

Lesson Plan

Financial Literacy in Grades 6 & 7 French as a Second Language and the Arts (drama) Core French – At the Market

Students build their understanding of personal financial planning by participating in a role play. Using age-appropriate French vocabulary, students will take on a range of roles of shopping, selling goods or greeting people in a market. They gain an understanding of value for money by budgeting to buy all items required, negotiating prices and practicing comparison shopping skills. Students consider the role of citizens and the impact of personal decisions as they consider social, environmental and economic impact of decisions (e.g., market vs. grocery store, knowing where products come from, support for local producers). They build their understanding of the nature of money by looking at another currency (the Euro).

Curriculum Expectations

[Click here](#) to access expectations written out in full for Grade 6 and 7

Grade 6 French As a Second Language: Core French

Oral Communication

- participate in dialogues about familiar topics, and listen to and talk about short oral texts;
- identify and use the vocabulary and the grammar and language conventions appropriate for this grade level.

Grade 7 French As a Second Language: Core French

Oral Communication

- communicate information and ideas in writing in structured and open-ended situations for different purposes
- identify and use the vocabulary and the grammar and language conventions appropriate for this grade level.

Grade 6 and 7- The Arts (drama)

B1. Creating and Presenting

- apply the creative process to drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives

Creating and Presenting

B1.1

B1.2

Learning Goals

By the end of this lesson, students will be able to:

- use French to role play purchasing from a market food and other items required for a picnic (comparing prices, negotiating good deals)
 - *Je peux parler en français*
 - *Je peux acheter des produits*
 - *Je peux comparer les prix*
 - *Je peux négocier un meilleur prix*

Sample Success Criteria

- I act in my role and have conversations in French about buying food
 - *Je peux participer à une discussion/négociation dans un jeu de rôle*
- I plan how to spend money within a budget to buy food in the market
 - *Je peux respecter mon budget quand je fais mes achats*
- I use French vocabulary to talk about the things that influence my decisions about what I buy (e.g., price, locally produced, convenience, economic impact, environmental impact)
 - *Je peux utiliser le vocabulaire nécessaire pour communiquer mes idées et opinions*
- I use drama techniques to realistically play a role
 - *Je peux participer dans un jeu de rôle en respectant la situation*

Readiness

Before this lesson, students will be able to:

- use appropriate vocabulary and sentence structures (e.g., questions, numbers, professions, foods, use of expressions using vouloir and pouvoir to indicate needs and wants, double verb constructions, demonstrative adjectives)
- use mathematics skills to keep track of spending within total money available
- have some experience working in groups and working in role

Terminology

- Related vocabulary – post on a Word Wall. [See Vocabulary List](#)
- Cue cards for each role with relevant vocabulary [See Role Cue cards](#)

Materials

- Pictures of markets in France
- [Role cards](#)
- [Vocabulary cues](#) on Word Wall
- Food and bric-à-brac items (baskets, blankets, etc.)
- Chairs/tables/desks (to create market)
- Pen/paper/calculator
- Personal notes (unit notes)
- Set up classroom like a market with food and signs on desks

Minds On

Whole Class – Student-led vocabulary review

Select a student leader to review relevant vocabulary by asking peers to respond to questions e.g., “*Comment dit-on “to buy” en français?*” “*Qu’est-ce que vous voulez acheter?*” “*Où est-ce qu’on achète de la viande?*”

Whole Class – Learning Goal and Success Criteria

Introduce Learning Goal and co-construct success criteria for the role play in the market.

Whole Class – Re-cap and Match

Recap concepts from previous lessons (e.g., vocabulary for negotiating, good value, value for money, sales, “up sell”). Remind students about how they will be using this vocabulary in the market activity and that they will have tools to support them ([Role cards](#), word wall, peers).

Distribute words/phrases from previous lesson on cards, one per student. Half of the words are in English and half are in French. Students move around room trading cards. On a signal, they ask questions in French to find the match to their card – French vocabulary with picture or English translation. When they find the match, they practice saying the French word/phrase as a part of a dialogue. Repeat, moving, switching, practicing.

