

Activities for use with the CPF videos

Where Are They Now?



Où en sont-ils?

PRÉSENTÉ PAR • PRESENTED BY



CANADIAN
PARENTS
FOR FRENCH



Patrimoine
canadien Canadian
Heritage

ICI  acadie

1

Advantages of Bilingualism

Part A - Think-Pair-Share

Invite students to choose a partner with whom they will share their thoughts.

Begin by stating that one of the goals of the French programs offered in our schools is to provide language education which enables students to reach a degree of bilingualism. Ask for their opinion, “What are the benefits of being bilingual?”

THINK for 2 minutes and write down as many benefits of being bilingual as you can think of.

PAIR – Compare your answers with those of your partner and expand your list of benefits.

SHARE with the class. Each group can share one or two of the benefits on your list.

Part B - View the suggested video-clips together

Invite the students to watch the selected video segments and verify if the benefits on their list were mentioned. Ask students to note other benefits mentioned that they had not thought of.

Suggested video-clips

Anahareo Doelle, NL

Jeff Butt, NL

Mike Sanderson, NB

Isabelle Agnew, NB

Paul Killorn, PEI

Natalie Pendergast, PEI

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Small Group Discussion – How can we continue to use our French outside the classroom and when we have finished school?

A) To provide some ideas, invite the students to watch the Newfoundland and Labrador video-clips of Carol Lundrigan, Anahareo Doelle and Jeff Butt as a class. Ask students to note how each of these people use French outside the classroom or in their jobs.

Organize the students in groups of 3-4 to discuss the topic.

B) In another video-clip, Brenda Gallant from PEI states that French education is going to be a life-long advantage; it's a gift. Ask students to discuss how they can use this gift to enrich their lives outside of school.

C) With language acquisition, it's a case of “Use it or lose it”. Ask students to make a list of ways they can continue to use it. Invite each student to make a personal plan.

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The French Immersion Program

Part A - Agree/Disagree/Interesting

The attached comments were made by program graduates on the video clips. Depending on your preference, you could:

- 1) Show the comments to the class using a viewing technology (LCD, image camera) and read them together. Ask students to write their reaction to each statement with AGREE, DISAGREE, or INTERESTING, meaning you'd like to think about or explore that idea further.
- 2) Print a copy of the comments for students and ask them to write their reaction beside each statement.

Part B - Three Step Interview

Working in a group of 3, assign each person a role; A = Interviewer, B = Interviewee, C = Recorder. The roles rotate after each interview.

The interviewer asks the interviewee his or her views on:

- 1) the positives and negatives of the French Immersion Program
- 2) how the tools they've acquired and their experiences will help in the future.

The recorder writes down the main points of the interview.

When finished, students do a round robin and share the key information which they recorded when they were person C.

Comments from French Immersion Graduates

Terry Mannor, NL

... and then, at some point, I switched and I could think in French.

Carol Lundrigan, NL

The older you got, the less French was actually in the classroom so you had to work on finding new opportunities to use your French.

The older you got, they gave you the tools but it was up to you to implement them.

Connor MacIntosh, NS

I think the hardest part is the starting. I remember being frustrated for the first couple of months. I had no idea what was going on but...you learn.

I had 20-25 kids in that class and I'd say, 14 years later, I'm still friends with about 15 of them.

Colin MacDonald, NS

(My parents) didn't speak French at all, so I think it was like trying to give us as many opportunities as they could.

I can 100% confidently say that every single job that I've ever gotten in my whole entire life...what made me get it over someone else, was the fact that I spoke French.

Areta Boone, NS

It (French Immersion) was definitely an experience. I wouldn't have traded it for the world, though. Dad is so jealous that I can speak French now.

Meagan Blaquière, NB

All my classmates were doing the same thing. We were all English kids that were doing the French Immersion program. We had really encouraging teachers. I remember the classroom experience being a really positive one.

Jason Alcorn, NB

...there's hardly any experiences or opportunities that I've had that I can't really chock up to the fact that I mastered English and French well; it's (French Immersion) certainly benefited me throughout my career.

Natalie Pendergast, PEI

I would tell my old self to actually seek out and try to take a part in some of the festivals that are happening in the summer and just have fun with the locals that are actually Francophone and mix with them, which would have improved my oral French.

