



La Jasette French Conversation Group



Facilitator's Handbook

This handbook provides a set of tools to support facilitators with the establishment and continued support of a monthly French conversation group for teachers.

The goals of the handbook are that facilitators:

1. Learn how to establish their own monthly French conversation group for teachers.
2. Understand the conditions for its success.
3. Understand how a monthly conversation group can help teachers achieve functional French language proficiency.
4. Select communicative activities and strategies for use in a monthly conversation group.

Acknowledgements

Professional Development Materials Support by the Edmonton Regional Learning Consortium

This professional development package was produced under the leadership of the Edmonton Regional Learning Consortium (ERLC) in collaboration with the Institute for Innovation in Second Language Education (IISLE) in Edmonton Public Schools.

The materials were developed by IISLE and ERLC. Workshop participants from across Alberta provided feedback to the handbook.

Under a grant provided by Alberta Education to the Alberta Regional Professional Development Consortia (ARPDC) and under the leadership of Edmonton Regional Learning Consortium, this *La Jasette* facilitator handbook has been developed to support the functional language proficiency of FSL and French Immersion teachers.

The complete professional development package includes French conversation group facilitator guides for *La Jasette French Conversation Group: Facilitator's Handbook* and suggested activities for twenty *La Jasette* gatherings or the equivalent of two years worth of monthly meetings. An overview of an optional accompanying workshop is also included.

The specific intent of this handbook is to provide *La Jasette* facilitators with materials, processes and strategies that will facilitate the establishment and support of ongoing French conversation groups. These groups are focused on providing opportunities for teachers to develop their functional French oral language proficiency skills and to increase their repertoire of authentic communicative activities for use in their classroom.

The primary author of this handbook and accompanying workshop is Michelle De Abreu. Ongoing dialogue and review was provided by Valérie Leclair and Marnie Beaudoin of Edmonton Public Schools' Institute for Innovation in Second Language Education (IISLE).

For further information about these handbook materials or related workshop, contact the Edmonton Regional Learning Consortium at 780-444-2497 or email info@erlc.ca.

Handbook Overview

This handbook will explore basic principles of establishing a vibrant French conversation group for teachers so support building French language proficiency amongst teachers and their students at any grade level in any French language program. It will also highlight the opportunity for teacher collaboration and professional learning communities offered by the establishment of such a group.

Readers will be able to understand how to establish a French conversation group, consider the conditions for its success and access communicative activities for twenty gatherings.

Overview of Handbook

This *La Jasette French Conversation Group: Facilitator's Handbook* is organized into nine sections:

- 1. Planning Considerations**
 - A. Questions to consider
 - B. Workshop goals and overview
- 2. Definition and Rational**
 - C. Definition
 - D. Rationale
- 3. Structure of *La Jasette* gatherings**
 - A. Breakdown of a 60 minute session
- 4. Conditions for Success**
 - A. Schedule
 - B. Time
 - C. Venue
 - D. Facilitator
 - E. Participants
 - F. Host
 - G. Expectations and norms
 - H. Atmosphere
 - I. Routine

- J. Communicative Activities
- K. Communication

5. Marketing and Promotion

- A. Getting the word out
- B. Description
- C. Maintaining momentum

6. Who are Participants

7. Facilitator Qualities and Roles

- A. Qualities
 - French language proficiency
 - Second language pedagogy
 - Personal qualities
- B. Roles and responsibilities
 - Before
 - During
 - After

8. Alternate Delivery Models

- C. Video-conferencing
- D. Webinars
- E. OoVoo or Skype

9. Appendices:

- A. Samples: Invitation and testimonials
- B. Samples: monthly reminders
- C. Examples: translations requested during a La Jasette session
- D. Sample: La Jasette schedule
- E. Sample: La Jasette expectations
- F. Sample: La Jasette Activity Handout (page 1)
- G. Sample: La Jasette Activity Handout (page 2)
- H. 20 Monthly La Jasette Activities
- I. Bibliography

1. Planning Considerations:

A. Questions to consider before establishing a group

The following questions can be used when preparing to establish a French conversation group:

1. Who are the participants?

- What French language program do they teach or are they responsible for?
- What is their motivation for joining such a group?
- What are their attitudes about speaking French in general?
- What are their fears or concerns about speaking French in public and in front of their peers?
- What are their general levels of oral French language proficiency and confidence in speaking French?
- What is their level of second language pedagogy?
- Can participation in this group be a part of their professional growth plans?
- What experiences, knowledge, skills and potential contributions do they bring to this group?
- Are they motivated to continue networking and collaborating with their peers in between monthly gatherings, whether to pursue oral French language opportunities or other related PD?
- How will their contact information be shared in order to continue networking outside of the gatherings?
- What do they need in order to adapt and use activities experienced in the gatherings to their classrooms?
- What do they (and their leaders) hope to gain from this group?
- How familiar are the participants with the purpose and intent of their language curricula as it relates to functional language proficiency?

2. Who are the facilitators?

- What is their level of oral French language proficiency?
- What experience do they have in facilitating groups?
- Are they comfortable in front of peers?
- Can they make people feel comfortable enough to take risks in front of peers?
- Are they non-judgmental?
- Do they have a sense of humour?
- Do they have time to organize, establish and maintain a group?
Is this a volunteer position or are they compensated in some way?
- What French language program do they teach or are they responsible for?
- What is their motivation for organizing such a group?
- Do they have access to teacher e-mail and other forms of communication to reach potential participants on a regular basis? If not, how can they communicate with participants?
- Who is their district contact person?

- Who is responsible for any related costs?

