

Financial Literacy Resource
French As a Second Language: Core French – Grade 11 University/Open
FSF 3U/O

LA PLANIFICATION D'UN VOYAGE À L'ÉTRANGER

Connections to Financial Literacy

Although none of the expectations in the French as a second language (FSL) curriculum explicitly addresses financial literacy, in each of the strands in the various courses the development of financial literacy can be fostered through both the learning context (e.g., a topic, a lesson, a thematic unit, or an issue related to financial literacy) and materials (e.g., books, websites, media). Students could address issues related to personal finances or economics from different points of view in a debate, panel discussion, role play, speech, reading or written assignment.

The following lesson plan allows students to utilize their prior knowledge of travel and tourism while expanding their understanding of how to plan and budget for an overseas trip. Students will acquire new vocabulary in the language under study relating to travel and tourism, prior to:

- *reflecting critically on needs and wants in a context of travel,*
- *being exposed to varied purposes for overseas travel, including for volunteer, study and work purposes, integrating principles of active citizenship,*
- *planning a basic budget in the context of overseas travel,*
- *being encouraged to utilize these newly-acquired skills in authentic Assessment of Learning contexts.*

FSL Core French - Grade 11 University Preparation
FSF 3U/O

Curriculum Expectations

Learning Goals

Oral Communication

- express ideas and opinions in self-directed conversations and discussions;
- make oral presentations on a variety of topics;
- use correct grammar and appropriate language conventions during oral communication activities.

Listening

– ask questions and make comments to clarify and evaluate classmates' presentations during class or small-group discussions.

Speaking

– participate in informal debates or panel discussions on a topic under study (e.g., by questioning classmates, by expressing their points of view);

Application of Language Conventions

- recognize and use appropriate language structures;
- use newly acquired vocabulary in conversation;
- interpret the meaning of unfamiliar words, using contextual clues;

At the end of this lesson, students will know, understand and/or be able to...

- reflect on how to plan an overseas trip
- make a basic budget to outline expenses for an overseas trip
- think critically about how to fund an overseas trip
- think critically about planning trips that extend outside the realm of pleasure (i.e. volunteering with an NGO, study, work)

Reading

- apply critical thinking as they read (e.g., analyse information, go beyond the surface meaning, question the point of view presented);

Comprehension and Response to Text

- use specific research skills (e.g., identifying sources, gathering data, taking notes, outlining) as they read for information.

Application of Language Conventions

- recognize and use appropriate language structures;
- use French-English and French dictionaries to determine the meaning of unfamiliar vocabulary.

Writing

- create written texts expressing their ideas and opinions for a variety of audiences;
- write in a variety of forms, adjusting the language to suit the purpose and the audience;
- use correct grammar and appropriate language conventions in their written work.

Communication of Information and Ideas

- write a multi-paragraph text commenting on a situation or defending an opinion;

Application of Language Conventions

- recognize and use appropriate language structures;
- revise, edit, and proofread their writing, focusing on grammar, spelling, punctuation, and conventions of style;
- incorporate newly acquired vocabulary into their written work.

Instructional Components and Context

Readiness

Students should be prepared to:

1. use their prior knowledge of the nation(s) of the language under study to further learn about travel, tourism, work and volunteer opportunities,
2. estimate the costs and expenses relating to overseas travel, working individually or in small groups (coming to a consensus)

Terminology

agence de voyages (n.f.)
bénévolat (n.m.)
billet aller-retour (n.m.)
consulat (n.m.)
ambassade (n.f.)
frais (n. m. pl.)
Internet (n.m.)
médias (n.m. pl.)
organisation non-
gouvernementale (n.f.)
site de réseautage (n.m.)

