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Conestoga High School
Tredyffrin/Easttown School District
Governor's Institute 2004

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School: Conestoga High School

District: Tredyffrin/Easttown School District

Lesson Plan: La forme et la santé

Level: French 5 (Grades 11 and 12)

Materials Needed: Discovering French:Rouge, Valette, Jean-Paul and Valette, Rebecca M., D.C. Heath and Company, Lexington, MA, 1997, fabric, markers, foam or beans, straight pins with heads; slips of paper, paper bags, clipboards with interview forms, pens, toy telephones, thermometer(s), stethoscope(s), tongue depressors, small pocket flashlights, wristwatch, scale, blood pressure cuff(s), white smocks or doctor's gowns.

National Standards Addressed:

Communication: 1.1, 1.2, 1.3

Cultures: 2.1, 2.2

Connections: 3.1, 3.2

Comparisons: 4.1, 4.2

Overview of the Unit:

Unité 7: La forme et la santé takes approximately three weeks to complete. In this unit students will be learning about the French health care system. They will learn how French people take care of their health, some of the reasons for the French's consumption of mineral water and how the French have provided health care to third world countries through the organization *Médecins sans frontières*. By learning these concepts students will be addressing Standards 2.1 and 2.2 where they demonstrate an understanding of the relationship between the practices and perspectives of the French culture and the relationship between the products and perspectives of the French culture. They will also develop their ability with Standard 1.2 since they will be required to read a selection on the *Médecins sans frontières* on pages 276 and 277 of their textbook and respond in writing.

In addition, they will learn how to seek the help of a doctor or dentist, describe their symptoms and follow the doctor's/dentist's recommendations. They will illustrate this ability by scheduling make-believe appointments with a doctor's or dentist's office, going to the appointment and conducting a conversation in French with the nurse and the doctor/dentist. Afterwards, they will have to carry out the doctor's/dentist's orders. As a result of participating in these scenarios, the students will be demonstrating their knowledge of Standards 1.1, 3.1, 3.2, 4.1 and 4.2. The students will be engaging in conversation, providing and obtaining information, expressing feelings and emotions and exchanging opinions. They will also be reinforcing their knowledge of anatomy, health sciences, measurements and dosages and health practices. They will learn the similarities and differences that exist between the American and French vocabulary for familiar diseases and illnesses and how they are treated.

Furthermore, students will learn how to express their doubts and fears. They will be able to let people know how they feel about present and past events. They will do this by responding in written French to different situations presented

to them by their teacher. The students will be able to demonstrate their mastery of Standard 1.2 by responding in writing to a situation after they have interpreted its significance and ramifications.

Lesson Plan: Day One

As an introduction to Unité 7 it will be necessary to review vocabulary pertaining to health and the body from French 1 through French 3.

To start the lesson the teacher will display overhead visual(s) regarding parts of the body and scenes from the doctor's office. These visuals can be taken from magazines, medical books or any other source that would provide figures of men or women, boys or girls. The teacher may approach this exercise in many different ways depending on the number of students in the class and the ability of the students. The exercise could be as direct as simple identification of body parts i.e. Question: "*Qu'est-ce que c'est?*" "What's this?" Answer: "*C'est la tête!*" "It's your head!" or slightly more complicated questions such as, "*Combien de doigts est-ce que le garçon a sur la main gauche?*" "How many fingers does the boy have on his left hand?" or "*Quelle partie du corps est-ce que l'on utilise pour courrir? pour parler?: pour regarder un film?*" "What part of the body do you use to run? To talk? To watch a movie?". These oral exercises should illicit answers from the students in a natural, conversational style in order to incorporate Standard 1.1 of the National Standards. To help get the students more involved the teacher may want to play a game of Simon says. At first the directions could be simple such as, "Simon dit, 'Touchez le nez!'" "Simon says, 'Touch your nose!'" or "Simon dit, 'Levez la main!'" "Simon says, 'Raise your hand!'" For more advanced groups the commands could be more complex, for example, "Simon dit, 'Mettez la main gauche sur le genou droit.'" "Simon says, 'Put your left hand on your right knee!'"

The teacher should then show the transparency of different sick people and ask, “*Qu’est-ce qu’il/elle a?*” “*Est-ce qu’il/elle a mal à la tête? À la gorge? À l’estomac?*” “What’s wrong with him/her?” “Does he/she have a headache? A sore throat? A stomach ache? At this point the teacher might ask, “*Qu’est-ce vous faites quand vous ne vous sentez pas bien?*” or “*Où est-ce que vous allez quand vous êtes malade?*” “What do you do when you don’t feel well?” or “Where do you go when you’re sick?” These questions should engage the students in dialogues in which they are providing and obtaining information, exchanging opinions and expressing feelings that exemplify Standard 1.1. In addition, they would be understanding and interpreting spoken language on a variety of topics as stated in Standard 1.2. The students will mention if they go to the doctor’s, the dentist’s, the pharmacy or the hospital. They will express what medicines or remedies they take. The teacher will introduce the new vocabulary on pages 264-266 of Discovering French Rouge to help the students express their thoughts and feelings in the target language. A discussion of symptoms of the illnesses and childhood diseases the students have had should ensue. Students are usually more than willing to tell you if they have had the chicken pox or a strep throat.