3. What resources are available?

- Are there interested qualified people available to take on the responsibility of a French conversation group?
- What are the registration procedures? Cancellation procedures?
- How can all potential participants receive information and invitations to attend on a regular basis?
- How can routine communications with group members occur?
- Who are the French as a Second Language and French Immersion curriculum consultants in this jurisdiction?
- How can the facilitators receive on-going support?

Logistics questions:

1. How much time is available?

- Could any surprises affect the amount of gathering time?
- How much time is required by participants for travel to the location?
- What is the best time to schedule the gatherings?
- How often are participants willing to meet and for how long?

2. What are the costs?

- Will the facilitator be compensated? How? How much? By whom?
- Are any supply teacher costs incurred? Who will pay for them?
- Who will pay for photocopying costs?
- How much is to be budgeted for food and beverages for meetings? Who assumes those costs?

3. Where is the venue?

- Will the monthly gathering place be at a permanent site or at rotating sites?
- Who will be the host/hosts of the gatherings?
- Are any special permissions needed to host the gathering at the venue?
- How can participants gain access after school hours?

4. What physical set-up is required?

- Who is responsible for:
 - o room arrangements?
 - reserving a room
 - tables and chairs
 - posting directions to the meeting room
 - Is there enough room for movement of participants?

- Will the room be available 15 minutes before the event?
- food arrangements?
- preparation and photocopying of materials?
- clean up?
- evacuation procedures?

5. What travel and transportation details should be checked?

- Where is the site and how long will it take to get there?
- Are travel directions needed?
- Will the gatherings be cancelled/rescheduled in cases of inclement weather?

6. What materials are needed?

- participant handout of activity
- materials for the activity
- schedules and expectations
- sign in checklist
- Will any district recognition, for example, in the form of a certificate or letter, be given to participants?

B. Workshop Goals and Overview (when the handbook is introduced via a workshop)

Workshop Goals

The goals of the workshop are for participants to:

1. strengthen understanding of the overarching goal of FSL Program of Studies and how a French conversation group can support it,
2. reflect on current opportunities for oral French language practice and explore new strategies,
3. discuss and explore how a French conversation group can be used to achieve functional language proficiency for teachers and students, and
4. try and select communicative activities for use in a French conversation group.

Overview Chart

Activity	Goal Addressed
Getting Started Conversation Starter Workshop Goals and Overview	
What's happening now? What's happening now? Current snapshot	2
Linking to the Purpose and Intent of the FSL Program of Studies	1, 3
Principles and Purposes of a <i>La Jasette</i> French Conversation Group Organizing for success	2
Strategies and Tools: Putting Theory into Practice Templates and samples Communicative Activities	4
Lunch Break	
Strategies and Tools: Putting Theory into Practice (contd.) Communicative Activities	4
What's next? Establishing a group On-going support	2
Closure Evaluations	

Handbook Notes

Tip: *Jaser*, in the context of France, has the more negative connotation of *to gossip*.

Tip: Avoid using the gatherings as PD for 'teaching' of the French language or second language pedagogy.

Tip: Keep introductions short.
Tip: Facilitator should model first.
Tip: Do introductions every time as participants can change.

2. Definition and Rational

Definition of *La Jasette* Monthly French Conversation Group

- *La Jasette* comes from the verb *jaser*, meaning, in the Canadian context, *to chat*.
- *La Jasette* is a regularly scheduled and voluntary gathering of teachers of French who desire to practice their oral French skills with other like-minded colleagues in an atmosphere of light-hearted collegiality conducive to risk-taking and laughter.
- The gatherings center around a communicative activity which requires all participants to speak and/or listen at once and which can be easily adapted to the French classroom at any level.

Rationale for *La Jasette* Monthly French Conversation Group

- *Teacher language proficiency:* *La Jasette* provides an opportunity for teachers to use and practice their oral French language skills. Functional oral language proficiency is emphasized, i.e., teachers use French to orally communicate their feelings, thoughts, wants and needs with one another.
- *Professional community:* Teachers of French are often isolated in schools and *La Jasette* provides them opportunities to network with colleagues, both within and outside of the monthly gatherings.
- *Pedagogical model:* Each month, teachers learn and carry out an engaging communicative activity which they can easily do with students in their own classroom with minimal adaptations.

3. Structure of *La Jasette* Gatherings

Breakdown of a 60 minute session, e.g., 4:00-5:00 pm

- 4:00-4:15 pm:
 - arrival of participants
 - informal welcome by host and/or facilitator
 - enjoyment of light snacks and beverages

Tip: Organize a sharing of participant contact information to encourage ongoing networking and collaboration outside of *La Jasette* gatherings.

Tip: Signal a change in partners when conversation levels drop, topics of conversation change or people start to look at the facilitator.

Tip: Scheduling during the first week of the month avoids busy reporting/ interviewing times.

-chat informally with colleagues in small groups

- 4:15-4:20 pm:
 - formal welcome by facilitator
 - formal thanking of host, if appropriate
 - participants introduce themselves, i.e., name, school and teaching assignment
- 4:20-4:25 pm:
 - facilitator explains the communicative activity and the minimal critical linguistic structures, if necessary
- 4:25-4:55 pm:
 - facilitator guides group through the activity, signaling a change of partners every 8-12 minutes
- 4:55-5:00 pm: the facilitator:
 - regroups participants
 - hands out a hard copy description of the activity
 - points out general adaptations for use in the classroom
 - invites participants to share how they envision using the activity with their students
 - thanks the host once again, if appropriate
 - reminds participants of next date and meeting place
 - thanks participants and wishes them *au revoir*

4. Conditions for Success

Conditions for Success of a *La Jasette* French Conversation Group

- **Schedule**
 - at least once a month
 - respectful of busy times in a school year
 - establish and share with teachers at the beginning of the year: days and dates, times and venues
 - where participants are separated by longer traveling times, scheduling on a Saturday may be an option

Tip: An after school time from 4:00 – 5:00 pm can allow teachers to travel directly from school and be home in time for dinner.

