

<b>Student Name:</b>	Vicky Bouché
<b>Date:</b>	TBD
<b>Time:</b>	TBD
<b>Class Level/Name:</b>	Transition Year (TY)
<b>Subject:</b>	French
<b>Lesson No:</b>	2/2
<b>Theme:</b>	Human Rights - Refugees

### I. Learning Intentions

- Students will gain a greater understanding of refugees issues by **listening** to a song in target-language
- Students will **participate** in a quiz which will support their understanding of the refugee crisis
- Students will collectively **organise** an event to display paper boats supporting refugees and promoting human rights and equality in their school or in their community, perhaps on International Human Rights Day, 10 December (or another convenient date).

### II. Success Criteria

- Students will be enabled to challenge stereotypes, attitudes and perceptions
- Students will be able to promote and protect equality and human rights in their school and community
- Students will be able to define their role as a global citizen and apply the concepts of human rights to their own lives

### III. Planning for Literacy

- Oral language (listening and speaking): students will listen to a song in French. Students contribute effectively and appropriately to discussions; students present information clearly and effectively (classroom interactions).
- Writing: students will write messages on paper boats in French and in English.

### IV. Planning for Numeracy

- Students develop an understanding of the role of numeracy in everyday life (refugee statistics)
- Students look for patterns and can identify similarities and differences

### V. Planning for Differentiation

- **Strategies for differentiation** that take place all along the session are: use of drilling and direct targeted questioning; 1-1 help by teacher or peers; mixing visual (powerpoint of “Les réfugiés en Europe et dans le monde”), auditory (song “Rentrez chez-vous”) and kinaesthetic (folding a paper boat) activities to cater for different learning styles.
- **Core:** at the end of the class, all students should be able to recognise the power of taking a “small step” when faced with a problem that seems too large to tackle.
- **Reinforcement:** when creating the paper boats, some students are expected to produce elaborate messages in French and others can use only words.
- **Extension:** to keep the students who need more challenge motivated, students will get the opportunity to learn extensive vocabulary (on the board) and to ask questions.

Content	Methodology	
	Teacher	Student
<p><b>Introduction (10min)</b></p> <ul style="list-style-type: none"> <li>Briefly summarise learning from the previous lesson.</li> <li>What if French people had to leave their country?</li> <li>To draw attention to public opinion and the refugee crisis.</li> </ul>	<p>Key points:            -What is a right? ‘A moral or legal entitlement to have or do something.’            -Discuss the link between rights and responsibility. Explain that rights go hand in hand with responsibilities.            When you have a right, you also have a responsibility to respect that others have that right.</p> <p>I will play the song from the French hip-hop duo Bigflo and Oli.</p>	<p>Students will watch a video-clip from the song “Rentrez chez vous.” They will have to fill in blanks on the lyrics worksheet provided. They will keep track of the refugees Bigflo and Old, using the map.</p> <p>In pairs, students will reflect on the meaning of the sentence “Rentrez chez vous” (“Go back home”). They will have to find two reasons why some people do not want to welcome refugees.</p> <p>Then, we will brainstorm using what we learned about human rights in the previous lesson. We will conclude by saying that human rights are the rights we have as human beings. They belong to all of us, regardless of who we are or where we live, and they cannot be taken away.</p>
<p>Resources: Song - Rentrez chez-vous “<a href="https://enseigner.tv5monde.com/fiches-pedagogiques-fle/rentrez-chez-vous">https://enseigner.tv5monde.com/fiches-pedagogiques-fle/rentrez-chez-vous</a>” + Worksheet</p>		

