

The Road Trip: Perdu dans les Rocheuses

Purpose:

This lesson is designed for students to take a hypothetical situation and discuss how they would deal with the situation by justifying choices, debating choices and doing all this while speaking in French.

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Time Expectations:

This class will probably take two classes to get through all together.

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Necessary Materials:

- [HANDOUT](#) with the choices

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Prior Learning:

Students already know how to express their opinion so they will be justifying them both in written and spoken activities.

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Intended Outcomes:

Students will be able to explain their thoughts in French.

Students will be able to politely respond to the opinions of others.

Students will be able to negotiate their ideas and share them with others.

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Introduction:

Day 1:

Introduce the situation to the class by giving them the handout and going over it together.

Explain to students that they will work quietly, and individually to figure out what of the 28 choices given to them they would choose. On the worksheet they have to justify their reasons for bringing something and not bringing another.

Distribute the [HANDOUT](#)

“Aujourd’hui vous allez travailler en tant que individuelle, groupe puis classe pour déterminer quels items vous allez prendre avec vous après la situation. Vous devez justifier vos réponses et soyez prêts de les défendre.”

“Today you are going to work as individuals, groups then as a class to determine what items you are going to take with you after the described situation. You must justify your answers and be ready to defend them.”

Activity 1: Individual

Students take the handouts and based on their imaginary groups must choose the 20 items out of the 28 that they are going to take with them and on the worksheet write why they would take or not take something. Students must have a sentence justifying their response for each answer.

“Maintenant choisissez vos items et justifiez pourquoi vous l'avez choisi ou l'ignoré.”
“Now choose your items and justify why you chose it or ignored it.”

This will possibly be the longest part of the assignment as students are responsible for writing out their answers. You will collect these at the end of the assignment and give students a mark based on their sentences and how well they justified their answers.

Activity 2: Group

Students now get together in groups and discuss choices. Create groups of 3 to 5 students and have them debate what they think is the most important down to the least, and be ready to present their ideas to the class.

“Joignez votre groupe maintenant et discutez vos reponses. Numerotez vos reponses du plus importante jusqu'au moins importante. Puis nous allons se reunir en tant que classe et faire le dernier debat.”

“Join with your group now and discuss your answers. Number your answers from the most important to the least important. Then we are going to get together as a class and do the final debate.”

Give the class time to work in groups and create their list together. This might take time if students are adamant that they want something and the rest of the group isn't. Encourage students to speak French while working in their groups.

Activity 3: Class

Students will stay with their groups and be asked what should be most important to what should be left behind. Each group will take turns defending their answers or responding to the other groups

“Maintenant nous allons discuter nos reponses en tant que classe. N'oubliez pas de respecter les opinions des autres et attendez votre tour de parler. Nous allons creer la liste des vingt items que nous prenons par la fin du debat.”

“Now we are going to discuss our answers as a class. Don't forget to respect the opinions of others and what your turn to speak. We are going to create our list of 20 items that we are taking by the end of the debate.”

Closure:

Conclude the class by thanking students for their participation and encourage them when travelling to do so safely.

* If this lesson expands to two classes don't forget to conclude the first class by thanking students for their work, and inviting them to be ready to share next class. The introduction for the second class will be reminding them to get back together with their groups and continue the discussions that they were having last class.