



Lesson Plan: Your teaching career starts here

OVERVIEW

The future of French Second Language (FSL) starts with you. In this 100 minutes lesson plan, learn about the demand for FSL teachers and the benefits of being an educator who speaks French. The goal is to motivate and inspire students to consider a career path that includes teaching in French – and showing them why they may be a perfect fit for the position!

ABOUT SAYOUI

SayOui is an initiative by [Canadian Parents for French \(Ontario\)](#) and funded by the **Ministry of Education**. SayOui aims to illustrate the variety of paths that lead to a career in FSL and the diversity of opportunities for those with FSL teaching credentials.

CURRICULUM CONNECTIONS

FRENCH SECOND LANGUAGE

- Grades 9, 10, 11, 12
 - » A1.1, A1.2, A2.3, B1.1, B1.2, B1.3, B1.4, B2.3, C1.1, C1.2, C1.4, C2.1, C2.2, C2.3, D1.1, D1.2, D2.4

GUIDANCE AND CAREER EDUCATION

- Grade 10 Career Studies (GLC2O)
 - » A1, A2, B1, B2, B3
- Grade 10 Discovering the Workplace (GLD2O)
 - » A1, A2, A3, C1, C2, C3, C4
- Grade 11 Designing Your Future (GWL3O)
 - » A1, A2, A3, C1, C2, C3, C4, D1, D2, D3
- Grade 11 Leadership and Peer Support (GPP3O)
 - » A1, A2, A3, A4, C1, C2, C3
- Grade 12 Advanced Learning Strategies (GLS4O)
 - » A1, A2, A3, C1, C2, C3, D1, D2, D3
- Grade 12 Navigating the Workplace (GLN4O)
 - » A1, A2, A3, A4, C1, C2, C3, C4

MATERIALS

- [Transition to Teaching](#) - Ontario College of Teachers (or included graphs)
- Electronic devices + internet access
- Sheet of paper and pencil **optional*

SETUP (VIRTUAL OR IN-PERSON)

Students will need to log into their school accounts.



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MINDS ON (20 MINUTES)

Have each student open a Google Doc and divide the sheet into three parts. If using paper and pencil, fold the paper into thirds (doesn't need to be perfect). Alternatively, you can use the [Worksheet – Minds On](#).

In the first section, students write a list of words related to the question:

“If you were a teacher, what would you teach?”

In the second section, students quickly sketch/draw pictures and symbols to demonstrate:

“Where would you teach?”

In the third section, students write two thoughts bubbles to show answers to both questions:

“How is it hard to become a teacher? How is it easy to become a teacher?”

Optional: share YOUR story about how and why you became a teacher.

Don't want to share your story? Check out stories from French Immersion classrooms across the country at <https://teacher5etoiles.ca>



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ACTION TASK (25 MINUTES)

1. Have students log into their electronic devices, (ideally individually but pairs or small groups can work too).
2. Have students visit www.sayoui.ca and click on “French” in the top left-hand corner. The website is mirrored French and English, meaning any page that you’re on you can hit the language you want to see.
3. Give students 5 minutes to browse the website.
4. Once students are familiar with the site, have everyone complete the Quiz by hitting “Show Me Why” on the main page. This quiz will take students through a variety of questions while highlighting different benefits to becoming an FSL teacher.
5. Once finished, students should take a screenshot (using the Print Screen function) and paste it into a Google doc, email, or other method of sharing with the teacher. This final page won’t share any personal information or the answers chosen, which remain confidential. Instead, the page is to demonstrate completion of the quiz.
6. In addition to the screen shot, students should include at least three cards from the “Show Me How” section that would help them personally to pursue a career in Teaching FSL. This can include university programs and cultural experiences.

CONSOLIDATION (25 MINUTES)

1. Display or distribute graphs from Ontario College of Teachers [Transition to Teaching](#) report (see below for examples from the 2019 report).
2. As a class, briefly review the elements of the graphs (title, axis titles, legend).
3. Discuss:
 - a. What do you think these graphs are trying to show? What is the purpose of each one? What story do they tell?
 - b. What patterns do you see?

