



Canada C3 Digital Classroom Learning Module

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Name of School Board/District, Education Authority, or Educational Organization: Duncan Christian School

Learning Module Title: Le Tour de Duncan: Engaging with the Local Francophone Community on our Bicycles

Grade(s)/Teaching Division(s): Grades 9-11/Secondary

Subject(s)/Course(s): French

Time: 5-6 classes + a half-day Tour de <your town/city/region name>

Learning Module Topic & Description

- Topic: Tour de France and Local French Community
- Description: During this unit, students learn basic information about the Tour de France and prepare to participate in their own regional bike tour, engaging in local French culture and interacting with local francophone community members.

Essential Question(s)

- What is the Tour de France?
- How can we recreate the Tour de France in our town?
- How can we communicate effectively with French-speakers of various ages?
- How can we plan and communicate about a bike tour in French, including organizing equipment, preparing to ride bicycles, and navigating?

Canada C3 Central Theme(s) Addressed

- Diversity and Inclusion
- The Environment

Learning Objective(s)/Goals

Students will:

- Complete a bike tour of our community, stopping at various locations to interact with local French-speaking community members and participate in a French activity.
- Communicate in French in a variety of contexts.
- Ask and answer questions in French about the Tour de France.
- Research local French street names to learn their historical significance.
- Present research to the class in French.

Essential Concepts/Knowledge/Skills to be Learned/Applied

- Knowledge of the Tour de France.
- Historical significance of French street names in the community.
- Biking terminology and rules of the road in French.
- Using polite language to interview an adult in French.
- Interacting with and reading French children's books to a young French-speaking student.
- Communicating in French at all times – while biking, participating in an exercise class, reading to elementary students, and eating poutine.
- Using numbers and directions in French.

Curriculum Connections/Big Ideas

BC Curriculum Big Ideas:

- Acquiring French provides a unique opportunity to access and interact with the Francophone world.
- Developing proficiency in French opens up career, travel, personal growth, and study abroad opportunities.

Curricular Competencies:

- Derive and negotiate meaning in a wide variety of contexts
- Explore and interpret a wide variety of texts
- Engage in meaningful conversations on a variety of topics
- Adjust their register in speech and writing to reflect different purposes
- Express themselves with growing fluency orally and in writing:
 - share personal experiences
 - make predictions about future events
- Appreciate that there are regional variations in French
- Engage with Francophone communities, people, or experiences

Content Competencies:

- Register and language etiquette
- Distinguishing features of major French regional dialects
- Asking and responding to complex questions

(Source: <https://curriculum.gov.bc.ca/curriculum/core-french/11>)

Teacher Goals

The teacher may hope to:

- Engage students through real-life interaction with French-speaking community members in a variety of contexts.
- Engage students as holistically as possible, incorporating several parts of the brain by including movement, relationships and interacting with others, exercise and being outdoors, food, music/dance/yoga, humour in children's books, and problem solving.

Student Groupings <i>(e.g., whole class, small groups, pairs, independent work):</i>	Materials/Resources <i>(e.g., equipment, PowerPoint/Keynote slides, manipulatives, hand-outs, games, assessment tools):</i>
<ul style="list-style-type: none"> • Whole class • Small groups/partners • Independent research 	<ul style="list-style-type: none"> • Helmets and bicycles for every student • French children’s books (e.g., <i>Canada 1, 2, 3</i> [Kim Bellefontaine]; <i>Oh, un oiseau sur ta tête</i> [Mo Willems]; <i>La leçon de danse</i> [Mo Willems]) • Question hand-out for Tour de France research (based on KWL chart) • Tour de France quiz (based on KWL chart) • Question hand-out for French road names • Maps of bike route (see appendices) <p>* Also requires connections made with local francophone community members. *</p>
Instructional Strategies <i>(e.g., direct instruction, demonstration, simulation, role-playing, guest speaker, etc.):</i>	Considerations <i>(e.g., contingency plans re: technology failure, student absences or groupings, guest speaker cancellations, or safety concerns):</i>
<ul style="list-style-type: none"> • Direct instruction • Peer teaching • Guest speaker • Experiential learning 	<ul style="list-style-type: none"> • Extra bikes and/or helmets for students to borrow (teachers can consider opportunities such as gear swaps or asking for donations/rentals from local businesses) • Option of student/parent drivers for students unable to bike • Alternate assignment for absent students (e.g., interviewing a francophone community member and presenting to the class) • Emergency plan for bike problems • Prior connections/plans to meet with local francophone community members • Student funds to cover the cost of poutine or other francophone snacks, if that is part of your route/plan

Accommodations & Differentiation Strategy (to address different needs & preferences of students)
<ul style="list-style-type: none"> • For those needing an extra challenge: have the student lead the class for a section of the tour; have students plan different aspects of the tour. • For those needing extra support: use the multiple-choice version of the test rather than an open answer version; allow the student to read interview questions rather than remembering them. • For those needing physical accommodations: have students ride in a vehicle for part/all of the tour; have students prepare and serve snacks to those participating in the tour.

