

Sur le chemin de l'école

Teaching French through Intercultural Competence (IC)

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When teaching for Intercultural Competence (IC), teachers should NEVER:

- compare *them versus us*, or mention that our life is better than theirs, or treat others like 'those poor souls'.
- Raise money for charity; however, if needed, do not use a discourse of pity. Instead, show that people around the world suffer adversities, even the ones near us, and we need to help them get back on their feet. The goal is to ALWAYS foster equity and mutual respect.

The lesson plan or learning unit should have the following goals:

1. Intercultural competence: (check the curriculum or think of one you would like to explore) IC encompasses four elements:
 - (1) **knowledge and understanding**: learners respect and value diversity, have an understanding of how the world works, are outraged by social injustice, are willing to act to make the world a more equitable and sustainable place, take responsibility for their actions.
 - (2) **skills (critical thinking, 'argumentation,' 'cooperation and conflict resolution')**:
Critical thinking: Making considered decisions, managing information and thinking, gathering, recording, organizing and evaluating information and data.
Argumentation: discussing and debating, performing and presenting, using numbers and data, using language.
Cooperation and conflict resolution: learning with others, using language.
 - (3) **values and attitudes ('self-esteem,' 'empathy' and 'respect for diversity')**: learners manage information and thinking, imagine and contribute to making the world a better place (Oxfam, 2006).
 - (4) **Managing self** (Ryan, G., & Walsh, D., 2017): Learners reflect on and evaluate their learning, set and achieve personal goals, implement ideas and take action, make considered decisions, use digital technology to manage self and own learning.

Objectifs définis en termes de **compétences** : (Edition Maison des Langues)

« Capacité de faire **l'expérience** de l'altérité culturelle et **d'analyser** celle-ci »

-établir des liens cognitifs et affectifs entre l'acquis et toute nouvelle expérience de l'altérité.

-questionner les aspects généralement considérés comme allant de soi au sein de son propre groupe culturel et de son milieu.

2. Sociolinguistic expectation: (check the curriculum)
3. Sociocultural aspect: (e.g., how teachers, adults, and parents are treated in different countries).
4. Language skills (grammar, reading, writing, speaking and listening are chosen by the teacher):
Resources are found on the website: https://camerisefsl.ca/add-a-resource/#gf_1

Self-reflection for teachers and students **after** teaching and learning: (Ryan, G., & Walsh, D., 2017).

- Head: What knowledge/ awareness have I gained? What would I like to know more about?

- Heart: How do I feel? What do I value? What are my opinions/attitudes? Have these transformed my behaviour/actions? How?
- Hands: What skills did I develop? How did I engage? How will I apply these skills in the future?
- Feet: Where do I want to go next? Why?

An Example:

This lesson plan is used to expand a lesson based on buildings we see on our way to school

<https://www.youtube.com/watch?v=3zRAjXA8uJg> (Quand je vais à l'école).

To include intercultural competence, in the learning, learners will watch another video that shows how students from other countries get to school, <http://www.vivrefm.com/videos/view/51> (Sur le chemin de l'école - Bande annonce).

Grades 4 to 6 (depending on the group, grade 2 and 3 students can also learn from this unit):

IC dimensions:

1. Intercultural competence: (**skills: critical thinking, cooperating, discussing**) Compare what they see on their way to school to the video <https://www.youtube.com/watch?v=3zRAjXA8uJg> (Quand je vais à l'école) (**skills: critical thinking, cooperating, discussing**)
Intercultural competence: (**knowledge and understanding, values and attitudes** Find similarities between the video and themselves <http://www.vivrefm.com/videos/view/51> (Sur le chemin de l'école - Bande annonce) (ex. J'apporte un sac à dos à l'école, en hiver je porte un manteau, en été je porte des shorts et t-shirt, il y a un élève en fauteuil roulant à mon école, j'ai une enseignante, etc.). Qu'est que tu as aimé le plus sur la vidéo? (e.g., regarder les animaux sauvages, la liberté des enfants, l'amitié, le cheval, le paysage, les montagnes etc.)
2. Sociolinguistic expectation: (check the curriculum)
3. Sociocultural aspect: (e.g., how children listen to their parents, father kissing his daughter before she goes to school, father hugging his son before he goes to school)
4. Language skills: Students will learn the vocabulary for places, animals, transportation, etc., locally and in other parts of the world... (e.g., la banque, la poste, l'église, l'épicerie, le magasin, des arbres, la poste de téléphone, des voitures, un camion, des gens, un chien, un chat). (grammar, reading, writing, speaking and listening are chosen by the teacher)

