

KS3 Modern Languages Lesson 1 – Lesson Plan

Northern Ireland Curriculum Statutory Requirements - KS3 Modern Languages

Objective 1: Developing Pupils as Individuals

Key Element: Personal Understanding

Young people should have opportunities to:

- Communicate an understanding of self, for example, making introductions; conveying information; giving descriptions; discussing habits; stating preferences; justifying opinions; reporting recent events; expressing future intentions.
- Activities might involve stating leisure preferences; producing a multi-media presentation on a recent or upcoming holiday; producing a digital web log (blog) diary.

Key Element: Mutual Understanding

Young people should have opportunities to communicate an understanding of others, for example, by seeking and responding to info; enquiring about habits; finding out attitudes, feelings, wishes, hopes; comparing and contrasting; making invitations and suggestions; negotiating arrangements; accepting and declining. Activities might involve conveying details about family; devising questionnaires and presenting findings; using role-play to make suggestions and arrangements.

Introduction

The following two lesson ideas achieve the above objectives while incorporating positive messages related to LGBT themes, designed to acknowledge and support people who identify as LGBT.

KS3 ML Lesson 1 - Algunos de mis cosas favoritas

Model a young person writing about a favourite sports player, performer or television show and justifying their opinion, and invite pupils to write their own preferences with a justification.

Below are some examples referencing LGBT issues that could be translated into the target language:

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| <ul style="list-style-type: none"> • I think Lady Gaga’s music is great and I admire her as she stands up for young LGBT people. • My favourite sport is rugby and my favourite player is Gareth Owens. He is 36 years old, and is currently playing for the Crusaders in Europe’s Super League. He has improved diversity in sport as he came out and now works to end homophobia. • My favourite singer is Joe McElderry. His voice is very powerful and his songs cheer me up. In his personal life I think he is brave and strong as he came out after winning X-Factor and is a great role model for young gay people. | <ul style="list-style-type: none"> • My favourite sport is cricket and for me the best player is Steven Davies. He has played Twenty20 cricket for England. He recently came out. I admire him because he did it to help young LGBT people. • My favourite television show is Glee. It has great characters and fantastic music. It includes important topics like teenage pregnancy, family crises and homophobia. The Glee club has lots of different types of people. They all have fun and are shown acceptance. |
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KS3 Modern Languages Lesson 1 - Worksheet 1

Choose **THREE** adjectives **IN FRENCH** from the list given below, which are suitable for each person.

Joe McElderry	Leona Lewis	Lady Gaga
1.	1.	1.
2.	2.	2.
3.	3.	3.
President Obama	Wayne Rooney	Jodie Foster
1.	1.	1.
2.	2.	2.
3.	3.	3.
Alexandra Burke	Stephen Fry	Gareth Thomas
1.	1.	1.
2.	2.	2.
3.	3.	3.

Masculine	Feminine	English	Masculine	Feminine	English
Actif	active	active	paresseux	paresseuse	lazy
affreux	affreuse	terrible	pessimiste	pessimiste	pessimistic
agréable	agréable	pleasant	Sage	sage	wise
amusant	amusante	amusing, fun	Sympa	sympa	nice
Bavard	bavarde	chatty	Timide	timide	shy
Bête	bete	stupid	Triste	triste	sad
branché	branchée	trendy	travailleur	travailleuse	hard-working
Sportif	sportive	sporty	Vif	vive	lively
célèbre	célèbre	famous	important	importante	important
content	contente	happy	Inquiet	inquiète	anxious
desagréable	desagréable	unpleasant	intelligent	intelligente	intelligent
Drôle	drôle	funny	maladroit	maladroite	clumsy
étrange	étrange	strange	malheureux	malheureuse	unhappy
Fier	fière	proud	méchant	méchante	naughty
Fou	folle	mad, crazy	nerveux	Nerveuse	nervous

KS3 Modern Languages Lesson 2 – Lesson Plan

KS3 ML LESSON 2: Tout sur moi

In achieving Key Element Mutual Understanding, the traditional 'pen-pal' method of teaching the target language can be used while incorporating LGBT themes. Students are given a letter / e-mail to translate and then respond to. The letter / e-mail, gives information about family, self, preferences, and future plans. Options for incorporating LGBT themes include

- | | |
|---|---|
| <ul style="list-style-type: none">- Rather than describing the traditional family with a mother and father, the pen-friend has same-sex parents (two mums or two dads).- The pen-friend tells your pupil that s/he identifies as LGBT and talks about attending a local youth group for young gay teenagers.- They may say that when they grow up they hope to be a teacher / football player, to marry and have children. This would be encouraging and reassuring to any young person wondering if they are LGBT as it conveys the idea that a family of their own is a realistic hope. It is also useful in reinforcing for all pupils the idea of equality among a diverse range of families. | <ul style="list-style-type: none">- The pen-pal describes his / her siblings; they have a sister or brother who identifies as LGBT and their boyfriend / girlfriend comes for dinner after school sometimes and helps the pen-pal with their homework. This scenario is again valuable in conveying the integration into everyday family life of the sibling's partner, in much the same way as might happen if the partner were of the opposite sex. This gives reassurance to young LGBT people and conveys the expectation that this is how any partner of a member of the family should be welcomed and involved. |
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KS3 Modern Languages Lesson 2 - Worksheet 1

LES FAMILLES

Fill in each gap with the correct member of the family. Choose from the answers given below.

