

This activity, which includes the creation of a Portfolio, encourages students to discover the French vocabulary related to a personal passion or hobby by researching information on francophone individuals who made a living in the field they are passionate about. Students will search for an occupation in a field of interest and find a related post-secondary program that would match the occupation requirements. This activity will increase students' understanding and appreciation of diverse French-speaking individuals.

<b>Teacher Led</b>		<b>Requires Computer</b>	<b>X</b>	<b>Requires myBlueprint.ca</b>	<b>X</b>
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**LEARNING GOALS:**

1. Students will discover the French vocabulary related to their passion or hobby and review past tenses as they share their experience related to their passion.
2. Students will become familiar with francophone newspapers and magazines.
3. Students will reflect on the strategies they use to understand spoken and written French.
4. Students will discover occupations related to their passion or hobby, and post-secondary programs related to these occupations.
5. Students will practice their oral and written communication skills by creating a portfolio on myBlueprint that they will present to their peers.

**MATERIALS:**

- Computer/Tablet/Mobile Device
- **Handout [A] – Ma passion en français (English version)**
- **Polycopié [A] – Ma passion en français (version française)**
- **Handout [B] - Portfolio rubric**
- **Handout [C] - Oral presentation rubric**

**GETTING STARTED :**

1. Have students visit [www.myBlueprint.ca](http://www.myBlueprint.ca), click **Log In**, and enter their email and password to log in.
  - **Forgotten password?** Students can reset their password by clicking on the 'Forgot password?' link.
  - **Forgotten email?** As a teacher/counsellor, you can reset your students' emails and passwords in your **Student Manager** or **Classes**.

**INSTRUCTIONS:**

1. Introduce students to the topic of passions and hobbies by discussing the following questions as a group:
  - Qu'est-ce qu'une passion? *What is a passion/hobby?*
  - Quelles sont vos passions? *What are your passions/hobbies/interests?*
  - Quelles sont vos activités relatives à vos passions? *What are the activities you do in relation to your hobbies or interests?*
  - Est-ce que vous avez déjà envisagé vivre de votre passion? *Have you ever considered making a living from your passion/hobby?*
  - Connaissez-vous des professions en relation avec votre passion? *Do you know about occupations that relate to your passion/hobby?*

*Note: prior to beginning this lesson, you may wish to review present and past tenses with your students, as well as vocabulary related to hobbies/passions, and expressions of time.*

2. Provide students with **Handout [A] – Ma passion en français** in the language of your choice (i.e., English or French).
3. Invite students to log in to their myBlueprint account and update their language settings to French in order to start building their “Ma passion en français” Portfolio.
  - *\*Note: Instructions on updating language settings are provided in the student handout*
4. Review **Handout [A] – Ma passion en français** with students addressing any questions. Stress to students that this portfolio activity is to be done independently.
  - *\*Note: Monitor student progress through the **Classes** feature of your Teacher Account (i.e., impersonating the student’s account)*
  - *\*Optional: You may wish to share **Handout [B] – Portfolio rubric** and **Handout [C] - Oral presentation rubric** with students as they work on their research project and prepare for their portfolio presentation.*
5. Invite students present their portfolio to their peers in a 5-minute presentation.
6. Once students have presented, invite them to log into their myBlueprint account.
7. Have students click **Home** from the navigation menu on the left hand side of the screen and select **Portfolios**. Have them choose their **Ma passion en français portfolio**.
8. Have them click **+ Add Box > Add Journal** and include the following:
  - *What are two (2) things you are proud of with your presentation?*
  - *What are two (2) things you would like to work on for your next presentation?*

