



AO Scenario Web

Grade 7 Core French

La journée de la santé

Instructions for teachers

This resource consists of a collection of Action-oriented (AO) Scenarios created by the CEFR Eastern Region Working Group, designed for use in Ontario French as a Second Language (FSL) classrooms. AO Scenarios are an integral part of the Common European Framework of Reference's (CEFR) Action-oriented Approach (AoA).

The CEFR and the Action-oriented Approach in the Ontario Context

The CEFR is a complete framework used to support learning, teaching, and assessment of second/additional languages. Developed by the Council of Europe, that continent's leading human rights organization, the CEFR has been translated into 40 languages and is used across the world. In 2010, the Council of Ministers of Education, Canada recommended the use of the CEFR in the Canadian context. In Ontario, concepts of the CEFR are integrated throughout the FSL Curriculum.

The AoA is one of the key concepts of the CEFR. With the AoA, learners are seen as 'social agents' (i.e., someone who exerts their own **agency** to accomplish real-life **tasks**). Tasks are critical in the AoA as it is the task that provides the purpose for action, and also frames the learning that takes place within the scenario (i.e., learning module) so that the learner can successfully accomplish the task at hand. The AoA moves away from 'forward design' in curriculum planning, instead, favouring 'backward design' (Piccardo & North, 2019), which involves planning back from action-oriented tasks (see Figure 1).

"Communication is a social act. In order to learn French, therefore, students need to see themselves as social [agents] communicating for real purposes"
(The Ontario Curriculum, FSL, p. 9).

"teaching language as a system of disconnected and isolated components gives learners some knowledge of the language, but does not allow them to use the language effectively. In contrast, communicative and action-oriented approaches to teaching French put meaningful and authentic communication at the centre of all learning activities"
(The Ontario Curriculum, FSL, p. 9).

Figure 1: Components of an Action-oriented Scenario



AO Scenarios in this Resource

This resource offers the following AO Scenarios (i.e., AO Task/support material and Subtasks that help the learner to develop the competences needed to accomplish the task) that are aligned with the Ontario Curriculum, and the CEFR:

Grade / Program	CEFR Level	AO Scenario
Grade 4 Core French	A1	Welcoming a New Student to the Class (Best used in conjunction with Pearson's <i>Échos Pro 1</i>)
Grade 5 Core French	A1	Planning a Fun Afternoon at School (Best used in conjunction with Pearson's <i>Échos Pro 2</i>)
Grade 6 Core French	A1	A Contest to Win Concert Tickets (Best used in conjunction with Pearson's <i>Échos Pro 3</i>)
Grade 6 French Immersion / Social Studies	A2	Les expériences virtuelles - Commemorer la Journée internationale dédiée à la mémoire des l'Holocauste, et apprécier les contributions de la communauté juive au Canada
Grade 7 Core French	A1	La journée de la santé (Best used in conjunction with Pearson's <i>Mon réseau, ma vie 1</i>)
Grade 8 Core French	A1/A2	Les clubs parascolaires (Best used in conjunction with Pearson's <i>Mon réseau, ma vie 2</i>)
Grade 9 Core French (FSF 1D)	A2	Organiser une soirée à Montréal
Grade 10 Core French (FSF 2D)	A2	Organiser une sortie (Best used in conjunction with Pearson's <i>Jusqu'au bout</i>)

Using the Resource

All of the content that has been created can be found on the link [CEFR Eastern Region Working Group Website](#). On the website, you will find information about this group, suggested resources to learn more about the CEFR and the AoA, the above-mentioned AO Scenarios, and information on the Creative Commons licence that applies to the resource.

To view a scenario, click the sub-page of the desired grade level from the ‘AO Scenario Webs’ tab (see Figure 2).

Once on the page for the desired AO Scenario, the link to the appropriate Curriculum document will be accessible. In addition, the title of the AO Scenario, a hyperlinked graphic organizer of the AO Scenario, and a link to access the AO Scenario will be visible.