The three components of a lesson:

La leçon : culture et société – communication – grammaire

- I. Commencer l'unité par le bain (le culturel) :
 - Culturel
 - Communicative (la tâche)
 - Linguistique

→ curriculum (série d'objectif qui concerne la langue et la civilisation)

Culturel : Utiliser beaucoup d'images – Les images sont plus accessible que le texte :

(Students will watch both videos cited above). After each video, teacher will:

-mobiliser les connaissances antérieures du sujet avec les enfants à travers des stratégies de lecture ou écoute.

Qu'est-ce qu'on voit? Les mots, le titre, # d'images, # de paragraphs, sous-titre, etc.

Qui, où, quand...

Reconnaître des mots connus ou transparents.

Faire des hypothèses sur les mots inconnus

Exploiter la structure du texte

Exploiter le type ou genre du texte

Repérer les mots-clés

Inférer

Il faut motiver l'apprenant à comprendre la vidéo surtout pour le *sens*, mais aussi pour la langue (lexique - grammaire).

II. La tâche – la communication

-Teacher writes about what she sees on the way to school, how she comes to school (elle marche, elle prend le bus, elle conduit sa voiture, elle prend le train, elle fait du covoiturage, etc.), how long it takes, if she is sometimes scared, (e.g., ice on the roads in the winter), really fast cars passing the teacher on the way to work, crazy transport trucks, animals on the road, etc.

-Students share their experience orally, even if they only know a few words.

-Teacher will introduce the linguistic expectations and will highlight them while re-reading the text.

- Based on the teacher's example, teacher and students will create questions to ask a peer, or students will individually answer those questions (the focus is for students to realize that although we live in the same city, we have different experience) and also the practise *la communication*. Students will share their discoveries (if there is a student born in another country, he or she could share their prior experience if wanted).

III. Linguistique

- Students will watch a few of the videos about the same video shared at the beginning. Teacher begins to teach the linguistic expectation through writing, reading listening and speaking.

- Students can learn about the other students' countries Geography.

- In pairs, students will choose one of the characters from the *bande annonce* to talk about what he or she sees on the way to school.

Additional videos about Sur le chemin de l'école – Bande annonce:

<http://www.vivrefm.com/videos/view/51> Sur le chemin de l'école - Bande annonce -

<https://www.youtube.com/watch?v=kEVjBiXnboQ> Sur le chemin de l'école - Jackson et Salomé prennent l'avion pour Paris

https://www.youtube.com/watch?v=2WKxxZYAG_o Sur le chemin de l'école - Bonus - Jackson et ses camarades de classe

découvrent le film <https://www.youtube.com/watch?v=GJNAmwLk54> Sur le chemin de l'école - Présentation de Jackson

<https://www.youtube.com/watch?v=7e9O3XJVtSw> Sur le chemin de l'école - Présentation de Zahira -

<https://www.youtube.com/watch?v=yKprM-Q1yn4> Sur le chemin de l'école - Présentation de Carlos
<https://www.youtube.com/watch?v=Z23rQFFzzw8> Sur le chemin de l'école - Présentation de Samuel

- Culminating activity: Students will choose a favourite student from the movie and compare themselves to the student in the movie. Through a PowerPoint presentation, they will compare themselves to the character, and explain why they chose her/him, using photos and text. Ex: J'habite dans une ville et Carlos habite dans une ferme. Carlos a une sœur et j'ai trois frères ... J'ai choisi Carlos parce qu'il monte à cheval pour aller à l'école et j'aime les chevaux.