Materials

- Graphic organizer (optional)
- KWL chart or Exit Card (optional)

<p>Minds On</p> <ul style="list-style-type: none"> ♦ Establishing a positive learning environment ♦ Connecting to prior learning and/or experiences ♦ Setting the context for learning 	<p>Connections</p> <p>Explicitly label:</p> <p>(A for L) Assessment for learning</p> <p>(A as L) Assessment as learning</p> <p>(A of L) Assessment of learning</p> <p>(DI) Explicitly identify planned differentiation of content, process, or product based on readiness, interest, or learning</p>
<p>BON VOYAGE !</p> <p>Description</p> <ol style="list-style-type: none"> 1. Class Discussion: Why do we travel? For what reasons? (i.e. pleasure, to visit family and friends, volunteering and humanitarian work, to attend special events, etc.) 2. How do we plan travel? Who do contact to get ideas and inspiration for travel? (i.e. Internet, travel agency, newspaper/magazine/book/film research, tourism offices, etc.) 3. Challenge: Can we plan an overseas trip independently in French? 	<p><i>Think-Pair-Share, Turn & Talk</i></p> <p>A^{OL} <i>Assessment for learning</i></p>
<p>Action!</p> <ul style="list-style-type: none"> ♦ Introducing new learning or extending/reinforcing prior learning ♦ Providing opportunities for practice and application of learning (guided > independent) 	

LA DESTINATION FINALE ET COMMENT Y ARRIVER

Description

1. **Activity: Initial Planning. Teacher-led, followed by small group/pair/individual work.** Pick a country, city, region or area. Teacher-led example:
 - a. How do we get there? Brainstorm vocabulary related to means of transportation. **Teacher Prompt:** “*Pour arriver _____, il faut que je voyage en avion et en train, et ensuite que je prenne un taxi pour arriver à l’hôtel.*”
 - b. How can the necessary fares be purchased? Brainstorm vocabulary related to locations, means of purchasing these items. **Teacher Prompt:** “*Comment pourrai-je trouver les meilleurs prix pour mon voyage ? Je ferai des recherches aux sites web des agences de voyages en ligne, je lirai attentivement les guides de voyages que j’aurai empruntés de la bibliothèque et j’en parlerai à mes amis. Aurai-je besoin d’une carte de crédit pour payer ou devrai-je aller directement au bureau de change ?*”
 - c. What other essentials should be looked at (needs)? Brainstorm vocabulary related to accommodation, food, additional transportation. **Teacher Prompt:** “*Il sera important épargner de l’argent pour que je puisse manger dans les restaurants, faire du shopping et prendre le transport en commun. Quels sont les autres besoins qu’on aurait pendant un tel voyage ?*”
 - d. What is the purpose of the trip? Where will more money be spent (wants)? Brainstorm vocabulary related to entrance fees to tourist attractions, souvenirs, gifts. **Teacher Prompt:** “*Que ferai-je pendant ce voyage ? Je suis certain que je visiterai des galeries d’art, j’irai aux boîtes de nuit le soir et j’achèterai plusieurs cadeaux pour mes copines. À quelles autres activités participerai-je ?*”
 - e. Are any special items needed prior to departure? Brainstorm vocabulary related to special items, i.e. vaccinations, donations, special clothing, travel visas, personal supplies? **Teacher Prompt:** “*Avant de visiter cette région, il est nécessaire que je me fasse vacciner contre certaines maladies et que j’aie au consulat pour obtenir un visa. Quelles autres choses aussi sont nécessaires ?*”
2. How much will these things cost? Working in groups, pairs or individually, answering the above-mentioned questions in point form, in the form of a mind map or with the aid of a graphic organizer, each group/pair/individual:
 - a. chooses a type of trip (luxury, volunteering/“voluntourism” for an NGO, backpacking, working as an au pair, year abroad study program, etc.),
 - b. indicates why this trip is of interest,
 - c. indicates how they will arrive in their country/area of interest,
 - d. creates a list of required items,
 - e. estimates the costs of all required items.
3. Sharing of findings, orally, with aid of notes, mind map and/or graphic organizer.
4. Establish how the trip will be funded. **Teacher Prompt:** “*Comment paieriez-vous pour ce voyage ? Pendant combien de semaines ou mois faudrait-il que vous travailliez pour en payer ?*” In same or new groups/pairs or individually, work on creating a personal budget for the trip. Present findings to group/pair/class orally or in writing.

