Financial Literacy Resource
French as a Second Language: Core French
Grade 8
Un appel aux dons

Unit: Le budget de famille	Core French, Grade 8

Connections to Financial Literacy

The document *A Sound Investment: Financial Literacy Education in Ontario Schools, 2010* (p. 4) sets out the vision that "Ontario students will have the skills and knowledge to take responsibility for managing their personal financial well-being with confidence, competence, and a compassionate awareness of the world around them."

In the FSL program, students have multiple opportunities to investigate and study financial literacy concepts in relation to the texts explored in class. Students can build their understanding of personal financial planning by participating in role play of interactions in the local community, such as buying and selling goods or engaging in personal financial transactions. They can also become familiar with the variety of currencies used in French- speaking countries or regions (e.g., the Canadian dollar, euro, gourde). Through the study of French-speaking communities worldwide, students will learn about global economic disparities and their impact on the quality of life in different countries. Examples related to financial literacy are included in some examples and teacher prompts that accompany the expectations in the FSL curriculum.

The goal of this resource is to help students to understand the following financial literacy connections:
- **Planning personal finances and calculating costs to help charities**
- **Setting financial goals, saving, budgeting and investing**
- **Understanding the costs associated with and potential revenue from fundraising**
- **Building awareness as to the socio-economic disparities between the developing and developed worlds (Global North/Global South) and their impact on the quality of life in different countries**

Students will develop this understanding as they:
- Talk about both needs and wants
- Research various charities and cost of delivering their services
- Discuss socio-economic disparities and their impact on quality of life
- Prepare a proposal to run a fundraiser
- Create a plan to prepare for the costs and delivery of a donation

Listening

A1. **Listening to Understand:** determine meaning in a variety of oral French texts, using a range of listening strategies;

- A1.1 **Using Listening Comprehension Strategies:** identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand oral French texts

- A1.2 **Demonstrating Understanding:** demonstrate an understanding of the purpose and meaning of oral French texts containing familiar words and expressions about everyday topics and situations, with contextual and visual support

A2. **Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;

- A2.1 **Using Interactive Listening Strategies:** identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions

- A2.2 **Interacting:** respond with understanding to what others say while participating in brief, structured interactions about themselves, family, friends, and their immediate environment, with contextual and visual support

- A2.3 **Metacognition:** (a) describe, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills

B2. **Speaking to Interact:** participate in spoken interactions in French for a variety of purposes and with diverse audiences;

- B2.1 **Using Speaking Interaction Strategies:** demonstrate an understanding of appropriate speaking behaviour in a variety of situations

- B2.2 **Interacting:** engage in brief, structured spoken interactions, using familiar words and expressions, with teacher modelling and support

- B2.3 **Metacognition:** (a) describe, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills

Reading

C1. **Reading Comprehension:** determine meaning in a variety of French texts, using a range of reading comprehension strategies;

- C1.1 **Using Reading Comprehension Strategies:** identify a few reading comprehension strategies and use them before, during, and after reading to understand texts

- C1.2 **Reading for Meaning:** demonstrate an understanding of French texts containing visuals and familiar names, words, and phrases, with teacher support as required

- C1.4 **Developing Vocabulary:** use a few vocabulary-acquisition strategies before, during, and after reading to determine or comprehend the meaning of new and unfamiliar words

C2. **Purpose, Form, and Style:** identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;

- C2.2 **Characteristics of Text Forms:** identify some characteristics and/or stylistic elements of familiar text forms, including fictional, informational, graphic, and media forms *(e.g.,* poem/song

- C2.3 **Metacognition:** (a) describe, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills

Writing

D1. **Purpose, Audience, and Form:** write French texts for different purposes and audiences, using a variety of forms;

- D1.1 **Identifying Purpose and Audience:** determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create

Learning Goals

Financial Literacy
- Begin discussions about the global issue of poverty
- Set financial goals, saving, budgeting and investing
- Calculate the costs associated in donating to charity
- Researching various charities
- Prepare a proposal to run a fundraiser
- Create a plan to prepare for the costs and delivery of a donation
- Discuss the economic disparities between the developed and developing world