Whole Class – Setting the Scene

Set the scene for Market activity by playing some “market music” and showing some pictures of a French market. In the video, the brief clip of music we hear is from Ray Ventura et ses Collégiens, *Fantastique*, France, 1931.

The Scene: “*C’est 5h du matin.*” (5 a.m.) Students will play roles of buyer, seller or market manager.

Distribute [Role cards](#) to students representing their roles in the market. [Role cards](#) provide students with questions or prompts relevant to their role in order to support dialogue.

Give students a few minutes to review these [Role cards](#) and practice the [vocabulary](#) on the card and on the wall word.

Action!

Whole Class Experiential Learning – In the Market

Set up market before students enter the class.

Students will be playing one of the following roles. The different factors described are included on their role/cue card:

- Buyer – Budgets vary for buyers. Some are shopping as “students” and some are shopping as professionals with more money. There is also a range in the number of people for whom the buyers are shopping. Some buyers also have a time limit to make their purchases.
- Seller – Some sellers are provided with prices of their goods. Some sellers are not provided with prices so they need to set their own prices and negotiate with customers. Sellers are encouraged to consider how to balance having “sales” or negotiating prices with buyers.
- Market manager – Market managers have the role of checking in with both buyers and sellers, offering greetings and talking with people in the market.

Students will be collecting the food items they need to create a picnic lunch. Buyers will keep track of how much they have spent with awareness of how this fits within their overall budget. Sellers will keep track of how much they have earned with their sales.

Connections

Assessment of Learning (AoL)

- Observation checklist (use of French, use of vocabulary)



Differentiated Instruction:

- Provide direct support during activity as needed.

Connections

Guiding Questions:

- *Quels sont les mots et expressions nécessaires pour parler en français?*
- *Où est-ce qu’on peut trouver le vocabulaire pour parler en français?*
- *Est-ce que c’est trop cher?*
- *Est-ce que tu peux négocier?*

Assessment for Learning (AFL)

- Teacher observation of student use of French vocabulary while participating in the role play.



Differentiated Instruction:

- Students select roles in consultation with teacher based on interest and student profile. Some students receive direct support during activity. Some are partnered with another student, and more vocabulary/less vocabulary prompts given.

Whole Class – Review and Reflection

La rétroaction – Students provide feedback on the experience, and teacher provides feedback to students based on what was achieved/demonstrated during the lesson.

Assist students to self-assess their participation based on the success criteria.

Guiding Questions:

- I act in my role and have conversations in French about buying food
 - *Je peux participer à une discussion/négociation dans un jeu de rôle*
- I plan how to spend money within a budget to buy food in the market
 - *Je peux respecter mon budget quand je fais mes achats*
- I use French vocabulary to talk about the things that influence my decisions about what I buy (e.g., price, locally produced, convenience, economic impact, environmental impact)
 - *Je peux utiliser le vocabulaire nécessaire pour communiquer mes idées et opinions*
- I use drama techniques to realistically play a role
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Continue the discussion with some additional guiding questions.

- What went well? What would you do differently the next time? (*Qu'est-ce que vous avez bien fait? Qu'est-ce que tu ferais la prochaine fois? (Qu'est-ce qui a bien marché?)*)
- Did you speak French? (*As-tu parlé en français?*)
- Did you use a lot of French words and phrases while in the market? (*Est-ce que tu as utilisé beaucoup de vocabulaire et de phrases différentes pendant l'activité?*)
- What did you learn at the market? (*Qu'est-ce que tu as appris au marché?*)
- Did you enjoy your experience at the market? Why? (*Est-ce que tu as aimé cette activité? Pourquoi?*)

Reflect with students on related issues, based on their experience.

Guiding Questions:

- Was it difficult with only 20 Euros? (*Est-ce que c'était difficile avec seulement 20 euros?*)
- What did you do if you did not have enough money? (*Qu'est-ce que tu as fait quand tu n'avais pas assez d'argent?*)
- How could you help the farmers and food producers in our region? (*Comment aides-tu les fermiers/les producteurs de notre région?*)

Whole Class – Celebration and Eating

Students sit down for a picnic lunch. As they enjoy eating and sharing the food they purchased, students continue to use French vocabulary.