Classmates ask questions about the presentation: Ex: As-tu un cheval? Comment s'appelle la sœur de Carlos? • Students can create a comedy strip (<https://www.pixton.com/student-comic-builder>) featuring students going to school 'sur des différents chemins'.

Other possible activities:

2. Students will learn how to greet formally and informally. They will reflect on how they greet their peers, family members, teachers, and people they do not know. Additionally, they will watch the movie videos to watch how the characters greet others. Plus formel, moins formel • After introducing the list of greeting words, which the teacher can expand, teacher and students can create a chart to write words they would use to greet different people. Depending on the cultural background, some students may have different opinions. • Watch the videos to decide, as a group, how characters greet peers, parents, teachers, etc. What French words would they say in those circumstances? On another chart, compare the two ways of greeting. • Activity : 'Un nouvel élève dans la classe'. In pairs, students will create short skits sharing different ways of greeting people of different ages, in different countries.

Grades 7 to 9:

1. Students will learn vocabulary to interview an older Francophone person about how they went to school (e.g., school bus, long walks, bike, car, etc.; how the weather affected the school attendance; working during the summer; etc.). The interview should be in French.
2. Getting ready to interview a Francophone • Teacher will brainstorm the type of questions we ask during an interview. He/She will share a celebrity interview, in French, and will introduce the worksheet retrieved from http://www.frenchteacher.com/french_reproducible_celebrity.html for students to use it as a framework and work in pairs to create an interview. Finding similarities among school realities of my generation in Canada, older generation in Canada, and the movie. • Watch videos (sur le chemin). Brainstorm facts about how students' journeys to school (e.g., schools are far, there is no school bus, weather, students wake up early, they bring books to school, they bring no lunch to school, it is dangerous to go to school, students want to learn, etc.) Using a Venn diagram , compare self to other and find commonalities.
3. Getting ready to interview someone from another generation about how they went to school. Using question words from the celebrity interview and content from the Venn diagram, students will write their interview questions. Questions will be in the past tense. ** Teacher can contact Canadian parents for French to ask help finding Francophone people who were born in the 1950s for an interview about how they went to school (what they saw on their way, what time they woke up, etc.)
4. • Activity: Students will interview a person from another generation in French. They will create a three circle the Venn diagram and will write and present a reflection of what they learned from the unit.

Grades 10 to 12:

Finding out school realities in Canada and abroad. Students will research, in groups, about education in Ontario and its problems, and education in the countries shown in the video (Argentina, India, Morocco, and Kenya).

They will learn vocabulary to understand that students from Canada also face financial, cultural, and social burdens. They will learn about the obstacles some students face to go to school locally and abroad, and will compare to their own experiences.

They will reflect on the role of education in the children's lives from the video, will compare to the role of education locally and will answer the question: **pour quoi l'éducation est-elle importante ici et à l'étranger?** on Padlet.

Students copy their favourite postings and explain why. Students will be put in group to read articles about education in Ontario and in the countries shown in the video (Argentina, India, Morocco, and Kenya) and will participate in a Socratic Seminar.

They will debate, through a Socratic seminar (<https://www.youtube.com/watch?v=e3IBLKYaK1E> Scaffolding Discussion Skills With a Socratic Circle), (<https://www.youtube.com/watch?v=Ac2VSEROTWc>) why school is so different around the world and will think of a way of making a difference.