Throughout this resource, the term “Scenario Web¹” is used. A Scenario Web is a way to conceptualize an AO Scenario. At the centre of the web is the AO Task (e.g., Organiser une soirée à Montréal, Grade 9 Core French) along with the support resources for the AO Task, which are all hyperlinked and lead to ready-to-use/modify documents (see Figure 3). AO Task support materials include:

- AO Teacher Planning Sheet (to view an example, click [here](#))
 - This document provides a description of the task, connections to the Ontario Curriculum, and CEFR descriptors / Student friendly “I can” statements
- AO Task Student View (to view an example, click [here](#))
 - This document provides the AO Task in French, in a student-friendly format
- Assessment Tools (to view an example, click [here](#))
 - Assessment tools are provided to evaluate the components of the AO Task
- Student Planning Sheet (to view an example, click [here](#))
 - This document allows students to monitor their learning throughout the AO Scenario. It is also to be used as a Universal Design for Learning strategy whereby students can ‘chunk’ their learning into more manageable pieces

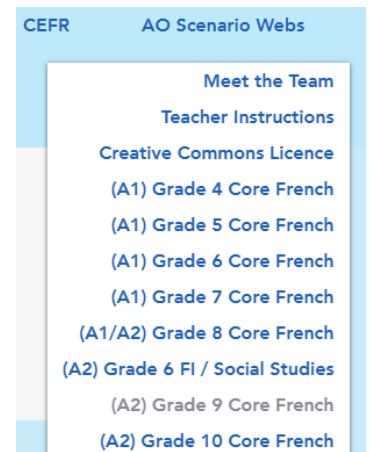


Figure 2

Around the AO Task and support materials are different threads (e.g., Exploring restaurants, Budgeting). These threads illustrate clusters of possible competences to be developed during the AO Scenario to support students in successfully completing the AO Task (see Figure 4). Each thread is hyperlinked, leading to a table composed of possible subtasks that are designed to build competences connected to a particular area of learning. This table includes links to ready-to-use and/or modify resources, the ‘I can’ statements being targeted, the CEFR communicative language activities and competences that are most prevalent for the sub-task, and possible assessment opportunities based on the four skills of FSL Ontario Curriculum (i.e., Speaking, Listening, Reading, Writing).

¹ The notion of “Scenario Webs” is part of Danielle Hunter’s PhD thesis, under the supervision of Dr. Enrica Piccardo

IMPORTANT: The threads and the possible subtasks are not presented in any order, and are not intended to be a step-by-step method to planning (unless it is connected to a publisher program). In fact, it is quite the contrary. Key principles of the AoA stipulate that teaching and learning are non-linear, flexible, and dynamic (i.e., changes over time). It is with this in mind that the threads and possible subtasks are presented more like a “bouquet” (Piccardo & North, 2019) whereby teachers pick and choose the ‘flowers’ (i.e., the threads and subtasks) that they would like to include in their bouquet for their students. Students can also play a role in determining the ‘flowers’ to add to the bouquet when sub-tasks are co-created by the teacher and the students.

Figure 3 - Structure of an AO Scenario Web (Grade 9 Example)

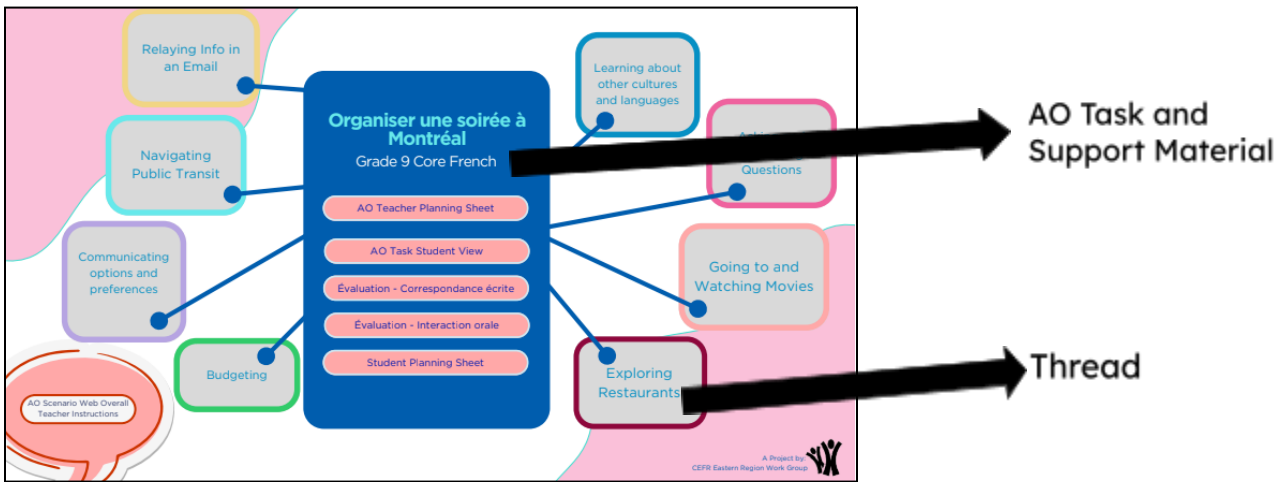


Figure 4 - Table of Possible Subtasks (Grade 9 Example)