The teacher will walk around to the groups and encourage additional reflection and conversation in French (e.g., ask if they got enough food, did they have enough money, did they successfully negotiate a lower price, how was purchasing their food at a market helpful to local producers, how did they make decisions about what to buy, what made the decisions easy/difficult, did they find it challenging to work with a different currency?)

A&L Assessment as Learning (AaL)

- Student self-assessment of participation based on reflective questions posed by the teacher (connected to the co-constructed success criteria)

**Differentiated Instruction:**

- Provide more/fewer vocabulary prompts as needed

Curriculum Expectations

Financial Literacy in Grade 6 and 7 French as a Second Language

Core French—At the Market

French as a Second Language (1998)

Grade 6

- participate in dialogues about familiar topics, and listen to and talk about short oral texts;
- identify and use the vocabulary and the grammar and language conventions appropriate for this grade level.

Oral Communication

- ask and answer simple questions using complete sentences (e.g., *Quelle est ton adresse?*);
- give an oral presentation of ten to fifteen sentences in length (e.g., *the results of a survey*)

The Arts - Drama (2010)

B1. Creating and Presenting: apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives;

B1.1 engage actively in drama exploration and role play, with a focus on identifying and examining a range of issues, themes, and ideas from a variety of fiction and non-fiction sources and diverse communities, times, and places (e.g., *adapt roles and develop improvised scenes based on human rights issues and/or environmental issues such as species extinction; dramatize opinions about cultural appropriation; role-play historical characters; prepare a presentation about peace for Remembrance Day; use choral speaking and role playing to interpret poetry*)

Teacher prompts: “What do you hope to learn about this character through role playing?” “What is the theme of our drama?” “How could you use the drama conventions of hot seating or voices in the head or thought tracking to develop a deeper understanding of a character’s intentions and motivations?”

B1.2 demonstrate an understanding of the element of role by selectively using other elements (e.g., *time and place; relationship; tension*) to build belief in a role and establish its dramatic context (e.g., *develop a character in the context of a courtroom drama: judge, lawyer, witness, juror, the accused*)

Teacher prompts: “What elements are critically important to build belief in the drama?” “What will the jury be doing when the accused person enters?” “How will we know where and when the action is taking place?” “How can tension be created in this scene?” “What different points of view will be represented by the different roles?”

Grade 7

- communicate information and ideas in writing in structured and open-ended situations for different purposes
- identify and use the vocabulary and the grammar and language conventions appropriate for this grade level.

Oral Communication

- use language appropriately in a variety of rehearsed, routine, and open-ended situations (e.g., *a cassette letter, an anti-smoking or anti-drinking message*)
- give an oral presentation of fifteen to twenty sentences in length (e.g., *report on reading material*)

B1. Creating and Presenting: apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives;

B1.1 engage actively in drama exploration and role play, with a focus on examining multiple perspectives related to current issues, themes, and relationships from a wide variety of sources and diverse communities (e.g., *identify significant perspectives related to an issue such as peer pressure, treaty rights, or cultural identity, and assume roles to express the different perspectives; use prepared improvisation to communicate insights about life events and relationships; use thought tracking and symbolic artefacts to present a persona associated with a past historical event*)

Teacher prompts: “What drama conventions (e.g., *mime, overheard conversation, a day in the life*) could you use to inform the audience about the events leading up to the issue? What roles should be adopted to represent the range of perspectives related to the key themes of our drama (e.g., *differing world views of Europeans and Aboriginal people at the time of contact*)?”

B1.2 demonstrate an understanding of the elements of drama by selecting and combining several elements and conventions to create dramatic effects (e.g., *develop a drama presentation incorporating a series of tableaux, a group soundscape, a movement piece, and a rap/song*)

Teacher prompts: “Which convention will you use to begin the piece? End the piece?” “What roles could be introduced to explore the relationships in more detail?”

Role Cue Cards

Vocabulary and prompts for Roles in the Market

MARKET MANAGER

Roles:

- Je suis le patron du marché. Je surveille ce qui se passe au marché. Je dis « Bonjour! » aux acheteurs et fais certain que les marchands travaillent fort!