Tip: Consider rotating gatherings at participants' schools.

Tip: Opening up membership to non-French teachers can boost numbers and diversify the group.

- **Time**
 - schedule times where supply teachers are not required, e.g., after school
 - allow for adequate travel time to venue
 - end at a time that allows teachers to return home to take care of family responsibilities
 - where there is interest, consider adding a subsequent group activity in French to follow *La Jasette* gatherings, e.g., a meal, book club, movie, resource sharing, etc.
- **Venue**
 - easy to find and access
 - free parking
 - post signs directing participants to meeting place
 - room for participants to sit in small groups and move around during activities
- **Facilitator**
 - highly proficient in French
 - non-judgmental and possessive of a sense of humour
 - skilled facilitator
 - able to put people at ease
- **Participants**
 - teachers of French (FSL or immersion)
 - willing to take risks and make mistakes
 - encouraging and patient with colleagues
 - committed to speaking exclusively in French for the duration of the gathering
 - actively engage in the activities
- **Host**
 - provides a light snack and beverage for participants
 - reserves meeting space
 - posts signs to meeting rooms
 - informally welcomes participants as they arrive
 - ensures permission to host a *La Jasette* gathering in the school or building, where appropriate

Tip: “The person doing the most talking is the person doing the most learning.”
Adapted from Dr. Marcia Tate, *Worksheets Don't Grow Dendrites*

Tip: Starting and ending on time is respectful of participants.

Tip: Grouping in pairs ensures active engagement by all participants. Larger groups allow some to remain passive.

- **Meeting expectations and norms**
 - French is the sole language of communication for the meeting time
 - understanding that *La Jasette* is primarily a means to practice oral French communication skills amongst peers and is not a French language or pedagogy class
 - acceptance by all that mistakes will be made
 - everyone is expected to be active participants, i.e., speaking French as much as possible
 - understanding that the activity is shared only with those who attend the gathering
 - everyone is responsible for creating an informal, enjoyable and encouraging atmosphere
 - facilitator sends advance reminders of meetings
 - participants RSVP, notifying facilitator in advance if they cannot attend
- **Meeting atmosphere**
 - relaxed, informal and comfortable
 - safe for risk-taking and mistake-making
 - playful and fun ambiance
 - play French background music as people arrive
 - participants of all proficiency levels can feel successful
- **Routine**
 - begins with informal social chat and partaking of food and beverage
 - includes formal introductions, (for networking purposes and because meeting participants often change)
 - includes a facilitator-led communicative activity where everyone is required to speak at once
 - includes a brief discussion of ways to adapt the activity to the classroom
 - ends with ‘*merci’s* and ‘*à la prochaine’s*
- **Communicative Activities**
 - require all participants to talk/listen at once
 - are simple, requiring minimum preparation and resources
 - are open-ended and flexible so that participants can adapt the language to meet their own needs
 - are non-threatening and allow participants with any French language proficiency level to feel successful

Tip: Changing partners three times allows for in-depth conversation without getting tedious.

Tip: Sample motivating topics:

- Favourites
- Routines
- Family
- Pets
- School
- Opinions
- Vacations
- What if...
- Personal experiences: past, present and future

Tip: Make it easy for participants to RSVP, e.g., try using voting buttons in an e-mail.

Tip: Invite supply teachers to participate.

- require physical movement
- involve novelty and change
- content is motivating and worth talking about
- involves oral interaction, not oral production
- naturally involves asking and answering of questions
- topics are familiar or of a personal nature where participants can express their feelings, ideas, opinions, thoughts, experiences, viewpoints and attitudes comfortably
- topics do not involve specialized vocabulary or knowledge
- topics are non-controversial and have no real or perceived right or wrong answers
- are walk-away-with and ready-to-use the next day
- are easily adaptable for use in any French classroom at any level of language proficiency or grade by restricting range of choices and amount of language required by students and by increasing supportive scaffolding and language models provided

- **Communication**

- before each *La Jasette* gathering:**

- send participants reminders of date, time and place several days in advance
 - provide directions, even a map, and any parking instructions
 - keep the reminder short but enticing: hint at the upcoming activity
 - ask that participants RSVP

- after each *La Jasette* gathering:**

- send attendees any templates or promised correspondence
 - thank attendees and remind them of next gathering date, time and place

5. Marketing and Promotion

- **Getting the word out:**

- e-mail teachers directly through list serves
 - post on Facebook, Twitter or other networking sites
 - post on district websites
 - include in regular newsletters and professional learning calendars
 - invite non-French teaching staff as well as teachers from other districts
 - ensure that all professionals working with French teachers know of and promote the opportunity, i.e., consultants, principals, human resources, staff development, district and school representatives
 - include *La Jasette* information at any gathering of French teachers
 - ask participants to invite a friend or colleague

Tip: Gather testimonials from participants to include in promotions.

Tip: Provide hard copy handouts of the session activity *only* to participants who attended the session.

