

UDL LESSON PLAN TEMPLATE

Lesson Title: French Clichés **Focus** **Culture** **Date:** 10/13/2016

Name: Violeta Chinni **Subject:** French **Grade(s):** 8-12

Rationale: The Costume Day at GHS during Homecoming Spirit week prompted me to dress up as a stereotypical French Girl and address French Clichés with all levels of my French classes. To accomplish this, I have used the UDL strategies to present this cultural lesson to students and to get them engaged using various technologies and resources.

World Language Standard(s):

Presentational 2: Present information, concepts and viewpoints on familiar and unfamiliar topics from across disciplines.

Presentational 2a: Create and present lists and classifications.

Presentational 2b: Tell a personal story or anecdote that relates some details.

Presentational 2c: Describe people, places or things in some detail to educate or entertain others.

Cultures 1: Analyze and describe relationships among products, practices and perspectives and compare them across cultures.

Cultures 1g: Identify and compare variations in products, practices and perspectives among and within target language communities.

Instructional Objective(s): By the end of this lesson, students will be able to name various stereotypes about French people, distinguish the stereotypes that are correct from the ones that are wrong. Furthermore, they will learn about the French origin of the word ‘Cliché,’ and its formal definition.


Prerequisite Concepts and Skills: To successfully complete this lesson, students should have a general knowledge regarding geographical location of France and its population. They should also have a basic knowledge regarding French greetings etiquette and French gestures.

Materials and Resources:

Teacher	Students
<ul style="list-style-type: none"> • Nearpod/PPT Presentation w/Assessments • Clothing Items & Props • Padlet Board for Formative Assessment Assignment: https://padlet.com/chinni_violeta1/scaff44kyle • Google Classroom • YouTube Video(s): https://classroom.google.com/c/MTk2NTg0NzE1N1pa https://classroom.google.com/c/MTk2NjA1NjcyM1pa • ‘The Good Year’ Movie Clip • Infographic Print Out and PDF version (<i>See below</i>) • Link to a Cultural Blog Article re: French Clichés: http://annieandre.com/2013/04/stereotypes-about-the-french/ 	<ul style="list-style-type: none"> • MacBook Air Laptops • Access to Google Classroom • Access to Nearpod Presentation and Quizzes • Access to Padlet with their own account set up • Access to Photo Booth with French backdrop • Notebooks • Bien Dit! Textbooks

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set):</p> <ul style="list-style-type: none"> • Explain to students why I chose to dress up as a French Girl with a beret and striped clothing. Speak with a heavy French accent to grab students’ attention. Then ask students an open-ended question regarding the definition and origins of the word ‘Cliché.’ 	<ul style="list-style-type: none"> • Students check their Google Classroom to ensure all materials are attached including the presentation, copy of the Infographic, links to both videos and Padlet wall. 	5 mins.
	<ul style="list-style-type: none"> • Students raise their hand to participate in open-ended question. 	3 mins.

<ul style="list-style-type: none"> • Ask students to participate in the poll on Nearpod regarding their current knowledge of French Clichés. • Outline the Agenda for the lesson – 10 French Stereotypes. Distribute the copies of the Infographic with 10 Stereotypes listed. <p>Body:</p> <ul style="list-style-type: none"> • Go through each stereotype one by one, giving students enough time to ask questions as we discuss if the clichés is true all false. • Show the clip from the movie ‘The Good Year’ that addresses French rudeness to American Students. “In France, the customer is always wrong.” • After the last slide is presented, play the YouTube video summarizing the clichés already addressed and introducing a couple of others not discussed in class regarding the French being lazy and French men being big flirts. • Give the Padlet assignment with a Formative Assessment included: <p><i>Post at least one example of a French stereotype you have learned about today and include a visual representation of it. Do not forget to include your name.</i></p> <p>Closure:</p> <ul style="list-style-type: none"> • Tell students that we will have a bulletin board project done by French ¾ students displaying all clichés so that other students in school can learn as well, even if they are not taking French. • Instruct students to either watch the additional YouTube video or read the Blog article that lists American personal experiences with French people and confirms what stereotypes are true and which ones are not. • Homework: After watching the video and/or reading the blog, each student will be required to add one more Padlet entry. 	<ul style="list-style-type: none"> • Students answer the poll on Nearpod. (If issues occur with Nearpod, ask students to raise their hands to conduct an old-fashioned poll and note general responses) • Students review the Infographic:  <ul style="list-style-type: none"> • Students watch the video(s), take notes and formulate questions, if any. • Students engage in open discussion. • Students access the Padlet wall link from their Google Classroom and begin the research. • Students complete Padlet assignment and submit their choice of French Cliché. • Students review homework assignment on Google Classroom, ask questions, confirm due date. • Students pack up their materials and devices 	<p>2 mins.</p> <p>15 mins.</p> <p>5 mins.</p> <p>5 mins.</p> <p>10 mins.</p> <p>5 mins.</p>
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Universal Design for Learning (UDL) and Differentiated Instruction (DI):