Assessment for Learning, Checking for Understanding, Success Criteria & Feedback

- Preassessment: Class discussion regarding knowledge of the Tour de France; class discussion regarding rules of the road for biking.
- Formative assessment: Observation of students reading French children's books, helping with comprehension of new words, and correcting pronunciation; ongoing requirement of students to speak in French only, and helping students to do so.
- Summative assessment: Presentations about the Tour de France; presentations about the historical significance of local French street names; quiz on the Tour de France; rubric of speaking only in French and engaging with local francophones during the Tour de Duncan.

Motivational Hook (*process for acquiring & focusing students' attention*), Time (60 minutes)

- Ask students what they know about the Tour de France, and write the answers on a large KWL chart.
- Have students come up with a list of questions about the Tour de France, and divide the questions among the students to complete for homework.
- * Create a handout for the following class using the questions generated from the KWL chart.*

Open (*process for introducing/framing module & agenda*), Time (20-30 minutes)

- Announce to the class that they will be participating in their own Tour, but instead of the Tour de France, it will be the Tour de <your town/city/region name>.
- Ensure that every student has a bike and helmet, and is able to bike approximately 10km.
- Share the Tour route and stops. For example, le Tour de Duncan will leave school at 9:00am, join a Zumba class with Québécois teacher Julie, read children's books at the local French immersion elementary school, eat poutine at a local fast food restaurant (students will need to bring their own money), and return to school at 12:15pm.

Body (*main instructional & learning processes to build understanding, skills, attitudes*), Time (120 minutes)

(Time can be split between several class periods)

- As a follow up to the homework described in the Motivational Hook above, interview students orally in front of the class using the questions they created and completed for homework. Students present answers to their questions about the Tour de France, while the rest of the class listens and fills out the hand-out with the answers. As students present, the teacher can fill in the answers in the L section of the KWL chart.
- Students choose a local French road name, research it for homework, and present the significance of local French road names (roads included in our tour) to the class.
- In partners, students practice reading a set of French children's books, working on understanding, pronunciation, and expression.
- Students write formal French questions for the francophone community member they will meet on the tour.
- As a class, create a list of needed supplies, including: bicycle (tested and ready to ride), helmet, water, a snack and/or lunch, backpack for carrying children's books, appropriate clothing for biking (athletic clothes, sunglasses, sunscreen), bike lock.

Consolidation (processes for application & practice of knowledge, skills, attitudes), Time (180-240 minutes)

(1 double block and lunch time)

- Participate in the Tour de <your town/city/region name>
- Here is what our Tour de Duncan Day looked like (this could change based on what is available in your community):
 - 8:35 – Students arrive, morning devotions, ensure students have necessary supplies, group photo
 - 9:00 – Bike to stop 1: Carlson’s school of dance, review significance of the French road names we see as we bike
 - 9:30 – French Zumba class: ask Julie prepared French questions, participate in French exercise class
 - 10:00 – Bike to stop 2: École Prevost
 - 10:30 – Read with 2 elementary classes
 - 11:00 – Bike to stop 3: A&W, review significance of the French road names we see as we bike
 - 11:30 – Arrive at A&W, eat poutine and lunch, informal discussion about the Tour de Duncan
 - 12:00 – Bike back to school
 - 12:15 – Arrive at school

Closure (processes for recapping, looking ahead), Time (20 minutes at the end of the double block)

Informal discussion about the Tour while eating poutine and lunch.

Student Reflection on Learning (i.e., critical thinking questions to extend the learning)

At the end of the tour, while eating poutine, the teacher converses in French with students, asking a variety of questions, such as:

- What was the best part of the tour?
- What was most challenging about the tour?
- If you could change something about the tour, what would you change?
- What did you learn during the tour?
- Would you like to do the tour again next year? – Why or why not?

As an alternate option, the teacher could have a written response with these questions for students to engage in the following class.

