



# TILA Task Specification

Topic: Veggieday – a Day without Meat



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# TILA Task Specification

## Topic: Veggieday – a Day without Meat

Title of TILA task	<b>Veggieday – a day without meat</b>
Partner team (schools and teachers)	<ul style="list-style-type: none"> <li>• Catherine Felce (Cerisaie, FR) Age 14, Level: A2/B1</li> <li>• Hajo Zenzen (Gymnasium Saarburg, DE) Age 15, Level A2/B1</li> </ul>
Thematic description	Students discuss their eating habits and their views on reducing the consumption of meat
Language interaction (Lingua Franca / Tandem)	Tandem
Target language(s)	German and French
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"> <li>– Discover similarities and differences related to questions regarding eating habits and views on reducing the consumption of meat</li> <li>– Develop openness to other views and opinions</li> </ul> <p>Communicative learning objectives</p> <ul style="list-style-type: none"> <li>– Communicative moves: Express and support an opinion, Talk about (eating) habits, likes and dislikes</li> <li>– Listening comprehension</li> <li>– Take notes for reporting the discussion outcome to class mates who did not take part in the interaction</li> <li>– Present discussion outcomes (oral presentation)</li> <li>– Write a forum post (on eating habits, clichés, views on the reduction of meat consumption)</li> </ul> <p>Linguistic learning objectives</p> <ul style="list-style-type: none"> <li>– Means of expression for talking or writing about eating habits and views on reducing the consumption of meat</li> </ul> <p>ICT learning objectives</p> <ul style="list-style-type: none"> <li>– Familiarisation with the OpenSim virtual world environment</li> <li>– Using a forum</li> </ul>

	<ul style="list-style-type: none"> <li>– Netiquette for web communication</li> </ul>
Description of blended learning approach	<p>Preparatory activities in class:</p> <ul style="list-style-type: none"> <li>– Students work in class in pairs or groups (preferably in their foreign language) to become familiar with the topic</li> </ul> <p>Synchronous session in OpenSim:</p> <ul style="list-style-type: none"> <li>– Students work with 6 posters that are placed in different locations in the OpenSim village “Parolay”. The posters cover questions (in French or German) addressing eating habits, clichés regarding eating habits, and aspects of a reduction meat consumption (see Appendix).</li> <li>– The students work together in mixed language pairs and meet in front of the posters to discuss the issues presented. The poster language is the language of communication.</li> <li>– The French class is represented by 6 students; the rest of the class is not present at the synchronous meeting and the six students will take notes to be able to report back to the class.</li> <li>– Students from Germany work in 6 groups and each group is represented by one avatar. Students in each group can have different roles and help each other performing the task (e.g. one student moves the avatar and communicates with the French partner, and the others take notes or provide help).</li> </ul> <p>Written follow-up activities in a forum:</p> <ul style="list-style-type: none"> <li>– Students from both countries use a forum (which is displayed in blog format) to post their replies to the posters. Students write their posts in the foreign language; they can also comment on each other’s posts.</li> </ul>
Task outcome(s) (products produced by students)	<p>Oral performance: discussion of poster questions on eating habits and views regarding the reduction of meat consumption</p> <p>Forum posts</p>
Technical specifications (tools that will be used)	<p>OpenSim; creation of dedicated posters</p> <p>Headsets</p> <p>Moodle forum</p>

### Preparatory Phase

Description of subtask(s)	<p>Familiarisation with the topic using video and texts materials</p> <p>Explore and practice the means of expression that will be required for the telecollaboration task</p>
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Duration (approx.)	45 minutes
Learning objective(s)	<ul style="list-style-type: none"> <li>– Prepare to talk about eating habits, likes and dislikes</li> <li>– Prepare to express opinions regarding the reduction of meat consumption</li> </ul>
Environment and tools (classroom, homework, forum etc.)	Classroom
Form of interaction (pair work, small groups, teacher centred)	Group work and teacher centred activities
Expected outcome(s)	<p>Familiarity with the topic</p> <p>Familiarity with the required means of expression</p>

### Main Phase

Description of subtask(s)	<p>Meeting in the French OpenSim village “Parolay”:</p> <ul style="list-style-type: none"> <li>– 6 posters (3 French posters and 3 German posters) present questions regarding eating habits, clichés on eating habits, and views regarding meat reduction (cf. appendix with questions and screenshots)</li> <li>– Students are matched in French/German pairs and walk from one poster to the next. They discuss the questions asked on the posters in the language that is used on the poster.</li> </ul>
Duration (approx.)	45 minutes
Learning objective(s)	<p>Intercultural learning objectives:</p> <ul style="list-style-type: none"> <li>– Think about one’s own habits and learn about habits of others</li> <li>– Discover similarities and differences</li> </ul> <p>Communicative learning objectives</p> <ul style="list-style-type: none"> <li>– Communicative moves: Express and support an opinion, Talk about (eating) habits, likes and dislikes</li> <li>– Express yourself in such a way that the others can understand you</li> <li>– Start the communication and keep it flowing</li> <li>– Offer linguistic help and support</li> <li>– Take notes that can be used for reporting back to class mates</li> </ul> <p>ICT learning objectives</p> <ul style="list-style-type: none"> <li>– Move in a virtual world with an avatar</li> </ul>

