



Planning Board-wide Cultural Experiences in FSL

A Guide for School Board
FSL Consultants

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About this Guide

The purpose of this Guide is to provide support to School Board FSL Consultants interested in planning pre-recorded, interactive cultural experiences for their schools. These experiences are intended to build intercultural awareness and appreciation among FSL students while building proficiency in the language. In addition to the event with the personality, an FSL Cultural Experience also includes the creation of content for educators to use in their classrooms, which can extend the overall experience for students significantly.

In this guide, Consultants will find the sections to help them plan a successful event:

- Example of an FSL Cultural Experience: CLEREL - Singer & Songwriter
- Organizing an FSL Cultural Experience in your School Board
- Inviting Schools
- Managing Teacher Registrations and Submissions of Student Questions
- Building the Components of the FSL Cultural Experience Video
- During the Event (Viewing Window)
- After the Event



What is an FSL Cultural Experience?

FSL Cultural Experiences are virtual events through which students in FSL programs can develop **intercultural awareness and appreciation**. Through these experiences, students learn about another person and their culture through the recounting of firsthand experiences, and in some cases, artistic performances. Students can deepen their learning by posing questions directly to, and by receiving personalized responses from the personality. Through these experiences, students can explore the differences and similarities between their own culture and that of the personality, and appreciate the diversity that enriches our communities and the world. These experiences also provide **more equitable opportunities** for students, as there is no cost for students, and that the experiences can be offered across the province, regardless of geographic location.

As FSL learners, students also get to further enhance their **language competences** by participating in authentic experiences in French. Not only do students hear from the personality, they get to engage in technology-mediated interaction. In addition, these experiences include resources housed on a teacher website that extends the learning beyond the event.

Through the diverse personalities taking part in these experiences, there is more opportunity for students to **'see themselves' in the curriculum**, and be exposed to various **francophone and francophile role models** from across the globe.



Testimonials from Students

During the FSL Cultural Experience offered by Camerise featuring CLEREL (described in detail in the next section), students, educators, and FSL Consultants shared their feedback. Here are highlights of what the **students** said:

J'aime beaucoup ce type d'activités parce qu'elles me permettent d'en apprendre davantage sur une langue.

J'ai appris qu'il y a plein de pays en Afrique qui parle le français.

J'ai appris sur Cameroon et les customs en le pays. J'apprends les traditions de Cameroon aussi.

J'aime comment Clerel explique ses pensées avec la musique.

J'aime cette activité, j'apprends sur d'autres pays.

I really liked getting to know a new artist.

Le français est une langue agréable à parler et à chanter.

I learned about his family traditions and history.

Je pense que l'activité de CLEREL est beaucoup plus amusante et m'aide avec le français.

J'aime écouter et regarder c'est des artistes nouveaux.



Testimonials from Educators

During the FSL Cultural Experience offered by Camerise featuring CLEREL (described in detail in the next section), students, educators, and FSL Consultants shared their feedback. Here are highlights of what the **educators** said:

[Students] were excited that their questions were answered and that our school was mentioned.

This was a great learning experience for my students. We made thank you cards in my junior classes and wrote thank you letters in my older grades.

[Students] were engaged and interested in the personalized experience.

I like these experiences and opportunities.

My students thought that it was pretty “cool” to have the artist give them a “shout out” and to answer their questions.

Personally, I found that there were ample activities and materials on the teacher website.



Testimonials from FSL Consultants

During the FSL Cultural Experience offered by Camerise featuring CLEREL (described in detail in the next section), students, educators, and FSL Consultants shared their feedback. Here are highlights of what the **FSL Consultants** said:

I appreciated all of the things that [Camerise] included, considered in the development of this experience. It helped me offer a rich experience to teachers and students in our board in an accessible way.

Teachers appreciated the flexibility in the resources and in showing parts of the video.

I had teachers reach out by email to say thank you for the experience.

I liked that students could ask questions and have them answered.

By sharing the opportunity to share resources, we are creating a community of collaborators, which is so important.