Extension Ideas & Additional Resources

There are opportunities to extend this lesson by:

- Adding more stops to the tour
- Including a send-off speech or ceremony before the tour begins
- Incorporating a race or competition aspect to the tour
- Inviting another class or school to participate in the event
- Students choosing the tour route
- Students researching and choosing the best local place to have poutine
- Students choosing the French children’s books to read from the library
- Students who are unable to bike being responsible for preparing a healthy snack
- Designing high-visibility t-shirts for the class to wear while biking
- Rather than studying the Tour de France, or as an extension activity, students could study the Grand Prix cycliste de Québec

continued...

There were several resources used for this unit, including:

- Stephanie Botwright, secondary school French teacher at Abbotsford Christian School, who provided the inspiration for this learning module
- French children's books borrowed from École Prevost
- Local Québécoise Zumba/yoga teacher Julie

Teacher Reflection (*e.g., notes for next time*)

- Start the unit with a short video clip of the Tour de France with French commentary for a more engaging hook.
- Students tended to forget to speak only in French, particularly while biking. It would help to include a motivator like an elastic system to keep students speaking in French only. (Each student is given a number of elastics to put on their wrist. Each time they speak in English, the teacher or another student can ask for an elastic. The student with the most elastics at the end receives some sort of prize. For example, the teacher pays for the student's poutine.)
- Bring along basic bike tools (pump, etc.). One student's chain fell off when I did this the first time.
- Having a vehicle can be very helpful in case a student is sick, gets injured, a bike breaks, etc. Asking a parent or volunteer to drive and take pictures could address this contingency.
- Students suggested teaching a game in French to the elementary classes, rather than reading to them.
- Students could post pictures to Facebook/Instagram/a blog and write a short summary (in French and English) of the Tour de Duncan/<name of town/city/region> to share with the school community.

Appendices:

Appendix I: Sample Question hand-out for Tour de France research (based on KWL chart)

Appendix II: Sample Tour de France Quiz (based on KWL chart)

Appendix III: Question Sheet for hand-out for French Road Names

Appendix IV: Answer Sheet for French Road Names

Appendix V: Links to Google Maps of the Route for the Tour de Duncan and Image of Map

Appendix I: Sample Question hand-out for Tour de France research (based on KWL chart)
(Teachers will create their own question sheets based on the KWLs that happen in their classrooms)

Nom : _____

Date : _____

Le Tour de France

1. Quand est-ce que le Tour de France se passe ?
2. Combien de personnes sont dans le concours ?
3. Combien de kilomètres est le concours ?
4. Pourquoi est-ce qu'il y a le Tour de France ?
5. Où est-ce que le Tour de France commence et finit ?
6. Qui a créé l'idée ?
7. Quel est le prix pour le gagnant du concours ?
8. Pourquoi est-ce que les gens font le concours ?
9. Depuis quand est-ce qu'il y avait le Tour de France ?
10. Combien de jours est le Tour de France ?
11. Pourquoi est-ce que M. Lance Armstrong a fait de mauvaises choses ?
12. Est-ce que le Tour de France est chaque année ?
13. Est-ce que les pays et les villes sont les mêmes chaque fois ?

Appendix II: Sample Tour de France Quiz (based on KWL chart)

Nom : _____

Date : _____

Le Tour de France

1. Quand est-ce que le Tour de France se passe ?
 - a. mai
 - b. juin
 - c. juillet et août
 - d. la date change
2. Combien de personnes sont dans le concours ?
 - a. 9
 - b. 22
 - c. 198
 - d. 200
3. Combien de kilomètres est le concours ?
 - a. 2500 km
 - b. 3000 km
 - c. 3500 km
 - d. 5000 km
4. Où est-ce que le Tour de France commence et finit ?
 - a. Le tour de France commence à Paris et finit à Paris
 - b. Le tour de France commence à Mont-Saint-Michel et finit à Paris
 - c. Le tour de France commence à Bruxelles et finit à Paris
 - d. Le tour de France commence à l'Auto et finit à Bruxelles
5. Qui a créé l'idée ?
 - a. Lance Armstrong
 - b. Neil Armstrong
 - c. l'Auto
 - d. Henri Lefèvre
6. Quel est le prix pour le gagnant du concours ?
 - a. 450 000 \$
 - b. 45 000 \$
 - c. 350 000 €
 - d. 450 000 €
7. Depuis quand est-ce qu'il y avait le Tour de France ?
 - a. 1903
 - b. 1906
 - c. 1913
 - d. 1926
8. Est-ce que les pays et les villes sont les mêmes chaque fois ?
 - a. Oui
 - b. Non, le tour de France commence dans une ville différente chaque année
 - c. Non, le tour de France finit dans une ville différente chaque année
 - d. Non, le tour de France commence et finit dans des villes différentes chaque année

