoogleHangouts</p> <ul style="list-style-type: none"> - Spanish and Dutch students meet each other in GoogleHangouts. They talk in couples about the above-mentioned subjects. <p>Follow-up activity:</p> <p>After talking about the commercials and the stereotypes, students can choose between two follow-up activities:</p> <ul style="list-style-type: none"> - Make a new commercial for the sausage of your own country without the stereotypes that are not correct. Make a new realistic one. - Make a new commercial for the sausage of your partner's country based on the information he/she gave you (when do you eat it, how is his/her home situation, ect.).
Task outcome(s) (products produced by students)	<ul style="list-style-type: none"> - A list with words/sentences students can use during the videochat session. - The conversation on GoogleHangouts. - A commercial made by the students.
Technical specifications (tools that will be used)	<p>GoogleHangouts (in the Google Chrome browser)</p> <p>Microphones</p> <p>Headphones</p> <p>Webcams</p>

Preparatory Phase

Description of subtask(s)	<p>Students watch two commercials:</p> <p>Fuet: https://www.youtube.com/watch?v=Hub5GnER0GM Rookworst: https://www.youtube.com/watch?v=ZHq-8MSnb44</p> <p>Also, they read and prepare the main task. They read the task and search vocabulary they might need.</p>
Duration (approx.)	20 minutes.

Learning objective(s)	<ul style="list-style-type: none"> - Getting to know some stereotypes about the Netherlands and Spain. - Being able to value and compare the commercials. - Being able to talk about these stereotypes and thinking critically about them (family composition, the role of the mother, the weather, etc.).
Environment and tools (classroom, homework, forum etc.)	Environment: at home Tools: Internet (YouTube), dictionary
Form of interaction (pair work, small groups, teacher centred)	Independently
Expected outcome(s)	<ul style="list-style-type: none"> - A list with sentences/words students might need during the conversation. - Knowledge about the content of the commercials.

Main Phase

Description of subtask(s)	<p>Students meet their partner at GoogleHangouts. First, they describe alternately to their partners what you see in the commercial from their own country. What is 'typical' Spanish/Dutch? Why is this so typical?</p> <p>Then, students compare the commercials. What stands out? What are the most important similarities and differences? Students treat at least the next topics: family composition, the role of the women/mother (in the household), and weather (and why is this kind of weather shown?).</p> <p>At last, the students talk about the presented stereotypes. Are they correct? They tell their partner about their own family/household. Also they explain what <i>fuet</i>/<i>rookworst</i> is. Do they like it? When do they eat it?</p> <p>During the conversation, the students use a handout to structure the organisation.</p>
Duration (approx.)	30 minutes
Learning objective(s)	<p>Intercultural learning objectives:</p> <ul style="list-style-type: none"> - Thinking about one's own customs and learn about customs of the other. - Comparing the family composition, the role of the women/mother and the weather in both commercials. - Thinking about stereotypes. Are the presented stereotypes correct? Why are these shown? - Learning about <i>fuet</i> or <i>rookworst</i>. When do you eat it? <p>Linguistic learning objectives:</p>

	<ul style="list-style-type: none"> - Start a conversation and keep it flowing. - Making comparisons in English. - Talking about your family composition, the role of the mother and about weather.
Environment and tools: synchronous (e.g. OpenSim, BigBlueButton) or asynchronous (e.g. forum)	<p>The synchronic videochat environment GoogleHangouts.</p> <p>Microphones</p> <p>Headphones</p> <p>Webcams</p>
Form and organisation of telecollaborative interaction: Number and size of telecollaboration groups; other participant roles	Each Spanish student meets with a Dutch student in GoogleHangouts, students work in pairs. The task will be carried out in English.
Expected outcome(s)	Every couple has a conversation of about 30 minutes. Students learn about <i>fuet/rookworst</i> and learn to think critically about stereotypes. They are able to make comparisons in English and can talk about topics like family composition, the role of the mother/women and the weather.

Post Phase

Description of post task	<p>After talking about the commercials and the stereotypes, students can choose between two follow-up activities:</p> <ul style="list-style-type: none"> - Make a new commercial for the sausage of your own country without the stereotypes that are not correct. Make a new realistic one. - Make a new commercial for the sausage of your partner's country based on the information he/she gave you (when do you eat it, how is his/her home situation, ect.).
Duration (approx.)	1,5/2 hours.
Learning objective(s)	Thinking critically about stereotypes and adapting the commercials to the real world, as presented by the partner.
Environment and tools (classroom, homework etc.)	<p>Environment: in class/at home</p> <p>Tools: videocamera, computer</p>
Form of interaction (pair work, small groups, teacher centred)	Small groups of about 4/5 persons.
Expected outcome(s)	A commercial about <i>fuet/rookworst</i> that reflects the real world, not only stereotypes, made by the students.

FUET AND ROOKWORST



Introduction

During this activity you and your partner will watch two commercials. The first one is a Spanish commercial for *fuet*. The second one is a Dutch commercial for *rookworst*. *Fuet* and *rookworst* are both sausages. You and your partner will compare these commercials and examine if the presented stereotypes are correct.

Exercise A

Before you will talk to your partner, watch the two commercials presented here:

Fuet: <https://www.youtube.com/watch?v=Hub5GnER0GM>

Rookworst: <https://www.youtube.com/watch?v=ZHq-8MSnb44>

Read and prepare exercise B; search vocabulary you might need.

Exercise B

During this exercise you will talk, in English, by GoogleHangouts with your partner. Treat the following points:

- Describe alternately to your partner what you see in the commercial from your country and tell your partner what's 'typical' Spanish/Dutch (the stereotypes). Why is this so typical?
- Now you are going to compare the two commercials. What stands out? What are the most important similarities and differences? Make sure you treat at least the next topics: family composition, the role of the women/mother (in the household), and weather (why is this kind of weather shown?).
- Stereotypes. Are the presented stereotypes correct? Tell your partner about your own family/household. What is *fuet/rookworst*? Do you like it? When do you eat it?

Use the hand-out 'Guide – *Fuet* and *Rookworst*' during the conversation, this will help you to structure it.

Exercise C

After you've talked about the commercials and the stereotypes in them you know more about stereotypes and your partner's culture. Now you've two options:

- Make a new commercial for the sausage of your own country without the stereotypes that are not correct. Make a new realistic one.

- Make a new commercial for the sausage of your partner's country based on the information he/she gave you (when do you eat it, how is his/her home situation, etc.).

Guide – *Fuet* and *Rookworst*

1. Give a description to your partner of what you see in the commercial from your country.
2. Compare both commercials and fill in the table below (except for 'stereotypes').

	Fuet	Rookworst
Family composition		
Role of the women/mother		
Weather		
Stereotypes		

3. What are the most important differences?
4. What are the most important similarities?
5. Describe to your partner which stereotypes of your country you see and complete the table.
6. Discuss if the stereotypes are correct.
7. Tell about your own family/household. What is *fuet/rookworst*. Do you like it? When do you eat it?