- **Description:**
 - make it exciting and enticing
 - teachers of all language proficiency levels should feel that this is appropriate for them
 - include the year's schedule of dates, time and venues as well as registration information
 - include positive comments from present or past participants
- **Maintain momentum by making *La Jasette* a must-attend event by:**
 - encouraging teachers to include *La Jasette* in their professional growth plan to work towards greater functional oral French language proficiency,
 - emphasizing the too often rare opportunity to network with colleagues from across schools and districts in a enjoyable, low stress situation regardless of French proficiency level
 - featuring a new easy-to-use activity that engages students of any level in authentic oral communication that can only be obtained by attending
 - offering great food and beverages
 - considering making prize draws for attendees
 - offering *La Jasette* at no cost to participants
 - ensuring that participants have only to 'show up': no advance preparation is required of them
 - inviting participants to 'try out' one *La Jasette* session with no commitment

6. Who are *La Jasette* participants?

- ***La Jasette* participants:**
 - tend to be mainly FSL teachers
 - usually represent a range of French language proficiencies and grade level assignments
 - may tend to teach elementary or junior high FSL
 - seek opportunities to speak French with other adults and make connections with same-assignment colleagues as they are often isolated in their schools
 - may be nervous or self-conscious about speaking French in front of peers

7. *La Jasette* Facilitator Qualities and Roles

- **French language proficiency:**
 - B2 level or higher (as per the Common European Framework of Reference)

Tip: When people feel comfortable, their affective filter is lower making it easier for them to take risks in speaking French.

Tip: Facilitators can set the tone by publically acknowledging and even laughing at their own mistakes in French.

Tip: Prepare extra copies of the year's schedule and *La Jasette* expectations for participants' convenience.

Tip: By not participating in the activity, facilitators remain available to all for support when needed.

- possesses a broad range of vocabulary and linguistic experiences
- possesses the ability to respond quickly and accurately to a variety of inquiries about how to say __X__ in French.
- provides excellent language models

- **Second language pedagogy:**

- has experience teaching a second language
- understands how an affective filter influences second language speakers' willingness and ability to speak the target language
- possesses a broad range of instructional strategies

- **Personal qualities:**

- able to make vulnerable people feel at ease with making mistakes in French before professional peers
- confident in speaking French in front of colleagues
- respectful of and acknowledges the fact that teachers are giving of their own personal time to participate
- skilled at leading participants in various activities
- displays a sense of humour

- **Facilitator roles and responsibilities before a *La Jasette* gathering:**

- remind participants several days in advance of time, date and location of next gathering
- offer directions, parking information, where appropriate, contact numbers and a 'teaser' of the communicative activity to come
- prepare the communicative activity and any needed materials
- arrive early at the venue to prepare the room, signs, food and beverages or help the host to do so

- **Facilitator roles and responsibilities during a *La Jasette* gathering:**

- informally welcome participants as they arrive and set a welcoming tone
- encourage participants to partake in food and beverage
- ask informal social questions to encourage chatting
- establish and ensure the expectation that French is the sole language of communication for the duration of the gathering
- lead formal introductions

Tip: When stuck, participants should be encouraged to find alternate ways of expressing themselves instead of wasting time looking for the 'correct' translation.

- explain activity and expectations and signals for changing partners, topics, positions, etc.
- ensure that everyone is an active and engaged participant
- move unobtrusively amongst participants, encouraging where appropriate and available for support and translations when asked
- make note of common errors to perhaps address at the end of the session but offer few unsolicited corrections during the activity as it is disruptive and makes participants feel insecure
- facilitate changes during activity every 8-12 minutes
- stop activity and invite participants to regroup leaving about five minutes to lead a brief discussion on adapting/modifying the activity to the classroom
- hand out hard copies of the session's activity
- publically thank host where appropriate
- thank participants for coming, reminding them of next session's details

- **Facilitator roles and responsibilities after a *La Jasette* gathering:**
 - help with clean up
 - follow up with any questions that arose or resources/materials promised
 - help share participant contact information to facilitate on-going networking and collaboration

8. Alternate *La Jasette* delivery models

Tip: When scheduling, consider extra time needed to set up and test technologies when accommodating off-site participants.

- **Video-conferencing**
 - would work best if there are at least two participants at the alternate site
 - if there are too few participants off-site to change partners, prepare alternate topics
- **Webinar**
 - shorten the informal social chatting time at the beginning of the session
 - the facilitator creates 'rooms' for participants to chat
 - facilitator takes a direct role in pairing up participants in order to minimize confusion
- **OoVoo or Skype**
 - perhaps best for very small groups
 - facilitator takes a more active role directing conversations to minimize confusion

9. Appendices

- A. Sample: Invitation and testimonials
- B. Samples: monthly reminders
- C. Examples: translations requested during a La Jasette session
- D. Sample: La Jasette schedule
- E. Sample: La Jasette expectations
- F. Sample: La Jasette Activity Handout (page 1)
- G. Sample: La Jasette Activity Handout (page 2)
- H. 20 Monthly La Jasette Activities
- I. Bibliography

A. Sample : Invitation and Testimonials

An invitation to try *La Jasette* French conversation group:

One hour, once a month to chat *en français* with other adults who want to do the same thing. No need to be nervous: read this testament from an apprehensive first-time *La Jasette* participant from October:

I thoroughly enjoyed yesterday's experience. In the past, I have wanted to attend 'La jasette' but have either not made it a priority and/or have been a little apprehensive. The truth is that I wish my French was stronger and although I always encourage my students to look for ways to improve their French, I don't always practice what I preach. Yesterday was a great example of why I should attend these sessions. I was nervous at first but quickly became comfortable with the relaxed, non-judgmental atmosphere. I was even a little impressed with my skills. Who knew? I will continue to make it a priority to attend. Thanks again for the opportunity.

Rochelle M.

More testimonials :

La Jasette is a great way to brush up on French skills in a relaxed, fun atmosphere, je t'encourage de venir!
Christine G.

La Jasette is a very relaxed, non-judgmental environment in which to practice speaking French. It's also a great way to connect with other FSL teachers!
Roxanne W.

I am very new to teaching and speaking French, but the people at La Jasette are understanding, patient and helpful.
Melissa S.

La Jasette is a wonderful way to practice French in a completely non threatening environment. Everyone is working at different levels and everyone helps everyone else out when a word or verb tense is forgotten. The ability to speak French with colleagues is a rare and wonderful opportunity, and allows me to have more French contacts in the teaching world. Love it, will definitely be back!
A bientot!
Faye H.