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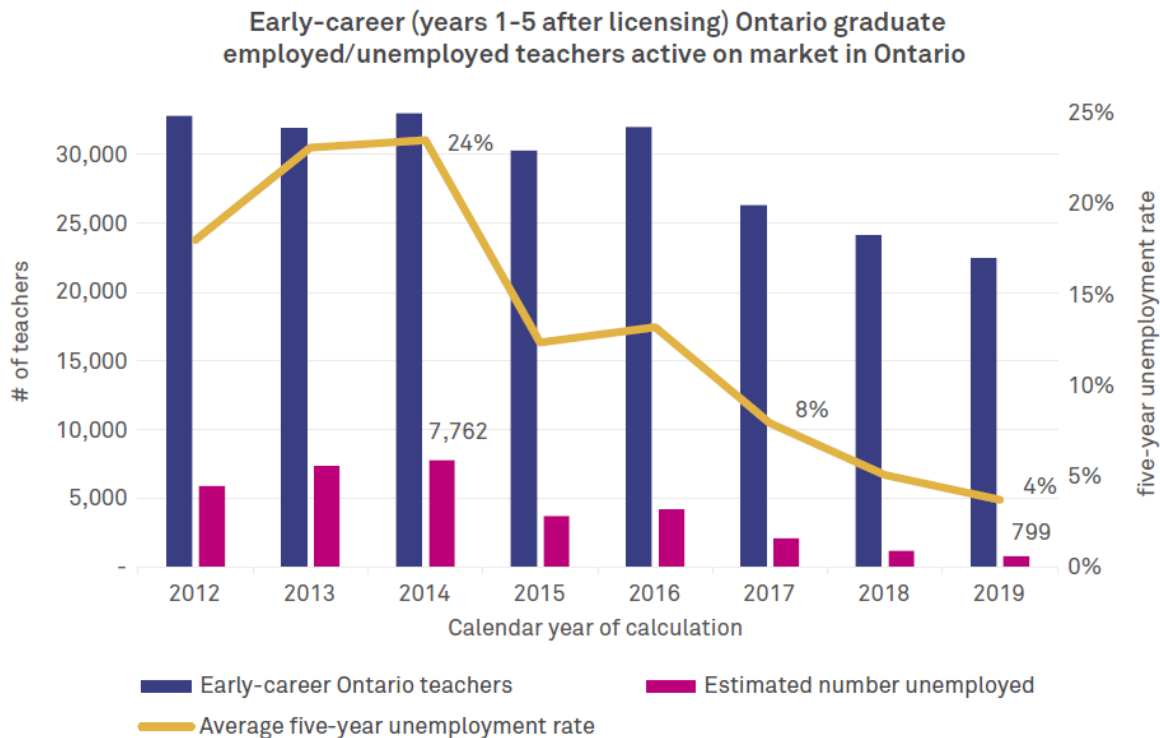


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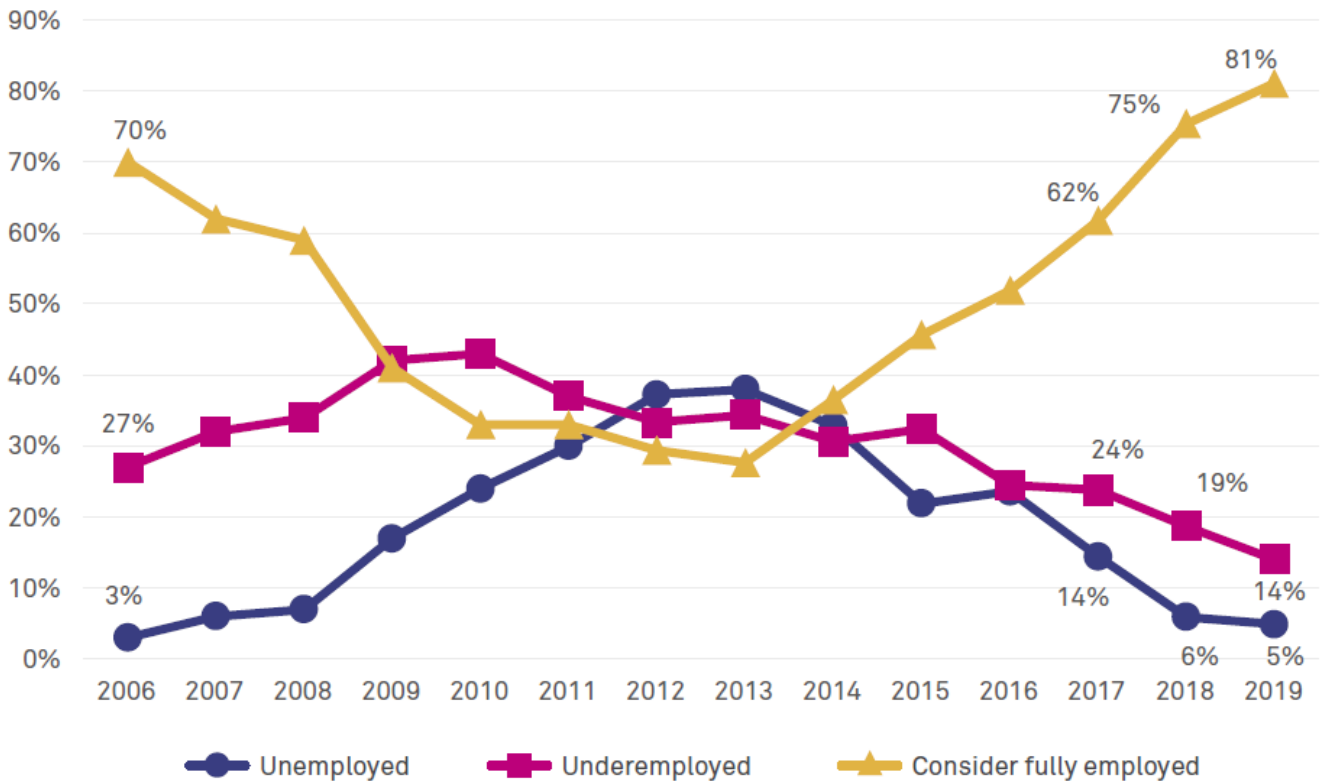