One possible way to practice the names of the diseases/illnesses and symptoms would be the following. The teacher should write down the names of the diseases on slips of paper and put them in two or three “grab bags”. The teacher divides the class into groups of four/five students. Each student chooses a slip of paper from the grab bag and reads the name of the disease written on it to him/herself. He/she then has to describe the symptoms of the ailment to his peers in the target language until one of them figures out what disease he/she is describing. For example, if student A were to choose *la grippe* (the flu) he/she might say, “*J’ai mal a la tete. J’ai de la fièvre. J’ai froid et puis j’ai chaud. J’ai mal par le corps entier*” I have a headache. I have a fever. I’m cold and then I’m hot. My entire body hurts. One of the other students might respond, “*Tu as un rhume. Tu es enrhumé.*” “You have a cold!” Student A would respond, “*Pas exactement. C’est plus grave que ça.*” “Not exactly. It’s more serious than that.”

To which the other student would reply, *“Oh, tu as la grippe.”* “Oh, you have the flu.” In this way the students are practicing Standards 1.1 and 1.2 because they are engaging in conversation, providing and obtaining information as well as understanding and interpreting spoken language. This exercise exemplifies a typical conversation that might go on between two speakers of the target language. So often we talk to our friends and family members describing what we are suffering from and they attempt to diagnose our illness based on the symptoms we describe.

As closure to this lesson the teacher could then ask each student to describe to the class the disease (illness) that he/she is chose from the grab bag and what her/his symptoms are. The ability to describe symptoms reinforces Standard 3.1 since the student must use information obtained in health classes.

As a homework assignment students should create “Voodoo dolls”. The students would have to cut out the figure of a human being. Then they write the names of the illnesses at the site on the body that is effected; fill the figure with foam or beans; sew the edges together and bring it in the next day, along with about five straight pins. If the group is not capable of handling something quite that complicated they could use paper figures instead, similar to paper dolls, label them and use beans or chips to mark the places.

In addition to the voodoo dolls, the teacher should ask the students to name and describe three kinds of physicians a person may need to visit during his/her lifetime. The students may need to use dictionaries in order to do this assignment since the titles of certain physicians might be unknown to them, i.e. dermatologist, pediatrician, orthopedic surgeon.

Lesson Plan: Day Two

The teacher will greet the students and ask them how they are feeling today using the newly acquired vocabulary from page 264 of Discovering French Rouge. During this time the teacher should inquire about fever thermometers. What is a normal reading? What is considered a high temperature? What scale is used in the United States and what is used in France? By doing so, the teacher is using Standard 4.2 which compares cultures and Standard 3.1 which connects this French unit to the students' science and/or health classes. Also, the teacher should draw attention to cognates and false cognates. For example, such words as *température*, *fièvre*, *monocléuse*, *bronchite*, *aspirine*, *vomir* and *pneumonie* share a great deal in common with their English equivalents; whereas, *angine* (strep throat) and *une ordonnance* (prescription) might be misleading.

Upon completion of this warm-up exercise students will then share their descriptions of physicians without saying the name of the specialist. In this instance the students would have to practice Standard 1.2 and 1.3. The other students can suggest the name of the specialist or perhaps they too, chose that specialist for their homework assignment. The teacher will write the names of the specialists on the board or overhead.

The students should then bring out their voodoo dolls. Each student should work with a partner. Student A will show his/her voodoo doll to Student B after having placed three pins into three different diseases/illnesses. He/she might say, "*Mon oncle Gilbert souffre des maladies indiquées. Quels sont ses symptômes?*" Student B would look at the voodoo doll and describe the symptoms of the three diseases indicated by the pins. The student should also suggest which specialist the doll should visit in order to receive proper treatment. For example, your uncle Gilbert has strep throat. He has a difficult time swallowing. His throat hurts and he has a fever. He should go see your family doctor. After describing the symptoms of the three illnesses the students switch roles. Once they have finished discussing the three illnesses, Student A can then insert a pin in any two diseases of his/her choice in Student B's doll.

Student B must describe the symptoms of the disease chosen by Student A. Then the students reverse roles. If a student is unable to describe a disease then the other student earns a point. If a student gives the wrong symptoms for a disease a point is subtracted. The students are having fun and competing while they are practicing Standards 1.1 and 1.2.

Lesson Plan: Day Three

Now that the students are comfortable with the names of the illnesses, their symptoms and the names of the specialists that can treat them, they will move on to how to act during an office visit.