FSL Curriculum
Listening
- Use effective listening strategies to understand short oral text in French
- Respond appropriately to a short oral text in French
- Respond appropriately when asked a simple question in French
- Reflect and assess their own listening skills in French

Speaking
- Share their ideas with another classmate in French
- Respond appropriately during a short interaction in French
- Use appropriate language conventions when speaking to a friend or a stranger
- Reflect and assess their own speaking skills in French

Reading
- Read a simple text in French
- Identify familiar vocabulary word in French on reference chart
- Reflect and assess their own reading skills in French

Writing
- Write a list of items in French along with their cost
- Write a short email to explain a project
- Reflect and assess their own writing skills in French

This lesson plan targets outcomes that meet the A2 level.

Intéraction et production orale

- ☐ Je peux discuter avec les autres et proposer des activités. *(un échange formel ou informel)*
- ☐ Je peux effectuer des transactions simples contenant des chiffres. *(prix, dans un magasin, à la poste, à la banque)*
- ☐ Je peux comprendre les autres quand ils expriment leurs sentiments. *(joie, colère, déception, peur)*
- ☐ Je peux identifier le sujet d'une discussion dans une conversation.

Ma compréhension des médias
- ☐ Je peux identifier les idées principales des histoires orales simples. *(à la radio, à l'ordinateur)*
- ☐ Je peux identifier le point principal des messages courts, des annonces et des enregistrements. *(les annonces à l'école)*
- ☐ Je peux comprendre les points principaux d'une courte vidéo. *(un annonce, un film, l'internet)*

Production écrite
- ☐ Je peux écrire un message simple. *(proposer une idée simple pour un projet)*

Compréhension de l'écrit
- ☐ Je peux comprendre des textes courts et simples contenant du vocabulaire familier.
- ☐ Je peux trouver l'information la plus importante dans les publicités, brochures d'information, des pages Web, catalogues, calendriers...

Compréhension de l'oral
- ☐ Je peux comprendre ce que les gens me disent dans une conversation simple, s'ils parlent lentement et clairement et s'ils m'aident.
- ☐ Je peux comprendre des conversations courtes sur la famille, les loisirs et la vie quotidienne, à condition que les gens parlent lentement et distinctement.
- ☐ Je peux comprendre des conversations simples sur des sujets familiers.
- ☐ Je peux comprendre les informations principales dans les annonces, si les gens parlent très clairement.

Instructional Components and Context

Readiness

Pre-assess students' prior knowledge and capabilities related to:
- money vocabulary in French to make transactions
- expressions related to greeting and thanking customers and in email
- expressions necessary to make purchases from the purchaser and the sellers point of view
- quantities/amounts: une douzaine, un kilo, etc.
- interrogatives and how to ask questions
- navigation of French language websites

Terminology
payer
acheter
désirer
vouloir
avoir besoin de
vendre
la pauvreté
les besoins
les aliments
la nourriture
c'est combien?
Ça coute…
l'argent
donateur/ donatrice
la charité
les pays en voie de développement
le développement
crise mondiale
non-lucratif
lucrative
organisme
gouvernement

Materials/Tech Tools

- Devices with access to internet to watch a video, view a PDF catalogue, research and to send an email
- calculators
- **BLM 1 – Cartes de vocabulaire**
- **BLM 2 – Stratégies d'écoute**
- **BLM 3 – Guide d'écoute du vidéoclip**
- **G8 BLM 4 – Cadeaux de survie – Student Matching Activity**
- **BLM 5 – Cadeaux de survie – Worksheet**
- **BLM 6 – Mon portfolio – Je peux**
- **BLM 7 – Collecte de fonds**

