



Le Foot et La Francophonie Handbook

2022



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Introduction and rationale

- **What is Le Foot et La Francophonie?**
- **Who is it for?**
- **Why should we do Le Foot et La Francophonie in our school?**
- **Entrance requirements**

What is Le Foot et La Francophonie?

Le Foot et La Francophonie is a national competition organised by SCILT which combines interdisciplinary learning in French and Physical Education. Le Foot et La Francophonie aims to inspire BGE pupils to continue with French by connecting the language, and the countries in which it is spoken, to the high-profile environment of professional football.

The topics covered will include practice of basic vocabulary from areas such as:

- Personal Information;
- Friends and Family;
- Daily Routine;
- Sports and Hobbies;
- Food (Healthy Living);
- Likes and Dislikes;
- Life in other countries.

Following on from the delivery of this core vocabulary, a short series of around 8-10 lessons will consolidate pupils' ability across the four key skills of listening, speaking, reading and writing, in line with the Experiences, Outcomes and Benchmarks for Second and Third Level Modern Languages, as set out by Education Scotland. In addition, benchmarked outcomes for Physical Education are provided which have been endorsed by subject specialists in the School of Education at the University of Strathclyde. As such, collaboration with teachers of Physical Education in the participating schools is essential.

Classes are delivered by teachers of French and teachers of Physical Education in the participating schools. Learning and teaching materials are thematically developed in resources which focus on the lives of footballers from throughout the Francophone world and on their countries of origin.

The competition consists of two distinct parts: In the first part, pupils participate in a range of interactive activities to develop their French language skills, including listening exercises based on interviews and conversations with French-speaking players. There are also activities designed to enhance pupils' knowledge of the Francophone world. In the second part, delivered by teachers of Physical Education, pupils are involved in a series of short physical challenges and drills with footballs, including games with instructions given in French. Resources to support Physical Education staff with the language aspect of these drills is provided in the appendices.

A final event will be staged at the University of Strathclyde. This will include presentations by pupils from the participating schools, as well as activities staged in a sports facility. Further details are provided in the Overview of Competitive Elements, below.

Who is it for?

Le Foot et La Francophonie is aimed at BGE French learners in S2 and S3. Participation categories cover Second and Third Levels in order to open the competition to both L2 and L3 French learners. Experiences and Outcomes in Talking and Listening at Second and Third Levels can be found in the appendices.

Why should we do Le Foot et La Francophonie in our school?

Le Foot et La Francophonie gives learners the opportunity to use football as a vehicle to learn about the language, cultures and geography of different French-speaking countries. It highlights the global and interconnected nature of professional sport in a motivating, practical way by delivering language learning through real-life experiences. Le Foot et La Francophonie is a powerful tool that highlights the immediate practical application of language skills, as well as offering a deeper insight into the range of jobs that young people can aspire to in professional sport if they equip themselves with the ability to communicate in another language and develop intercultural awareness.

Outcomes for Pupils

- 1) Increased motivation through linking study of French to interest in football.
- 2) Development of skills, associated with the study of Modern Languages for life, work and global citizenship, including:
 - Literacy;
 - Communication skills;
 - Confidence;
 - Intercultural awareness;
 - Critical thinking;
 - Teamwork;
 - Inclusion and mental wellbeing;
 - Increased empathy and respect for minority communities in Scotland, through focus of project on African countries and footballers.
- 3) Participation in a project with benchmarked experiences and outcomes for French and for Physical Education (cross-curricular collaboration), incorporating Health and Wellbeing.

Outcomes for Participating Schools

- 1) Opportunities for greater pupil engagement with French and increased pupil awareness of career pathways combining modern languages and sports.
- 2) Increased uptake of French and other languages as third-year options, increased uptake of PE, with the potential of a better gender balance in these two subject areas as evidenced by school uptake data, (e.g.) department uptake records, information from [Insight](#).
- 3) CLPL opportunities for teachers through:
 - Development of resources and materials on footballers and the Francophone world;
 - Combination of French teaching with Physical Education (cross-curricular collaboration) within schools;
 - Potential future involvement in developing football-themed resources to promote other languages and regions of the world.
- 4) Opportunity to empower native-speaker pupils (from French-speaking countries) with mentoring responsibilities in the project.
- 5) Sustainable links with other participating schools.
- 6) Article(s) for school websites and bulletins.
- 7) Joint publication of booklet, showcasing work by pupils in French.