SUB-TASKS RELATED TO: Going to and watching movies		CEFR EASTERN ONTARIO			
Sub-task (Building Competences to Support the Completion of the AO Task)	Possible Activities/ Resources (e.g., links, slideshows, videos, podcasts, articles, classroom activities)	“I can” / “Je peux” Statements for Sub-task (these connect to the “I can statements” on the teacher planning sheet for the AO Task)	Communicative Language Activities/ Strategies (the what)	Communicative Language Competences (the how), and Plurilingualism/ Pluriculturalism	Possible Assessment for Sub-task
Analyzing film genres and finding compromises.	Movie listings reading comprehension Soirée cinéma! - student copy Soirée cinéma - Teacher Instructions	I can find different types of information on movie listings. / Je peux trouver différents types d'information d'un horaire de film. I can share information and ideas with sufficient vocabulary. / Je peux partager de l'information et des idées avec un vocabulaire suffisant. I can use simple grammar structures correctly so I am understood. / Je peux utiliser correctement des structures grammaticales simples pour être bien compris.	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Reading <input type="checkbox"/> Writing

CEFR Eastern Ontario, 2023

Expanding the AO Scenario Webs

In keeping with the spirit of collaboration, teachers are invited to contribute other possible subtasks using this [Google Form](#), which will be added to the resource (funding dependent). Contributions need to be compliant with copyright laws, with special attention paid to the images used (it is recommended that teachers only use images from the [Canva Education licence](#) and that the source be indicated next to the images), and the links provided (do not take screenshots of materials and include them in the submission. Instead, provide a direct link to the resource).

Here are a couple of resources related to copyright, and Creative Commons:

[Camerise Fiche express - Creative Commons et choix de ressources](#)

[Creative Commons - Share your Work](#)

La Journée de la santé

Grade 7 Core French

AO Teacher Planning Sheet

AO Task Student View

Évaluation : Interaction orale

Évaluation : Production écrite

Student Planning Sheet

2.
Exploring inclusive activities to encourage healthy living

1.
Discussing the importance of a school Health Day

3.
Creating a menu and a budget for healthy lunches

4.
Writing a review of an event for the school newspaper

AO Scenario Web Overall
Teacher Instructions

Teacher Notes

Subtasks are presented in a particular order as the content aligns with Pearson's Mon réseau, ma vie resource



SUB-TASKS RELATED TO: Discussing the importance of a school Health Day

Sub-task (Building Competences to Support the Completion of the AO Task)	Possible Activities/ Resources (e.g., links, slideshows, videos, podcasts, articles, classroom activities)	“I can” / “Je peux” Statements for Sub-task (these connect to the “I can statements” on the teacher planning sheet for the AO Task)	Communicative Language Activities/ Strategies (the what)	Communicative Language Competences (the how), and Plurilingualism/ Pluriculturalism	Possible Assessment for Sub-task (See Teacher Notes for Assessment as/for Learning Tool)
Students will identify the different aspects of healthy living, (i.e. mental health, physical health, healthy eating habits).	<p>Teacher Instructions</p> <p>Slideshow: Vivre en bonne santé</p> <p>Video: Pourquoi le sport est bon pour la santé</p> <p>Student Copy #1: Activité de visionnement</p> <p>Student Copy #2: Exit Ticket</p> <p>Des phrases utiles #1</p>	<p>I can understand someone speaking slowly and carefully with long pauses. <i>Je peux comprendre quelqu'un qui parle lentement avec des pauses.</i></p> <p>I can speak in simple sentences on mental and physical health, and healthy eating. <i>Je peux parler avec des phrases simples de la santé mentale, de la santé physique et de la nourriture saine.</i></p> <p>I can collaborate with my friends. <i>Je peux collaborer avec mes amis.</i></p>	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing

<p>Students will discuss and reflect on the advantages of being healthy.</p>	<p>Teacher Instructions</p> <p>Slideshow: Les bienfaits de l'activité physique</p> <p>Website: 9 bienfaits prouvés de l'activité physique</p> <p>Website: Self-care brainstorming worksheet</p> <p>Des phrases utiles #1</p>	<p>I can discuss healthy living with my friends. <i>Je peux discuter des aspects de la santé avec mes amis.</i></p> <p>I can read and understand surveys on the concept of healthy living. <i>Je peux lire et comprendre des sondages sur le concept de la santé.</i></p> <p>I can write simple texts on the subject of my healthy living practices. <i>Je peux écrire des textes simples au sujet de mes pratiques saines.</i></p>	<p><input type="checkbox"/> Reception</p> <p><input type="checkbox"/> Production</p> <p><input type="checkbox"/> Interaction</p> <p><input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic</p> <p><input type="checkbox"/> Socio-linguistic</p> <p><input type="checkbox"/> Pragmatic</p> <p><input type="checkbox"/> Plurilingualism/Pluriculturalism</p>	<p><input type="checkbox"/> Listening</p> <p><input type="checkbox"/> Speaking</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Writing</p>
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* It is up to teachers to determine whether the sub-tasks are assessments FOR learning, OF learning, or AS learning.

SUB-TASKS RELATED TO: Exploring inclusive activities to encourage healthy living

Sub-task (Building Competences to Support the Completion of the AO Task)	Possible Activities/ Resources (e.g., links, slideshows, videos, podcasts, articles, classroom activities)	“I can” / “Je peux” Statements for Sub-task (these connect to the “I can statements” on the teacher planning sheet for the AO Task)	Communicative Language Activities/ Strategies (the what)	Communicative Language Competences (the how), and Plurilingualism/ Pluriculturalism	Possible Assessment for Sub-task (See Teacher Notes for Assessment as/for Learning Tool)
Creating a picture of the most popular games or sports, relaxation activities, and healthy foods that reflect the diverse interests of the school community.	<p>Teacher Instructions</p> <p>Video 1: Quel est votre sport préféré?</p> <p>Student Copy #1: Activité de visionnement</p> <p>Video 2: Sports</p> <p>Student Copy #2: Activité de visionnement</p> <p>Student Copy #3: Les préférences de notre communauté</p>	<p>I can use simple words, sentences and gestures to exchange information about favourite games or sports, relaxation activities, and healthy foods that represent my school community.</p> <p><i>Je peux utiliser des mots, des phrases, et des gestes non-verbaux, pour échanger des informations sur les jeux, sports, activités de détente, et aliments sains préférés qui représentent ma communauté scolaire.</i></p> <p>I can understand and respond to questions and instructions in a</p>	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing

	<p>scolaire</p> <p>Jamboard</p>	<p>conversation. <i>Je peux comprendre et répondre à des questions et des instructions dans une conversation simple.</i></p> <p>I can use words and sentences from different languages in a simple conversation. <i>Je peux utiliser des mots ou des phrases de langues différentes dans une conversation très simple.</i></p> <p>I can read and understand surveys on favourite games or sports, relaxation activities, and healthy foods that represent my school community.. <i>Je peux lire et comprendre des sondages sur les jeux, sports, activités de détente, et aliments sains préférés qui représentent ma communauté scolaire.</i></p>			
Organizing activities and developing schedules.	<p>Teacher Instructions</p> <p>Student Copy #1: Schedule</p>	<p>I can ask for and give information and ideas while organizing an event. <i>Je peux demander et donner des informations et des idées aux gens tout en</i></p>	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing

	Des phrases utiles #2	<p><i>organisant un événement.</i></p> <p>I can recognize and understand different ways of using numbers and telling the time.</p> <p><i>Je peux reconnaître et comprendre différentes façons de numéroter et de dire l'heure.</i></p>			
Selecting an activity to lead.	<p>Teacher Instructions</p> <p>Student Copy #1: Schedule</p> <p>Des phrases utiles #2</p>	<p>I can talk about likes and dislikes in a simple conversation on leading an activity.</p> <p><i>Je peux parler de ce que j'aime et de ce que je n'aime pas dans une conversation simple sur l'animation d'une activité.</i></p>	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing

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SUB-TASKS RELATED TO: Creating a menu and a budget for healthy lunches

