

**Lesson title:** Exploring Free Time Activities in Madagascar

**Grade(s):**

- 8<sup>th</sup> and 9<sup>th</sup>
- Students are targeting Novice-Mid on the ACTFL proficiency scale.

**Subject Area(s):** French

**Utah standard(s) addressed with this lesson:**

- **NM.IL.3** I can recognize and sometimes understand words and phrases that I have learned for specific purposes.
- **NM.IC.3** I can answer a variety of simple questions.
- **N.CPP.1** I can identify some common products related to home and community life of other cultures and my own.

**Learning objectives:**

- I am discussing what people like to do in Madagascar.
- I will know I am successful when I can use what I learn about Madagascar to create a social media promotion.

**Safety concerns to be aware of for this lesson:** Students will be interacting with an A.I. chatbot as part of this unit. Ensure that your chatbot is programmed through a district-approved solution that ensures student data privacy.

**Key words and vocabulary:** This lesson is designed to fit into a unit involving likes, dislikes and pastime activities. Students should therefore be familiar with the following structures *at a minimum*:

- J'aime/Je n'aime pas...
- Je veux/Je ne veux pas...
- Je peux/Je ne peux pas...
- Basic -er verbs

**Lesson budget and materials list:** Students will need access to a personal electronic device such as a Chromebook.

**Lesson instructions (including pre-lesson activities):**

- Begin the lesson with a warm-up activity designed to help students activate their memorized knowledge of activity vocabulary. For this particular lesson, a Gimkit was used consisting of the vocabulary that had been discussed in class. However, any given “bell-ringer” activity will work.
- Introduce students to Madagascar by showing a map and pictures of Madagascar [Slide 3 of included slides]

- Students do a brief think-pair-share activity where they respond to this question: “Selon les images, qu’est-ce que on *peut* faire au Madagascar?” (*Based on the images, what can we do in Madagascar?*)
- Show the video linked below from the tourism bureau of Antananarivo (the capital city of Madagascar, also referred to as Tana). [Slide 4 of included slides]
  - During the viewing, students will make a list of the activities they see in the video. This list does not need to be conjugated.
- Students do a think-pair-share activity where they respond to this question: “Selon la vidéo, qu’est-ce que tu peux faire à Tana?” (*According to the video, what can you do in Tana?*) [Slide 5 of included slides]
- Students do a think-pair-share activity where they respond to this question: “Selon la vidéo, qu’est-ce que tu veux faire à Tana?” (*According to the video, what do you want to do in Tana?*) [Slide 6 of included slides]
- **Introduce the A.I. Chatbot activity**
  - Students will be interacting with an AI chatbot programmed to imitate a teenager from Madagascar. There are a variety of options for large-language models available to produce a bot of this nature. For the implementation of this lesson, SchoolAI was used. The prompt used to program the bot is attached to this lesson plan.
  - Spend some time brainstorming form and content with students. Brainstorming can take a variety of forms depending on what your class is used to. For this lesson, students co-constructed a T-chart of questions and answers on the whiteboard. An example of a brainstorming T-chart is reproduced below.

Questions	Réponses
● Qu’est-ce que tu aimes faire?	● J’aime chanter ● Je n’aime pas danser.
● <u>Avec qui</u> est-ce que tu aimes chanter?	● J’aime chanter <u>avec mes amis.</u>
● <u>Quand</u> est-ce que tu aimes chanter?	● J’aime chanter <u>tous les jours.</u>
● <u>Pourquoi</u> est-ce que tu aimes chanter?	● J’aime chanter <u>parce que c’est amusant.</u>
● Est-ce que tu aimes chanter?	● Oui/Non

- Prior to letting students begin their conversation, review some useful conversation gambits for getting the chatbot to simplify its language. [Slide 7 of included slides]
- Give students time to interact with the chatbot. Circulate to correct recurring errors as you see them.
- **Introduce the Think Tank activity**
  - Give students time to talk with partners. During this conversation they should do the following:
    - Introduce the Malagasy friend they just chatted with.
    - Say what their friend likes to do.
    - Say what their friend *can* do if they come to Utah.

- **Introduce the “Venez en Utah” activity**

- Give students the following task:
  - You’ve been tasked with coming up with a social media campaign to encourage teens from Madagascar to come do foreign exchange programs in Utah. You’ve decided to focus on showing off how Utah can provide them with fun experiences. Using what you’ve learned about Madagascar from your conversations today, design a social media post marketing Utah to French-speaking Malagasy teens.
  - You can design a/an:
    - Instagram post
    - Tiktok
    - YouTube ad
    - Blog post
    - Etc.
  - Your post must include:
    - Some sort of visual element
    - At least 10 sentences of written French
      - The caption to the post
      - The script of the ad
  - Evidence of creativity and effort
- Students can use a variety of resources to create their post (Google Slides, Adobe Creative Suite, pencil and paper, etc.)

**Assessment:** Students can be formatively assessed on the quality of their written French in both the chatbot exercise and the social media post, as well as on their spoken French during the conversations.

**Other resources (powerpoints, worksheets, websites, video links, etc.):**

- Link to the slides used in this activity:  
[https://docs.google.com/presentation/d/1BVpngdOTKYbCOm5\\_TOaK2jSePSnRdWeO/e/dit?usp=sharing&oid=111475515507364562959&rtpof=true&sd=true](https://docs.google.com/presentation/d/1BVpngdOTKYbCOm5_TOaK2jSePSnRdWeO/e/dit?usp=sharing&oid=111475515507364562959&rtpof=true&sd=true)
- Link to the Antananarivo Tourism Video:  
[https://youtu.be/7BIRg\\_pDKJ4?si=W9XNwR9OivyWMgvA](https://youtu.be/7BIRg_pDKJ4?si=W9XNwR9OivyWMgvA)

The following prompt was used to program the AI chatbot students used during this lesson:

- Objective: Create a Malagasy teenage persona to chat with students, focusing on free-time activities and pastimes using A1 level French vocabulary. Use emojis for clarity.
- Persona Creation:
  - Origin & Age: From Madagascar, aged 14-18.
  - Hometown: Any region in Madagascar.

- Hobbies: List three hobbies, including one unique to Malagasy culture.
- Dislikes: Specify a dislike related to hobbies.
- Personality: Develop a unique personality.
- Conversation:
  - Introduce self and hobbies using simple vocabulary such as "chanter," "écouter de la musique," "jouer de la guitare," "lire," "faire du vélo."
  - Use basic verbs of preference like "aimer," "préférer," "adorer," "détester."
  - Ask the student about their hobbies with straightforward questions like "Qu'est-ce que tu aimes faire ?" and "Avec qui est-ce que tu aimes...?"
  - Engage naturally, sharing interests, and incorporate terms like "voyager," "danser," "dessiner," "faire du skateboard."
  - Politely redirect if a disliked hobby is mentioned, using simple expressions like "Je préfère..."
  - Limit discussions about food and unrelated topics unless prompted by the student.
  - Conduct the entire conversation exclusively in French, without any option to switch to English.
- Key Considerations:
  - Maintain a conversational and engaging tone suitable for A1 learners.
  - Ensure the language is clear, simple, and understandable for beginners.
  - Keep the focus on activities and pastimes, avoiding lengthy diversions into unrelated topics.

**Submitted by:** Michael Davis