It was a nice, well organized addition!

Example of an FSL Cultural Experience: CLEREL - Singer & Songwriter

This event will be used throughout this Guide to illustrate how to organize a similar event



Example of an FSL Cultural Experience: CLEREL - Singer & Songwriter

In the spring of 2023, Camerise partnered with Cameroonian-Canadian musical artist CLEREL to offer a pre-recorded, virtual cultural experience for multiple school boards in Ontario. This experience was subsidized by Camerise and offered to school boards at a reduced price. Camerise worked with 7 school boards to bring this experience to FSL students throughout the province. In total, 142 teachers registered their classes, allowing for 9488 students (6574 Core French; 38 Extended French; 1116 French Immersion) to participate in the event. School boards in Ontario could use Area 2 (Enriched Learning Environments) Ministry funding to pay for the event and/or their FSL Department budget.

The actual cultural event was composed of two parts: Part A and Part B, in French with captions. Part A (approximately 40 minutes) consisted of CLEREL sharing his lived experience, what it was like growing up in a multilingual/plurilingual context, and his musical talents in an acoustic concert as well as a full band concert. Part B (approximately 20 minutes) included CLEREL answering student questions, with call outs to the schools and the classes/students who submitted the questions. Educators had access to the link for a predetermined, 10-day viewing period during which they could watch the event with their class(es) at their own pace.

Continued on next page

This event will be used throughout this Guide to illustrate how to organize a similar event



Example of an FSL Cultural Experience: CLEREL - Singer & Songwriter

BEFORE THE EVENT

FSL Consultants were provided with a package from Camerise to market the CLEREL event within their Boards. It included:

- A poster advertising the event with the link for teachers to register, the link to a website consisting of teacher resources to prepare students for the event, and a link for classes to submit questions (written or video) ahead of time for CLEREL to answer during the recording
- A day before the viewing period, FSL Consultants were provided with an email to forward to participating teachers that included a link to video

DURING THE EVENT

- A breakdown of the 60-minute performance was provided to educators so that they could choose whether to watch the event in its entirety or to show select portions to the class during the 10-day viewing period

AFTER THE EVENT

- FSL Consultants were provided with a teacher survey and a student survey to gather data about the event (very helpful for Ministry reporting)

This event will be used throughout this Guide to illustrate how to organize a similar event



Interested in Offering an FSL Experience with CLEREL?

Camerise is working with CLEREL to offer this FSL Cultural Experience to other school boards this school year. FSL Consultants who are interested in learning more can contact:

Danielle Hunter, Camerise Consultant : danielle.hunter@mail.utoronto.ca

Mirela Cherciov, Camerise Co-Lead: mirelach@glendon.yorku.ca



Organizing an FSL Cultural Experience in your School Board



Overview

Many steps take place, led by the FSL Consultant, before the event is advertised to schools. This guide is intended to support FSL Consultants by sharing resources developed, and the lessons learned from the CLEREL FSL Experience, organized by Camerise.

With this in mind, this section will help guide FSL Consultants with the elements necessary to organize an event. Topics include:

- Determining the budget
- Determining the audience
- Selecting the topic
- Determining the format: Synchronous or asynchronous?
- Selecting a personality for the event
- Inviting the personality
- Selecting the timing/viewing period
- Preparing the contract between the board and the personality
- Putting together a website of curated teacher resources
- Setting up the registration form for teachers
- Setting up the class/student questions registration form



Determining the Budget

When determining the budget for an FSL Cultural Experience, it is important to note that FSL departments in Ontario school boards generally receive funding in two ways: Through Grant for student needs (GSN) funding, and Official Languages in Education Program (OLEP) funding:

- GSN funding is sent to school boards, and then distributed to school board departments. FSL programs generate specific funding that contributes to the amount of funding a board gets for GSNs. This money shapes the budget of the FSL department of the school board. Here is the funding formula for the 2023-2024 school year ([Ministry of Education, Technical paper, 2023-2024](#). Tous droits réservés.):