## HANDOUT [A] – MA PASSION EN FRANÇAIS (English version)

1. Visit [www.myBlueprint.ca](http://www.myBlueprint.ca), click **Log In** in the top right corner and log in your myBlueprint account.
2. Click on your **Name** in the top right corner of your account, select **Account Settings**, and change the language setting to **French**.
3. From the left hand navigation menu, select **Portfolios** in the **Accueil** section.
4. Click **+ Ajoute un portfolio** and name your new portfolio **Ma passion en français: [name of your passion]**. Click **Ajoute un portfolio**.
5. Add an **Avatar** and a **Bannière** to personalize your portfolio.
6. Add a journal entry of at least 150 words to describe your passion by clicking **+ Ajoute une boîte > Ajoute un journal > name it Ma Passion: [name of your passion] > Click Afficher**
  - a. What is your passion?
  - b. When did your passion/hobby start?
  - c. What inspired this passion/hobby?
  - d. What activities do you do related to your passion?
  - e. Psst... You can add a photo or video to your journal entry!
7. Based on your passion/hobby, what are some useful **keywords** for you to use when conducting an internet search to find information on francophone individuals who make a living from that passion (i.e., individuals who have an occupation that is related to your passion/hobby)?

Mes mots clés:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

8. Use the keywords you identified above to find a video (e.g., interview, news report, etc.) about a francophone individual who makes a living from your passion/hobby.
9. Add this video to your Portfolio **> + Ajoute une boîte > Ajoute un fichier média > Adresse URL > add the link to your video > Aller**.
10. Once you've added your video, add two (2) reflections to your video box to address the following reflection prompts **> Ajoute une réflexion**.
  - a. *What did you discover about this person's life and occupation? Did you know this occupation existed?*
  - b. *What strategies did you use to understand the French video?*

11. Use the keywords you identified to find a news article or magazine article about another francophone individual who has made (or makes) a living from your passion/hobby.
12. Add this article in your Portfolio > + **Ajoute une boîte** > **Ajoute un fichier média+** > **Adresse URL** > add the link to your video > **Aller**.
13. Once you've added the link to the article, add two (2) reflections to your article box to address the following reflection prompts > **Ajoute une réflexion**.
  - a. *What did you discover about this person's life and occupation? Did you know this occupation existed? How does this occupation differ from the previous one you found?*
  - b. *What strategies did you use to understand the French text?*
14. From the left-hand navigation menu, click **Travail** and select **Professions**. Use the keywords you identified to search for occupations related to your passion/hobby. Read through the overview pages for each occupation and pick the one that seems to be the most appealing to you.
15. Once you have chosen an occupation, add it to your Portfolio by clicking **Ajouter au portfolio**. Once you've added your occupation, add two (2) reflections to your occupation box to address the following reflection prompt > > **Ajoute une réflexion**.
  - a. *What interests you the most about this occupation?*
  - b. *What are three things you learned about this occupation?*

*\*Pro Tip: If you are unsure about which occupation is the best fit for you, complete the compatibility survey for the occupation from the **Est-ce que je suis compatible/Do I Match** tab in the occupation overview pages.*

16. For the occupation you chose in step 14, open its overview page from the **Professions** tool and identify post-secondary programs that could lead you to this occupation from the **Exigences** tab. To explore and compare these post-secondary programs, click on the **three dots** in the top right corner of the program box and click **Comparer**.
17. After having compared a few of these potential post-secondary programs, choose one that speaks to you the most and add it to your Portfolio by clicking **Ajouter au portfolio** from the program overview page. Once you've added your post-secondary program, add three (3) reflections to your post-secondary program box to address the following reflection prompt > > **Ajoute une réflexion**.
  - a. *What interests you the most about this post-secondary program?*
  - b. *What made you choose this program over other programs suggested?*
  - c. *What are three things you learned about this post-secondary program?*
18. Prepare a 5 minute oral presentation based on your French Portfolio to showcase your passion/hobby and the information you researched on the potential ways to make a living from it.