- Multiple means of representation: PPT/Nearpod Presentation, Two YouTube Videos, Cultural Blog, Movie Clip, Infographic
- Multiple means of expression: Use of personal experience anecdotes from teacher’s travels, Teacher’s Costume/Outfit
- Multiple means of engagement: Use of open-ended questions, polls, Infographic Review, Padlet research and summary assignment.

Organizational Strategies:

Have the projector ready with the presentation already queued in. Also, have a movie clip ready in the DVD player and the YouTube video ready on a separate tab in Chrome browser. Ask for a student to help distribute the Infographic handouts. When using Padlets, direct that students who have completed previous projects on Padlets assist novice students when completing the assignment.

Behavioral Management Strategies:

Use French Classroom commands to instruct students to have a seat, to move about the room when working on their Padlet assignments, to take a look at the infographic, to complete their assignment and to return to their seats and pay attention. Switching on and off lights between watching the videos and going back to the presentation also signals students that we are making a transition. Lastly, the use of our Classroom Management Posters with outlined Rules, Positives and Consequences also helps keep students in check when it comes to students with individual behavioral issues.

Assessment and Evaluation:

- At the beginning of class use Informal Assessment with an open-ended questions and then the poll assessment option in Nearpod.
- Towards the end of the class, use a Formative Assessment with a Padlet Assignment
- After the class, homework assignment will be used as a Formative Assessment as well
- Flash Culture quiz can be also implemented via Google Forms and/or Nearpod Quiz

Extensions:

This lesson can be linked to Units regarding fashion and clothing items, food and meal etiquette, likes, dislikes and personality traits, French national customs and traditions.

Reflections (if necessary, continue on separate sheet):

The lesson went very well and students seemed excited about the correlation between our Costume Day and the opportunity to bridge it to learning about French cultures. We did have sound system issues towards the end of the day and was not able to play the YouTube videos but was still able to play the clip from the movie ‘To Good Year.’ My mentor, our Art Teacher Linda Wilson, conducted an informal evaluation and I am awaiting to get her notes and her reflections and insights. We will discuss these after our staff meeting on Wednesday, October 19th.

There are a few of things I would do differently in the future or would like to add as a fellow up to this lesson:

- 1) Engage students even further with a poll prior to presenting each stereotype and revealing if each is true or false. Example: French People Smoke A lot... True or False. Ask students to vote and then reveal the answer.
- 2) Use the Photo booth application – Due to time restraints I was not able to implement the fun activity of having students take selfies with photo props such as berets and mustache, fake cigarettes with an Eiffel Tower backdrop to create an image of a French Cliché. However, I am thinking about doing this as a Fun Friday activity and use it as a form of review.
- 3) Create a homework assignment that would turn students into teachers and ambassadors of French culture. Have students find three persons outside of classroom to educate on three French Clichés of their choice. They will have to record the clichés they have chosen and have each person sign the piece of paper verifying that the student has informed them of three different clichés. This might be something I implement as a review in the near future. Rough draft of this homework assignment:

Name: _____ Class Period: _____ Date: _____

French Stereotype	True	False	Check
French people wear striped shirts.	True <input type="checkbox"/>	False <input type="checkbox"/>	<input type="checkbox"/>
French men wear berets.	True <input type="checkbox"/>	False <input type="checkbox"/>	<input type="checkbox"/>
French eat a lot of cheese.	True <input type="checkbox"/>	False <input type="checkbox"/>	<input type="checkbox"/>
French people eat snails.	True <input type="checkbox"/>	False <input type="checkbox"/>	<input type="checkbox"/>
French drink a lot of wine.	True <input type="checkbox"/>	False <input type="checkbox"/>	<input type="checkbox"/>
French people smoke a lot.	True <input type="checkbox"/>	False <input type="checkbox"/>	<input type="checkbox"/>
French people have poor hygiene.	True <input type="checkbox"/>	False <input type="checkbox"/>	<input type="checkbox"/>
French women do not shave their armpits.	True <input type="checkbox"/>	False <input type="checkbox"/>	<input type="checkbox"/>
French people are rude.	True <input type="checkbox"/>	False <input type="checkbox"/>	<input type="checkbox"/>

