


Les fruits tropicaux – tropical fruit - Grades 3 – 6 Immersion, and Grades 6 – 8  
Core French

<https://apprendre.tv5monde.com/fr/exercices/a2-elementaire/les-mangues-un-tresor-inexploite>

Les fruits tropicaux – tropical fruit - Grades 3 – 6 Immersion, and Grades 6 – 8 Core French © 2021 by Taciana de Lira e Silva is licensed

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Intercultural competence:

- Promotes learning about, experiencing, and analyzing another culture
- creates cognitive and affective links between one's own experiences and the new learned ones
- motivates questioning one's own cultural beliefs

Discourse and Activities to avoid

• Compare **them versus us**, or mention that our life is better than theirs, or treat others like 'those poor souls'.

• **Raise money for charity**; however, if needed, **do not use a discourse of pity**. Instead, show that people around the world suffer adversities, even the ones near us, and we need to help them get back on their feet. The goal is to ALWAYS foster equity and mutual respect.

Lesson components:

1. **Intercultural competence:** (Teach learners ethical principles such as equity, the environment, indigenous understanding, cultural diversity, and inclusion)

IC encompasses four elements:

(1) **knowledge and understanding:** learners respect and value diversity, have an understanding of how the world works, are outraged by social injustice, are willing to act to make the world a more equitable and sustainable place, take responsibility for their actions.

(2) **skills (critical thinking, 'communication', 'cooperation and conflict resolution'):**

Critical thinking: Making considered decisions, managing information and thinking, gathering, recording, organizing and evaluating information and data.

Communication: discussing and debating, performing and presenting, using numbers and data, using language.

Cooperation and conflict resolution: learning with others, using language.

(3) **values and attitudes ('self-esteem', 'empathy' and 'respect for diversity'):** learners manage information and thinking, imagine and contribute to making the world a better place (Oxfam, 2006).

(4) **Managing self** (Ryan, G., & Walsh, D., 2017): Learners reflect on and evaluate their learning, set and achieve personal goals, implement ideas and take action, make considered decisions, use digital technology to manage self and own learning.

2. **The task - communication:** The teacher needs to incorporate inter-cultural content (check the curriculum, the sociolinguistic expectation can be included here, as well as sociocultural knowledge)
3. **Language skills** (grammar, reading, writing, speaking and listening are chosen by the teacher): Resources are found on the website: [https://camerisefsl.ca/add-a-resource/#gf\\_1](https://camerisefsl.ca/add-a-resource/#gf_1)

**Attention:**

Teachers should always share the **inter-cultural component** before any other teaching goal:

Here is how you can include culture in teaching:

-Use many images. Images are more accessible than text.

-Brainstorm learners' prior knowledge about the subject, through reading and listening strategies:

What do we see here? (e.g., words, title, sub-titles, number of images, number of paragraphs).

Other questions to ask:

Qui, où, quand, comment, qu'est-ce que.....

Reconnaître des mots connus ou transparents.

Faire des hypothèses sur les mots inconnus

Exploiter la structure du texte

Exploiter le type ou genre du texte

Repérer les mots-clés

Inférer (Il faut motiver l'apprenant à comprendre le texte surtout pour le sens, mais aussi pour la langue, le lexique - grammaire).

### Building an intercultural lesson for 'Les fruits tropicaux'

Goals: Incorporate Intercultural competence skills in this lesson, focusing on tropical fruit, environmental education, and geography.

**The inter-cultural component** – Learners will watch the video.

Teacher will ask students what they recognize from the video, using prompts such as (Look at the title, what words do you recognize? What connections can you make with the video? For example: Avons-nous des décharges au Canada? Est-ce qu'on gaspille de la nourriture? Avez-vous déjà goûté des mangues? Aimeriez -vous manger des mangues?

Que voyez-vous? (Des voiture, fruits, gens, femmes, hommes, arbres, ordures, etc.)

Regardez la carte sur la vidéo ... d'où viennent ces mangues-là? De Guinée? Où se trouve la Guinée? Cherchez-la sur la carte du monde. Quel temps fait-il en Guinée? Il fait chaud. Pourrions-nous faire pousser les manguiers au Canada? Pourquoi?

Recherchez sur l'internet d'autres fruits 'tropicaux' que nous mangeons au Canada.

What does the word 'exploité' mean? Why do you think the title matches the video? Would you suggest another title for the video?

Le vocabulaire : la mangue, carte, fruit tropical, commercialiser, récolte ... (Read the transcript attached to the video)

After getting familiarized with the meaning of the text, it will be time to look at new vocabulary and linguistic expectations (e.g., feminine and masculine, passé composé, the seasons, etc.). The new vocabulary and linguistic expectations should be reinforced when teacher shares the task with students.

**The task – communication** : Depending on the teacher's goal for the task, communication could be sharing an article, a video, a comic strip, a story, a text written by the teacher, etc. I have shared here below some links that can be used for this task and can also be shared with students.