Appendix III: Question Sheet for hand-out for French Road Names

Les histoires sur la route du Tour de Duncan

Nom : _____

	St Julien	Festubert	Ypres	Agira		Cavell
<p>Qui s'est battu dans la guerre?</p> <p>Quels pays se sont battus?</p>					<p>Qui était Cavell?</p>	
<p>Est-ce qu'il y avait un pays qui a gagné?</p> <p>Si oui, quel pays a gagné/quels pays ont gagné?</p>					<p>Pourquoi est-ce qu'elle a fait les choses qu'elle a faites?</p>	
<p>Où était la guerre?</p> <p>(Montrez une photo)</p>					<p>Où est-ce qu'elle a habité?</p>	
<p>Quand était la guerre?</p>					<p>Quand est-ce qu'elle a habité?</p>	

Appendix IV: Answer Sheet for French Road Names

Les guerres/les histoires sur la route du Tour de Duncan

	St Julien (cherche Second Battle of Ypres)	Festubert	Ypres	Agira		Cavell
Qui s'est battu dans la guerre? Quels pays se sont battus?	l'Allemagne et le Canada	Empire allemand v. Royaume uni, Inde britannique, Canada	Empire allemand v. Royaume uni, la France, la Belgique	L'Allemagne v. Canada	Qui était Cavell?	Une femme qui a aidé les personnes dans la guerre qui était malade
Est-ce qu'il y avait un pays qui a gagné? Si oui, quel pays a gagné/quels pays ont gagné?	Non	Les anglais ont gagné la ville Festubert (mais ils ont perdu plus de personnes)	Non	Canada	Pourquoi est-ce qu'elle a fait les choses qu'elle a faites?	Elle était chrétienne; elle voulait aider les autres
Où était la guerre? (Montrez une photo)	En Belgique	En France	Ypres, Belgique	En Italie	Où est-ce qu'elle a habité?	Brussels, en Belgique
Quand était la guerre?	24 avril-5 mai 1915	15-25 mai 1915	19 octobre-22 novembre 1914	26-28 juillet 1943	Quand est-ce qu'elle a habité?	4 décembre 1865-12 octobre 1915

Appendix V: Links to Google Maps of the Route for the Tour de Duncan and Image of Map

Partie 1 :

<https://www.google.ca/maps/dir/48.7806265,-123.6925841/Island+Savings,+Trunk+Road,+Duncan,+BC/Agira+Rd,+Duncan,+BC/@48.7815301,-123.7054801,15z/am=t/data=!4m35!4m34!1m5!3m4!1m2!1d-123.7032972!2d48.7786501!3s0x548f4f5f035a9c9f:0x80c3a41a2a7381a4!1m20!1m1!1s0x548f4f5f4c000001:0x46014ae144b4bc54!2m2!1d-123.70293!2d48.775632!3m4!1m2!1d-123.7060607!2d48.777124!3s0x548f4f5ecfd6395d:0x1bb6ee14c108856c!3m4!1m2!1d-123.7084973!2d48.7798438!3s0x548f4f5c1078ef83:0x4a78294c7375545e!3m4!1m2!1d-123.7154442!2d48.7840168!3s0x548f4f449fe42f4f:0x91bd77504f528f0d!1m5!1m1!1s0x548f4f476ebe6edd:0x8ed806909504c21c!2m2!1d-123.7263674!2d48.7893626!3e1?hl=fr>

Partie 2 :

<https://www.google.ca/maps/dir/48.7921192,-123.7268507/Carlson's+School+of+Dance,+Duncan,+BC/48.794443,-123.7363691/@48.7913836,-123.7307942,16z/am=t/data=!4m10!4m9!1m0!1m5!1m1!1s0x548f4f39e5d55ceb:0xf5ffb6827e6db4cd!2m2!1d-123.7354291!2d48.7918163!1m0!3e1?hl=fr>

Partie 3 :

