



Engaging FSL Learners through Active Learning Opportunities

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What We Did

Myself, along with my team members have worked on adding physical movement and hands-on active learning activities into our daily routines and lessons in order to deliver our content to our busiest and most active classes with success. This included routines like movement break videos that discuss thematic vocabulary (Ex. Madame Mindset) as well as activities such as “Danse et Discute”, physical card games/challenges that not only allow students to move while learning but to also have hands-on opportunities to practice new learning or show understanding. Students were given the opportunity to demonstrate learning in ways beyond paper and pencil activities. Overall, physical activity was used to improve motivation and introduce vocabulary and retention.



What We Learned

Students really appreciated and showed greater engagement when provided with a different delivery of vocabulary and content in French, especially those learners who are hesitant speakers/participants as well as busy “on the go” learners. They showed an eagerness during movement breaks and were highly motivated to complete other tasks during the French period in order to get to this type of activity. It became a nice addition to daily routines that students expected and looked forward to. As a team, we attempted to include hands-on activity/movement breaks at different points of the class period for effectiveness and found that students best responded after opening discussion and speaking routines that required lots of risk-taking and challenging of their abilities. It proved to be a great stress reliever after lots of speaking, something that is anxiety inducing for some students. Overall, students’ listening abilities improved and students were better able to identify and take learning from movement activities (Ex. New vocabulary) in other class discussion. Watching students demonstrate a greater association between movement and vocabulary was fascinating to witness.



How We Shared Our Learning With Others

To this point, we have shared our learning with grade-alike partners in informal conversations, lesson-sharing and tips, and acting as the “go-to” people in the school for colleagues who are less familiar with coding and computational thinking. Moving forward, we’d still like to develop a more formalized in-school workshop that can answer frequently asked questions and provide a level of comfort and confidence to our colleagues, whenever that is appropriate. We find that our colleagues in general are fatigued by virtual professional development so we will wait for the time when we can gather and share in person (Maslow before Bloom).



Links to Our Work

- Madame Mindset: www.youtube.com/@MadameMindset
- OPHEA Bilingual Activities: www.ophea.net/node/3860
- Examples of games played throughout different unit themes:
www.thefrenchnook.ca/2020/01/5-awesome-games-to-play-in-french.html
www.fleavecmmmed.com/10-fun-french-gamesfor-the-classroom/
- Example of active card games to review vocabulary:
www.apprentissage.ca/collections/les-mots-pour-le-dire/products/va-a-la-peche-la-nourriture



Any Next Steps We Have To Continue Our Learning

We plan to continue looking at our initiative’s impacts on different grade groups and different learners. Our goal is to now look at its impacts specifically on ESL students (lots of newcomers within our school board district) as well students on a modified IEP. We would like to see how we help these two groups of students find greater success in French with a greater emphasis on movement-based learning opportunities.