Outcomes for Partner Organisations

- 1) Opportunity to engage with schools in SIMD priority areas, with positive impact on health, equality, learning and employability.
 - Health and Wellbeing (integration of Physical Education);
 - Equality (participation of schools in SIMD disadvantaged areas, and with pupils from a range of ethnic backgrounds);
 - Learning (inclusion of benchmarks, experiences and outcomes for Modern Languages and Physical Education, as defined by Education Scotland);
 - Employability (see outcome 2 under Pupils).
- 2) Sustainable project with SCILT, which could be extended to promote other languages and regions of the world.
- 3) Links with schools involved, and potential future partnerships.
- 4) Article(s) for news section of website.
- 5) Joint publication of booklet, showcasing work by pupils in French.

Entrance requirements

- Each school can nominate up to three finalist entries. SCILT judges will shortlist these to select the six teams who will be invited to contest to the final.
- Each team should have a maximum of five members.

- Entries will be judged on their clarity, pronunciation and confidence in the Presentation element, and on their teamwork, respect and inclusive approach in showcasing their Drill.
- Commands used during the Drill should be in French (see Le Foot et La Francophonie website – [Football Commands in French](#)).
- Schools who wish to participate should ensure that staff in Modern Languages can work in tandem with their PE colleagues on delivering this learning so that the project is truly interdisciplinary.
- Prior experience of playing football is not a requirement, rather the competition should be viewed as a way of encouraging learners to experience football as part of Health and Wellbeing. Learners with more experience of the game should support their teammates in this regard.

Objectives and expectations

Role of Teachers

- Register interest in taking part in this year's competition.
- Attend brief information meeting on Thursday, 3rd October.
- Choose classes and groups which will represent your school.
- Confirm your school's participation and the number of pupils taking part.
- Send SCILT a copy of your school logo for promotional purposes.
- Plan your preparatory lessons using the resources provided on the [SCILT website](#), or develop your own resources which can be shared with other schools (see Appendix 2 - Teacher Planner).
- Work with your Physical Education department and establish your staff team. Further support with delivery of football drills may be sought from other school sports partners such as Active Schools coordinators, parent coaches or senior phase pupil coaches.
- Decide which country/player(s) your pupils are going to study and where to focus their presentation(s).
- Help pupils to prepare their video presentation(s), which could include, for example, elements such as role play, interviews, travel vlogging and football commentaries. Examples of past finalist entries can be found on the SCILT website.
- Maintain dialogue with PE colleagues, and any language support, as pupils prepare their football drills.
- Once your teams of pupils have each prepared their presentation and drill, decide which of your groups will represent your school.
- Send completed videos of the Presentation and the Drill to SCILT no later than Monday, 27 March 2023. Please send these as two separate videos.
- Maintain regular communication with SCILT team and update on progress.
- Attend monthly support sessions as required. These will be held on the second Thursday of the month as a general rule, from 3.45-4.45pm.

Role of SCILT

- Publish promotional material and advertise competition.
- Register participants.
- Hold a briefing meeting for interested schools and answer any questions relating to competition.
- Provide access to existing resources, as well as a platform for resource-sharing between participating schools, via Teams.
- Maintain regular contact throughout via MS Team, emails and monthly support sessions in terms 1 and 2 to assist with any issues arising.
- Shortlist finalists and notify them of their place in the final.
- Organise competition final and celebration event in good time.

Support and resources

The original resources developed during the pilot phase of Le Foot et La Francophonie can be downloaded from the [SCILT website](#). We would encourage participating schools to develop new resources and share these via the Le Foot et La Francophonie MS Team, for the benefit of all involved. Please check the Team regularly see which resources have been added or improved.