- c. For pages 13 and 21 (below): What do you think the current unemployment rate would be for teachers this year, based on the data from this graph?
- d. For page 21: What is the difference between these types of employment? (Permanent contract, Long Term Occasional (LTO), Other, Daily Occasional) Why is this important? What are the benefits and drawbacks of each type of position?
- e. For page 31: Compare the rates of unemployment for English-language teachers vs. French and FSL teachers

Below charts are excerpts from Ordre des Enseignantes et des Enseignants de L'Ontario, *Transition à L'enseignement*. (2019):



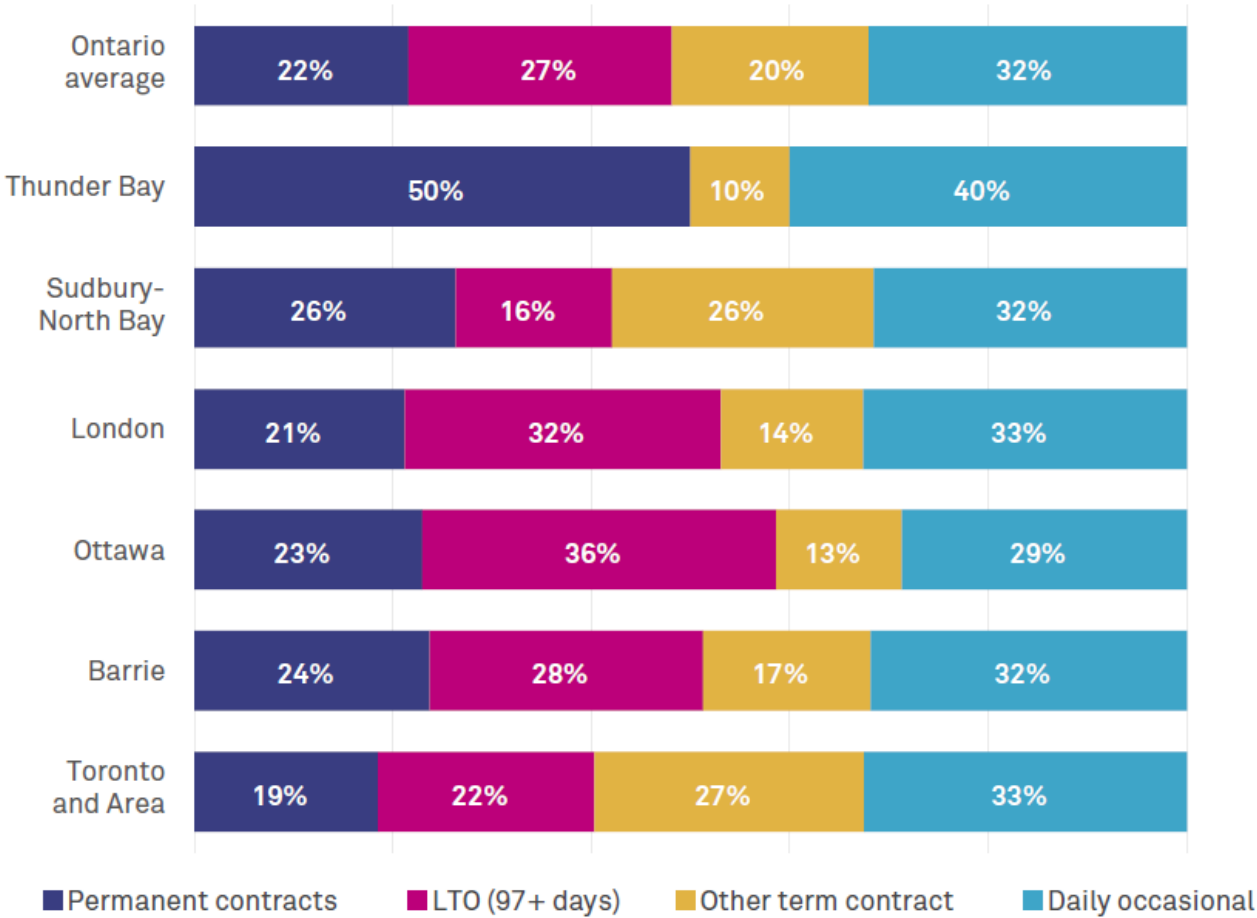
First-year teacher job outcomes - all Ontario education graduates



