Teaching Character through MFL – La Francophonie et Haiti

RESPECT

TOLERANCE

CURIOSITY

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| Lesson |  | Lesson objectives | Virtue |
| 1 | Introduction to La Francophonie –  Know what it is, know at least 5 countries that form part of it, describe 5 Francophone countries.  DN : Character virtues – what are they and how do you use these normally? Do you normally use these virtues in your French lessons? **5 mins**  Starter: Qu’est-ce que ces pays ont en commun? (all French speaking).  Students categorise the countries into their continents. **10 mins**  Introduction: Qu’est-ce que vous savez de la francophonie déjà?  Introduce the idea of stereotypes (and aim to quash these by the end of the lesson!)  Facts about French speaking countries and French speaking population in the world.  Introduction to DOM-TOMs.  Video to introduce Réunion and Guyane Française. How does this affect your perception of French speaking countries? **10 mins**  Main: Students have 5 fact sheets about Francophone countries with a table to fill in. *Differentiated – TL questions or English questions.* **15 mins**  Plenary: Kahoot quiz on Francophone countries **10 mins**  Homework: Research Haiti earthquake 2010 and bring information to the next lesson. | Qu’est-ce que c’est la francophonie?  Qu’est-ce que c’est les DOM/TOMs ?  Décris cinq pays francophones. | Curiosity |
| 2 | Haiti –  Where is it? What is the climate? What is the GDP? What is the population? What happened in 2010?  DN: Images of Haiti. Qu’est-ce que vous pensez de Haiti? Build on key information students found for their homework. **5 mins**  Starter: Key words for understanding of the text about Haiti. Use knowledge of English to work out the meanings of the new key words. **5 mins**  Main: Fact sheet about Haiti. Running dictation to find out the key information and fill in sheets. *Differentiated – varying amounts of text and some students have some of the information filled in.* Swap partners to check understanding and peer assess. **20 mins**  Haiti earthquake 2010. Video and discussion around what happened. Feedback from homework. **10 mins**  Students translate the short text about the Haiti earthquake. **10 mins**  Plenary: Exit tickets for students to assess their use of the character virtues in this lesson. **5 mins** | C’est comment Haïti ?  Qu’est-ce qui s’est passé en 2010 ? | Curiosity & tolerance |
| 3 | Daily routine of a child in Haiti compared to in London.  Starter: Fill in the key facts about Haiti. *Differentiated – some students have the words to fill in the blanks, others need to remember the phrases form the work they did last lesson*. **10 mins**  Main: card sort with the activities of a Haitian boy, students match French phrases, English phrases and pictures. Extension: sort into the order of a day. Whole class feedback. **15 mins**  Opinions about the lives of children in Haiti – c’est bon/ce n’est pas bon, c’est juste/ce n’est pas juste, je suis d’accord/je ne suis pas d’accord. Speaking in pairs –give opinions about the daily routine phrases. Disagree/agree in French. **15 mins**  Elicit from students how the relevant phrases can be changed to the first person (present tense verbs). Some irregulars (il doit/je dois, il a/j’ai). Students begin to adapt the phrases to compare the daily life of Riclaude to their own lives. **10 mins**  Plenary: Answer the question objectives. **5 mins** | C’est comment la vie quotidienne d’un enfant haïtien ?  Qu’est-ce que vous pensez de sa vie ? | Respect & tolerance |
| 4 | Prepare presentations on Haiti and the daily routine of a child in Haiti.  Starter: Reflect again on character virtues and when you have demonstrated these virtues in the last 3 lessons. Think, pair, share. **10 mins**  Main:  Model presentation. **10 mins**  Create a presentation (however you choose) on Haiti and the daily life of a Haitian child. Preferably book a computer room. **35 mins**  Include:   * A description of Haiti (where, population, size, languages, president, climate, capital, GDP, life expectancy). * What happened in 2010 in Haiti? * A description of the life of a Haitian child. * Opinions about the life of a Haitian child. * Compare the life of a Haitian child to your own.   Homework: Finish presentations and collect any further resources. | C’est comment Haïti?  C’est comment la vie quotidienne d’un enfant haïtien ? | Curiosity, respect and tolerance |
| 5 | Students present from last lesson. During presentations, peer assess using grid.  Starter: How could I use curiosity, respect and tolerance outside of my French lessons now?  Main: presentations with self/peer assessment.  Plenary: final self-reflection on character virtues. | C’est comment Haïti?  C’est comment la vie quotidienne d’un enfant haïtien ? |  |

Model outcome:

* Haïti est un pays francophone aux Caraïbes avec une population de 10 millions. Il y a un climat tropical avec beaucoup de cyclones. L’espérance de vie dans le pays est de 63 ans et c’est un pays très pauvre. En 2010, il y avait un grand tremblement de terre. Plus de 200,000 personnes sont mort et le pays souffre toujours.
* Riclaude est un garçon haïtien qui habite à Port au Prince. Il se lève très tôt et il a beaucoup de frères et sœurs. Cependant je me lève à 07h30 et j’ai une sœur. C’est bon que l’école finit à midi mais ce n’est pas juste qu’il n’y a pas assez à manger.