

LESSON 5 - Protecting the Environment

Grade: 6 FSL	Duration: 1 hour	
Specific Learner Outcomes:	Learning Objectives:	Assessments:
<p>Knowledge of Vocabulary</p> <p>demonstrate an understanding of vocabulary associated with:</p> <ul style="list-style-type: none"> ● Protection of the environment <p>Language Learning Strategies:</p> <ul style="list-style-type: none"> ● collaborate with others to build confidence and exchange information 	<p>Students will be able to use vocabulary related to protecting the environment.</p> <p>Students will be able to identify parts of the environment that are important to them and ways to keep them protected.</p>	<p>Formative assessment of presentations.</p> <p>Optional: collect the cloze worksheets to assess students listening comprehension.</p>

Preparation Required:

- Print graphic organizer (one for each student) B - 5.18
- Print graphic organizer example (one for teacher) B - 5.19
- Print listening cloze worksheet (one for each student) B - 5.20

Introduction (5 minutes)

Hook/Attention grabber: « *Salut, les amis!* Yesterday we talked about the dangers to the environment. Who can remind me of some dangers in our environment?»

Introduction: "Today we are going to focus on some ways *nous pouvons protéger notre environnement!*" Ask the students what are some ways that they actively try to protect the environment.

Pre-Task (30 minutes)

Now ask the students "What are some activities that you enjoy doing outside?" Ask them to personally think of a few 2-3 activities that they may enjoy doing out in nature. (i.e. I enjoy playing with my dog outside, I enjoy swimming, I enjoy hiking, I enjoy mountain biking). Write what the students come up with on the board. (Optional: You can choose to provide the French equivalent beside it.) We have come up with some potential outdoor activities that may come up.

Fishing - *Faire de la pêche*
Hiking - *Randonnée*

Walking - *En marchant*
Biking - *Cyclisme*
Swimming - *La natation*
Camping - *Camping*
Boating - *Nautique*
Skiing - *Ski*
Climbing - *Escalade*
Golfing - *Golf*
Skateboarding - *Faire de la planche à roulettes*
Playing sports - *Faire du sport*
Playing with my dog - *Jouer avec mon chien*

State that the environment is a key component to many of the activities they enjoy doing. In order to continue to do these activities, they are going to need to make sure that the environment is protected. Brainstorm with your students, ways you can protect the environment in order to protect these activities. Below we have provided a list of things that people can do to help the environment. This vocabulary should be added to the students dictionaries, as it is important for their performance task. It could also be beneficial to point out the similarities between the English and French vocabulary.

Reuse - *Réutiliser*
Reduce - *Réduire*
Recycle - *Recycler*
Conserve water - *Économiser l'eau*
Compost - *Compost*
Consume less - *Consomme moins*
Carpool - *Covoiturage*
Bike instead of drive - *Vélo au lieu de conduire*
Buy local - *Acheter local*
Buy second hand - *Acheter d'occasion*
And any other potential vocabulary that may come up.

Once you have completed the brainstorming process - fill in one of the graphic organizers together as a class. Look at the graphic organizer example (resource [___](#)) to use as a guide for you while you are creating your own with your class.

Task (15 minutes)

Hand out one graphic organizer to each student. Instruct them to pick one of the things they enjoy doing outside the most and list a few potential environmental issues that could be related to that activity. (i.e. If you enjoy hiking, an issue could be people littering on the trails, urbanisation creating less areas for hiking, If you enjoy swimming, then water pollution could be an issue. Or if you enjoy skiing, there may not be as much snow due to warmer temperatures (global warming) and melting snow). Encourage the students to link the issue to one of the global issues discussed last class in French. After each student has identified an activity and some potential issues, have them get in small groups or pairs with people who have similar interests in outdoor activities. They will then be instructed to come up with potential solutions to their problems. Provide them with some French question and response prompts to help them discuss in French.

“What do you think?” - “*Qu’est ce-que tu penses?*”

“I think that...” - “*Je pense que....*”

Once the groups/partners have come up with a solution and filled in their graphic organizers, they will present their problems and solutions to the class to give their peers ideas with how they can help the environment. During this time, the students listening will need to be filling in the cloze worksheet (resource ____). For this, students will listen to the presentations and pick three problems and solutions from what they heard to write down. (If you want your students to fill in more, then you will need to print more worksheets.) This becomes a listening activity because the students will need to listen to the presentations to write down the problems and solutions of some of the groups.

Post-Task (10 minutes)

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:

- Specific vocabulary for protecting the environment. (i.e. *réutiliser, réduire, recycler*)
- Pronunciation from the presentation portion of the task.

Differentiation/Accommodation:

- To accommodate this lesson for a lower level... have the students use their dictionaries and translation apps during the task.
- To accommodate this lesson for a higher level... have the students use no assistive resources during the task.