La Jasette is a friendly, no pressure place to practice speaking French. The other teachers are easy to talk to, the suggested topics easy to find vocabulary to use and there is a friendly walking dictionary if you need help to find a word. I had a lot of fun and can't wait for the next one to come!
Pat H.

B. Samples : Monthly Reminders

Bonjour tout le monde!

Un repas chez McDonalds : des frites ou une salade ?

Hope you *choose* to attend La Jasette this week: our activity involves making lots of choices!

A reminder we meet *chez Kathy* at Rideau Park School

10605-42 Avenue 437-0010

Whitemud, south on 106 st, west on 42 ave

Wednesday, February 3, 4:00 – 5:00 pm

Please consider sending this notice to a colleague who has not yet discovered the fun of *La Jasette* and invite them to join us.

As always, let me know if you cannot attend, otherwise we expect to *jaser avec toi!* :o)

À mercredi!

Michelle

Bonjour fellow *Jasette*'ers!



Hope you had a fabulous . I'm sure it's even more fabulous if you have a school-wide PD day today! That would make you very lucky... and thus well-prepared for this month's *La Jasette* activity! Scratch and win... à la *Jasette* ☐

Please RSVP using the buttons on the top half of this e-mail. Also, remember to invite a friend or colleague!

Merci et à bientôt!

Michelle

La Jasette du nord	La Jasette du sud
Register here: North side 16 registrants to date!	Register here: South side 25 registrants to date!
Quand : le mardi 2 novembre 16h à 17h	Quand: Le mercredi 3 novembre 16h à 17h
Où : The Languages Centre at Woodcroft 13750 Woodcroft Ave (between 115 & 116 ave) 780.429.8231	Où : Strathcona School 10450-72 avenue 780.439.3957
Personne contacte : Michelle De Abreu	Personne contacte: Michelle De Abreu

C. Examples: Translations Requested During a *La Jasette* Session

Those I had answers for:

- expectation
- background
- clay
- sweat
- spread out
- interview
- will teach
- airport ramp
- partnership
- bark
- promise
- sparkling wine

Those I could not answer on the spot:

- bland
- opinionated
- jelly fish

D. Sample : La Jasette Schedule



La Jasette

French Conversation Groups



Practice your oral French skills over great food and beverages in a relaxed, stress-free atmosphere with like-minded colleagues. All proficiency and comfort levels are welcome and will feel successful. **Bonus:** learn a communicative activity that you can use in your French classroom at any level!

Audience: all staff desiring to practice their oral French

Cost: \$0

Register: [La Jasette du nord](#) [La Jasette du sud](#)

<i>La Jasette</i> du nord	Tuesdays 4PM – 5PM	<i>La Jasette</i> du sud	Wednesdays 4PM – 5PM
All gatherings take place at The Languages Centre at Woodcroft 13750 Woodcroft Ave (between 115 & 116 avenues) Contact: Michelle De Abreu 780-429-8231	5 octobre	Lansdowne School 12323-51 Avenue 434-3160 School Contact: Jane Doe	6 octobre
	2 novembre	Strathcona School 10450-72 Avenue 439-3957 School Contact: John Doe	3 novembre
	7 décembre	Grandview School 6225-127 Street 434-1502 School Contact: Jane Doe	1 décembre
	4 janvier	Pollard Meadows School 1751-48 Street 463-8680 School Contact: John Doe	5 janvier
	1 février	Queen Alexandra School 7730-106 Street 439-2516 School Contact: Jane Doe	2 février
	1 mars	Greenfield School 3735-114 Street 434-8581 School Contact: John Doe	2 mars

	5 avril	Kate Chegwin School 3119-48 Street 469-0470 School Contact: Jane Doe	6 avril
	3 mai	McKee School 10725-51 Avenue 435-7140 School Contact: John Doe	4 mai
	7 juin	Keehewin School 1910-105 Street 438-3874 School Contact: Jane Doe	1 juin

E. Sample : La Jasette Group Expectations



Nos attentes:

- On parle exclusivement en français
- On fera des erreurs... c'est la vie et on l'accepte!
- On suit une routine :
 - se jaser informellement en dégustant un goûter délicieux
 - se présenter
 - participer dans une activité communicative et on jase!
 - discuter brièvement comment adapter l'activité à nos classes
- L'activité est partagée seulement avec ceux qui se sont présentés à la séance
- On garde une atmosphère informelle et amusante
- On s'encourage 😊



Nos attentes:

- On parle exclusivement en français
- On fera des erreurs... c'est la vie et on l'accepte!
- On suit une routine :
 - se jaser informellement en dégustant un goûter délicieux
 - se présenter
 - participer dans une activité communicative et on jase!
 - discuter brièvement comment adapter l'activité à nos classes
- L'activité est partagée seulement avec ceux qui se sont présentés à la séance
- On garde une atmosphère informelle et amusante
- On s'encourage 😊

F. Sample : La Jasette Activity Handout (p. 1)



Jeu de société, La Jasette

- Give each pair or group of three a game board, a die and game pieces.
- Roll the die and advance on the game board. At each stop, all the players should chat about the subject written and ask questions of other players about the subject.
- Follow the directions on special squares.
- The object is to both reach the end after having chatted about a variety of topics.

Considerations for the classroom:

- Shorten the game board considerably and narrow the choices to the topic of current study, e.g. food choices only, in order to limit the amount of language needed.
- Students will need a structured approach to the activity and models of possible language structures to use, e.g. *Le sujet est '___'. J'aime___ parce que _____. Est-ce que tu aimes _____?*
- Students will also need models of game playing structures, e.g., *C'est à ton tour. C'est à mon tour. Avance. Recule. Tu dois ...*
- Each encounter begins with greetings and ends with thank yous.

