*The following lesson plans are guidelines and may be adapted based on learners’ (individual) needs. Content may also be modified, further developed or disregarded based on the learning context.*

*Tasks may be used for individual, paired or small group activities, as appropriate.*

**Thème 1: Le foot c'est pour tout le monde !**

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| **Slide** | **Content** | **Suggested Teaching & Learning** |
| 1 | Title | * Introduce project
* Ask learners why it is called Francofoot and not France-Foot? E.g. 29 countries have French as its official language- can they name any? Francophone = where French is spoken (other countries speak it, despite it not being an official language, so more than 29 in fact use French)
* Ask why that is: colonial past & language of trade and connect to EU / UN + Auld Alliance
* Over 1/3 of English comes from French, etc.
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| 2 | Learning Intentions | * Ask learners to try and work out the title in English
* Ask learners to write (or discuss) a list of all Francophone players they know (in pairs)
* or ask them about any Scottish players they know who have played for any Francophone cities/towns
* “est-ce que vous connaissez des footballers francophones ?”
* Ask learners to try and guess phrase & ensure that every group of learners can express their previous knowledge
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| 3 | Women’s football team | * Show the national women’s football team (break stereotype that football is for men)
* Ask learners if they know any of the players? Or any other women players? Interesting to see if they mention any women players
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| 4 | Men’s football team | * Ask learners if they know any of the players? Any local Francophone teams they play in? E.g. Nice, Saint-Etienne / Lyon
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| 5 | French teams | * Ask learners to place the teams on the map (can provide specific teams as support)
* Alternatively learners can name the teams which show up on the map (they can look them up if they are unsure)
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| 6 | Introduce Competition | * Explain purpose of competition
* Provide them with a vocab booklet and outline the video project as well as involvement of PE and the final lesson with the obstacle course, including the finalist event in June
* Ensure to tell them it is a national project and encourage learners to work as a team
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| 7 | Women’s football team | * Review colours
* Ask learners about the different football players’ roles based on the image
* Ask them to write down the positions in English in the right column
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| 8 | Image translation  | * Complete the translation task based on the image (in pairs if appropriate)
* Go through answers and ask learners to write down key vocabulary (highlighted in yellow) next to the English translations in the booklet
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| 9 | New vocabulary | * Ask learners to go through vocab in pairs to see if they remember the meaning
* They can try and guess pronunciation based on their previous knowledge of French
* But ensure to practise correct pronunciation as a whole class
* Go through pronunciation based on the team image as a class, so that learners do not depend on the writing form
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| 10 | Men’s football team | * Play vocabulary games based on image (colours & new vocab) such as beat the teacher to consolidate the vocab
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| 11 | True/False Consolidation task | * Ask learners to complete true or false
* Extension: learners make up their own sentences based on example and test neighbour; translate sentences into English
* Learners can also read the sentences out loud based on skill/confidence and then do it as a class
* Teacher can also make up their own sentences up orally and the learners can decide if they are true or false and correct the sentences if false (team competition)
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| 12 | International Football Competitions | * Ask learners if they know all the competitions on the board
* Learners can potentially find out using ICT (in both French and English)
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| 13 | Men Profile info | * Hand out the footballer tables (without names)
* Ask learners to guess the INTERNATIONAL players (note that they are not Francophone specific) based on the info
* Do not tell them who they are, keep the suspense going!
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| 14 | Women Profile info | * Same as slide 13.
* Point out the salary difference
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| 15 | Qui est-ce? Men players | * Show the players & see if learners were right
* Ask learners if they know the players & know the clubs
* Go through sentence “il porte un maillot [colours]” and play game in pairs, if they have the same colour, ask their name (first guess 3 points, then 2 points, then 1 point if third guess)
* Teacher should model exercise beforehand and play it as a class at first to build learners’ confidence
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| 16 | Qui est-ce? Women players | * Same tasks as slide 15
* Stripes in French can also be introduced
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| 17 | Qui est-ce? Both groups | * Learners play using both profiles using il or elle