Unit: Un appel aux dons Day 1: Les charités	Core French, Grade 8
# Minds On (10 minutes) ◆ Establishing a positive learning environment ◆ Connecting to prior learning and/or experiences ◆ Setting the context for learning	**Connections** Assessment **for** learning Assessment **as** learning Assessment **of** learning DI (Differentiated Instruction): Explicitly identify planned differentiation of content, process, or product based on readiness, interest, or learning

Context for the lesson: In this lesson, students will learn about the logistics of organizing a fundraiser, as well as the costs of certain aspects of international development. For this lesson, UNICEF is the charity, however, it does not need to be this particular charity. UNICEF provides catalogue-style donation options that are manageable for a class fundraiser. The video used will get students thinking about international development and the works of UNICEF. It will also provide some background knowledge about both international development (the UN) and how fundraising assists with the development of communities around the world. To start the activity, have students brainstorm charities that assist with the development of communities around the world. Student responses could be the following but not limited to: ● Habitat for Humanity ● Big Brothers/Big sisters ● March of Dimes ● Ronald McDonald House ● Shriners ● Christian Children's Fund ● Sunshine Fund of Canada ● Canadian Feed the Children **Teacher prompts:** ● Que ces organismes font-ils ?	A⁰L Assessment **for** learning -observation of student participation and understanding of concept The charity does not have to be UNICEF, but can be any organization the class decides on. UNICEF is used as an example because of the readily available French language resources, and catalogue-style donations. ***Other suggestions:*** *-Child Fund International* *-Doctors Without Borders* *-Feed My Starving Children* *-Habitat for Humanity* *-Rotary Foundation of Rotary International* *-Save the Children*

- Quels sont les objectifs de ces organismes ?
- Dans quelles régions du monde travaillent-ils ? Quels pays ?
- Pensez-vous que ces organismes soient lucratifs ou non-lucratifs ? Pourquoi ?

To elicit vocabulary needed for this unit teacher can decide to use one of the two strategies suggested:

Choice 1 - PWIM
Students will then participate in a PWIM activity using the picture depicting charity. An example of this could be:

The **PWIM** (Picture/Word Induction Model) is an inquiry-oriented language arts strategy that uses pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabularies. Teachers use the PWIM with classes, small groups, and individuals to lead them into inquiring about words.

1.   Select a picture.

2.   Ask students to identify what they see in the picture.

3.   Label the picture parts identified. (Draw a line from the identified object or area, say the word, write the word; ask students to spell the word aloud and then to pronounce it.)

4.   Read and review the picture word chart aloud.

5.   Ask students to read the words (using the lines on the chart if necessary) and to classify the words into a variety of groups. Identify common concepts (e.g., beginning consonants, rhyming words) to emphasize with the whole class.

6.   Read and review the picture word chart (say the word, spell it if needed, say it again).

7. Add words, if desired, to the picture word chart and to the word banks.

8. Lead students into creating a title for the picture word chart. Ask students to think about the information on the chart and what they want to say about it.

Choice 2- Picture Word Match

Students can match the word to the picture in order to develop vocabulary (**BLM 1 – Cartes de vocabulaire**). Teacher will distribute pictures to students randomly and have the words on the blackboard/whiteboard/screen. Students can come up to match their picture to the word to create word wall.

Refer to list of words needed to complete the following activities (BLM 1 – Cartes de vocabulaire):
- Payer, acheter, désirer, vouloir, vendre
- la pauvreté, les besoins, les aliments, la nourriture,
- c'est combien ?, ça coute
- le donateur/la donatrice, la charité, les pays en voie de développement
- lucratif, non-lucratif
- la crise mondiale

Extension of the learning:

Teachers can then model how to find news about crises in the world such as *1 jour, 1 actu.* (http://www.1jour1actu.com) Have students make notes of words they may encounter or new words. What kinds of words do they note?

Action! (25 minutes)
⬧ Introducing new learning or extending/reinforcing prior learning
⬧ Providing opportunities for practice and application of learning (guided > independent)

Introduce the title of the video for UNICEF entitled *Notre travail* (http://www.unicef.ca/fr/discover-fr/article/notre-travail).