1. Kylie Minogue est _____ de Dannii Minogue.
2. Ellen de Generes est _____ de Portia de Rossi.
3. Samantha Cameron est _____ de David Cameron.
4. Dans l'émission 'Desperate Housewives' Bob est _____ de Lee.
5. Cher est _____ de Chas Bono.
6. Eamon Farrell est _____ de Colin Farrell.
7. Zachary Furnish-John est _____ de Elton John.
8. Kelly Osbourne est _____ de Sharon Osbourne.
9. La Reine Elizabeth II est _____ du Prince William.
10. Conrad Hilton est _____ de Paris Hilton.

le frere	la soeur	la fille	la femme	le mari
la mere	le fils	le grand-pere	la grand-mere	le pere

KS3 Modern Languages Lesson 3 – Lesson Plan

Können Sie helfen?

Northern Ireland Curriculum Statutory Requirements - KS3 Modern Languages

Objective 1: Developing Pupils as Individuals

Key Element: Moral Character

Young people should have opportunity to show a willingness to contribute to a positive learning environment, for example, describing positive behaviour; empathising; expressing thanks / sympathy / encouragement / apologising

Key Element: Spiritual Awareness

Young people should have opportunities to discover how second language learning can inspire an awareness of cultural similarities and differences, for example, sharing common interests / experiences through exchanges; e-mails etc. Activities might include negotiating a set of classroom rules in the target language; describing an ideal friend

Introduction

This lesson provides cross-curricular links with LLW Personal Development and would be a useful lesson to use during Northern Ireland Anti-Bullying Week (November 14th – 18th 2011).

Through supporting and advising someone who is the target of homophobic bullying, the pupils studying this lesson are given the messages that they have a right to follow their own interests and embrace their differences without putting up with homophobic taunts.

They learn that it is okay to deviate from what is seen as the traditional image and / or behaviour according to gender, and that the school will protect them from bullying, regardless of the reasons for the bullying.

KS3 Modern Languages Lesson 3 – Lesson Plan

Können Sie helfen?

ACTIVITY

Students are given a description of a young person being bullied in school, in the form of an 'Agony Aunt' letter, or an e-mail from a pen-pal

If female, she is being bullied based on

- not wearing make-up; not having a boyfriend; having short hair; playing football; having only one close friend rather than being part of a big group.

By referencing all or a combination of these factors, pupils will get the message that she is being bullied for not conforming to the bullies' ideas of how a girl should look / behave.

If male, he is being bullied based on things like

- he does not play football / he is studious and receives praise from teachers / his voice is high-pitched or he speaks with a different accent / because he stays on his own in the playground / does not have male friends

Similarly, these things will be familiar to young people as reasons why a boy may be the target of homophobic bullying.

- This lesson could be differentiated by asking one group to write back suggesting two things s/he could do; another group to write back suggesting two things s/he could do but also showing empathy, sympathy and encouragement; and a third group to write back showing empathy, sympathy, giving encouragement, suggesting two things s/he could do, and also describing their idea of an ideal friend.
- Pupils should discuss their responses for some minutes before feeding ideas back to teacher.
- Discussion will then include teacher guiding and providing the correct phrases / words in TL. Pupils may show empathy by telling pen-pal of a time when they too, or a person they know, were bullied, or treated as an outside.

In modelling a reply, teacher should ensure that these points are included

- That it is not their fault; it is the people engaging in the bullying who are at fault.
- That the person being bullied should not change who they are; that they should be proud of their difference.
- That the young person should tell a trusted adult (teacher, parent, relative) that they are being bullied.
- That they have the right to be protected from being bullied in school.

KS3 Modern Languages

The below curriculum requirements are incorporated in the final few lesson suggestions:

Northern Ireland Curriculum Statutory Requirements - KS3 Modern Languages		
Learning Objective 2: Developing Pupils as Contributors to Society		
Key Element: Citizenship	Key Element: Media Awareness	Key Element: Ethical Awareness
Young people should have opportunities to explore social issues which relate to everyday lives, for example, describing and discussing issues; reporting recent events. Activities might include contrasting town and country life; explaining options for young people in local area; creating a diversity map for town.	Young people should be given opportunities to develop an awareness of media and knowledge of media resources in the target language country, for example, by discussing and describing, expressing interest, stating preferences, reporting information; using IT tools to present research on an issue of interest using material collated from TL media sources.	Young people should be given opportunities to: Explore media to present ideas in the TL relating to ethical issues, activities might involve presenting a fact file; creating a visual display/montage from newspapers or other media etc.

The above requirements are very compatible with incorporating LGBT themes.

- When discussing awareness of diversity in local area, simply including LGBT in the groups that are being considered is extremely valuable. This lesson links with Geography Lesson 2.
- Geography Lesson 3 explores the contrasts between town and country life for a young LGBT person; using the same format in the TL is another way of meeting the above requirements
- Pupils could be supported to produce a multi-media presentation in the TL on Pride Week, a major festival in Belfast, comparing and contrasting with information from internet research on Pride Festivals in the country of their Target Language.