Initial Planning. Teacher-led, followed by small group/pair/individual work



Students can elaborate the vocabulary in steps 1b-1e or 1c-1e on their own.



Small group or individual work here allows for multiple success opportunities; providing choice allows students to elaborate on topics of interest, while expanding their knowledge base.



Sharing written reports with classmates allows Reading skills to be highlighted; sharing oral reports allows Oral Communication: Listening skills to be highlighted.

Consolidation ♦ Providing opportunities for consolidation and reflection ♦ Helping students demonstrate what they have learned	
<p>LESSONS LEARNED</p> <p>Description</p> <p>Check-in and closing discussion. Use of a KWL Chart or Exit Card will allow for further consolidation of new content (optional).</p> <p>Teacher Prompts: <i>“Comprenez-vous quels sont les besoins et les nécessités pour pouvoir planifier un voyage ? Comprenez-vous la différence entre ces deux idées ?”</i> <i>“Pouvez-vous élaborer les défis auxquels nous faisons face en épargnant pour un voyage ?”</i> <i>“Pouvez-vous élaborer quelques opportunités qui existent où on peut voyager en même temps qu’on aide les autres à enrichir leurs vies ? ”</i> <i>“Reconnaissez-vous de nouveaux mots et termes qui vous aident à faire des recherches ou de faire des demandes en français ?”</i></p> <p>Potential expansion:</p> <ul style="list-style-type: none"> • Discussion of critical issues: What happens if we run out of money? If there is an emergency? If unexpected expenses arise? <p>Potential expansion:</p> <ul style="list-style-type: none"> • Elaborate a written or oral report explaining the budget and structure of the trip. • Use the Internet, newspapers, magazines, travel books or other resources to research travel agencies, tourist offices, websites, etc. in French. • Use the same above resources to revise and check the budget for accuracy. 	<p><i>Consolidation and synthesis</i></p> <p>A^{as}L Assessment as learning</p> <p>A^{for}L Assessment for learning</p> <p>A^{of}L Assessment of learning</p>

Sample template for student brainstorming
 (Action!: La destination finale et comment y arriver: Steps 1-2)

Type de voyage et destination:

Je m'y intéresse parce que...	Comment j'y arriverais	Les frais approximatifs du voyage	Ce dont j'aurais besoin pour ce voyage	Ces besoins me coûteraient...

LE TOTAL : _____\$ + LE TOTAL : _____\$

= Ce voyage me coûterait au moins _____\$.

Comment je paierais pour ce voyage (citez au moins 3 idées différentes) :

1. _____
2. _____
3. _____

Sample template for student brainstorming
(Action!: La destination finale et comment y arriver: Steps 1-2)
Exemplar

Type de voyage et destination:

Un voyage en Côte d'Ivoire pour faire du bénévolat avec une agence non-gouvernementale

Je m'y intéresse parce que...	Comment j'y arriverais	Les frais approximatifs du voyage	Ce dont j'aurais besoin pour ce voyage	Ces besoins me coûteraient...
-je voudrais connaître l'Afrique	-mes amis me conduiraient à l'aéroport	0\$	-un passeport	90\$
-je voudrais parler plus de français	-en avion (billet aller-retour : Toronto-Paris-Yamoussoukro)	1700\$	-des vaccins	40\$
-la culture africaine me passionne	-billet d'autobus, si je sors de la capitale	50\$	-un nouvel appareil-photo	125\$
-j'aimerais aider à construire des maisons pour des personnes en besoin	-de petits cadeaux et des fournitures scolaires pour des enfants	20\$
...			-une moustiquaire	15\$
			-autres nécessités	300\$
			-des voyages pour visiter autres villes	500\$
		

LE TOTAL : 1750\$ + LE TOTAL : 1090\$

= Ce voyage me coûterait au moins 2840\$.

Comment je paierais pour ce voyage (citez au moins 3 idées différentes) :

1. Je travaillerais à temps partiel pendant l'année scolaire et à temps plein pendant l'été.
2. Je pourrais demander une bourse d'une agence communautaire. ...