4

Career Choices – Mind Tracks

Invite the students to watch the following video clips, keeping as a focus the different jobs and careers these people have chosen. Explain to students that you want them to keep “Mind Tracks” as they watch the following video clips. They should be thinking and making mental connections as they watch. Review some possible symbols & explanations for mind tracks:

- + a possible job or career choice for me
- not for me!
- ! interesting – something worth exploring
- N** something you learned (new/nouveau)
- LP** a personal connection (lien personnel)
- ? a question you have

Video-clips

Natalie Pendergast, PEI – Communications and Community Relations Officer for SSTA (Société Saint-Thomas-d’Aquin)

Brenda Gallant, PEI – Marketing Director for Tourism PEI

Rosalyn Abbott, PEI – Teacher of French First Language

Connor MacIntosh, NS – Historical Interpreter at Louisburg Fortress

Carol Lundrigan, NL – Law Student

Anahareo Doelle, NL – Artistic Director and Trainer at HiFly

Jeff Butt, NL – Owner of Terra Nova Taekwon-Do, a French Taekwon-Do school

Meagan Blacquièrre, NB – Medical Student

Mike Sanderson, NB – Radio Announcer, Hockey Analyst

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Placemat Activity – Job and Career Possibilities

Remind students that having a working knowledge of French and English are valuable skills when looking for a part-time job or looking at career options. Their aptitudes, skills and personal interests all play a role in finding a job that will be rewarding and suitable for them.

Part A - According to Gardner's Multiple Intelligences, we all have eight learning styles which each person develops to different degrees and in different ways. Each person is unique. Invite students to complete the Multiple Intelligences Inventory (included at the end of the activities) to help determine their strengths. The three or four learning style boxes in which they have the most checks are their strengths.

Part B - Make a copy of the placemat (included at the end of the activities) for each student. Ask students to start by writing their names in the middle circle. Next, they fill out each section with their aptitudes, skills (MI strengths) and interests. The last section is completed with possible jobs or careers which would be suited to them. Encourage students to be creative with their visual presentation.

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Reflection 3-2-1

To conclude the exploration of the video-clips, invite students to complete a written personal reflection. Include:

Three advantages of being bilingual

Two people or messages on the video clips that made an impression on you and why

One thing that you are going to do outside of school to use your French

MI Inventory for Adults

Part A - Check (✓) each statement that applies to you. Write the total checks for each section in the space provided.

Verbal-Linguistic Intelligence Total _____

- ___ Books are very important to me.
- ___ I can hear words in my head before I read, speak, or write them down.
- ___ I get more out of listening to the radio or a spoken-word cassette than I do from television or films.
- ___ I enjoy word games like Scrabble, Anagrams, or Password.
- ___ I enjoy entertaining myself or others with tongue twisters, nonsense rhymes, or puns. Other people sometimes have to stop and ask me to explain the meaning of the words I use in my writing and speaking.
- ___ English, social studies, and history were easier for me in school than math and science.
- ___ When I drive down a freeway, I pay more attention to the words written on billboards than to the scenery.
- ___ My conversations includes frequent references to things that I've read or heard.
- ___ I've written something recently that I was particularly proud of or that earned me recognition from others.

Logical-Mathematical Intelligence Total _____

- ___ I can easily compute numbers in my head.
- ___ Math and/or science were among my favorite subjects in school.
- ___ I enjoy playing games or solving brainteasers that require logical thinking.
- ___ I like to set up little "what if" experiments (for example, "What if I double the amount of water I give to my rosebush each week?")
- ___ My mind searches for patterns, regularities, or logical sequences in things.
- ___ I'm interested in new developments in science.
- ___ I believe that almost everything has a rational explanation.
- ___ I sometimes think in clear, abstract, wordless, imageless concepts.
- ___ I like finding logical flaws in things that people say and do at home and work.
- ___ I feel more comfortable when something has been measured, categorized, analyzed, or quantified in some way.

Visual-Spatial Intelligence Total _____

- ___ I often see clear visual images when I close my eyes.
- ___ I'm sensitive to colour.
- ___ I frequently use a camera or camcorder to record what I see around me.
- ___ I enjoy doing jigsaw puzzles, mazes, and other visual puzzles.
- ___ I have vivid dreams at night.
- ___ I can generally find my way around unfamiliar territory.
- ___ I like to draw or doodle.
- ___ Geometry was easier for me than algebra in school.
- ___ I can comfortably imagine how something might appear if it were looked down upon from directly above in a bird's-eye view.
- ___ I prefer looking at reading material that is heavily illustrated.

