**Lesson plan for Intercultural Awareness and Intercultural Competence in FSL**

Headwear

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**Teacher Reflection & Before Planning**

| What is my cultural goal? | * Bridging cultures equity, diversity, inclusion and open-mindedness. * Teaching about the cultural value of headgear (e.g., les tresses, le hijab, le niqab, le foulard, le patka, la casquette) |
| --- | --- |
| Why am I teaching this topic? | * We have students from diverse ethnicities in the school. It’s important to understand that even a baseball cap has a cultural value for some of us. * What do I want students to learn? We express our cultures and beliefs through many channels, and headgear is just one of them. The ways we express our cultures must be respected and appreciated, but not appropriated and misused. * I would like students to learn the difference between cultural appropriation and cultural appreciation. |
| How will I make this goal inter-cultural? | * Include students’ stories and their families in the learning. * Include the local community’s sociocultural values in the learning. * Develop transferable skills through this lesson. |
| Do I know enough about the subject I plan to teach? If not, what should I learn, and where am I going to search for the content? | I can talk about my own story : in Northeast Brazil, the ‘vaqueiro’ wears a special hat.  Here are some resources to better understand the subject:  Audio for teachers to better understand the subject: [La quête identitaire à travers les cheveux afros](https://ici.radio-canada.ca/ohdio/premiere/emissions/y-a-pas-deux-matins-pareils/segments/entrevue/389814/mois-histoire-noirs-cheveux-crepus-rachel-decoste-tresses-sympathiques) par Radio Canada. © Tous droits réservés.  [Insight into Kyrgyz identity through hats, hijabs, and other types of head-coverings](https://blog.nationalgeographic.org/2018/03/11/insight-into-kyrgyz-identity-through-hats-hijabs-and-other-types-of-head-coverings/) by National Geographic. © All rights reserved.  The lesson will be based on a book called “Like a million black butterflies” by Laura Nsafou where she praises Afro-style hair. Through the story of Adé, the French author and assertive Afro-feminist blogger teaches black girls to appreciate their appearance. The following links allow to discover the book:  For the teachers: [*Un livre pour que les petites filles noires apprennent à aimer leurs cheveux*](https://www.letemps.ch/societe/un-livre-petites-filles-noires-apprennent-aimer-leurs-cheveux) par Le Temps. © Tous droits réservés.  Reference of the book: [*Comme un million de papillons noirs*](https://www.cambourakis.com/tout/sorcieres/comme-un-million-de-papillons-noirs/) par Laura Nsafou & Barbara Brun. © Tous droits réservés.  The reading of the text: [*Comme un million de papillons noirs*](https://www.youtube.com/watch?v=rzdd4aYEt6k) par Livres pour Enfants Noirs via Youtube. © Tous droits réservés. |
| Will this lesson/unit include Interdisciplinary, Cooperative and/or Project Based Learning? How? | Creating a poster about headwear. |

**Lesson**

| Grade level | Grade: 5 French Immersion  Grade: 8 Core French |
| --- | --- |
| Competency level (CEFR) | CEFR: A1 |
| What is my linguistic goal?  How can I make it meaningful in terms of IC? | Curriculum  Language expectations:  [The Ontario Curriculum Grades 4 to 8 - Core, Extended and Immersion](http://www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf)  Students will learn the different vocabulary (e.g., des tresses, le hijab, le niqab, le foulard, le patka, la casquette).  They will use photos to practise the verbs aimer, avoir, être; and also les couleurs, les tailles). You can get a lot of results by typing “Headwear” on free stock photos websites such as [Pexels](https://www.pexels.com/fr-fr/chercher/headwear/). |
| Possible modifications and accommodations to meet diverse learning needs | Instead of creating a poster, students could create a small podcast. Recording their voice can be easier for some students. |

**Structure of the lesson plan**

1. **Activation (10 min)**

Resources for this step of the lesson: Discussions, sharing pictures.

1. I will ask students about the importance and value of wearing headwear.
2. Depending on the student population diversity, either ask students to share their headgear or show pictures to begin a conversation.
3. How am I going to include my story in the learning? I will introduce the unit with my story. (for example,After my example, I will ask students the importance and value of wearing headgear.
4. **Engagement (15 min)**

In groups, students will choose a type of headwear and talk about its cultural importance. They will complete the following sentences:

Nous avons choisi \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (e.g., les tresses)

Les tresses symbolisent \_\_\_\_\_\_\_\_\_\_\_\_\_ (e.g., les cultures africaines)

Les tresses représentent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (e.g., l’âge, la religion, le statut social)

Un fait intéressant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (pendant l’esclavage, les tresses étaient utilisées pour transmettre des messages. Par exemple, pour signaler que quelqu’un voulait s’enfuir).

1. **Reflection (15 min)**

Teachers will share their story or family story. (e.g. The teacher can show the picture of the ‘vaqueiro’ and ask them why they think they wear that hat (to protect from the heat, rain, and the cacti thorns). [Chapéu de couro (indumentária) via Wikipedia](https://pt.wikipedia.org/wiki/Chap%C3%A9u_de_couro_(indument%C3%A1ria)).

As a voluntary activity, if students wear headwear, they will talk to their families and will find a way to explain how important the headwear is to him or her. They will share either their own headwear and will use the text below to introduce the subject.

Je porte (un(e); des)\_\_\_\_\_\_\_\_\_. Il est (la couleur, la taille) Il me fait me sentir \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (e.g., confortable, en sécurité, proche d’une partie de ma culture, d’une partie de ma religion, )

On porte le (la, les) pour représenter \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Project (40 min)**

After reading the book, the students will create a poster to explain the following sentence, and they will share the braids, hats, caps, and headgear.

**– Aimer, c’est montrer aux autres ce qui nous fait du bien. Mon (ma, mes) \_\_\_\_\_\_\_\_\_\_\_\_ me fait(font) du bien parce que\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**