In order for students to understand the video, it is necessary to front-load some vocabulary. Have students make predictions about what they think the video is about, and add to the list of vocabulary for students to consult based on their predictions.

In order to stimulate discussion, have the students consider the following questions before watching the video:
- *Quelles sont les crises actuelles dans le monde ? Où ces crises se réalisent-elles ?*
- *Qui peut aider les communautés qui font face à ces crises ? Quand leurs gouvernements ne les aident pas, qui peut les aider ?*
- *Quels sont les rôles des organismes à but non-lucratif?*

In order to get students thinking about world issues in poverty and charity, show the video: http://www.unicef.ca/fr/discover-fr/article/notre-travail

Further, students can review before-during-after listening strategies **(BLM 2a – Stratégies d'écoute)**.

1. Show the video, reminding students to use their listening and comprehension strategies to pick out expressions and words they recognize, and to try to put together meaning by inferring with the information they do understand.

2. Small group (turn and talk). Have students discuss 2-3 ideas about the big question "Qu'est-ce que l'Unicef fait ? / Quels sont les projets d'Unicef ?"

3. Using **BLM 3 – Guide d'écoute du vidéoclip** as a guide, in a large group or small groups, pre-read for successful completion of the activity. Explain that it is essential to listen to a text more than once in order to make meaning of it. Watch the clip (or portions of it, if time is an issue).

4. Watch a second time and make reference to **BLM 3 – Guide d'écoute du vidéoclip**. After viewing, they can work in groups to discuss.
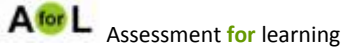
A**for**L
Assessment **for** learning

Have students form expert groups to answer the questions outlined here. Each group would be responsible for one question. The class can then come together and share the information, by recording it on an anchor chart for students to refer to throughout the activity.

# Consolidation (5-10 minutes) ◆ Providing opportunities for consolidation and reflection ◆ Helping students demonstrate what they have learned	
In order to consolidate their learning, the group will share responses from the guide with whole group. Then, in pairs or individually, conduct a check-in about the listening strategies they used, using **BLM 2b – Stratégies d'écoute – Worksheet**. In order to reflect on their learning, students will self-assess their participation in the oral interaction activities using the provided checklists in this unit. This checklist should be used throughout the unit giving students multiple opportunities to self-assess their second language competencies. It could be presented today for information, time permitting.	**A⊚L** Assessment **as** learning Draw attention to the fact that students may also have self-assessed their skills in asking and answering questions in the minds-on and listening comprehension activities.

Unit: Appel aux dons **Day 2: Les cadeaux de survie**	**Core French, Grade 8**
# Minds On (10 minutes) ◆ Establishing a positive learning environment ◆ Connecting to prior learning and/or experiences ◆ Setting the context for learning	**Connections** Assessment **for** learning Assessment **as** learning Assessment **of** learning DI (Differentiated Instruction): Explicitly identify planned differentiation of content, process, or product based on readiness, interest, or learning

During this activity, teacher will distribute the cards **(BLM 4 - Cadeaux de survie - Student Matching Activity)** with the various "gifts" from UNICEF. Students will match the prices with the gifts in small groups. The answers can be shared in small group or large group format. If in a whole-class format, consider asking questions as to why the students made those choices. As there was new vocabulary (some cognates; many were not), inquire as to how they discovered the words' meanings.	**A for L** Assessment **for** learning -observation of student participation and understanding of concept The catalogue has a graphic that explains the amount of children helped by each gift. Students can choose the number of gifts in their focus to help a total of 200 children. The number of children can be changed to a number that the teacher decides is reasonable.
## Action! (20 minutes) ♦ Introducing new learning or extending/reinforcing prior learning ♦ Providing opportunities for practice and application of learning (guided > independent)	