Examples of topics to explore: Explore countries which export fruit to Canada and share the idea that Canada depends on other countries to supply food to the population (Grade 6 social studies content). To show that all countries are interdependent, also explain that Canada and all the countries worldwide, import and export products.

Explore which countries waste the most food. Explore how dependent we are on other countries to have a diverse nutrition (what do we import, how would we live in the winter if it were not for other countries).

How is global warming affecting the food production in the Southern countries?

L'enseignant.e peut écrire à propos du réchauffement climatique et partager avec les élèves, ou expliquer **l'effet de serre** à travers une expérience scientifique:

Qu'est-ce que le réchauffement climatique? Comment cela affecte la production d'aliments?

[https://resources4rethinking.ca/media/Climate\\_Change\\_Resources\\_FR1.pdf](https://resources4rethinking.ca/media/Climate_Change_Resources_FR1.pdf) Ressources sur le changement climatique pour les enseignants (2018).

[https://fr.vikidia.org/wiki/R%C3%A9chauffement\\_climatique](https://fr.vikidia.org/wiki/R%C3%A9chauffement_climatique) Vikidia Réchauffement climatique.

[http://fr.hellokids.com/c\\_16133/lire-et-apprendre/reportages-pour-enfant/les-sciences/le-developpement-durable-explique-aux-enfants/le-rechauffement-climatique](http://fr.hellokids.com/c_16133/lire-et-apprendre/reportages-pour-enfant/les-sciences/le-developpement-durable-explique-aux-enfants/le-rechauffement-climatique)

<https://www.lesdebrouillards.com/quoi-de-neuf/le-rechauffement-climatique-explique-aux-enfants-par-hubert-reeves/> **Un effet de serre**

<https://www.youtube.com/watch?v=WsILHnwc4As> Le réchauffement climatique expliqué aux enfants - Ma Planète #01

[https://www.rtf.be/tendance/green/detail\\_changement-climatique-un-tiers-de-la-production-alimentaire-mondiale-serait-menacee?id=10763957](https://www.rtf.be/tendance/green/detail_changement-climatique-un-tiers-de-la-production-alimentaire-mondiale-serait-menacee?id=10763957) **Changement climatique : un tiers de la production alimentaire mondiale serait menacé.**

**Culminating task:** How could we help people from Guinée to waste less food and make more money selling their mangoes and other fruit locally and globally?

Des idées:

-Écrivez une lettre au gouvernement de la Guinée pour demander qu'ils créent des usines pour congeler les fruits ou les transformer en fruit secs pour les exporter et la consommation locale. Écrivez à une entreprise pour offrir les fruits de la Guinée.

<https://www.appvizer.fr/magazine/relation-client/customer-relationship-management-crm/lettre-commerciale> (Comment écrire une lettre commerciale)

En groupe, créer une publicité pour vendre les mangues de la Guinée.

<https://www.conseilsmarketing.com/communication/100-conseils-pour-rediger-une-brochure-commerciale-2-10/> **10 conseils pour rédiger une publicité efficace !**

<https://mediaeducationlab.com/stand-lesson-8-create-ad> **STAND LESSON 8: CREATE AN AD**

En groupe, créer une vidéo sur les bienfaits de la mangue et partager des recettes pour promouvoir sa consommation. Téléverser la vidéo sur YouTube ou TikTok.

[https://www.passeportsante.net/fr/Nutrition/EncyclopedieAliments/Fiche.aspx?doc=mangue\\_nu](https://www.passeportsante.net/fr/Nutrition/EncyclopedieAliments/Fiche.aspx?doc=mangue_nu) La mangue et ses bienfaits

**Ressources :**

<https://www.historique-meteo.net/afrique/guinee/kindia/2021/> **Météo – Kindia**

<https://agriculture.canada.ca/en/canadas-agriculture-sectors/horticulture/horticulture-sector-reports/statistical-overview-canadian-fruit-industry-2020#a2.5.6> **Statistical Overview of the Canadian Fruit Industry 2020**

<https://globalnews.ca/news/4121195/canada-food-waste-report/> Canada among heaviest food wasters on the planet, report says

<https://globalnews.ca/news/4857582/canada-food-waste-study-2019/> More than half of food produced in Canada is wasted: 'It would horrify our grandparents'

<https://www.cbi.eu/market-information/processed-fruit-vegetables-edible-nuts/tropical-frozen-fruit/market-potential>

<https://www.alasko.com/> Alasko covers all your frozen fruit and frozen vegetable needs.

**\*\*According to the grade, teachers can choose a less elaborated task.**

**Linguistic expectation** - (feminine and masculine words, passé composé, mots de liaison, the seasons, etc.). Resources are found on the website: [https://camerisefsl.ca/add-a-resource/#gf\\_1](https://camerisefsl.ca/add-a-resource/#gf_1)