Teacher can also play against class |
| 18 | Comparison exercise | * Go back to the tables of the footballers (document is called “guess who - with names")
* Go through the vocabulary to ensure learners understand
* Separate classroom into teams and ask questions based on the sentences on the board – first person to guess the right player gets 2 points, if they get it wrong then the other team can get 1 point if they guess it right
* Other questions to focus on specific vocab could be asked, e.g. for numbers “Qui a vingt et un ans ?” or “Qui mesure 1m86 ?” and some answers may have more than one answer possible so there is a chance for all groups to do well!
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| 19 | Francophonie symbol | * Ask learners if they remember what Francophonie means
* Show them the symbol of it on the PowerPoint, revise circle and colours in French, what could it represent? Olympics connection perhaps?
* See if they can remember the facts from Lesson 1
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| 20 | Origins of players | * Explain the diversity of players in terms of background
* Ensure that learners understand that players are French and that the following flags are examples of some of the extra nationalities that the learners have apart from French due to parents
* Could ask learners about origins and similar to the richness of Scotland’s diversity, valuing learners backgrounds
* Important to point out that it is not only Africa- there is the English flag there
* Learners can guess the countries on the board or look them up online
* Learners can find out which players have those nationalities
* Learners can describe the flags in target language or teacher can describe it and learners guess the flag
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| 21 | Football template | * Go through the players and see if they can guess who they are from the FFF worksheet (keep the football blank at first so as not to overwhelm learners)
* Hand out learners with the football template & 2-3 players in pairs
* Learners must fill out the information in French
* <https://www.fff.fr/selection/2-equipe-de-france/tous-les-joueurs.html>
* <https://www.fff.fr/selection/3-equipe-de-france-feminine/tous-les-joueurs.html>
* Fold cards in two and create player cards
* If finished, give learners another one
* Ensure that learners are keeping track of the vocabulary for the competition (see highlighted words)
* On profile completion, teacher can play games such as asking learners in two teams (man vs woman profiles) to organise players in a line “du plus jeune au plus vieux” ; “du plus riche au moins riche” ; etc. This could be a timed race.
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| 22 | Presentation | * Learners can then choose their own player and present it to the class orally, in pairs or individually, with prompts and support
* Learners can choose players of any level/nationality/gender/etc and fill in the template
* They can then complete the sentences for the oral presentation
* If they are unsure who to choose, they can select a player from the French or international teams
* When presenting, each can say the name at the end of the presentation, after they have asked if anyone in the class has guessed the player (learners are thus listening with a purpose and not just waiting for their turn)
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| 23 | Revision of vocab | * Teachers goes through the vocabulary & pronunciation
* Learners practise in pairs
* Learners place the words on the football field to display their knowledge and compare with their peer
* Slide 9 can also be re-introduced to ensure they remember they remember the vocabulary
* Teacher should remind learners that they have the vocabulary written down in the booklet
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| 24 | Qui est-ce with international players | * Learners can then play “Qui-est-ce” game with the new sentences they learned for their oral presentation, using the table for support, providing further detail than simply their football shirt
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| 25 | The Auld Alliance | * Ask learners if they know any Scottish players who play(ed) in France or Francophone countries
* Any cultural connections they know of?
* Explain the Auld Alliance
 |
| 26 | Mystery Guest | * Ask learners to guess who it could be
* He is Francophone but not French (Belgian) and played for Scotland (more specifically Livingston)
* Don’t give all of the clues at once!
* Give the clues in target language
* e.g. Il n’est pas francais... il a joué en Ecosse... etc.
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| 27 | Personal info | * Listen to the video as a whole without questions
* Try and guess the questions asked by interviewer
* Then show questions and go through them, looking at possible options for answers
* Listen to the video again, focusing on answers
* Scaffold the learning through chunks of listening
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| 28 | Why a footballer? | * See slide 27
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| 29 | Advantages vs Disadvantages | * See slide 27
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| 30 | A football Role Model | * See slide 27
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| 31 | A Scottish Mystery Guest | * Ask learners to guess who it could be
* They should be able to guess from the next slide based on the info
 |
| 32 | Reading | * Give learners time to read the information and see if they can guess who it is
* Reveal the picture (name is not visible on purpose but available on the following slide in case they do not know)
* If they know who it is, ask questions based on key vocabulary learnt previously “Quelle est son équipe ?” ; “De quelle couleur est son maillot ?”, etc.
 |
| 33 | Questions and answers | * Complete reading task (the following readings can be used as starters)
* Extension: describe the football shirt in French
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| 34 & 35 | Reading, questions & answers | * Complete reading task (the following readings can be used as starters)
* Extension: describe the football shirt in French
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| 36 | A Scottish Mystery Guest | * Ask learners to guess who it could be
* See if they notice anything different or clue which may indicate something different from the previous guest (une / ecossaise)
* They may be able to guess from the next slide based on the info
 |
| 37 | Reading | * Give learners time to read the information and see if they can guess who it is
* Reveal the picture (name is not visible on purpose but available on the following slide in case they do not know)
* If they know who it is, ask questions based on key vocabulary learnt previously “Quelle est son équipe ?” ; “De quelle couleur est son maillot ?”
 |
| 38 | Questions and answers | * Complete reading task
* Extension: describe the football shirt in French
 |
| 39 & 40 | Reading, questions & answers | * Complete reading task (the following readings can be used as starters)
* Extension: describe the football shirt in French
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| 41 | Image description | * Learners can describe (in pairs) the two footballers based on the phrases/vocabulary they have learnt
* This could be used as an extension
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| 42 | Vocab Revision | * Learners in pairs go over the vocabulary including meaning and pronunciation
* Teacher practises pronunciation with them
* Review translations with learners as a class
* Ensure they all have the words written down in their booklet
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| 43 | Millionaire QuizConsolidation of vocab | * Learners complete “who wants to be a millionaire” with class
* Learners can be in pairs or complete it individually
* Compare points at the end (without singling learners out)
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| 44 | Fantasy Football team | * Ask learners to create a team of 11 players (men or women or both)
* They can complete this on a word document and add images of players on the field with name and club
* They can also create their own player cards (shortened version of the football template on slide 21)
* Learners then compare their team in pairs
* Learners then present their teams to the class and the class judges who would win in a vote.
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