Compréhension de l'écrit : Distribute the **BLM 5 - Cadeaux de survie worksheet** and a copy of the UNICEF gift catalogue to each student (or students will need a device to access the online version: **http://m.unicef.ca/docs/survival-gifts/SG_FR_FINAL.pdf**). Do a shared reading of pages 4 and 5 of the full UNICEF guide (linked above). Ask students to share what they have learned. **Teacher prompt:** Quelles sont les choses les plus importantes pour la survie d'un enfant? Collect student responses. Next, the teacher model her/his thinking: • Pour moi, la chose la plus importante est l'eau. Regardons à la page 6 du même catalogue (linked above). • Combien une pompe à eau coûte-t-elle ? • Combien d'enfants pourraient être sauvés avec ce cadeau ? • Écrivons ces détails sur nos feuilles de contrôle. Record this example on **BLM 5 - Cadeaux de survie - Student worksheet**. From page 3 in the catalogue, instruct students to focus on the most important issue for them that UNICEF offers for children. **Eau, Bâtir un avenir, Les besoins les plus grands, Situations d'urgence, Santé, Éducation, Jeu or Alimentation.** When they have chosen one of the above issues, students complete the **BLM 5 - Cadeaux de survie - Student worksheet** with the information from the catalogue. *Interaction orale :* Finally, students will group themselves by the gift chosen and will focus on the information found about their specific gift. Students will think about how much money they would need in order to make a difference for 200 children. Groups will then share this information with the class. Teacher scaffolding of this context will be key. Provide relevant sentence starters and remind the students how to use their information sheets to effectively share their findings.	**A^{as} L** Assessment **as** learning Teacher can assess student interaction and use of sentence stems as needed using observation checklist. -ensure all students have accessible vocabulary such as anchor charts, reference cards, etc.

Consolidation (10 minutes) ◆ Providing opportunities for consolidation and reflection ◆ Helping students demonstrate what they have learned	
With students, the teacher will create a class chart of the costs of helping 200 children for each focus. These will be the fundraising goals for each group. Before departing class, the teacher should review the **BLM 6 - G8 Mon portfolio - Je peux.** In order to reflect on their learning, students will self-assess their participation in the oral interaction activities as well as listening strategies and skills they used during the PPT, using the provided checklists in this unit. This checklist should be used throughout the unit giving students multiple opportunities to self-assess their second language competencies	A as L Assessment **as** learning student may self-assess their listening skills during the and the interaction.

Unit: Un appel aux dons Day 3: Ramasser des fonds	Core French, Grade 8
# Minds On (5 minutes) ◆ Establishing a positive learning environment ◆ Connecting to prior learning and/or experiences ◆ Setting the context for learning	**Connections** Assessment **for** learning Assessment **as** learning Assessment **of** learning DI (Differentiated Instruction): Explicitly identify planned differentiation of content, process, or product based on readiness, interest, or learning
Communication orale : **Description:** Students will brainstorm fundraising options in order to raise the money for their focus groups' fundraising goal to send to charity. In groups based on their focus, students will discuss their fundraising options. **Possible teacher prompts:** • Comment est-ce qu'on peut gagner de l'argent ? • Que fait-on dans notre école pour gagner des fonds ? • Qui sont les autres personnes qui sont impliquées avec la collecte de fonds hors de l'école ? Pour quels buts font-elles cette collecte de fonds ? • Combien de dons est-ce que vous devriez recevoir afin d'atteindre votre objectif?	**A for L** Assessment **for** learning -observation of student participation and understanding of concept

Action! (25-30 minutes)

⬥ Introducing new learning or extending/reinforcing prior learning
⬥ Providing opportunities for practice and application of learning (guided > independent)