Program	Average daily length of program	Allocation per pupil ² enrolled in program
Core (Grades 4 to 8)	20 – 59 minutes	\$317.28
Extended (Grades 4 to 8)	60 – 149 minutes	\$361.46
Immersion (JK/SK, Grades 1 to 8)	150 minutes or more	\$404.38

Grades	Allocation per-pupil credit – French as a subject	Allocation per-pupil ¹ credit – subjects other than French taught in French
9 and 10	\$81.76	\$134.49
11 and 12	\$108.13	\$209.70

To learn what your board receives in GSN funding for the language allotment (ESL and FSL), visit the [2023-2024 funding projections](#). Tous droits réservés.



Determining the Budget

- OLEP funding is ‘enveloped,’ meaning that it must be used for the purposes set out by the Government of Canada and the Province of Ontario. Through this funding, school boards receive a base amount that is supplemented based on student enrollment ([Canadian Parents for French, 2022](#). Tous droits réservés.). In the 2022-2023 school year, OLEP funds were divided into the following four categories:
 - Support for educational staff
 - Enriched learning environments
 - This includes student participation in cultural activities, and in educational visits
 - Board-developed FSL initiatives
 - *Diplôme d'études en langue française* (DELF)

FSL Consultants should speak to their Supervisor/Superintendent to learn more about how FSL Ministry funding can pay for an FSL Cultural Experience.



Determining the Audience

There are multiple ways that an FSL Cultural Experience can come to life. Starting points could be:

- A theme/Issue to be explored
- A particular experience that the FSL Consultant would like to bring to the Board
- A particular grade(s) for which the FSL Consultant would like to offer an FSL Cultural Experience

In all three scenarios mentioned above, it is important **to consider the audience** and whether the experience will be a good match. Here are some things to consider:

- Who is the audience? Students in Core French? Extended French? French Immersion? All FSL programmes?
- What grade level(s) is being targeted? What are the connections to the Curriculum, and Board priorities?
- What is the stage of development/readiness of the learners?
- What is the language level of the audience?
- How can the experiences offered reflect the diversity of the learners?



Selecting the Topic

An FSL Cultural Experience builds intercultural awareness and appreciation, and can help learners see themselves reflected in the Curriculum. The experiences can also bring cross-curricular connections to the FSL classroom, and can help to further key priorities from the school and board strategic plans.

Examples of topics through the exploration of the francophonie can include:

- Meeting an author/literature
- Discovering historical events
- Learning about communities from around the world
- Appreciating the arts
- Sports
- Travel
- Learning about human rights, and inherent rights
- Cooking
- Artists/musicians
- Politicians
- Various employment opportunities
- Other

This [Decision Tool](#) (English and French) by School Mental Health Ontario (Tous droits réservés) can help with selecting events that align with the board's mental health strategy and action plan.



Please note that the guidance provided in this guide is based on an asynchronous experience.

Determining the Format - Synchronous or Asynchronous?

When determining the event format for the FSL Cultural Experience, consider whether a synchronous or asynchronous event makes the most sense for the context. Here are some considerations to help make the right decision.

SYNCHRONOUS

- All of the classes that will be taking part are on the same schedule
- The length of the event works for all classes
- The technology requirements are stable
- There are minimal safety concerns (e.g., inappropriate comments being shared live)
- The school board is fine with students attending the selected virtual space (for example, some school boards do not allow students to join Zoom meets)
- There is no preview of the content
- There is a moderator, and the event can be set up as a webinar

ASYNCHRONOUS

- There are a large number of participants
- There are different schedules for the participating schools
- Educators can view the content at their leisure during the viewing period
- If there are technical issues at a school, like the internet is down, the experience can be viewed at another time
- Content is vetted
- The experience can be chunked into smaller viewing times
- The video can be paused to check understanding and to have a discussion

Selecting a Personality for the Event



When determining the personality for the FSL Cultural Experience, consider the following:

- Which personality can help bring the topic to life in the classroom?
- Will the content shared by the personality during the FSL Cultural Experience be appropriate for the grade level?
- Will the personality make communicative adjustments that reflect the language level of the students?
- Is the personality relevant for the audience?
- Is the personality an authority or has lived experience on the topic explored in the event?
- Are there board-specific protocols that need to be followed related to the personality/subject (e.g., approval from the Indigenous Education Department to invite an Indigenous speaker, consultation with the board Mental Health Lead)
- Is the content appropriate for the audience (e.g., music videos without drugs and alcohol, objectification of women, harmful stereotypes, offensive language)?
- Is there content available about the personality that students can explore before the event (e.g., appropriate music videos, website(s), biographical information, news articles, interviews)?
- Is there content available related to the topic that can be used to help prepare students for the experience (e.g., Idello resources, videos, books, podcasts)?

Selecting a Personality for the Event



Here are some resources to help find musicians:

- Artists from [Manie Musicale](#). Tous droits réservés.
- Talent featured in music festivals, such as [Franco-fête de Toronto](#). Tous droits réservés.

Other useful websites:

[Conseil des arts de l'Ontario - Collaboration avec les communautés et les écoles](#). Tous droits réservés.

Inviting the Personality



Tips:

- It is always worth reaching out to the ideal personality (even if it is a long shot that they will agree)! If you can't find their contact information on a website, try connecting through social media like Instagram, Facebook, or LinkedIn.

Click the link to view a [sample e-mail invitation](#) (English and French). [CC BY-NC-SA 4.0.](#)



Selecting the Timing/Viewing Period of the Event

When selecting the timing/viewing period for an asynchronous FSL Cultural Experience it is advantageous to engage in conversation with the artist, and consider the following:

- When are exams, PA days, holidays, the semester changeover, EQAO, OSSLT, etc.?
- When are the dates of significance where meetings/events should not be taking place? Consult the [Dates of Significance calendar](#) for your school board. Here is the [calendar for the Peel District School Board](#). Tous droits réservés.
- Does the date work for both elementary and secondary schools, if the event crosses panels?
- Will teachers have enough time to register for the event?
- Will teachers have enough time to prepare students for the event ahead of time?
- When will you receive the link from the artist? If adjustments are needed, is there enough time built in? We suggest having at least one week.
- If you are doing the editing, does the date give you enough time to edit the content and then share the link with teachers?

Selecting the Timing/Viewing Period of the Event



When determining the number of days in the viewing period for an asynchronous FSL Cultural Experience, consider the following:

- For how many days would you like the recording available? From our experience, we recommend having a 12 day viewing period. This allows for two weekends during which teachers can preview the video, and also allows for word of mouth the spread so that more teachers can take advantage of the opportunity
- For how many days will the personality agree to having the link accessible to staff (using an internal platform that is not visible to the public). As part of their business model, personalities will most likely only agree to a short period of time, after which the link must be deactivated



Preparing the Contract Between the School Board and the Personality

It is important to prepare a contract so that all parties are clear on what is to be expected, and the dates by which different steps must be completed.

A sample contract is available at the link below.

Click the link to view a [Sample Contract](#) between a school board and the invited personality (français) [CC BY-NC-SA 4.0.](#)



Putting Together a Website of Curated Teacher Resources

An important part of an FSL Cultural Experience is the pre-event learning that happens in the classroom. It is suggested that a website of curated teacher resources be offered to educators so that they can prepare their students for the experience and so that students will get the most out of the experience as possible.

The Consultant could prepare this website, or a writing team could be released to build the content before the event. The costs associated with this writing team might also fall under a Ministry funded area (e.g., Enhanced learning environments), and could, therefore come out of these funds.