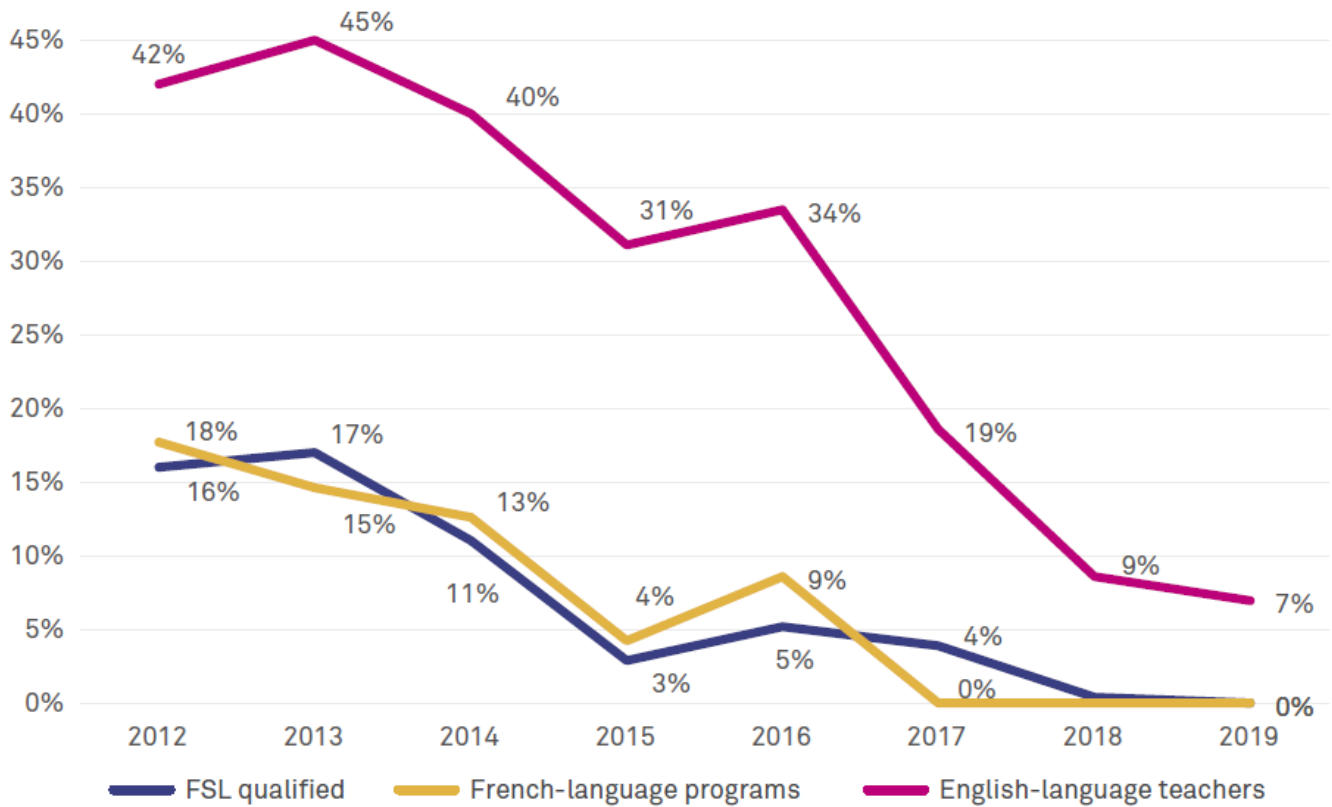


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First-year teacher contract types by region:
Ontario-resident first-year teachers



