

## Cluster 8B- Gala d'Upcycling

### Upcycling Gala

## Lesson 2

Grade: 8 FSL	Duration: 1h	
<b>Specific Learner Outcomes:</b>	<b>Learning Objective:</b>	<b>Assessments:</b>
<i>Language Strategies</i> <ul style="list-style-type: none"><li>- Organize ideas using schemata</li><li>- Prepare for the task (e.g., organize materials)</li></ul> <i>Written Production</i> <ul style="list-style-type: none"><li>- name, label, list, in written form, providing some details, in a defined, structured and modelled fashion, resulting in a prepared message, that is comprehensible and accurate</li></ul>	Students will be able to define 'upcycling' by sorting examples and non-examples of the concept.  Students will be able to choose materials for the creation of a gala costume.  Students will be able to create a plan for their Upcycling Gala clothes.	Formative Assessment: Written plan 8B-11.

### Preparation required:

- Print off resource 8B-8 (1 for every student)
- Print off resource 8B-9 (1 for every student)
- Load or print off resource 8B-10
- Print off resource 8B-11 (1 for every student, 2 per sheet)

### Introduction (10 minutes):

Hook/Attention grabber: "*Bonjour tout le monde! Si je vous demande comment définir le recyclage, qu'est-ce que vous diriez?*" - Good morning everyone! If I asked you how you would define 'recycling,' what would you say?" This small discussion may be carried in either language according to students' ability and the teacher's discretion.

Introduction: "*Aujourd'hui, nous allons étudier le recyclage et sa variation, upcyclage.*" - Today, we will learn about recycling and its variant, upcycling." Explain that most recycling in its first known form is

considered more downcycling than anything.

Downcycling: *“Où les objets usés sont démolis pour créer de nouveaux objets de plus faible qualité. - Where used items are broken down to make items of lesser value.”*

Upcycling: *“Où les objets usés sont combinés ensemble pour créer de nouveaux objets de plus haute qualité. - Where used items are put together to make items of greater value.”*

Moving forward students will engage in sorting out the two types of recycling by reading and answering comprehension questions.

### **Pre-task (25 minutes):**

Hand out resource 8B-8 and have students read the statements and identify if it is an example of ‘downcycling’ or ‘upcycling.’

Hand out 8B-9. Students will sort the recycled item terms on the sheet into five categories - metal, fabric, plastic, paper/cardboard and other. The sorting can be done by writing the words out or by cutting and gluing them into the appropriate columns. This will help familiarize students with the vocabulary that will be used in the construction of their outfits.

Load or distribute resource 8B-10. As a class, go over the examples of plans that were created for the project. Have students identify vocabulary that would be key when creating the plan. Students will need to be familiar with clothing and recyclable material terms. For the plan students will need to be able to identify what clothing item they will construct, what recyclable materials they will use, and produce an image of what they hope their finished piece will look like.

\*How resource 8B-10 is used is at the teacher’s discretion. 8B-10 is designed to be an example of what the task should look like. It can be solely used a resource that is presented to the class or students could each get a copy of the resource.

### **Task (25 minutes)**

Hand out 8B-11. Students will need to create a drawing of their desired clothing item or items, what clothing item or items they will construct, and the materials required. Highlight that upcycling is the goal here and the materials should all be recyclable. Students’ plans should be in French (this task aims to communicate intended actions and needed materials to the teacher). Students’ can reference 8B-10 for examples of how to complete the task.

**Important:** At the point where you as the teacher receive the plans, you will have to gather materials (if you have chosen to do so), teach any necessary skills to accomplish the implementation of the plans (sewing, how to tape without the tape being seen, stapling safety, safety pin safety, scissors safety, etc.). It is up to you as the teacher to determine if you will be giving class time for the clothing items to be built or if they will build their clothing items for homework. This is a prime opportunity to make cross-curricular connections.

**Post-task (Subsequent lesson):**

During the post-task, it is up to you as the teacher to determine what elements students struggled with or were brought up in the task. Examples include vocabulary, pronunciation, or grammatical elements.

The post-task is also a great time to have students share their accomplishments from the task.

The post-task for this lesson might address the following:

- Simple sentence construction using the sentence starter, "*J'ai besoin.*"
- Review of new vocabulary terms (clothing, recyclable materials)

**Differentiation/Accommodation:**

- To accommodate this lesson for a lower level, plans can be completed in English simply using the French prompts.
- To accommodate this lesson for a higher level, discussions can be held in French.