

Variations on One Class Project Depending on Available Technologies

A Grade 8 FSL class is working with the field of experience L'HABILLEMENT (CLOTHING) and in particular with the subfields CHOIX DE VÊTEMENTS (CLOTHING CHOICES) and LA CONCEPTION DES VÊTEMENTS (CLOTHING DESIGN).

CD or VCR player

Students listen to a radio show in which teenagers talk about their clothing choices for different situations (e.g., school week, weekend, social gatherings). Students take down notes and then share their opinions on what was said. They also provide their clothing preferences based on the situations given.

Chat/Instant messaging

Where its use does not contravene jurisdictional policies, teachers can set up projects that involve some use of this technology. For example, each student is given a card with a situation in which they have to decide what they are going to wear the next day. They text a friend to let him or her know what they are going to wear and in turn ask their friend what he or she will wear for the same situation.

Computer with Internet access

Pairs of students visit Web sites that have clothing catalogues for the coming season. They read different descriptions and pull out the words or expressions used to describe the different clothing ensembles they are reading (e.g., *une poche passepoilée*). In groups of four, students share their lists of words and draw pictures or use clipart to identify the different words or expressions found.

Computer with projector and access to text and images/photographs from a clothing catalogue

A page from a clothing catalogue is projected on a screen for the class to see. The teacher and the students discuss the manner in which the clothing items are described and analyze the text's form. Together with the class, the teacher prepares, using a word processing program, the structure of the text for students to use as a guide when they prepare their own catalogue description.

Computer with research tools such as a French-English or French-only dictionary accessible either on a school server, on a CD or online

Students verify the spelling of words in their text with the aid of an online dictionary.

Computer with word processing and desktop publishing applications and a printer

Students prepare personal flash cards, catalogue pages or design clothing lines using computer applications to assist them in preparing their written texts and the layout for their clothing catalogue or their clothing line.

Computer with word processing and desktop publishing applications, microphones and access to a Web server space

Students prepare the audio commentary for their clothing line and record their voices. They have another group listen to their recording. This group of students provides feedback orally in French. The first group can now listen to the feedback given and can make any suggested changes. They rerecord their text and ask the other group for feedback again. This time the group provides feedback in written form.

Digital camera or 35 mm film camera and scanner

Students take pictures of their favourite clothing ensemble or use a personal photograph and scan it into a computer. Photographs are saved to a single folder. The teacher chooses a photograph at random and either sends it to each student's e-mail address or prints it off on a colour printer. Students use the photographs to identify orally or in written form the aspects that they like in each student's clothing ensemble. Sentence starters such as the following can be provided to the students: *J'aime... ton/ta...parce que.../Je trouve ton/ta...Il/elle est.../J'adore ... ton/ta...parce que...*

Note, however, that care must be taken to ensure that the terms of the *Freedom of Information and Protection of Privacy Act* are respected.

E-mail

Students are paired with members of a partner class. In their e-mail messages they can ask each other questions on their clothing preferences for different seasons or occasions.

Fax/telephone/computer with e-mail or access to Voice Over Internet services, such as Skype

Students prepare questions designed to request a clothing catalogue from a French-speaking region in Canada or from a Francophone country.

Multiple computers with concept mapping software such as Inspiration/Kidspiration

Small groups of students use the software to create a graphic organizer related to clothing design. To start students on the task, the teacher could suggest categories such as: *les encolures, les manches, les poches, les styles de jeans*. Each group saves and subsequently presents their completed graphic organizer to the class for comparison.

Overhead projector

Using a blank transparency, the teacher leads the students through a brainstorm activity in which they create, as a class, a semantic map of new vocabulary related to clothing design.

Scanner

Students collect clothing pictures from magazines or flyers and scan them. The photographs can be used for oral or written activities and can be used to enhance activities mentioned elsewhere in this list if the photographic sources are credited where applicable.

Videocamera

Students film role-plays of interactions that they may have in the school hallway regarding their clothing choices and/or clothing preferences. The videos are played to the rest of the class and students discuss the questions asked and the answers given.

Videoconferencing (VC)

If VC is being used to connect two classes, one class can present its projects, i.e. their clothing line, "live" to members of the other class while the other takes down notes. Feedback is provided to the other class "live."

Webcam

If students are collaborating on these projects at a distance, web-based cameras can be used to plan, carry out, and share project/partner work. Care must be taken that the terms of the *Freedom of Information and Protection of Privacy Act* are respected.

Whiteboard

Students and teachers may use a whiteboard to support small-group collaborative planning or whole class presentations, or for vocabulary development or grammatical explanation.