Bodily-Kinesthetic Intelligence Total _____

- ___ I engage in at least one sport or physical activity on a regular basis.
- ___ I find it difficult to sit still for long periods of time
- ___ I like working with my hands at concrete activities such as sewing, weaving, carving, carpentry, or model building.
- ___ My best ideas often come to me when I'm out for a long walk or jog, or when I'm engaging in some other kind of physical activity.
- ___ I often like to spend my free time outdoors.
- ___ I frequently use hand gestures or other forms of body language when conversing with someone.
- ___ I need to touch things in order to learn more about them.
- ___ I enjoy daredevil amusement rides or similar thrilling physical experiences.

- ___ I would describe myself as well coordinated.
- ___ I need to practice a new skill rather than simply reading about it or seeing a video that describes it.

Musical Intelligence **Total** _____

- ___ I have a pleasant singing voice.
- ___ I can tell when a musical note is off-key.
- ___ I frequently listen to music on radio, smartphone, disc or other technology.
- ___ I play a musical instrument.
- ___ My life would be poorer if there were no music in it.
- ___ I sometimes catch myself walking down the street with a television jingle or other tune running through my mind.
- ___ I can easily keep time to a piece of music with a simple percussion instrument.
- ___ I know the tunes to many different songs or musical pieces.
- ___ If I hear a musical selection once or twice, I am usually able to sing it back fairly accurately.
- ___ I often make tapping sounds or sing little melodies while working, studying, or learning something new.

Interpersonal Intelligence **Total** _____

- ___ I'm the sort of person that people come to for advice and counsel at work or in my neighborhood.
- ___ I prefer group sports like badminton, volleyball, or softball to solo sports such as swimming and jogging.
- ___ When I have a problem, I'm more likely to seek out another person for help than attempt to work it out on my own.
- ___ I have at least three close friends.
- ___ I favor social pastimes such as Monopoly or bridge over individual recreations such as video games and solitaire.
- ___ I enjoy the challenge of teaching another person, or groups of people, what I know how to do.
- ___ I consider myself a leader (or others have called me that).
- ___ I feel comfortable in the midst of a crowd.
- ___ I like to get involved in social activities connected with my work, church, or community. I would rather spend my evenings at a lively party than stay at home alone.

Intrapersonal Intelligence **Total** _____

- ___ I regularly spend time alone meditating, reflecting, or thinking about important life questions.
- ___ I have attended counseling sessions or personal growth seminars to learn more about myself.
- ___ I am able to respond to setbacks with resilience.
- ___ I have a special hobby or interest that I keep pretty much to myself.
- ___ I have some important goals for my life that I think about on a regular basis.
- ___ I have a realistic view of my strengths and weaknesses (borne out by feedback from other sources).
- ___ I would prefer to spend a weekend alone in a cabin in the woods rather than at a fancy resort with lots of people around.
- ___ I consider myself to be strong willed or independent minded.
- ___ I keep a personal diary or journal to record the events of my inner life.
- ___ I am self-employed or have at least thought seriously about starting my own business.

Naturalist Intelligence **Total** _____

- ___ I like to spend time backpacking, hiking, or just walking in nature.
- ___ I belong to some kind of volunteer organization related to nature (e.g., Sierra Club), and I'm concerned about helping to save nature from further destruction.
- ___ I thrive on having animals around the house.
- ___ I'm involved in a hobby that involves nature in some way (e.g., bird watching).
- ___ I've enrolled in courses relating to nature at community centers or colleges (e.g, botany, zoology).
- ___ I'm quite good at telling the difference between different kinds of trees, dogs, birds, or others types of flora or fauna.
- ___ I like to read books and magazines, or watch television shows or movies that feature nature in some way.
- ___ When on vacation, I prefer to go off to a natural setting (park, campground, hiking trail) rather than to a hotel/resort or city/cultural location.
- ___ I love to visit zoos, aquariums, or other places where the natural world is studied.
- ___ I have a garden and enjoy working regularly in it.

My Aptitudes

My Skills

My Interests

Possible Jobs or Career Choices