Notes on activity as we did it today:

Ways to adapt activity to my classroom:

How it worked in my classroom:

G. Sample : La Jasette Activity Handout (p. 2)

<i>Début</i>	Ton matin	Tes élèves	Un restaurant préféré
	Ton école		Reculez de 2
	La télé	↓ Tes vacances d'été	Un cauchemar
			L'année prochaine
Bonbon gratuit!	Ta salle de classe	Tes collègues	
Tes loisirs			
La musique	Avancez de 5	↑ Bonbon gratuit!	
Ta mère		Les devoirs	
Ton chat/chien	Des films d'action	L'hiver	

Le jeu de La Jasette
Règlements: Roulez le dé et avancez. Discutez en groupe le sujet indiqué.

Ton jardin	Les jeux de société	Bonbon gratuit!	Tes enfants	L'argent	Les fins de semaine
Un breuvage préféré			Échangez de place avec un autre		Ta soeur
Ton enfance			Ton voisinage		Les examens
Échangez de place avec un autre					Avancez de 2
Des vêtements			Reculez de 3	Tes grand-parents	Les livres
Du camping			Les saisons		Les bulletins
			Les livres	Ta maison	↑ Le mois de juin
			Bonbon gratuit!	Tes amis	Fin

Adapted from: <http://bogglesworldesl.com/files/gameboard2.doc>

H. 20 Monthly La Jasette Activities (Two year's worth)

Mois / Lieu	<p style="text-align: center;">Activités Communicatives La Jasette French Conversation Group 20XX/20XX</p>
<p>Septembre École XX</p>	<p style="text-align: center;">Moi-même</p> <ul style="list-style-type: none"> ▪ Participants form pairs, face each other and talk about themselves based on given topics. ▪ Give participants topics one at a time. They can be written on index cards or on the board or called out. ▪ Partner A starts and talks about himself in relation to the topic. Partner B asks questions to clarify meaning and explore the topic deeper. ▪ Upon the facilitator's signal, roles reverse and Partner B talks about himself in relation to the topic and partner A asks questions. ▪ Switch partners, topics and repeat. ▪ Possible topics: <i>Je me présente</i> (nom, âge, famille, adresse, maison, héritage, etc), <i>J'aime/Je n'aime pas</i> (couleurs, musique, sports, nourriture, animaux, activités, sujets, vêtements, etc), <i>Je fais/Je ne fais pas</i> (activités), <i>Je joue/Je ne joue pas</i> (instrument, sports), <i>Je mange/Je ne mange pas</i> (nourriture, mets), <i>Je pense/Je ne pense pas</i> (opinions) <i>Je veux/Je ne veux pas</i>, <i>Je peux/Je ne peux pas</i> etc.
<p>Octobre École XXX</p>	<p style="text-align: center;">Allez au coin!</p> <ul style="list-style-type: none"> ▪ Place a sign with <i>Oui!</i> in one corner of the room and one with <i>Non!</i> in another. ▪ Tip: With larger groups, add other signs such as <i>Comme ci, comme ça</i> and <i>Je ne sais pas</i>. ▪ The facilitator says a statement that tends to elicit polarizing opinions without being controversial, such as <i>J'adore le hockey!</i> ▪ Participants move to the sign that reflects how they feel about the statement. ▪ Participants pair up with someone who has chosen the same sign and chat briefly about how they feel about the statement or topic. ▪ The facilitator then gives all participants a topic of conversation to discuss in their pairs, e.g., <i>Le congé de printemps</i>. ▪ Repeat with a new statement, new choices and movement and new topics of conversation. ▪ Sample statements: <i>Je déteste les serpents. Les chiens font les meilleurs animaux de compagnie. J'adore la musique country.</i> ▪ Sample discussion topics : <i>mon animal préféré, l'hiver, un élève mémorable, café vs thé, ma communauté.</i>

<p>Novembre École XXX</p>	<p style="text-align: center;">Qui suis-je?</p> <ul style="list-style-type: none"> ▪ Participants choose 3 items from their purse or wallet that are representative in some way of who they are. ▪ They then join with a partner and take turns talking about why each object was chosen and how it represents them. ▪ Talk about each object one at a time, alternating between partners. ▪ Sample objects: comb, lipstick, debit card, photo, nail clippers, pencil, gum, stamp, gift card.
<p>Décembre École XXX</p>	<p style="text-align: center;">Entrevue</p> <ul style="list-style-type: none"> ▪ Participants line up facing each other, preferably sitting in chairs. ▪ Participants on one side of the line are As and do not move. Those on the other side are Bs and move one chair to the left on the facilitator's signal. ▪ Each participant has a card on which is written a question. As first ask the person B facing them who responds to the question. Then Bs ask person A their question and As respond. ▪ The facilitator determines the amount of time for the exchange and signals when it is up. Bs move to the left. Repeat sequence using the same questions. ▪ Note: Participants can write their own questions or choose/be assigned one prepared in advance. Ensure that the questions are open-ended and require more than a yes/no response. ▪ Sample interview questions: <i>Qu'est-ce que tu aimes faire la fin de semaine? Que penses-tu de _____? Quel genre de livre préfères-tu lire?</i>
<p>Janvier École XXX</p>	<p style="text-align: center;">Mettez-vous en ligne</p> <ul style="list-style-type: none"> ▪ Have participants line up according to given criteria, e.g., <i>Mettez-vous en ligne selon votre date d'anniversaire.</i> ▪ Participants negotiate where they fit in the line up. ▪ The facilitator then asks each participant to share their answer to the criteria with the larger group, e.g. <i>Ma fête, c'est le 27 mars.</i> ▪ Then give participants a topic of conversation to discuss in pairs with the person beside them. e.g., <i>Que pensez-vous de la météo cette semaine?</i> ▪ Stop participants and ask each group (or random groups) to share with the larger group what they discussed. ▪ Repeat using different criteria and topics of conversation. ▪ Note: criteria must allow for separation of participants, e.g. by date, size, distance, alphabetical order, degrees, height, number, age, etc. ▪ Sample criteria: <i>le plus loin que tu as jamais voyagé, en ordre alphabétique du nom de ta destination de</i>