<https://www.google.ca/maps/dir/6162+Somenos+Road,+Duncan,+BC/The+Crepevine,+Jubilee+Street,+Duncan,+BC/48.7806082,-123.6925839/@48.7791895,-123.7138823,14z/am=t/data=!4m25!4m24!1m5!1m1!1s0x548f4f3a430aff91:0x7cc48f54756e99af!2m2!1d-123.736712!2d48.794471!1m15!1m1!1s0x548f4f59605f56fd:0x820548663a075d33!2m2!1d-123.710796!2d48.778408!3m4!1m2!1d-123.7033605!2d48.7793659!3s0x548f4f5e60912b71:0x3f5f9eae0957a356!3m4!1m2!1d-123.6924294!2d48.778754!3s0x548f458a796c958f:0x1eaaa1dd590f444a!1m0!3e1?hl=fr>

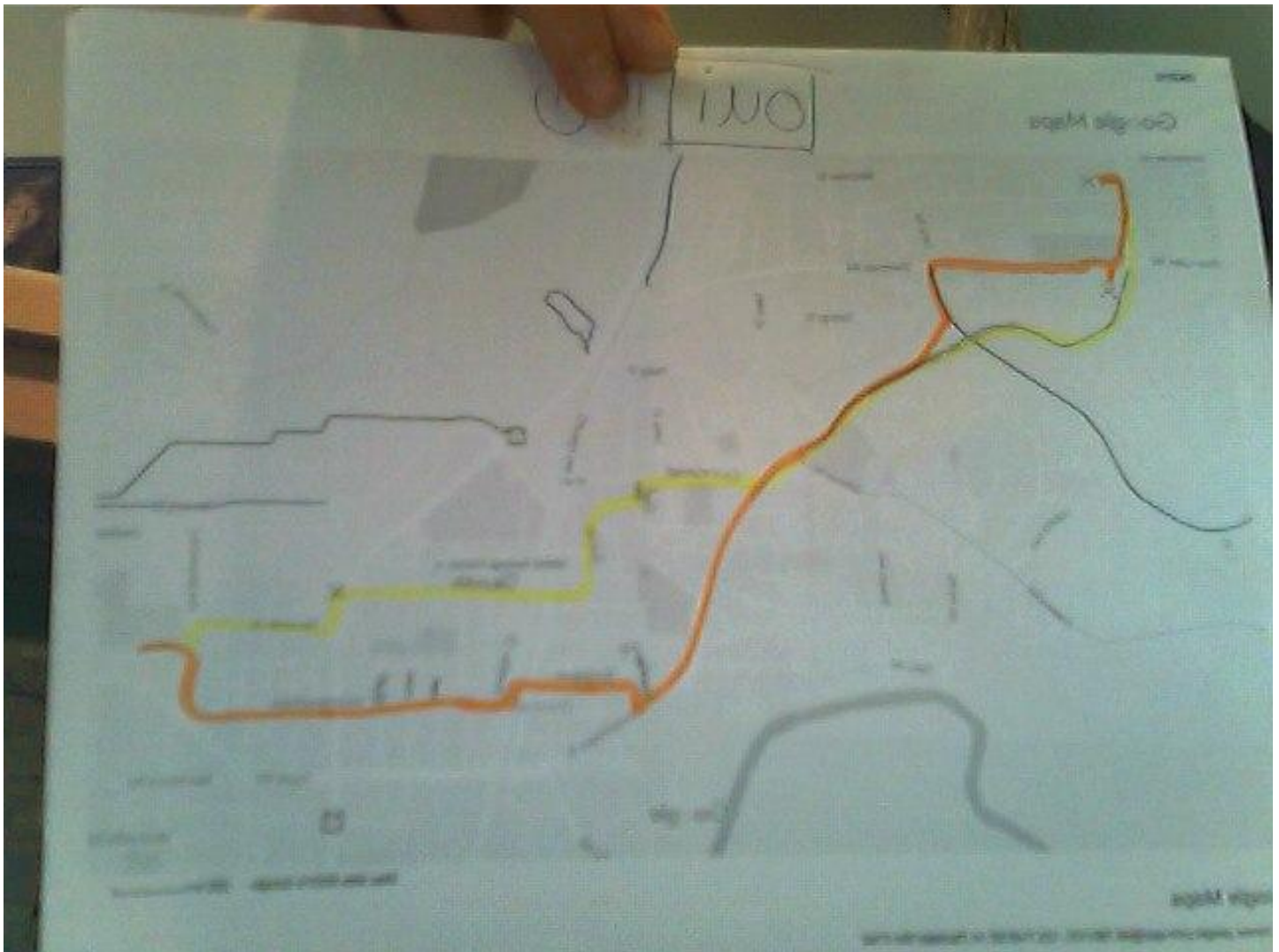


Image: Tour de Duncan Map