<p><b>Development One (10min)</b></p> <ul style="list-style-type: none"> <li>Find out about issues of refugees globally and within Europe.</li> </ul>	<p>Using a Powerpoint, I will display multiple-choice questions on the board. We will read all together the correct answer and discuss it. Students will get the opportunity to ask questions.</p>	<p>Students will express their opinions by writing in their mini-board the appropriate answer (a, b, c or d).</p>
<p>Resources: Powerpoint “Les réfugiés en Europe et dans le monde” (based on the quiz created by the European Commission) + Mini-whiteboards (one per student)</p>		
<p><b>Development Two (15min)</b></p> <ul style="list-style-type: none"> <li>Taking action: challenging the use of derogatory language and misinformation about refugees, migrants and immigrants.</li> </ul>	<p>What responsibility do individuals have to respond to the needs of refugees? What can an individual do to help?</p>	<p>Based on Bern O’Donogue’s art project, students will be invited to created paper boats with messages on them. Using the template, students will have to think about a message (in French or in English) they would like to deliver to other students and the community. The paper boats will then be displayed in the school.</p>
<p>Resources: <a href="http://www.bernodonoghue.com/dead-reckoning">http://www.bernodonoghue.com/dead-reckoning</a> + paper boat templates</p>		
<p><b>Summary and Conclusion (5min)</b></p> <p><b>Conclusion</b></p>	<p>Using the website <a href="https://www.menti.com">menti.com</a>, I will create a word cloud with students’ answers. This can be done in English or French.</p>	<p>Students to pick three words they associate with “Human rights.”</p> <p>We will then compare how students’ perceptions of Human rights might have changed since the first lesson.</p>
<p>Resources: <a href="https://www.menti.com">https://www.menti.com</a></p>		

# Worksheet "Rentrez-chez vous"

PAROLES DE CLIPS

TV5MONDE

Fiche apprenant

« Rentrez chez vous »

A2

## UN CERTAIN REGARD

→ **Activité 3 : écoutez la chanson et retracez le parcours de Bigflo et Oli. Avec qui voyagent-ils ? Quels moyens de transport sont utilisés ? Quelles sont les indications de temps données ?**



Bigflo

### Couplet 1

Il part de \_\_\_\_\_. Il est \_\_\_\_\_. Demain matin, il va prendre un \_\_\_\_\_ pour rejoindre sa \_\_\_\_\_.  
Ça fait \_\_\_\_ jours qu'il n'a pas de nouvelles de son frère.

### Couplet 3

Il est dans le \_\_\_\_\_. Il rencontre une \_\_\_\_\_.  
Ça fait \_\_\_\_ jours qu'il n'a pas de nouvelles de son frère.

### Couplet 5

Il arrive au port de \_\_\_\_\_ avec la \_\_\_\_\_ dans ses bras.  
Avec un passeur et d'autres passagers, il va prendre un \_\_\_\_\_ gonflable.  
Il meurt dans la \_\_\_\_\_ Méditerranée.  
Il \_\_\_\_\_ aura plus \_\_\_\_\_ de nouvelles de son frère.



Oli

### Couplet 2

Il part de Toulouse. Il prend le \_\_\_\_\_. Il est avec sa \_\_\_\_\_.  
Ça fait \_\_\_\_ jours qu'il n'a pas de nouvelles de son frère.

### Couplet 4

Ils vont aller à \_\_\_\_\_. Dans le port, il voit le \_\_\_\_\_. Et ils prennent ce \_\_\_\_\_.  
Ça fait \_\_\_\_ jours qu'il n'a pas de nouvelles de son frère.

### Couplet 6

Il arrive dans un camp provisoire. La ville de \_\_\_\_\_ lui manque. Il est séparé de son \_\_\_\_\_. Sa \_\_\_\_\_ s'endort dans ses bras.  
Le lendemain, il prend le \_\_\_\_\_. C'est la première fois qu'il a vraiment \_\_\_\_\_.

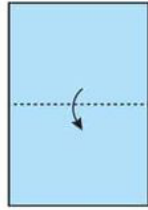


Bern O'Donogue's work:

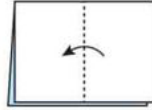


Folding a paper boat:

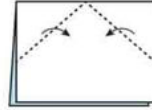
PAPER BOAT TEMPLATE



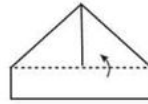
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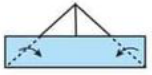
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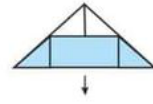
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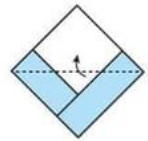
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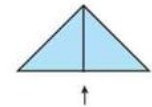
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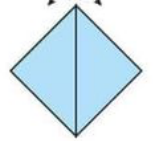
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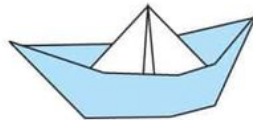
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