Overview of Competitive Elements

The project is intended for pupils in S2, but could be used with any year group working at Second or Third Level. Groups of pupils (4-5 pupils per group) will be assessed on two outputs:

- i. a video in French, between 2 and 3 minutes in length;
- ii. a drill with a football or footballs, using commands and instructions in French.

1) Video in French

This will allow groups of pupils to demonstrate teamwork, creativity and originality. There is no expectation of French-language content beyond the experiences, outcomes and benchmarks for Third Level. Videos could feature, for example, elements such as role play, interviews, travel vlogging and football commentaries, and can include props and references to any aspects relating to football and the Francophone world. In the judging of videos, equal weighting should be given to use of French and quality of content. All members of the group should, where possible, appear and/or speak in the video, and all spoken content should be clearly audible.

2) Drill with Football or Footballs

Again, this will allow groups of pupils to demonstrate teamwork, creativity and originality. Each group will design its own training drill with a football or footballs, including clearly audible commands and/or instructions in French. Other equipment (e.g., cones, hoops, hurdles) can be incorporated, if desired. In the judging of the video recordings of the drills, equal weighting should be given to use of French and quality of 'choreography'. All members of the group must take part in the drill.

Putting Forward the Finalist Group(s)

Each participating school can put forward a maximum of three groups to be considered as finalists in the culminating event to be staged at the University of Strathclyde. Each participating school is free to determine its finalists in whichever way best suits the school's timetable and circumstances. For example, class heats and/or school finals could be staged, or a committee could be formed to evaluate all videos and drills. Schools may wish to adopt the scoring format for the final event, as detailed below, but there is no obligation to do so.

Scoring in the Final Event

In the final, scores will be awarded as follows: in a heat involving six groups, the winning video should be awarded six points, the runner-up five points, third place four points and so on. The same format should be used for scoring the drills. Equal weighting will be given to the video and to the drill, and the winning group will be the one with the highest aggregate score for video plus drill. In the event of a tie, a French quiz based on the project + a football challenge (e.g., hit the post or crossbar from the penalty spot) could be used as tiebreakers. All members of the group must take part in any tiebreaker events.

Format of Final

The overall final will take place at the University of Strathclyde. In the first part of the event, each group, in a few words, will introduce itself (in French if possible), and present its video to the panel of judges. Groups will not be asked questions in French after their videos have been shown, though there will be some straightforward questions in English. In the second part of the event, to ensure an element of excitement for those in attendance, the drills will be performed and judged live on the day. Please remember that the instructions for these drills should be given in French.

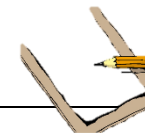
Appendix 1 - Timeline

Date	Task
Fri 30 th Sept 2022	Registration open and schools confirm interest
Mon 31 st Oct 2022	Registrations of interest close
Thurs 3 rd November 2022 (3.45 - 4.45pm)	Initial information meeting with interested schools
Fri 11 th November 2022	Deadline for schools to confirm participation. Schools begin to organise teams.
Thurs 8 th December 2022 (3.45 - 4.45pm)	First monthly drop-in support session for registered schools Platform open for sharing of new resources created by teachers
Thurs 12 th January 2023 (3.45 - 4.45pm)	Monthly drop-in support session
Thurs 9 th February 2023 (3.45 - 4.45pm)	Monthly drop-in support session
Thurs 9 th March 2023 (3.45 - 4.45pm)	Monthly drop-in support session
27th March 2023	Deadline for video entries
End of April 2023	Announcement of finalists
Thursday 1 st June	The Final!

Support Session Dates

Support sessions will be held on the Glow Team, generally on the second **Thursday of every month** from 3.45 - 4.45pm, from November to March.

