

## Lesson 1 - Courage and Confidence

French Line of Enquiry for the Week (Y8 Medium Term Plan), in previous non-character based learning - How do “food and drink” gender frameworks challenge structural inaccuracy?

Focus of learning on:

- \* Genders of food and drink
- \* Four forms of partitive article
- \* The role of a time statement in a sentence.
- \* Opinions with reasons structures.
- \* Production of an extended structure applying partitive, indefinite and definite articles.

### Lesson Hypothesis

*“You must be confident to speak a new language”*

### Guiding Questions

- \* *What does it mean to be confident?*
- \* *How do we show confidence?*
- \* *Can you think of any time when people you know, or you, have shown confidence in a situation?*

### The Big Picture - Critical Learning

In this lesson, students will have the opportunity to explore the difference between courage and confidence, and how it relates to perseverance and fear. They will discuss the similarities between their own feelings of nervousness or trepidation in giving a presentation and that of others, and whether courage or confidence is something necessary for the language classroom. They will be given the opportunity to explore what other character traits would make a successful language learner, ready for future lessons and reflection over the coming week.

### Learning Intentions

- \* To recall previous learning and apply it in creating extended sentences using correct articles.
- \* Give positive and negative opinions on different food stuffs at an appropriate, self assessed level of challenge.
- \* Engage in a short, guided conversation using previous learning of target language, trapdoor speaking exercise.
- \* Express feelings and ideas on how courage and confidence can affect presentation and conversation skills in the target language and in school/life.
- \* Demonstrate an understanding of the possible role of character virtues in the language classroom and on improved learning.

### Success Criteria

- \* Students will demonstrate an understanding of the difference between being confident and being brave.
- \* Students will be able to give examples of courage and confidence both inside and outside the classroom.
- \* Students will begin to demonstrate empathy regarding their own and others’ feelings when faced with difficult hypothetical situations and real target language use in the classroom.
- \* Students will demonstrate confidence *or* courage in their use of target language, reflecting on their own feelings - *stopping and noticing* the implications of their actions and feelings. (Whether they were confident in their abilities, or afraid/unsure but persevered nevertheless.)

### Learning Strategies, Materials and Key Words

#### Materials:

- \* “Trapdoor” conversation exercises on powerpoint. (Available to students on paper if they do not have access to iPad/ Google Classroom.)
- \* Vocabulary list and definitions available for students.
- \* Prompt sheet for future learning intentions, improving self as a language learner using character language.

#### Keywords:

- \* Courage
- \* Confidence
- \* Fear
- \* Nervousness/Trepidation
- \* Fearlessness
- \* Willingness
- \* Perseverance

## Lesson 1 - Courage and Confidence

**Do now task:** (Approx. 5 mins)

Quick language/literacy/cognitive acceleration task on board - Odd one out task for words sets - **“Courage, Confidence, Fearlessness”, “Afraid, Nervous, Unsure”**

*Short minute conversation in table groups of odd one out followed by class discussion.*

*There are no right or wrong answers - students can give any answer they wish provided there is reasoning. Invite students to elaborate or challenge.*

**Introduction of lesson series, character education in language and how it relates to being a language learner.** (Approx. 10 mins)

Teacher-led instruction and introduction to the concept of character in the classroom and what we aim to achieve through it.

Have the students brainstorm at their tables as a group the character traits they believe would make the best and the worst in language learners, with examples of how they might be necessary.

**Introduction of lesson hypothesis:** (Approx. 5 mins)

Facilitation of whole class discussion on confidence and courage - using hypothesis and Do Now Task.

Key Questions: Above Guiding Questions and...

“Can confidence be a bad thing?”

“Can fear ever be a good thing?”

“Can you be afraid and brave at the same time?”

“Does courage/bravery mean different things to different people?”

“How do we know if someone is being brave?”

Encourage students to make the connection between the concept of courage in the classroom and in their own lives.

*This first lesson involves a brief introduction to the different lessons, formatted somewhat differently than their other language lessons. This helps students bear the objectives of the series of lessons and not just the single lesson in mind throughout the five week process.*

A permanent display of key character words for a language learner can begin to be created at this point for future reference in class.

### Personalisation

Vocabulary sheets with brief definitions should be available for students with literacy needs.

Brainstorming on paper and physical display of key words to help verbal and kinesthetic learners make connections between concepts.

**Brief review of food and drink vocabulary and opinions, partitive, definite and indefinite articles.** (10 mins)

For use in the trapdoor conversation exercise.

**Discussion, Before the Target Language Task** (5 mins)

How do you feel when you're asked to speak French?

Do you enjoy it?

Do you get nervous? Why?

What type of character traits are you showing when you speak another language in class?

What would make it harder/easier for you to speak?

**Trapdoor Speaking Game** (7 mins)

In pairs

Students follow an extended paragraph on a sheet/screen that gives three separate options at key points, labelled A, B, C.

Student 1 chooses their options (A,B,C) for each part in advance and writes the options on a whiteboard/book.

Student 2 speaks the extended paragraph, guessing at each choice they believe that the first student made. Each time they make the wrong choice they must return to the beginning of the paragraph and start again.

At this point, students will only have had two full language lessons in the term.

Essentially, they will be using language they are still not fully *confident* about and evaluating their feelings as they do so.

### AfL

Observe student participation during discussion and speaking task.

### Personalisation

Students should be divided into pairs that are at the same GP but varying levels of confidence. Conversation sheets should have fewer or more language options/ blank spaces for own choices depending on the GP of the students.

## Lesson 1 - Courage and Confidence

### Statement of intent for learning (7 mins)

Ask the students what they have identified of their own feelings regarding speaking in the classroom and the choices they make because of it. Guide them towards thinking about how they can begin to change their choices by being aware of the reasoning behind them. Students can create a written statement of intent, how they're going to try to change the choices they make in three different ways, both in class and out, to develop their own confidence in speaking. This can be speaking in the TL and in their own mother tongue. For example: "I will think about whether I feel afraid and whether that is stopping me from speaking, or giving my opinion."  
"I will try to understand that I'm supposed to make mistakes as I learn."

A small prompt sheet with sections to encourage students to evaluate and be self aware of their own needs to improve as a learner and develop their courage in the classroom. To be referred to throughout the character learning module and in the future.

### Consolidation (5 mins)

#### Short class debate on hypothesis:

Divide the students into two groups and give each a response to the hypothesis, agreement and disagreement. Lead the students in a debate on the hypothesis based on the class tasks, give each side the goal of using each keyword at least one time.

### AfL

Observe student participation during discussion and speaking task. Encourage reticent students to take part through open questions.