Putting Together a Website of Curated Teacher Resources

The website created for the CLEREL experience included resources on:

- La francophonie; Cameroun; CLEREL

Resources included:

- An action-oriented scenario (Action-oriented task and subtasks) using the CEFR to frame the learning
- Official website for the personality
- Websites from key organizations
- Tourism websites
- Podcasts
- News articles
- Video performances
- Radio and television interviews
- Idélló videos
- ONF videos
- Online magazines
- TV5 activities

Click the link to view the [Camerise FSL Cultural Experiences Website](#) on la francophonie, featuring Cameroon, and musical artist, CLEREL. [CC BY-NC-SA 4.0.](#)



Putting Together a Website of Curated Teacher Resources

Here are some resources to help ensure that the content of the website created for the experience is in line with copyright laws, and that the created content has the appropriate Creative Commons licensing.

[Camerise Fiche express - Creative Commons et choix de ressources.](#) [CC BY-NC-SA 4.0.](#)

[Creative Commons - Share your Work.](#) [CC BY 4.0.](#)

In addition, consider including a mechanism on the website so that educators can also contribute lessons for the FSL Cultural Experience, such as a Google Form or an open Google Drive. Educators could also submit lessons on the [Camerise Repository](#).



Putting Together a Website of Curated Teacher Resources

It is recommended that FSL Consultants prepare learning activities that go along with the video. To do this, FSL Consultants would preview the video ahead of time and generate activities. This work could also be done by members of a writing team.

Setting up the Teacher Registration Form



Using a Google or Microsoft Form is a good way to gather registrations from educators and staff from within the Board so that FSL Consultants can track how many teachers and students have registered for the event from the different FSL programs. Creating a registration form also ensures that the FSL Consultant has the email addresses for staff so that the link can be shared in a more secure way.

The Sample Registration Form, available at the link below, has been designed to collect the needed information to send out the viewing link to registrants, and to gather the information needed for end of the year Ministry reporting. Be sure to check the current year's Ministry reporting criteria to ensure that the correct information is gathered during the registration process.

Click the link to view an example of a [Registration Form](#) that uses Google Forms. [CC BY-NC-SA 4.0.](#)



Setting up the Class/Student Question Submission Form

A question submission form is needed in order for the teacher to submit questions on behalf of the class/students. These questions will then be shared with the personality and will shape the question and answer section (Part B) of the event. This step is very important so that the event has an interactive component.

Using a Google or Microsoft Form is a good way to gather registrations from educators and staff from within the Board.

The Sample Class/Student Submission Form, available at the link below, has been designed to collect class/student questions (submitted either in writing or as a video), as well as the name of the school, the teacher, and the student (if applicable).

It is recommended to limit the number of submissions per class (e.g., 5 questions per class) so that the personality is not overwhelmed with questions.

Click the link to view an example of a [Class/Student Question Submission Form](#) that uses Google Forms. [CC BY-NC-SA 4.0.](#)



Inviting Schools

Inviting Schools



Once the tasks described in the previous section have been completed, the FSL Consultant will have all of the necessary elements set up to invite schools.

Click these [links](#) to view an example of an [email](#) and of a [poster](#) that can be used to invite schools to the FSL Cultural Experience. [cc BY-NC-SA 4.0.](#)



Managing Teacher Registrations and Submissions of Student Questions



Managing Teacher Registrations

As information is being collected on the Teacher Registration Form, FSL Consultants will need to view and access the data by creating a Google Sheet/Microsoft Spreadsheet. On Google Sheets, this can be done by clicking 'responses' followed by 'link to sheets.' This spreadsheet will allow the FSL Consultant to quickly copy the email addresses of the registrants, and will allow for the total number of students participating in the event to be quickly calculated using the 'sum function.' To learn how to use the 'sum function' on Google Sheets, view this [YouTube Video](#). Tous droits réservés.

Tip:

- Put the formula for the sum function and the cell included in the calculation in a cell far down on the spreadsheet so that, as educators register, the sum function will continue to automatically calculate the totals.

Click the link to view the [Spreadsheet](#) that gets generated from the Teacher Registration Form using Google Forms. [CC BY-NC-SA 4.0.](#)



Managing Teacher Registrations

Tips:

- It is recommended to keep registrations open until the last day of the viewing period. It is very common for educators to register during the viewing period based on word of mouth from other educators.

