

thisisourworld: Sarah:Sarah B

I have been adapting some of the fantastic resources that Kirsty has created to use with my low ability year 9 group who I only see once a week.

Lesson 1

In our lesson last week pupils experienced a french breakfast. For many this was their first opportunity to taste croissant, pain au chocolat, brioche etc. Also because this was a very challenging group to teach last year with a lot of behaviour issues they were never offered any sort of treat like this before.

Lesson 2

[Haiti-easier version.pptx](#)

I was absolutely amazed at how engaged and interested the pupils were. The quite difficult French wasn't a problem for them as there were picture clues and they really wanted to find out the information (as with immersion classes it's using French for a real purpose!) Pupils who are normally quite reluctant to take part started to shine by volunteering excellent answers (the cross-curricular nature of the work allowing those who are good at humanities to show their skills and basically be more engaged in the subject matter of the lesson!) Some very interesting discussion ensued - in English - but bearing in mind the ability of the group I felt this was acceptable. It was working on their PLTS by making them think and enquire as well as almost like a citizenship lesson, listen to each others opinions and points of view respectfully. This first PPT was used to set the scene. Prior knowledge? Pupils were aware of the earthquake but had little idea of where Haiti is or anything more about the country. From the questionnaire we did the previous week, none of them knew what a pays francophone was.

We then had another brief discussion about the breakfast they had experienced last week - the different types of food they had eaten and their opinions. I told them to keep all this in mind as I then showed them the following PPT.

[les galettes de boue.pptm](#)

Needless to say they were horrified and some actually almost outraged! The difference between the breakfast last week and les galettes de boue being really heightened. We didn't have time to watch the video but will do so next Monday when we pull together some written work on this.

Their next lesson was with the teacher with whom I share the group. As a starter they had to use a flow map to describe how you make "une galette de boue".

 [les galettes de boue - sequencing.pptx](#)

Being a low set they were given the structures as well and they simply had to reorder them into the correct sequence. My colleague feedback that they were able to do this easily and were able to inform her with enthusiasm what they had learnt about Haiti the previous lesson. They were particularly struck by the fact that the Haitians had bought the island to gain their independence from France and this debt which has taken hundreds of years to pay off is one of the reasons behind the country's poverty.

Lesson 3

Their starter for this lesson was a differentiated "task magic" worksheet of some of the key vocabulary from the ppt I had shown them in their last lesson with me. It contained vocab such astremblement de terre, l'insécurité politique, les ouragans, la pauvreté extreme etc.

[Haiti - phrases utiles.MDL](#)

After checking through their answers I then asked them to see if we could build any sentences using these words. I asked them to recall useful starts to sentences such as "there is/are" and "It is". Pupils were then really keen to volunteer suggestions. Here are some of their contributions (the bits underlined are the parts I had to help them with. - also sorry about the lack of accents!)

"Haïti est un pays ou il y a beaucoup de désastres naturels"

"En Haïti, il y a beaucoup de désastres naturels"

En Haïti il y a la pauvreté extrême a cause d'un manque de travail, de l'instabilité politique et de désastres naturels"

"La langue officielle, c'est le français mais beaucoup de gens parlent le créole".

They seemed to gain a lot of satisfaction from doing this and seemed proud of their efforts!

 [Haïti 22.11.10.pptx](#)

We then moved onto the collective memory task where they had to work in groups of 4. The aim of the activity was to broaden their knowledge about Haïti in a fun and active way. Again because of the nature of the group I have never tried this sort of task with them before. Pupils were numbered 1-4 in their groups. I had the completed map of Haïti and the groups had one copy of the blank map between them. When I said a particular number they had to come to the front, study the map for 10 seconds, memorising the information and then return to their groups and transfer the info to the blank map. I emphasised the PLTS nature of the task - working in teams, self-managers etc. I also explained that they needed to formulate a strategy as to which bit of info each person was going to try and collect. (eg names of countries, pictures, seas, towns, the capital etc). Overall the task went really well with most students really engaged and motivated. A few used the task as an opportunity to mess about so on reflection I should have thought more carefully about the groupings and separated the potential "off-taskers" to far flung corners of the room!

As a plenary we compared their completed maps to the one on the ppt to check and talked through the key features.

A comment from one boy at the end of the lesson"we're learning loads more like this.....well I am anyway!"

As we've all found, I didn't get through anywhere near what I'd planned ... so still plenty for next lesson!