

## **La vente-débaras**

### **Tâche 1: De 1<sup>ère</sup> à 4<sup>ième</sup> année**

#### **Quoi vendre?**

Pensez à des objets qui débordent les tiroirs des enfants. Faites un inventaire des articles en bons états que les élèves puissent vendre (facile à apporter, à petites tailles, à valeur culturelle, etc.)

#### **Vendre mais à quel prix?**

Faire prendre conscience aux élèves d'éviter les prix élevés en se fiant au degré d'usure ou à l'âge des articles, et au prix payé à l'achat.

Apprendre comment faire du marchandage.

### **Tâche 1 : De 5<sup>ième</sup> à 8<sup>ième</sup> année**

### **Tâche 1 : de 9<sup>ième</sup> à 12<sup>ième</sup> année**

**Quoi vendre? (lunettes de soleil, pochettes, livres, CD, iPhone, tableaux, faux bijoux, etc.)**

## **La “ vente-débaras” and FSL curriculum:**

### **This project fulfills the following considerations of FSL Ontario**

#### **Curriculum:**

**CROSS-CURRICULAR AND INTEGRATED LEARNING:** In cross-curricular learning, students are provided with opportunities to learn and use related content and/or skills in two or more subjects. In integrated learning, students are provided with opportunities to work towards meeting expectations from two or more subjects within a single unit, lesson, or activity

#### **EQUITY AND INCLUSIVE EDUCATION IN FRENCH AS A SECOND LANGUAGE:**

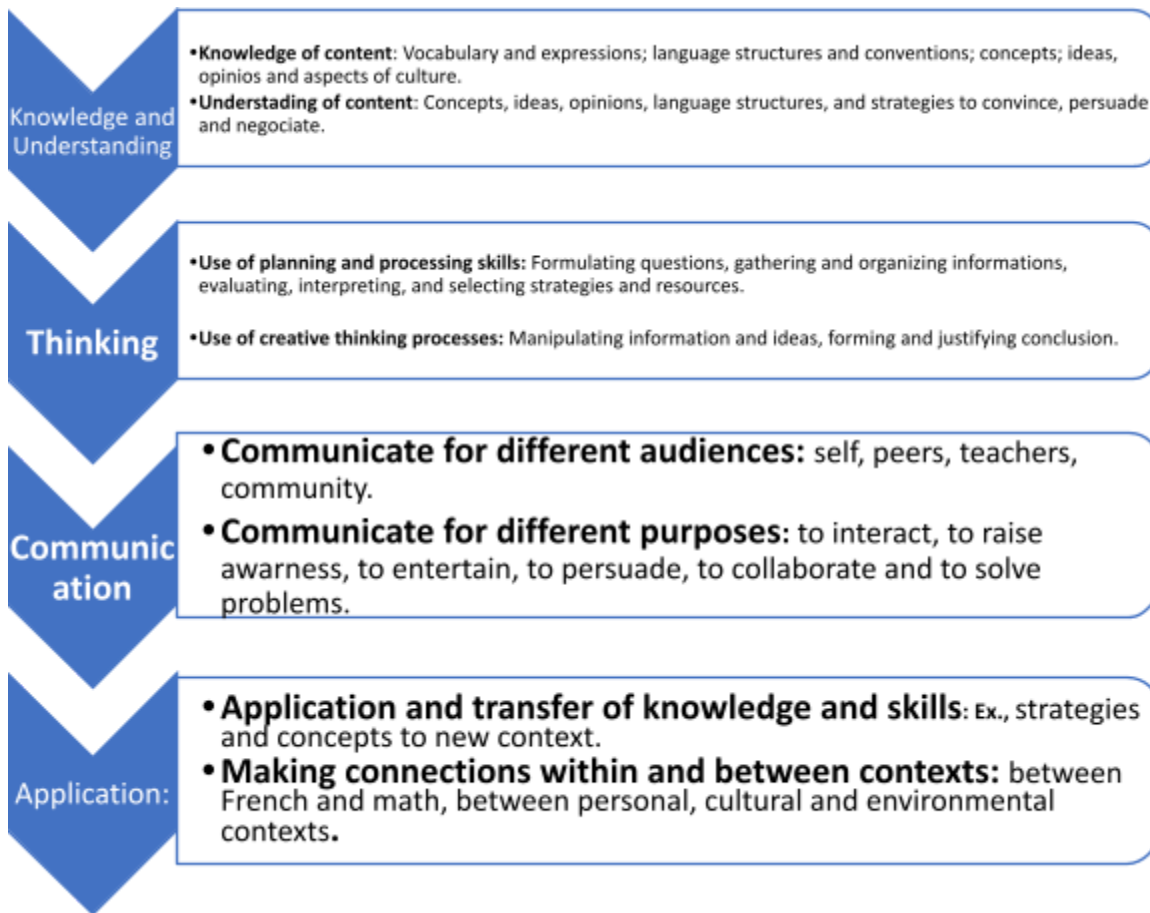
Interactions between the school and the community should reflect the diversity of both the local community and the broader society. In this project, students will be encouraged to bring items related to their cultures and will have the opportunity to speak about that item while selling them.

## FINANCIAL LITERACY IN FRENCH AS A SECOND LANGUAGE

Students can build their understanding of personal financial planning by participating in role play interactions in the local community, such as buying and selling goods or engaging in personal financial transactions.

### Parents:

Parents play an important role in their children’s learning. Studies show that students perform better in school if their parents are involved in their education. Parents are the primary educators of their children with respect to learning about values, appropriate behaviour, and cultural, spiritual, and personal beliefs and traditions, and they are their children’s first role models (**FSL CURRICULUM, 2013**).



### **Letter to Parents: (1-8)**

**What?** Let them know about the project.

**Why this project?** Students will be able to implement their mathematical and French skills, real life situations.

Emphasizing on the role of parents in the learning of the students.

**Parents role in the project?** Parents will be invited to visit “La vente-débarras” to buy items and make conversations with the students. (Some questions and predicted answer in French will be provided to parents in the letter to practise with their kids before they attend the event).

**What are they going to learn?** Think critically, solve problems, convince, persuade, be involved in marketing, bargaining and utilising math skills.

**How will they be assessed?** Assessment will be based on the knowledge and skills they demonstrate. Rubrics will be used to guide and assess the work.

**How can you support your kids?** Discuss the project, practise the conversation in French with your kid, and visit the school to encourage your students and other students.

### **Un panneau/ Une affiche: (9-12)**

**What?** Let the audience concerned know about the event.

Where?

When?

Why? Authentic opportunity to speak French while buying and selling items at low prices.

Le lexique :

<https://www.youtube.com/watch?v=NnmBXqw8xo>

<https://www.youtube.com/watch?v=n-5oLcUaFZM>