Small group (same as the previous class, based on type of good that will be the final fundraising product) *Communication orale :* Ask students to discuss types of fundraising events. **Teacher prompts:** • Quels types d'évènement est-ce que vous pouvez organiser ? • Si on organise un tel événement, est-ce que les personnes qui y assistent reçoivent quelque chose ? Leurs dons leur donnent-ils l'opportunité de s'amuser ? De profiter de quelque chose ? De connaître de nouvelles personnes ? • Combien est-ce que l'évènement coûte ? • Quand est-ce qu'il faut payer les coûts initiaux ? Avant ou après l'événement ? Distribute the **BLM 7 - Collecte des fonds**. This will help students organize their thoughts and ideas for their fundraiser and subsequent proposal in order to run said activity. **Possible Teacher prompts**: • Décidez du format de votre événement ou votre activité. • Discutez des idées possibles avec vos partenaires et n'oubliez pas qu'il y aura des dépenses pour ses activités. **Model possible student responses:** • Je veux organiser une vente de biscuits parce que tout le monde adore les biscuits. • Mon équipe de hockey vend des barres au chocolat. • Le groupe de danse folklorique de mon frère a organisé un concert; nous pouvons avoir un concert après l'école. • J'ai vu un vidéoclip d'une soirée des artistes. Je peux inviter une artiste de venir et de faire des caricatures.	**A**◉**L** Assessment **for** learning teacher can observe and note student understanding of concept and oral text.

Additional teacher prompts (to support discussion and the BLM 7):
- Qui participera à l'activité?
- Quelles sont des ressources disponibles ?
- Il y a des chaises et tables à l'école qu'on pourrait utiliser.
- Mon père et moi, nous allons faire les biscuits ensemble.
- Je vais payer pour les ingrédients. Après l'événement, vous pouvez me rembourser.

Continue in this manner with other questions on the BLM.

Consolidation   (5-10 minutes)
⬩ Providing opportunities for consolidation and reflection
⬩ Helping students demonstrate what they have learned

Students will partner with another group to share their ideas. The teacher should remind the class that to achieve this successfully, it is necessary to: • repeat what the group has just discussed • share responsibility for sharing the ideas (i.e., everyone participates) • the group listening should be ready to ask at least one follow-up question (this could be provided by the teacher and/or made available on an anchor chart) To conclude, in order to reflect on their learning, students will self-assess their participation in the oral interaction activities, as well as listening strategies and skills they used during the PPT, using the provided checklists in this unit. This checklist should be used throughout the unit giving students multiple opportunities to self-assess their second language competencies.	**A as L** Assessment **as** learning Students may self-assess their listening skills during the PPT and the interaction.

Unit: Un appel aux dons Day 4: Nos prochaines étapes	Core French, Grade 8
# Minds On (5 minutes) ♦ Establishing a positive learning environment ♦ Connecting to prior learning and/or experiences ♦ Setting the context for learning	**Connections** Assessment **for** learning Assessment **as** learning Assessment **of** learning DI (Differentiated Instruction): Explicitly identify planned differentiation of content, process, or product based on readiness, interest, or learning

Whole group

In order to make connections to the previous class, the teacher will pose questions to have students reflect on ways to raise money.

Suggested teacher prompts:
- J'aimerais bien écouter vos idées. Comment ferez-vous une collecte de fonds réussie ?
- Quelles activités pouvez-vous réaliser pour gagner des fonds ?
- Votre groupe a sûrement eu beaucoup de bonnes idées. Quelles autres idées avez-vous partagées ? Pourquoi avez-vous décidé de continuer avec votre idée finale ?

Possible student answers:
Nous pouvons avoir une vente de pâtisseries.
Nous pouvons faire une course à l'école comme nous avons fait pour la Journée Terry Fox.
Nous pouvons faire une vente de garage.
Je peux tondre des gazons.
Je peux vendre des chocolats.
Je veux organiser un concert.
*Notre groupe pense que **nous devons** créer une campagne publicitaire pour comment faire des dons directement à l'Unicef par Internet.*

Record student responses on chart paper.

A for L Assessment **for** learning

-observation of student participation and understanding of concept

-teacher can use checklist to take note of students' demonstration and use of sentence stems.