Appendix 2 - Suggested Teacher Planner – Modern Languages and Physical Education



Lesson	Content	Tasks – Modern Languages	Tasks – Physical Education
Lessons 1-4	Setting the context, skills practice	<ul style="list-style-type: none"> Using PowerPoint on French team, or Belgian team Introduce Competition – which skills will be developed, discuss both parts of the competition (French language, football skills) Remind pupils that use of French language will be an integral part of <i>both</i> elements of the project (Presentation and Drill). Work through activities in your chosen introductory PowerPoint, highlighting the skills that pupils are developing. 	
Lesson 5	Teams	<ul style="list-style-type: none"> Form teams of 4-5 pupils Decide on format for Presentation, which will be recorded This could be, for example, a player interview, match report, game highlights or any other format that will showcase pupils' spoken French. 	PE Lesson 1 <ul style="list-style-type: none"> Same teams of 4-5 pupils (if possible) PE teachers demonstrate possible drills for passing, dribbling, shooting, etc., and/or watch football drills from YouTube to decide on the types of drills that pupils could develop. Compare these to the Football Commands in French to see what kinds of commands pupils may want to use.
Lesson 6	Scripting	<ul style="list-style-type: none"> Script the Presentation, ensuring that everyone has the opportunity to talk in French. Some pupils may find it useful to use helpsheets to guide them. 	PE Lesson 2 <ul style="list-style-type: none"> Design the drill. Include French language from helpsheet. Highlight any commands that pupils may need help to pronounce.
Lesson 7	Practising	<ul style="list-style-type: none"> Pupils should practise their script, paying particular attention to good pronunciation, fluency and clarity of language. Some pupils may decide to make cue cards for support. 	PE Lesson 3 <ul style="list-style-type: none"> Practise the drills AND the French commands (these will be performed live at the Final Event).
Lesson 8	Filming	<ul style="list-style-type: none"> Groups film their presentation. Groups must make sure that the recording is clearly audible, as this will be listened to by the SCILT judging panel who will receive the video by email. 	PE Lesson 4 <ul style="list-style-type: none"> Film the drills, ensuring that any spoken French is clearly audible.



Appendix 3 - Judging Criteria - Second and Third Level outcomes

Group: _____

SECOND LEVEL Criteria	THIRD LEVEL Criteria	Comments	Mark (out of 4, see below)
<p><u>Video Submission</u></p> <ul style="list-style-type: none">• Evidence of research is clear in the video.• Contributions from all group members are clearly defined.• Can include a range of relevant topics, for example<ul style="list-style-type: none">○ nutrition, food and drink○ football competitions○ national teams○ famous footballers• Can speak with some confidence and can engage audience.• Uses creative contexts to showcase French, (e.g.), interview, role play, group presentation, etc.• Presentation is relevant, structured and informative.• Demonstrates engagement with, and understanding of, the topic by including references to the chosen country, for example, references to towns / stadia / kits / famous teams / footballers.			
<p><u>Use of French – Second Level</u></p> <ul style="list-style-type: none">• Delivers a short presentation in simple French, using appropriate pronunciation and intonation, and includes relevant ideas and content.• Communicates by using a range of vocabulary appropriate to BGE Second Level with support such as PowerPoint or cue cards.• Can communicate with the grammatical accuracy expected of BGE Second Level (see below) and convey meaning to a sympathetic listener.	<p><u>Use of French – Third Level</u></p> <ul style="list-style-type: none">• Delivers a short presentation in straightforward French, using appropriate pronunciation and intonation, and includes relevant ideas and content.• Communicates by using a variety of vocabulary and language structures appropriate to BGE Third Level³ with support such as PowerPoint or cue cards.• Can communicate with the grammatical accuracy expected of BGE Third Level		

	(see below) and convey meaning to a sympathetic listener.		
<p><u>Football Drills – Second Level</u></p> <ul style="list-style-type: none"> • Drills are clearly explained and easy to follow in simple French, using appropriate pronunciation and intonation, with accuracy expected of BGE Second Level. • Uses a range of vocabulary in French in line with that of a BGE Second Level learner. • Pupils can speak clearly with confidence and can engage with audience. • Drill involves all members of the group, regardless of prior knowledge of football. 	<p><u>Football Drills – Third Level</u></p> <ul style="list-style-type: none"> • Drills are clearly explained and easy to follow in straightforward French, using appropriate pronunciation and intonation, with accuracy expected of BGE Third Level. • Uses a range of vocabulary in French in line with that of a BGE Third Level learner. • Pupils can speak clearly with confidence and can engage with audience. • Drill involves all members of the group, regardless of prior knowledge of football. 		
<p><u>Physical Education Benchmarks – Second Level</u> Demonstrates understanding of/ engagement with at least 3 Physical Education benchmarks:</p> <p><u>Cognitive Skills:</u></p> <ul style="list-style-type: none"> • Creates and adapts movement sequences independently and with others in response to stimuli. • Demonstrates flair, originality and imagination that contributes to a quality performance. 	<p><u>Physical Education Benchmarks – Third Level</u> Demonstrates understanding of/ engagement with at least 3 Physical Education benchmarks:</p> <p><u>Cognitive Skills:</u></p> <ul style="list-style-type: none"> • Creates movement sequences with precision, independently and with others. • Demonstrates flair, originality and imagination with increasing refinement. 		