The teacher will begin the class by asking the students what they do when they do not feel well? Who do they call? Where do they go? What happens once they arrive at the office? Who greets them? What procedures are followed or what tests are performed? Who performs these procedures and tests? The receptionist? The nurse? The doctor? What are the results of the doctor's examination and questioning? What does he/she usually advise or recommend? What is the patient's responsibility?

There will be a variety of answers since individual doctors run their practices in different ways; however, there are some common procedures and practices that are generally followed. Students will share that a medical history is usually required, that weight, blood pressure, pulse and temperature are checked usually by a nurse and then the doctor interviews the patient and exams him/her. Afterwards the doctor recommends a change in behavior, a treatment or prescribes a medicine. The teacher can provide some of the vocabulary needed to answer these questions or have the students refer to page 266 of the textbook.

After the discussion of the process involved in setting up an appointment and visiting the doctor's office the teacher will divide the class up into small

groups. The teacher will hand each group an envelope that contains approximately twelve sentences that when combined correctly would create a logical dialogue. The students are given five minutes to complete the task before time is called. An example of a dialogue might be:

*-Avez-vous un rendez-vous?
-Oui, J'ai un rendez-vous à trois heures.
-Comment allez-vous?
-Je ne me sens pas bien.
-Où avez-vous mal?
-J'ai mal à la gorge et j'ai de la fièvre.
-Quelles maladies d'enfance avez-vous eues?
-J'ai eu la varicelle et la rougeole.
-Est-ce que vous pouvez ouvrir la bouche? Je vais vous examiner.
-Vous avez une angine.
-Je vais vous soigner. Voici une ordonnance.
-Vous devez prendre rendez-vous dans une semaine.*

-Do you have an appointment?
-Yes, I have an appointment at three o'clock.
-How are you?
-I don't feel well.
-Where does it hurt?
-I have a sore throat and a fever.
-What childhood illnesses did you have?
-I had chicken pox and measles.
-Can you open your mouth? I'm going to exam you.
-You have strep throat.
-I'm going to take care of you. Here is a prescription.
-You should make an appointment in a week.

By manipulating these sentences to form a coherent dialogue students are fulfilling the requirements of Standard 1.2 by understanding and interpreting written language. They are also using Standard 4.1 because they are demonstrating understanding of the nature of language through comparisons of French and their own language.

The next step would be for students to create their own dialogue of an office visit. The students should work in pairs and develop an authentic dialogue in French that would occur in a doctor's office and then present it to the class. The other students could ask questions if they did not understand some part of the dialogue or for clarification or for expansion the thoughts expressed by their classmates.

All of these activities should be in preparation for a final dialogue. After having completed the preceding exercises and acquiring the new vocabulary, students should be able to act out the following scenario: call the doctor's office and make an appointment, arrive at the doctor's office and talk to the receptionist. The students should be able to act out the part of the patient and the nurse during the preliminary procedures such as weighing a person, taking their temperature, their pulse and their blood pressure. They should be able to consult with the doctor, describing their symptoms and act as the doctor by providing advice, recommendations and prescribing medicine or other treatment. Then, they should be able to take leave and proceed with the prescribed treatment.

Connections and applications

In order to extend this experience to the community the teacher could invite a physician, nurse or physician's assistant into the classroom to discuss their job and responsibilities and how world languages have either helped or hindered their work with the public. If at all possible, the teacher could invite a

doctor or nurse who has worked overseas in a French speaking country to share his/her experiences and the necessity for the knowledge of French.

Assessment strategies

There are a variety of ways that these dialogues or skits can be assessed. The students could act them out live in class and the teacher would grade them on a pre-determined rubric including pronunciation, communication and understanding. The scenes could be videotaped and handed in for evaluation by the teacher. For a more realistic evaluation, students could be handed a 3x5 card indicating an illness or disease that they supposedly have. They would have to “go to the doctor’s, describe their problem and seek help”. The doctor would be required to listen to the patient and prescribe an acceptable treatment. Another possibility would be for the teacher to set up the classroom like an emergency room at a hospital and have different scenes being acted out by the students to create an entire drama or soap opera. Students would be evaluated on their communicative skills, their originality and their authenticity.

Technology, text and other resources

The technology used in this lesson can be as simple or as sophisticated as the school’s budget will allow. A teacher can use the overhead projector, transparencies, the whiteboard, a Smart board, video camera, television, computer, videos, CD’s and props. Anything that would replicate the world of medicine and doctors’ office would work well.

Portfolio Entry Marker II

Name: Scott Holland

School and School District: Conestoga High School,
Tredyffrin/Easttown School District

Name of Piece: Reflection Sheets:

- I. Standards
- II. Reading
- III. New York Trip
- IV. Other Activities

Date: August 11, 2004