First-year Ontario-resident teacher unemployment rates by year of survey and language





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REFLECTION AND CONNECTION (30 MINUTES)

- As a class, discuss:
 - » What skills would help during university?
 - » What skills would help during an Initial Teacher Education program?
 - » What skills would help for teaching in the classroom, and specifically an FSL classroom?
- Individually or in pairs, discuss:
 - » Which of these skills do you already have?
 - » Which would you need to work on?
- As a class, discuss:
 - » What would make an FSL classroom setting different from other subjects?
- Individually or in pairs, discuss:
 - » Would it be more stressful?
 - » Less stressful?
 - » How might you manage the stress of teaching?
- As a class, discuss:
 - » FSL is not just about the French language, but about French cultures. What are some of the challenges teachers may face when teaching about French cultures?
- Individually or in pairs, discuss:
 - » As a student in FSL, what challenges have you faced in learning about French cultures at school?
- As a class, discuss:
 - » What makes a “good” FSL teacher?
- Individually or in pairs, discuss:
 - » How would you make a good FSL teacher?



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ASSESSMENT

ASSIGNMENT OPTION #1 – I THINK I COULD GIVE TEACHING FSL A SHOT!

The days of a teacher standing at the front of a class and students sitting and listening all day are in the past. Teaching nowadays comes in many forms and often takes place outside the traditional classroom (check out www.teacher5etoiles.ca for more insights into what an FSL classroom can look like).

1. Take a look at www.frenchstreet.ca
2. Browse the site using ideas from the first question of the [Minds On](#) activity.
3. Pick one resource and write a brief description of how you would use this resource to teach in French.

ASSIGNMENT OPTION #2 – TEACHING IS NOT FOR ME, WHAT ELSE HAVE YOU GOT?

Teaching FSL is only one of the many options available to FSL students to continue using their French skills in their career and beyond.

1. Take a look at <https://wherearetheynow.ca>
2. Browse the “Stories” section using the province/territory and fields that interest you.
3. Listen to a few stories.
4. Pick one story and explain how it connects to your desired career path and how that person’s experience with French is similar or different from your own.

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WORKSHEET – MINDS ON

IF YOU WERE A TEACHER, WHAT WOULD YOU TEACH? – LIST

WHERE WOULD YOU TEACH? – DRAW

HOW IS IT HARD TO BECOME A TEACHER? HOW IS IT EASY TO BECOME A TEACHER?
– JOT NOTES FOR EACH



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RESOURCES

CANADIAN PARENTS FOR FRENCH (ONTARIO)

<https://on.cpf.ca>

This is your web destination for parental support and information on French Second Language (FSL) education (Core, Extended and French Immersion programs) in the English school boards in Ontario.

FRENCH STREET

www.frenchstreet.ca

The benefits of being bilingual will be evident to students when they see work and exchange programs geared to post-secondary students. Discover work programs, universities, colleges, language courses, test preparation, volunteer and career opportunities.

TEACHER5ÉTOILES

<https://teacher5etoiles.ca>

Teacher 5 étoiles is an original project developed by the Association canadienne des professionnels de l'immersion (ACPI) in the wake of its Canada-wide consultation, the results of which were published in 2018 and underscored a critical shortage of qualified French Immersion teachers across Canada, due in part to the sharp increase in the number of students enrolled in French Immersion programs.

TRANSITION TO TEACHING – ONTARIO COLLEGE OF TEACHERS

www.oct.ca

The Ontario College of Teachers releases an annual report called *Transition to Teaching*, based on the experiences of new teachers. It includes the types of jobs they find, how they're settling into their chosen profession, and statistics on which positions are in demand. Included in this lesson plan are some graphs from the 2019 report, which will likely be relevant for some time. But should you wish to use updated information, you

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can access the most recent report at <https://www.oct.ca/becoming-a-teacher/transition-to-teaching/>

WHERE ARE THEY NOW?

<https://wherearetheynow.ca>

From Olympians and journalists, to business executives, and teachers, all agree that bilingualism has enriched their lives. Discover stories of French Second Language graduates who found learning French positively impacted all aspects of their lives today.

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