Des ressources :

Canada: <https://www.ontario.ca/fr/page/plan-strategique-de-lontario-contre-le-racisme>
<https://www.ledevoir.com/opinion/libreopinion/580932/abolir-les-ecoles-privees-pour-agir-contre-le-racisme>

<https://smho-smso.ca/wp-content/uploads/2020/09/Comprendre-le-racisme-envers-les-Noirs.pdf>

https://www.edu.gov.mb.ca/m12/frpub/appui/racisme/docs/sans_racisme.pdf

<https://www.theglobeandmail.com/news/national/native-school-conditions-in-canada-are-shocking-panel-chair/article557527/> https://childrenfirstcanada.org/wp-content/uploads/2021/03/RaisingCanadaReport_Final_Sept.pdf

Argentine: <https://www.humanium.org/fr/argentine/> https://www.lejournalinternational.fr/L-Argentine-et-l-education-un-systeme-en-avance_a2007.html

<http://blogs.silc.fr/index.php?post/2019/10/la-scolarite-en-Argentine>

https://fr.wikipedia.org/wiki/Syst%C3%A8me_%C3%A9ducatif_en_Argentine

Maroc: <https://www.humanium.org/fr/leducation-au-maroc/> <https://encgt2015.wordpress.com/>

Kenya <https://www.humanium.org/fr/kenya/> <https://www.dw.com/fr/l%C3%A9ducation-au-kenya-une-chance-pour-les-nantis/a-16044619> <https://palnetwork.org/ce-que-doit-faire-le-gouvernement-kenyan-pour-quaucun-enfant-ne-soit-laisse-pour-compte/?lang=fr>

Inde <https://www.humanium.org/fr/inde/> <https://www.ficsum.com/dire-archives/ete-2013-3/societe-le-grand-chantier-de-leducation-en-inde-une-visite-dans-une-ecole-de-new-delhi/>

<https://lecourrier.ch/2019/05/06/quels-enjeux-pour-leducation-en-inde/>

D'autres ressources:

<https://wenr.wes.org/2015/06/education-kenya>

<https://www.theglobeandmail.com/news/national/native-school-conditions-in-canada-are-shocking-panel-chair/article557527/> https://childrenfirstcanada.org/wp-content/uploads/2021/03/RaisingCanadaReport_Final_Sept.pdf

<https://tout-petits.org/actualites/2020/les-enfants-d-abord-canada/>

Des questions pour commencer le séminaire:

Pourquoi penses-tu que ces enfants font face au danger pour aller à l'école ?

Pourquoi est-ce qu'ils aiment apprendre ?

Aimes-tu aller à l'école ? Pour quoi?

Comment est l'école du Canada différente de celle d'autres pays ? Comment est-elle pareille?

Y-a-t-il des écoles au Canada qui sont similaires aux écoles du Kenya, de l'Inde, de l'Argentine et du Maroc ? Pourquoi?

Comment peux-tu aider à changer la situation des écoles canadiennes et ailleurs dans le monde ?

(Après apprendre sur l'éducation dans quelques pays, il faut agir pour améliorer la situation actuelle parce que l'action fait partie de la citoyenneté globale) En groupe, les élèves font un plan, pour aider à améliorer l'éducation. (e.g., écrire des lettres au Premier ministre de l'Ontario pour demander du changement ; appeler notre MP (membre du parlement) et demander des changements, etc.). They can also write an email to the province's minister of Education, in French, to demand equal education for all; write an email to UNESCO for the same reason. Create a short video (TIK TOK, YouTube, Instagram, etc.), in French and English, about the subject. Important: Students choose their own way of acting against injustices in Canada or worldwide. Ils peuvent aussi choisir s'ils veulent aborder seulement le problème au Canada ou à l'étranger aussi.

Song for the younger students:

<https://www.youtube.com/watch?v=atNkI6QFZ50> Bonjour, Bonjour! - Alain Le Lait (French greetings)

<https://www.youtube.com/watch?v=3zRAjXA8uJg> Quand je vais à l'école - French song to learn the places in town

References:

Oxfam (2006) Education for Global Citizenship: A Guide for Schools, London: Oxfam. Available online at <http://www.oxfam.org.uk/education/gc/>

Ryan, G., & Walsh, D. (2017). Action on global citizenship, teacher toolkit. Ed. A. Flynn. Global Action Plan Ireland. Retrieved <https://globalactionplan.ie/education/global-citizenship/>