IMPORTANT: If the registration period is kept open, it is imperative that the confirmation message of the form be changed on the first day of the viewing period to include the viewing information. Since the Consultant will send out the viewing link to those who pre-registered ahead of time, this will ensure that the link is automatically shared with late registrants instead of the Consultant having to keep checking to see if other educators have registered.

Click the link to view an example of information to include in the registration form [confirmation message](#) once the viewing window has begun. [CC BY-NC-SA 4.0.](#)



Managing the Submission of Class/Student Questions

It is important to monitor the submission of class/student questions to ensure that there are enough questions to fill the allocated time for questions and answers. It may be necessary for FSL Consultants to 'tap teachers on the shoulder' and ask that their class/es submit questions.

FSL Consultants are also encouraged to send out an email to teachers who have already registered for the event (using the emails gathered as part of the registration data on the [spreadsheet](#). [CC BY-NC-SA 4.0.](#)) to remind them to please submit questions from their students.



Building the Components of the FSL Cultural Experience Video



Part A (E.g., The personality's lived experience and performance)

The content of Part A is the responsibility of the personality. The contract stipulates the details of Part A, such as the length of the video, the deadline for the personality to submit it to the FSL Consultant, the format, the quality expected, editing responsibilities, and outline in regard to the content.



Part B (Q and A)

Instructions to the Personality Regarding Answering Class/Student Questions

On or before the date agreed upon in the contract, FSL Consultants will send the personality the following information for the completion of Part B:

- Name of school
- Name of teacher
- Grade
- Name of student who posed the question (if applicable)
- Questions

It is important to remind the personality that they should answer **in French**, and mention all of the above information when responding to the questions submitted. Everyone loves a shout out! In addition, FSL Consultants can let the personality know that they can do two shout outs if two questions are similar. FSL Consultants could also consider highlighting questions that they especially want the personality to answer.

TIP:

- It is recommended that FSL Consultants make a copy of the spreadsheet generated from the class/student question submission form and remove all of columns of information other than the information that appears above and send it directly to the personality.



Editing the Content of Parts A and B to Make One Video

Depending on what has been determined with the personality, it is possible that the editing of the video (Part A and B) will be done by the personality. It is also possible that Part A be edited by the personality, but that Part B be edited by board staff (most likely the FSL Consultant).

If FSL Consultants are doing the editing, they should first inquire as to what editing software is available/licenced through their boards. [We Video](#) (Tous droits réservés) is easy to use software that has been purchased by many boards.

There are lots of ways that the editor can personalize the video for the board, including adding school board logos, and by adding school logos that correspond to the school of those who submitted questions.

The FSL Consultant could also use a [Canva Educator Licence](#) (Tous droits réservés) to add images during the editing process that comply with the Canva licencing agreement.



Preparing the Video Link of the FSL Cultural Experience

Once the video has been finalized in the video editing software, it is necessary to transfer the link to a platform that will allow the FSL Consultant to remove the option for the video to be downloaded, and for the link to be deactivated at the end of the viewing period. Many options like Google Drive and Youtube do not allow for this option.

It is recommended that FSL consultants use Microsoft O365. Click the link to learn how to [block downloads](#) (Tous droits réservés) and to make the video “view only.”

FSL Consultants can also set a date so that the video link automatically expires (be sure that the expiration date is the day after the end of the viewing period). To learn how, click the link on [expiration dates](#). (Tous droits réservés)

FSL Consultants will also need to adjust the [sharing settings](#) for the video to match their sharing preferences. (Tous droits réservés)



Sharing the Link with Registered Educators and Staff

Well done, FSL Consultants! The link is now ready to be shared with registered educators and staff. FSL Consultants can access the email addresses of those who registered by copying the relevant information from the spreadsheet that was generated from the registration form. When sending out the email, remember to use BCC.

It is recommended that the email FSL Consultants send out includes a detailed outline of what is in the video, and at what time point viewers will see these elements. For example, at 2m30s, CLEREL sings “Le tour.”