	<p><i>vacances de rêves, l'âge de ton auto, le nombre d'élèves que tu enseignes.</i></p> <ul style="list-style-type: none"> ▪ Sample topics : <i>les bulletins, un incident de mon enfance, un enseignant mentor, les langues.</i>
<p>Février École XXX</p>	<p style="text-align: center;">En ordre alphabétique</p> <ul style="list-style-type: none"> ▪ The facilitator names a topic; e.g. <i>le français.</i> ▪ In pairs, participants take turns sharing words starting with each letter of the alphabet that relate to the topic, e.g., <i>accents, bilingue, complexe, DELF, fantastique, Montréal.</i> ▪ Participants discuss why they chose each word. ▪ Sample topics: <i>moi-même, ma famille, mon animal préféré, l'école, la mode.</i>
<p>Mars École XXX</p>	<p style="text-align: center;">Metaphor</p> <ul style="list-style-type: none"> ▪ Place a variety of objects on a table, such as a hammer. Objects can be real or depicted in pictures. ▪ Give participants a specific topic; e.g., <i>le français, mon ami, les chiens, etc.</i> ▪ Participants choose an object and in pairs, take turns explaining why the topic is like the object they chose, e.g., <i>Le français est un élastique parce qu'il étire mon cerveau dans différentes directions.</i> ▪ Partners can then have a discussion around the topic. ▪ Give participants another topic. Repeat with either the same object or a new one. ▪ Sample objects: pen, gum, hair band, credit card, cell phone, plastic dinosaur, etc. The
<p>Avril École XXX</p>	<p style="text-align: center;">Voici ma vie</p> <ul style="list-style-type: none"> ▪ Give participants a 'Voici ma vie' topic card or a sheet with several topics; e.g., <i>Voici ma maison.</i> ▪ Participants draw symbols and images that represent that topic. ▪ Participants share with partners, taking turns explaining the meaning behind their symbols and images. ▪ Repeat with other cards/topics. ▪ Sample 'Voici ma vie' topics: <i>Voici ma salle de classe. Voici mes amis. Voici mon auto. Voici mes vacances de rêves. Voici mon enseignant préféré. Voici mon déjeuner. Voici mon salon.</i>
<p>Mai École XXX</p>	<p style="text-align: center;">J'adore...</p> <ul style="list-style-type: none"> ▪ Give participants a 'J'adore...' sheet with several topics; e.g., <i>À l'école, j'adore...</i> ▪ Participants take a few moments to jot down one or two word answers, and then join with a partner.

	<ul style="list-style-type: none"> Partners take turns choosing from the sheet to ask and answer questions about what they love. Sample 'j'adore' topics: <i>Comme pizza, j'adore..., L'animal que j'adore..., Quand il pleut, j'adore..., Le dimanche matin, j'adore..., L'hiver, j'adore..., La personne que j'adore..., J'adore le film..., Comme auto, j'adore...</i>
Juin École XXX	<p style="text-align: center;">Je ne te connais pas...</p> <ul style="list-style-type: none"> In partners, Person A begins and has one minute to list a number of things that he/she doesn't know about his/her partner, e.g., <i>Je ne sais pas ce que tu aimes manger.</i> Person B then responds to as many of the questions as he/she chooses. Switch roles and repeat. Repeat with new partners. Sample topics: <i>Je ne connais pas ta famille. Je ne sais pas ce que tu aimes faire dans ton temps-libre. Je ne sais pas si tu aimes la nourriture épicée. Je ne connais pas ta routine quotidienne.</i>
Septembre École XXX	<p style="text-align: center;">Cercles concentriques</p> <ul style="list-style-type: none"> Participants form two circles: one within the other so that the two face each other. Give the participants a question or topic of conversation. Participants then discuss the topic with the partner facing them. On the facilitator's signal, the inside circle only moves one person to the left. Participants now have new partners. Repeat with a new topic of conversation. Variation: If space does not permit large circles, form several smaller ones or stand in two facing rows. Sample topics: <i>mes grand-parents, mon voyage ici, quand j'étais à l'école, mes talents, le bingo.</i>
Octobre École XXX	<p style="text-align: center;">Jumeaux</p> <ul style="list-style-type: none"> Two participants, each with two papers, pencils and crayons, sit back to back or beside each other with a divider in between. Participants may not see their partner's papers. Each takes a moment to draw something based on a theme, including details and colour. One at a time, participants describe their drawing to their partners who then have to draw what is heard. Partners may ask clarifying questions about what they are to draw. When complete, partners compare drawings to see how well they match: <ul style="list-style-type: none"> Complete match = Identical Twins Some match = Siblings Most matches = Fraternal Twins Little matches = Unrelated! Sample themes: a person and their clothing, a furnished and decorated room, a nature scene, a bird's eye view