<p><u>Personal Qualities:</u></p> <ul style="list-style-type: none"> • Initiates and works co-operatively with others providing support and encouragement. • Demonstrates planning and organisational skills which are conducive to learning. • Contributes to an inclusive ethos, showing mutual respect in practice and performance environments. • Demonstrates understanding of a range of verbal and non-verbal communication skills and applies them appropriately in practice and performance environments. 	<p><u>Personal Qualities:</u></p> <ul style="list-style-type: none"> • Demonstrates the value of positive relationships while working and learning with others. • Demonstrates understanding of the positive link between effort, perseverance, and personal achievement. • Contributes to an inclusive ethos, showing mutual respect in practice and performance environments. • Demonstrates understanding of a range of verbal and non-verbal communication skills and applies them appropriately and confidently in practice and performance environments. 		
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- 4 = Excellent
- 3 = Very good
- 2 = Good
- 1 = Satisfactory

Appendix 4 – Reference Materials for Judging Decisions

Skills, knowledge and understanding covered in the National 2 Course (from N2 Course Unit Support Notes)

Skills, knowledge and understanding	National 2 Unit Title
Show an understanding of aspects of the learner's own community and culture and the community and culture of another country.	Life in Another Country
Understand simple words and phrases in the modern language.	Life in Another Country
Show understanding of simple words and phrases in the modern language in the context of lifestyles and/or education.	Personal Language
Interact with another user of the modern language by communicating and responding in the context of lifestyles and/or education.	Personal Language
Show understanding of simple words and phrases in the modern language in the context of shopping, eating out, travel/touring, accommodation or an equivalent topic	Transactional Language
Interact with another user of the modern language by communicating and responding in the context of shopping, eating out, travel/touring, accommodation or an equivalent topic.	Transactional Language
Show understanding of simple words and phrases in the modern language in the context of work.	Language in Work
Interact with another user of the modern language by communicating and responding in the context of work.	Language in Work

National 3 assessment: Productive Grammar grid – descriptors

National 3 Grammar Grid Descriptors	
Person	The person involved is indicated clearly by pronoun/noun; meaning of the verb is clear
Time	Notion of time may be unclear from the verb; other time words may make timing obvious
Mood/ Modality	Notions of volition (would like to...); being able to; imperatives (must do something...) as learned in common phrases
Commands	Common singular/plural commands
Nouns	Singular/plural indicated by noun, or article or number or ending for common words
Pronouns	If relevant, able to distinguish I/you/we/one as subject or object
Adjectives	My/Your
	Indication of comparative

BGE Level 2 and Level 3 Listening and Talking Experiences and Outcomes

	Second Level	Third Level
Listening for information	<p>I explore the patterns and sounds of language through songs and rhymes and show understanding and enjoyment by listening, joining in and responding. MLAN 2-01a</p> <p>I take an active part in daily routines, responding to instructions which are accompanied by gesture and expression. MLAN 2-01b</p> <p>I can listen to and show understanding of familiar instructions and language from familiar voices and sources. MLAN 2-01c</p>	<p>I can listen to and show understanding of mainly familiar language and instructions from a variety of sources, where the sentences are longer and where there may be more than one speaker. MLAN 3-01a</p>
Listening and talking with others	<p>I explore how gesture, expression and emphasis are used to help understanding. I can listen and respond to familiar voices in short, predictable conversations using straightforward language and non-verbal techniques as appropriate such as gesture and eye contact. MLAN 2-02a</p>	<p>I can listen and respond to others in mainly predictable, more extended conversations using familiar language and non-verbal techniques as appropriate. MLAN 3-02a</p>
	<p>When listening and talking with others, I am developing an awareness of when to listen and when to talk. I am learning new</p>	<p>I can take part effectively in prepared conversations by using a variety of language structures to share information,</p>