Sub-task (Building Competences to Support the Completion of the AO Task)	Possible Activities/ Resources (e.g., links, slideshows, videos, podcasts, articles, classroom activities)	“I can” / “Je peux” Statements for Sub-task (these connect to the “I can statements” on the teacher planning sheet for the AO Task)	Communicative Language Activities/ Strategies (the what)	Communicative Language Competences (the how), and Plurilingualism/ Pluriculturalism	Possible Assessment for Sub-task (See Teacher Notes for Assessment as/for Learning Tool)
<p>Developing ideas for healthy school snacks and lunches</p> <p>Making a budget for the purchase of healthy school lunches</p>	<p>Teacher Instructions</p> <p>Video: Dîner santé à l'école</p> <p>Student Copy #1: Activité de visionnement</p> <p>Student Copy #2: Le meilleur dîner du monde entier</p> <p>Website: Le guide alimentaire canadien</p> <p>Phrases utiles #3</p>	<p>I can understand someone speaking slowly and carefully with long pauses. <i>Je peux comprendre quelqu'un qui parle lentement avec des pauses.</i></p> <p>I can speak in simple sentences about eating healthy snacks and lunches. <i>Je peux parler avec des phrases simples au sujet des collations et des repas sains.</i></p> <p>I can use a range of vocabulary related to healthy snacks and lunches. <i>Je peux utiliser une gamme de vocabulaire lié à des collations et des repas sains.</i></p>	<p><input type="checkbox"/> Reception</p> <p><input type="checkbox"/> Production</p> <p><input type="checkbox"/> Interaction</p> <p><input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic</p> <p><input type="checkbox"/> Socio-linguistic</p> <p><input type="checkbox"/> Pragmatic</p> <p><input type="checkbox"/> Plurilingualism/ Pluriculturalism</p>	<p><input type="checkbox"/> Listening</p> <p><input type="checkbox"/> Speaking</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Writing</p>

		<p>I can read and understand informational texts. <i>Je peux lire et comprendre des textes informatifs.</i></p>			
<p>Making a budget for the purchase of healthy school lunches</p>	<p>Teacher Instructions</p> <p>Student Copy #1: La Planification d'un budget</p> <p>Online supermarket flyers (e.g. Metro, Loblaws, Walmart, etc.)</p>	<p>I can understand and express numbers, quantities and costs while creating a budget. <i>Je peux comprendre et exprimer les nombres, les quantités et les prix en créant un budget.</i></p> <p>I can read and understand promotional materials. <i>Je peux lire et comprendre du matériel promotionnel.</i></p>	<p><input type="checkbox"/> Reception</p> <p><input type="checkbox"/> Production</p> <p><input type="checkbox"/> Interaction</p> <p><input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic</p> <p><input type="checkbox"/> Socio-linguistic</p> <p><input type="checkbox"/> Pragmatic</p> <p><input type="checkbox"/> Plurilingualism/Pluriculturalism</p>	<p><input type="checkbox"/> Listening</p> <p><input type="checkbox"/> Speaking</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Writing</p>

* It is up to teachers to determine whether the sub-tasks are assessments FOR learning, OF learning, or AS learning.

SUB-TASKS RELATED TO: Writing a review of an event for the school newspaper

Sub-task (Building Competences to Support the Completion of the AO Task)	Possible Activities/ Resources (e.g., links, slideshows, videos, podcasts, articles, classroom activities)	“I can” / “Je peux” Statements for Sub-task (these connect to the “I can statements” on the teacher planning sheet for the AO Task)	Communicative Language Activities/ Strategies (the what)	Communicative Language Competences (the how), and Plurilingualism/ Pluriculturalism	Possible Assessment for Sub-task (See Teacher Notes for Assessment as/for Learning Tool)
Writing a review of a school trip to Toronto	<p>Teacher Instructions</p> <p>Student Copy #1: Pour parler du week-end passé</p> <p>Website: Les choses à voir et à faire avec des enfants à Toronto</p> <p>Student Copy #2: Ma Journée à Toronto</p> <p>Canva</p> <p>Des phrases utiles #4</p>	<p>I can understand some expressions on familiar topics. <i>Je peux comprendre quelques expressions sur des sujets familiers.</i></p> <p>I can speak in simple sentences on familiar topics. <i>Je peux parler avec des phrases simples sur des sujets familiers.</i></p> <p>I can take part in a simple conversation on a familiar topic. <i>Je peux participer à une conversation simple sur un sujet familier.</i></p> <p>I can write a text on</p>	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Reading <input type="checkbox"/> Writing

		<p>familiar topics using simple words and basic expressions. <i>Je peux écrire un texte sur des sujets familiers avec un vocabulaire simple et des expressions de base.</i></p> <p>I can use a few simple grammatical structures with limited accuracy. <i>Je peux utiliser quelques structures grammaticales avec une précision limitée.</i></p> <p>I can write a text on familiar topics using simple words and basic expressions. <i>Je peux écrire un texte sur des sujets familiers avec un vocabulaire simple et des expressions de base.</i></p> <p>I can use a few simple grammatical structures with limited accuracy. <i>Je peux utiliser quelques structures grammaticales avec une précision limitée.</i></p>			
<p>N.B. The Assessment of Learning Tools used to evaluate the final Action-Oriented Task can be found in the Teacher Notes.</p>					

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