	<ul style="list-style-type: none"> <li>– Chat and talk in OpenSim</li> <li>– Netiquette for web communication</li> </ul>
Environment and tools: synchronous (e.g. OpenSim, BigBlueButton) or asynchronous (e.g. forum)	<ul style="list-style-type: none"> <li>– OpenSim</li> <li>– Headsets</li> </ul>
Form and organisation of telecollaborative interaction: Number and size of telecollaboration groups; other participant roles	<p>The French class is represented by 6 students; the rest of the class is not present at the synchronous meeting and the six students will take notes to be able to report back to the class.</p> <p>Students from Germany work in 6 groups and each group is represented by one avatar. Students in each group can have different roles and help each other performing the task (e.g. one student communicates with French partner, and the others take notes or provide help).</p>
Expected outcome(s)	<p>Oral performance</p> <p>Notes in foreign language</p>

### Post Phase

Description of post task	<p>France: Oral report in German (= foreign language) to students who did not take part in the online meeting (students pick two of the posters, explain them to their class mates and tell them what information they got from their partners.</p> <p>Germany: Students discuss the results of their interaction in class in French (foreign language)</p> <p>Students from both classes/countries answer the question from the three posters that were written in their target language and post their answers to a forum (which is displayed in blog format) in the foreign language. Students are encouraged to comment on each other's posts.</p> <p>In an additional open end forum activity, students can exchange vegetarian recipes.</p>
Duration (approx.)	45 minutes and homework
Learning objective(s)	<p>Intercultural (learning) objectives:</p> <ul style="list-style-type: none"> <li>– Discover and address similarities and differences</li> </ul> <p>Communicative learning objectives</p> <ul style="list-style-type: none"> <li>– Express and support an opinion</li> <li>– Present outcomes of the interactions (oral presentation)</li> <li>– Write a forum post (on eating habits, clichés, views on</li> </ul>

	<p>the reduction of meat consumption)</p> <p>Linguistic learning objectives</p> <ul style="list-style-type: none"> <li>– Use appropriate means expressions to write about eating habits and views on reducing the consumption of meat</li> </ul> <p>ICT learning objectives</p> <ul style="list-style-type: none"> <li>– Using a forum</li> <li>– Netiquette for web communication</li> </ul>
Environment and tools (classroom, homework etc.)	<p>Classroom</p> <p>Forum (in Moodle)</p>
Form of interaction (pair work, small groups, teacher centred)	<p>Oral presentations and discussions in class</p> <p>Collaborative forum contributions prepared in class</p>
Expected outcome(s)	<p>Oral presentations</p> <p>Forum posts and comments in students' foreign language</p> <p>Forum posts with vegetarian recipes in students' native language</p>

## **Appendix: Questions for OpenSim Posters and Screenshots of Posters in OpenSim**

### **I. Dans mon assiette**

1. En matière de nourriture, qu'est-ce que tu aimes bien manger, qu'est-ce que tu adores, qu'est-ce que tu ne manges jamais ou que tu n'aimes pas du tout ?
2. Les repas que tu prends le midi et le soir se ressemblent-ils ?
3. Quel est ton plat préféré? Quand as-tu l'occasion de le manger?

### **II. Klischees – Bratwurst und Foie gras**

1. Welche Klischees über die Ernährung der Deutschen bzw. der Franzosen kennst du?
2. Überprüfe diese Klischees, indem du deinen Partner danach fragst.
3. Wie ernährt sich dein Partner / deine Partnerin wirklich?

### **III. Avec ou sans viande**

1. Combien de fois par semaine manges-tu de la viande ?
2. Quelles peuvent être, à ton avis, les raisons pour lesquelles certaines personnes sont végétariennes ?
3. Est-ce qu'il t'arrive de manger des plats végétariens ? Précise !

### **IV. A la cantine – qu'est-ce qu'on mange?**

1. Est-ce que tu manges à la cantine ? Si oui combien de fois dans la semaine / Si non pourquoi ?
2. Qu'y a-t-il au menu cette semaine ?
3. Comment juges-tu les repas servis à la cantine? / les plats que tu manges chez toi ?
4. Qu'est-ce que tu aimerais changer ?

### **V. Veggieday – Ein Tag ohne Fleisch!?**

1. Könntest du für eine bestimmte Zeit auf Fleisch verzichten? Warum (nicht)?
2. Was hältst du von der Idee, einen Tag ohne Fleisch zu verordnen?
3. Wie könnte ein Veggieday aussehen?

### **VI. Auswirkungen auf die Umwelt** (vorbereitende Hausaufgabe)

1. Welche Auswirkungen hat der Fleischkonsum auf die Umwelt?
2. Inwiefern ist eine vegetarische Lebensweise oder der gelegentliche Verzicht auf Fleisch ein Beitrag zum Umweltschutz?

### 3. Wärst du bereit für eine bessere Umwelt auf Fleischkonsum zu verzichten? Warum (nicht)?