	<p>words which I use to share information about myself and others. MLAN 2-03a</p> <p>I can take part effectively in prepared conversations by sharing information about myself and others or interests of my choice, using familiar vocabulary and basic language structures. MLAN 2-03b</p>	<p>experiences and opinions and by offering straightforward reasons for having these opinions. MLAN 3-03a</p>
	<p>I can ask for help confidently using learned phrases and familiar language. MLAN 2-04a</p>	<p>I can support a conversation by asking for help, seeking repetition and asking simple questions. MLAN 3-04a</p>
	<p>I explore simple songs and rhymes and I enjoy learning with others as we talk and listen together. MLAN 2-05a</p> <p>I can participate in familiar collaborative activities including games, paired speaking and short role plays. MLAN 2-05b</p>	<p>I can participate in a range of collaborative activities, including games, paired speaking and structured role plays, in a range of realistic contexts set mainly in a country where the language I am learning is spoken. MLAN 3-05a</p>
Organising and using information	<p>I can deliver a brief presentation on a familiar topic using familiar language and phrases. MLAN 2-06a</p> <p>I have worked with others, using a variety of media including ICT where appropriate, and can contribute successfully to a presentation in English, supported by use of the language I am learning, on an aspect of life in a country where the language I am learning is spoken. MLAN 2-06b</p>	<p>I have contributed successfully to a group to plan and prepare short talks in the language I am learning on topics of personal interest or linked to an aspect of a country where the language I am studying is spoken. MLAN 3-06a</p> <p>I can deliver an individual presentation in the language I am learning, using a variety of media including ICT where appropriate. MLAN 3-06b</p>
Using knowledge about language	<p>I explore comparisons and connections between sound patterns in different languages through play, discussion and experimentation. MLAN 2-07a</p> <p>I can use my knowledge about language and pronunciation to ensure that others can understand me when I read aloud or say familiar words, phrases and short texts. MLAN 2-07b</p>	<p>I can apply my knowledge about language, intonation and pronunciation to:</p> <ul style="list-style-type: none"> • ensure that others can understand me when I pronounce familiar words or phrases • help me work out how to pronounce unfamiliar words • read a short text aloud with accuracy and confidence. MLAN 3-07a

BGE Second and Third Levels - Physical Education, Physical Activity and Sport Experiences and Outcomes

	Second Level	Third Level
Movement skills, competencies and concepts	As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control. HWB 2-21a / HWB 3-21a	
	I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness. HWB 2-22a / HWB 3-22a	
Cooperation and competition	While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals. HWB 2-23a	I am developing the skills to lead and recognise strengths of group members, including myself. I contribute to groups and teams through my knowledge of individual strengths, group tactics, and strategies. HWB 3-23a
Evaluating and appreciating	By reflecting on my own and others' work and evaluating it against shared criteria, I can recognise improvement and achievement and use this to progress further. HWB 2-24a	I can analyse and discuss elements of my own and others' work, recognising strengths and identifying areas where improvements can be made. HWB 3-24a
Physical activity and sport	I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community. HWB 2-25a / HWB 3-25a	
	I have investigated the role of sport and the opportunities it may offer me. I am able to access opportunities for participation in sport and the development of my performance in my place of learning and beyond. HWB 2-26a / HWB 3-26a	
Physical activity and health	I can explain why I need to be active on a daily basis to maintain good health and try to achieve a good balance of sleep, rest and physical activity. HWB 2-27a / HWB 3-27a	
	I can explain the links between the energy I use while being physically active, the food I eat, and my health and wellbeing. HWB 2-28a / HWB 3-28a	