Signature: _____ Date: _____

UDL Lesson Plan Template

The lesson plan template is designed as a guide for students to use when planning lessons. The plan may be adapted to specific subject areas and modified as students gain experience in each practicum. The template is a basic outline that can be used directly as printed, copied in longhand, or expanded from the electronic version. It is important that all areas required in the template are completed and that the lesson plan be sufficiently clear and detailed so that another teacher could use the plan to teach the lesson.

Rationale: Why are you teaching this particular lesson (*e.g. is it part of a complex skill? Is it an essential prereading skill in reading? Is it important that the students hear good literature?*) The rationale should be a brief sentence or two and stated in words that can be easily understood by the children in the classroom.

Prescribed Learning Outcomes: The Integrated Resources Packages (*IRPs*) describe what students should be able to do in each curricular subject. Your lesson should state one or more prescribed learning outcomes, from the curricula of British Columbia, on which the objectives of this specific lesson are based.

Instructional Objective(s): What are the specific things students will be able to do as a result of this lesson? These objectives should be consistent with your stated prescribed learning outcome(s) (*e.g. the students will be able to identify the main idea in the story. The student will be able to describe the main idea in a paragraph of four sentences*). The objectives may also include things the teacher wants to observe in the course of the lesson (*e.g. to identify the potential leaders in group discussion*). Students should ensure that the instructional objectives are measured by your assessment and evaluation strategies.

Prerequisite Concepts and Skills: This section of your lesson plan is used to state the concepts and skills needed to connect lessons together in a logical sequence, building new knowledge onto what you know students have previously learned. Remember that some concepts and skills may need to be reviewed to ensure continuous learning, and these can be included here.

Materials and Resources: List all materials and resources that you and the students will need. What things do you need to do before the lesson begins? (*e.g. prepare a word chart.*) What things do the students need to do? (*e.g. read a chapter in the novel.*)

Lesson Activities

Introduction: How will you get students interested in the topic? How will you find out what they already know about the topic? Will you use an anticipatory set (*link to their experience*) or advance organizers?

Body: What sequence of activities will the student experience? What will you do? What will they do? What will children do who finish early? How much time will each activity take? What about clean up?

Closure: How will you close the lesson? The closing should be linked to attaining your instructional objectives.

Universal Design for Learning (UDL) and Differentiated Instruction (DI): UDL includes: *Multiple means of representation; Multiple means of expression; and, Multiple means of engagement.* DI is the process of ensuring that a student's readiness level, interests, and preferred mode of learning are recognized. *Teachers can differentiate instruction in four ways: content, process, product, and, learning environment based on the individual learner.*

How will you accommodate your diverse learners? What are the individual needs within this classroom and how will you accommodate them? Consider learning styles, multiple intelligences, Aboriginal and cultural influences. What are the adaptations and modifications needed for students with Individual Education Plans (IEPs)?

Organizational Strategies: Carefully thought-out organizational management strategies facilitate proactive positive classroom management. For example, how will you: bring the class together at the start of the day/lesson?; utilize student helpers to facilitate the flow of lessons and the day in general?; distribute and collect materials?; separate the class into groups or levels? (In what situations should groups be assigned ahead of time?); coordinate different grade levels working on different assignments?

Behavior Management Strategies: Carefully thought-out behaviour management strategies facilitate proactive positive classroom management. What strategies will be used?

Assessment and Evaluation: Did the students learn what you taught them? The results of the assessment should be directly related to, and tell you if, your students were able to do the things outlined in your instructional objectives and prescribed learning outcomes. Your assessment should be as accurate as possible and should be built into your lesson. What rubrics or structures will you use to evaluate assessment data? Is assessment formative or summative? Include the assessment tool.

Extensions: How might this lesson link to previous and/or future lessons within the same curriculum area? How might knowledge, skills or attitudes from this lesson be integrated/infused into lessons in other subject areas?

Reflections: Complete the reflections section as soon as possible after teaching the lesson. What revisions would you make to the lesson? What went well?