Vocabulary:

Bonjour!
Comment ça va?
Est-ce que tout va bien?
Est-ce que vous avez tout trouvé?
Est-ce que je peux vous aider?
Bonne journée! Au revoir!

SELLER

Roles:

- Je travaille au marché. Je suis un(e) fermier/fermière. Je vends des fruits.
- Je travaille au marché. Je suis un(e) fermier/fermière. Je vends des légumes.
- Je travaille au marché. Je suis le boulanger/la boulangère. Je vends du pain et des baguettes.
- Je travaille au marché. Je vends des choses bric-à-brac, comme les couvertures et les paniers – parfaits pour les pique-niques! Je n'aime pas négocier!
- Je travaille au marché. Je travaille à la confiserie. Je vends des bonbons. Miam Miam!
- Je travaille au marché. Je travaille à la boucherie. Je vends de la viande. J'ai aussi des œufs à vendre aujourd'hui. La laiterie est fermée aujourd'hui. Le garçon est malade.
- Je travaille au marché. Je travaille à la pâtisserie. Aujourd'hui je vends des biscuits – sans noix! Ils sont chers, mais délicieux!

Vocabulary:

Bonjour!
Est-ce que je peux vous aider?
Est-ce que vous voulez acheter _____?
Je vends _____.
Ça coûte € euros (et centimes).
Est-ce que c'est tout?
Merci! De rien!

La négociation:

Il y a une solde 2 pour 1.
C'est mon dernier prix!

BUYER

Roles:

- Je suis au marché pour acheter mon déjeuner. Je vais manger avec mes amis! J'ai seulement 5 euros à dépenser! Je dois négocier pour les prix moins chers.
- Je suis au marché pour acheter mon déjeuner. Je vais manger avec mes amis! Je n'aime pas le jambon!
- Je suis au marché pour acheter mon déjeuner. Je vais manger avec mes amis! J'ai seulement 5 minutes à magasiner! Je suis en retard! Vite! Vite!
- Je suis au marché pour acheter mon déjeuner. Je vais manger avec mes amis! Je ne peux pas manger les noix, alors tout ce que j'achète doit être sans noix.
- Je suis au marché pour acheter mon déjeuner. Je vais manger avec mes amis! J'ai 20 euros à dépenser!
- Je suis au marché pour acheter mon déjeuner. Je vais manger avec mes amis! J'aime les légumes.
- Je suis au marché pour acheter mon déjeuner. Je vais manger avec mes amis! J'ai beaucoup d'argent dans mon porte-monnaie/sac à main!
- Je suis au marché pour acheter mon déjeuner. Je vais manger avec mes amis! J'ai faim!
- Je suis au marché pour acheter mon déjeuner. Je vais manger avec mes amis! Je dois acheter de la nourriture pour moi et mon ami(e).

Vocabulary:

Bonjour!

Je veux/Je voudrais _____.

Qu'est-ce que vous vendez?

Ça coûte combien?

Ce n'est pas cher. C'est cher! C'est trop cher!

C'est du vol!

Je le/la/les prends!

Qui, c'est tout. Merci!

Je regarde seulement.

La négociation:

Est-ce que je peux acheter _____ pour _____ € euros/centimes?

Vous me faites un prix, si j'en prends deux?

Vocabulary list

Core French—At the Market

Les nombres 1-100 (pour l'argent)	Acheter
Je veux...	Vendre
Je voudrais	Ce, cet, cette, ces
J'ai besoin de...	L'argent
Je n'ai pas assez d'argent...	Les billets
C'est combien?	Les pièces (change)
C'est trop cher.	La banque
Ce n'est pas cher.	Le marché
Je le/la/les prends.	Le kiosque
Est-ce que c'est tout?	Bric-à-brac
C'est tout. Merci!	Sac à main/porte-monnaie
Est-ce que je peux vous aider?	La boucherie
Puis-je vous aider?	La boulangerie
Je regarde seulement.	La confiserie
Euro(s)	La fromagerie
Centimes (cents, used in France)	La maison de fruits et de légumes