



Intercultural Awareness and Competence in FSL teaching

A teacher practical collaboration envisioning a change of action in French teaching and learning

Second meeting notes and ideas shared

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Themes

Opening questions

Have you had the opportunity to include intercultural awareness and competence in your teaching?

If yes, would you like to share one positive experience and/or one struggle with your peers?

World Cup

Teaching strategy

Use of KWL Chart as a thinking invitation.

What they **K**now about the subject

What they **W**ant to know.

What they have **L**earned.

Challenges

Timing: Where to place this intercultural approach in the pedagogical sequence?

Note

Through the example of the World Cup happening in Qatar, a lot of students learned about the status of alcohol in other countries.

Camerise insight

You can promote awareness anytime, it does not specifically have to be in a unit.

A student-centered strategy is to invite the students to present the subject themselves.

The teacher can invite them to answer questions like:

Who, in our class, is from a country that is participating in the World Cup?

Dans la classe, qui vient d'un pays qui participe à la Coupe du monde?

Ideas from the Meeting Chat

Painting national flags to hang around the classroom and talk about the countries.

We've been listening to the FIFA song Arhbo by Ozuna and Gims. The song is in 4 languages, including Arabic and Spanish. My quiet students who happened to speak some Arabic felt SO proud!

Winter Celebrations

Teaching Strategies

Instead of referring only to Christmas, using the expression “Winter Celebrations” can be more inclusive. Not everyone celebrates Christmas and not at this time of the year.

Resource used in class

A book called *Noël autour du monde*. We found several results:

Noël autour du monde, [Éditions de l'envolée](#).

Noël autour du monde, [Éditions Kimane](#).

Pour aller au-delà de l'enseignement du vocabulaire, axer sur le thème des moments en famille. Une question comme : *Grand-mère, comment tu célébrais Noël?*

Défi

Pour certain.e.s enseignant.e.s, il est plus difficile de parler d'autres célébrations qui n'appartiennent pas à leur propre culture.

Le point de vue de Camerise

L'enseignant.e n'est pas forcé.e de tout connaître. En choisissant une posture de découverte et en admettant qu'on ne sait pas tout, des sujets nouveaux peuvent être explorés.

Clothing

Ideas from the Meeting Chat

Perhaps you can show different cultural clothing and have students identify colours of their clothing, and perhaps use this as a transition to your clothing unit.

Food

Teaching strategy

The idea originally came from a resource published on Camerise repository by Taciana de Lira e Silva: [LES FRUITS TROPICAUX – TROPICAL FRUIT – GRADES 3 – 6 IMMERSION, AND GRADES 6 – 8 CORE FRENCH](#).

Ask the class: *Qu'est-ce que c'est un fruit tropical?* Depending on the grade, the conversation can go deeper: *Are Tropical fruits related to the Tropics? In French, some people call them "Fruits exotiques". Does it sound the same to you? Why?*

Show them this picture. *Qu'est-ce que c'est? Ça vient d'où?* These questions are explored in A1 level, suitable for beginners.

Opinion question: *Est-ce que c'est un fruit tropical?* and point to the fruit. Answers are simply: oui/non or justified with higher levels.

Reveal the origins of the fruits. For example, with this [interactive content](#).



[Source](#)

Ideas from the Meeting Chat

Perhaps you can also have students identify colours for food items around the world, and perhaps add in texture words of what the food looks like (*lisse...*)

Recently, I went to Newfoundland, and learned that, before, all the poor kids would go to school with Lobster because they came from fishing families. Bringing awareness that even in Canada, it's interesting to see how differently we grow up and the food that we have.

Les inventeurs

Stratégie d'enseignement

Choisir un livre, dans ce cas il s'agissait de [Eurêka! C'est parti!](#) publié chez CEC. Inviter les élèves à observer les inventeurs et inventrices présentés dans le livre. Demander de décrire le résultat. La majorité sont des hommes. Identifier les femmes dans le livre.

Tâche : rechercher des inventeurs canadiens avec la peau colorée.

Le Jour du Souvenir

Stratégie d'enseignement

Grade 5, Core French

Parler des différents symboles de commémoration comme le Coquelicot mais aussi, moins connu, le [Bleuet de France](#). Demander s'ils en connaissent d'autres?

Utiliser le poème qui suit et remplacer le mot "coquelicot" par "bleuet" avec les changements appropriés (couleur).

**Le jour du souvenir est un jour spécial.
Je porte un coquelicot rouge.
Le coquelicot est une fleur rouge et jolie.
Je porte le coquelicot sur ma chemise.**

**Le jour du souvenir est un jour spécial.
Je porte un bleuet bleu.
Le bleuet est une fleur bleue et jolie.
Je porte le bleuet sur ma chemise.**

Les cookies au chocolat

Teaching strategy

You cannot bake chocolate chip cookies without the co-dependence of countries. You need chocolate from another country.

Help them build the representation of distance by using a map. Use a distance they can relate to help them scale (from your school to your house enables to introduce the distance from Toronto to Africa).

Another notion: resources were not distributed as easily in the past. (Bananas in Europe were not common)

Anti-racism discussion

Ideas shared for a class promoting the values of anti-racism:

Permettre à tous les élèves de se sentir représentés dans l'espace de la classe, de l'école.

- Bringing in other languages and celebrating accents
- Parler de [Nos origines, avec la fiche pédagogique de TV5 Monde](#).
- Listen to songs from different countries and with different languages.
- Porter des vêtements de sa culture, des vêtements traditionnels.
- Prévenir que dans sa deuxième langue, on n'a pas forcément une connaissance fine de l'utilisation des termes respectueux pour parler d'une autre culture que la sienne. En prévenant son auditoire, on peut mettre en avant notre sensibilité à ce sujet et démontrer son ouverture à apprendre et à s'améliorer.
- I share my experiences with my French students and they open up about their backgrounds and identities.
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