	of a complete meal, an x-ray view of a back pack, purse or pencil case.
Novembre École XXX	<p style="text-align: center;">Réunion</p> <ul style="list-style-type: none"> ▪ Have participants pretend that they are at a reunion where they have not seen the others in a long time; e.g., a high school or family reunion. ▪ With glasses or food in hand, participants ‘catch up’ with long-lost friends or family about predetermined topics; e.g. <i>family members</i>. ▪ Participants can mingle freely or the facilitator can give a signal to change partners. ▪ Tip: participants can carry a picture (photograph, drawn, cut out from a magazine, etc.) of their family or home to ‘show off’ at the reunion. ▪ Reunion topics: <i>homes, jobs, interests, pets, favorite activities</i>.
Décembre École XXX	<p style="text-align: center;">Ça, c’est comme moi</p> <ul style="list-style-type: none"> ▪ Give participants a sheet with images of objects, activities, and traits. ▪ Participants place a check mark beside all those that are most like them. ▪ In partners, participants take turns sharing one of the selections made and explaining why the picture is most like them. ▪ Change partners and choose another picture to explain. ▪ Participants can mingle freely or can change partners on a signal. ▪ Sample images: those depicting physical and leisure activities, personality and physical traits, foods, animals, vacation destinations, homes, cars.
Janvier École XXX	<p style="text-align: center;">Créons des listes ensemble</p> <ul style="list-style-type: none"> ▪ Give participants a list of topics to choose from, e.g., <i>les restaurants</i>. ▪ In pairs, participants choose a topic that interests them both. ▪ Together they create a list of 5 – 7 items that are reflective of their interests, preferences and experiences in relation to the topic, e.g., <i>McDonalds, les mets mexicains, ambiance informelle, etc.</i> ▪ Partners explain their choices before adding to the list. ▪ Each partner must have a copy of the list. ▪ Change partners and share lists, explaining why the items were chosen. ▪ Then create a new list on another topic with the new partner. Repeat.

	<ul style="list-style-type: none"> Participants can mingle freely or can change partners on a signal. Sample topics: <i>les animaux, le vendredi soir, un certificat-cadeau, un billet de 100\$, la classe de sciences, les desserts, les cadeaux de Noël.</i>
Février École XXX	<p style="text-align: center;">On se pose des questions</p> <ul style="list-style-type: none"> Write one or two questions that you can ask a partner to find out more information about them. Create open-ended questions that are designed to allow the other person to expand on their answer, e.g., <i>Quels aspects de l'enseignement de FLS t'apportent de la satisfaction personnelle?</i> instead of <i>Est-ce que tu aimes enseigner le FSL?</i> Take turns asking partners the questions. Change partners and exchange questions so that each person answers their <i>own</i> questions. Repeat so that partners are asking and answering a new person's questions. Participants can mingle freely or can change partners on a signal.
Mars École XXX	<p style="text-align: center;">Mes habitudes hebdomadaires</p> <ul style="list-style-type: none"> Post signs of the days of the week in the room. Two days can be combined for smaller groups, e.g. <i>lundi/mardi.</i> Ask participants on which day of the week they would be most likely to do something, e.g., <i>Quel jour de la semaine est-ce que tu passes l'aspirateur chez toi ?</i> Participants move to the spot in the room assigned to the day that they answer. Participants discuss answers with another person in the same spot. After a set amount of time, ask a new question. Sample activities to go with <i>Quel jour de la semaine est-ce que tu...: parles avec tes parents, lis le journal, commandes de la pizza pour souper, vas au cinéma, vas à une classe d'exercice, fais le ménage chez toi, sors dîner avec des collègues, sors souper au restaurant, es le plus fatigué/la plus fatiguée, regardes la télévision, préfères, aimes le moins.</i>
Avril École XXX	<p style="text-align: center;">Quelque chose que je trouve...</p> <ul style="list-style-type: none"> Give participants a sheet of adjectives, e.g., <i>difficile.</i> Participants jot down an answer to <i>Quelque chose que je trouve...</i> for each adjective. Participants take turns discussing their answers with a partner. Partners can choose to discuss one, some or all of their answers. After a set amount of time, change partners and repeat.

	<ul style="list-style-type: none"> Sample adjectives: <i>facile, difficile, plaisant, déplaisant, délicieux, dégoûtant, intéressant, ennuyeux, aimable, détestable, drôle, épeurant, inspirant, ridicule.</i>
Mai École XXX	<p style="text-align: center;">Une vie en images</p> <ul style="list-style-type: none"> Have participants draw pictures in secret that tell significant events, real or imagined, from the story of their lives: 5 years ago, today and 5 years from now. No words, captions or names should be added. Collect the drawings and lay them out. Have participants choose a drawing other than their own and imagine the stories told by the images. In pairs, participants take turns telling the ‘story’ of that person’s life as they imagine it. Have one person from each pair find their pictures and listen to their story told by the remaining partner holding it. They should then reveal their ‘true’ story to the person. Repeat with the second half of the group. Tip: If the group is small, the imagined and true stories can be told one by one to the whole group.
Juin École XXX	<p style="text-align: center;">Confessions de bonbons</p> <ul style="list-style-type: none"> Have participants choose from 3-5 different types/colours of candies, <i>e.g., jujubes.</i> Reveal to participants what each type/colour of candy represents; <i>e.g. rouge = loisirs.</i> In partners, take turns discussing the topics corresponding to their candies. Sample candies: mini-chocolate bars, Skittles, M n Ms, Smarties, jelly beans. Sample topics: <i>20 ans d’ici, chef personnel vs service de ménage, auto de rêves, gagner la loterie, mon école, la fin de semaine.</i>

I. Bibliography

French as a second Language : Nine-year program Guide to implementation-, Grade 4 to Grade 6 N.p.: Alberta Education, 2007.

Silberman, Mel. 101 Ways to Make Training Active. San Francisco, CA: Pfeiffer, 2005.

West, Edie. 201 Icebreakers: Group Mixers, Warm-Ups, Energizers, and Playful Activities. N.p.: McGraw-Hill, 1997.