IMPORTANT: Once FSL Consultants have emailed registrants, it is important that the confirmation message of the registration form be changed to include the contents of the email (i.e., link and outline). This will allow late registrants to have access to the video without the consultant having to monitor the registration form daily. In addition, it is important not to share the viewing link with staff who have not registered as that will negatively impact the data that is being collected for Ministry and school board reporting.

Click the link to view an example of an [email sharing the event link and details](#) with staff (French). [CC BY-NC-SA 4.0.](#)



During the Event (Viewing Window)



What Happens During the Viewing Window?

During the viewing window, registered educators will be able to access the link to the event from the email that was sent by the FSL Consultant on the first day of the window. Late registrants will also be able to access the link and the content of the email at the end of the registration form in the closing message as the FSL Consultant added that information to the registration form once the educators who registered before the starting of the event received the link in the email.

Educators can watch the video with their class(es) at their own pace.



Addressing Issues that May Arise

Given that there is a significant amount of planning that goes into the event ahead of time, from Camerise's experience, there are usually very few issues during the viewing period of the event. Some issues that did come up include:

Late registrants - Late registrants can register for the event throughout the viewing period. Once they have completed the survey (after the viewing period has started), the link and the content of the email that was already sent to those who registered before the beginning of the event will be visible in the closing message of the registration form.

Access issues - Depending on how the FSL Consultant sets the settings (i.e., accessible to members of the organization only), educators may run into difficulties if they try to access the link through a personal account. FSL Consultants are encouraged to think about what settings work best for their context.

Although the following issue did not come up in the CLEREL event, it is important that if there is content that could be triggering (e.g., recounting witnessing violence) proper supports have been put in place ahead of time. FSL Consultants need to connect with their board's Mental Health Leader to discuss how educators can be trauma-aware during the event. Other resources include:

[School Mental Health Ontario](#). Tous droits réservés.

[School Mental Health Ontario - School Mental Health Decision Support Tool: Student Mental Health Awareness Initiatives](#). Tous droits réservés.



Visiting Classes

FSL Consultants might want to arrange visits to classes during the viewing period of the event to see the experience first-hand. Photos (with proper consents) could also be taken to be included in communication outreach such as social media posts, a feature on the board website, a presentation at a school board meeting, etc.



After the Event



Gathering Feedback

In the interest of continuous improvement, and Ministry reporting, it is important to gather feedback from staff and students.

Click the link to view an example of a [survey to gather feedback from staff](#) CC BY-NC-SA 4.0.

Click the link to view an example of a [survey to gather feedback from students](#) CC BY-NC-SA 4.0.

Ministry Reporting



The spreadsheet data gathered from the registration form (see [Slide 29](#)) will provide FSL Consultants with the number of teacher registrations, and the number of students in Core, Extended, and Immersion French who were slated to watch the event.

In addition, FSL Consultants can draw upon the feedback gathered from educators and students (see [Slide Gathering Feedback](#)) to be included in the Ministry report.



Students Sharing about the Event in the Community

There are many ways in which the event can be shared with the community. For example:

- Students could prepare a blurb in French and English (and possibly other languages) to be included on the school website or in the school newsletter
- The school or FSL Consultant could send out a social media post informing the community of the event
- Students, with the support of the FSL Consultant, could present about the event at a School Board meeting
- Students could prepare a video presentation to be shared with the School Community Council (SCC) about the event or could attend the meeting in person. This presentation could be done in French with translation in other languages
- With the support of their teachers, students could contact the local paper to see if they would like to publish an article about the event

IMPORTANT: As seen in the examples above, there are lots of ways to build in action-oriented tasks (the approach of the CEFR) with FSL Cultural Experiences!



FSL Consultants Sharing their Events with Other FSL Consultants

FSL Consultants are encouraged to use this [Google Slide Deck \(CC BY-NC-SA 4.0\)](#) to add the details about FSL Cultural Experiences that they have organized for their boards that they would recommend to other FSL Consultants.



To learn more about FSL Cultural Experiences, including experiences being offered by Camerise, please contact:

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