# Action! (25-30 minutes) ♦ Introducing new learning or extending/reinforcing prior learning ♦ Providing opportunities for practice and application of learning (guided > independent)	
Small group **Les propositions/Les plans:** Referring to the information learned from the previous activity, students have researched fundraising ideas and how to raise money for their donations. Now they will email a proposal for that fundraiser to the teacher, principal, or another French class asking for assistance. Create an anchor chart or add to anchor charts including all relevant vocabulary already studied to date. Students can write an email as a call for donations to send to a group in the community as well. Alternatively, students can create a presentation highlighting their fundraiser as a way to garner support for their project. **Les courriels:** As a class, brainstorm the information necessary to write an email asking about services and needs in the French community. Teacher will model the language and format of an email in French, drawing attention to the fact that this is only new *en français*; students will know how to do this in their first language. Co-create success criteria for writing an email in French. As this is a formal email, 'la politesse' should be observed. (These may need to be reviewed.) Students will practice writing draft emails in their groups. The roles of secretary, word wizard, verifier, timer, and others can be integrated here. Time permitting, peer editing, conferencing, and completing a good written/typed copy may take place during class time. Refer to your school board policy to ensure the proper use of technology, email accounts, and dissemination of materials before having students send this document electronically (as appropriate).	**A⬤L** Assessment **for** learning teacher can observe and note student understanding of concept and oral text. Student will use the co-constructed criteria to self-assess their work. **A⬤L** Assessment **of** learning Teacher will use the co-constructed criteria to assess the task

Consolidation (5-10 minutes)
- ◆ Providing opportunities for consolidation and reflection
- ◆ Helping students demonstrate what they have learned

Lead a discussion on why the students think some countries need extra funds from charities such as UNICEF.

Teacher Prompts:
- On gagnera des fonds pour acheter _____. Plusieurs personnes bénéficieront de vos efforts. Quels autres opportunités l'Unicef nous donne-t-il ?
- Est-ce que vous avez entendu des crises humanitaires ? Où ?
- Avez-vous entendu des crises humanitaires dans les pays francophones ? [le génocide au Rwanda, le tremblement de terre en Haïti...]
- Quelles crises humanitaires existent-elles au Canada ? En Ontario ? (le manque d'eau potable dans certains communautés des Premières Nations...)
- Quel impact voulez-vous avoir dans le monde ? Comment pouvons-nous continuer les efforts que nous avons commencés à faire dans notre classe ?
- À qui pouvez-vous écrire et parler pour partager vos projets ?

In order to reflect on their learning, students will self-assess their participation in the oral interaction activities, as well as listening strategies and skills they used during the class, using the provided checklists in this unit. This checklist should be used throughout the unit giving students multiple opportunities to self-assess their second language competencies.

A as L Assessment **as** learning:

Students may self-assess their listening skills during classroom activities.

1. As a follow-up, teacher can evaluate a second email that the students write for a similar purpose to request running a fundraiser.
2. This follow-up could be recorded or presented live and could be the basis of a teacher- or student-led carrousel/fair, where questions are asked to the presenters by their peers.

Student Self-Assessment Opportunities (Links to the CEFR Language Portfolios)

See provided checklist: **BLM 6 - Mon portfolio - Je peux**.

Next Steps in learning

The activity can be extended by:

1. Having the students run their fundraisers and send the money to the charity that the class researched.
2. Having students complete the fundraising and then order from the UNICEF catalogue online, while having to complete the donor "formulaire."
3. Explore resources in French for planning fundraising activities:
   • http://www.enfantsentraide.org/engagezvous/jeune/campagnes/
   • http://www.afsondine.org/index.php/fr/agir/appel-au-benevolat
   • http://www.unicef.ca/fr/get-involved-fr/article/collecte-de-fonds
   • http://www.unikchallenge.com/idees_de_collecte_de_fonds.pdf

Connections to additional themes

• Discussing poverty internationally, across the Francophonie, in Canada, and in Ontario
• Growth mindset points of view: despite challenges for First Nations, Métis, and Inuit communities, many youth are engaged in improving their communities
• Learning how the Canadian government distributes humanitarian aid
• Exploring careers that are related to the non-profit sector, including the relevance of knowing a second or third language