## POLYCOPIÉ [A] – MA PASSION EN FRANÇAIS (Version française)

1. Visite [www.myBlueprint.ca](http://www.myBlueprint.ca), clique sur **Se connecter** en haut à droite et ouvre une session.
2. Clique sur ton **nom** en haut à droite de l'écran, puis sur **Account Settings** et change la langue en cliquant sur **French**.
3. Dans le menu de navigation à gauche de l'écran, clique sur **Portfolios** dans la section **Accueil**.
4. Clique sur **+ Ajoute un portfolio** et nomme ton portfolio **Ma passion en français : [nom de ta passion]**. Clique sur **Ajoute un portfolio**.
5. Personnalise ton portfolio en ajoutant un **Avatar** et une **Bannière**.
6. Rédige une note de journal de 150 mots minimum dans laquelle tu décris ta passion. Clique sur **+ Ajoute une boîte > Ajoute un journal > nomme la Ma passion : [nom de ta passion] > clique sur Afficher**.
  - a. Quelle est ta passion ?
  - b. Quand est-ce que ta passion a commencé ?
  - c. Qui ou qu'est-ce qui t'a inspiré cette passion ?
  - d. Quelles activités liées à ta passion fais-tu ?
  - e. Psst... Tu peux ajouter une photo ou une vidéo à ton journal !
7. À partir de ta passion, trouve quatre (4) mots-clés qui t'aideront à faire des recherches sur des personnes francophones qui vivent de cette passion (i.e. des personnes qui ont une profession en relation avec ta passion).

Mes mots clés :

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

8. Utilise les mots-clés que tu as choisis ci-dessus pour trouver une vidéo (e.g. une entrevue, un reportage, etc.) sur une personne francophone qui vit de ta passion. Ajoute cette vidéo à ton portfolio : **+ Ajoute une boîte > Ajoute un fichier média > Adresse URL > ajoute le lien URL pour ta vidéo et clique sur Aller**. Une fois ta vidéo ajoutée dans ton portfolio, ajoute deux (2) réflexions à ta boîte : **Ajoute une réflexion**. Dans tes réflexions, réponds aux questions suivantes :
  - a. Qu'as-tu découvert sur cette personne, sa vie et sa profession ? Connais-tu cette profession avant de voir la vidéo ?
  - b. Quelles sont les stratégies que tu as utilisées pour comprendre la vidéo



9. Utilise les mots-clés que tu as choisis ci-dessus pour trouver un article de journal ou de magazine sur une autre personne francophone qui vit (ou a vécu) de ta passion. Ajoute cet article à ton portfolio > **+ Ajoute une boîte** > **Ajoute un fichier média** > **Adresse URL** > ajoute le lien URL pour ton article > **Aller**. Une fois ton article ajouté dans ton portfolio, ajoute deux (2) réflexions à ta boîte: **Ajoute une réflexion**. Dans tes réflexions, réponds aux questions suivantes :
  - a. Qu'as-tu découvert sur cette personne, sa vie et sa profession ? Connais-tu cette profession avant de voir la vidéo ? En quoi cette profession est différente de la précédente ?
  - b. Quelles sont les stratégies que tu as utilisées pour comprendre l'article ?
10. Dans le menu de navigation à gauche, clique sur **Travail**, puis sur **Professions**. Utilise les mots-clés que tu as choisis pour chercher des professions en lien avec ta passion. Lis les pages de présentation de chaque profession que tu trouves, et choisis celle que tu trouves la plus intéressante. Ajoute la profession que tu as choisie à ton portfolio en cliquant sur **Ajouter au portfolio**. Une fois ajoutée à ton portfolio, ajoute deux (2) réflexions à ta boîte : **Ajoute une réflexion**. Dans tes réflexions, réponds aux questions suivantes :
  - a. Qu'est-ce qui t'intéresse le plus dans cette profession ?
  - b. Nomme trois choses que tu as découvertes sur cette profession.

*\*Conseil de pro : si tu hésites entre plusieurs professions, réponds aux enquêtes de compatibilité pour chacune de ces professions. Tu peux trouver ces enquêtes dans l'onglet **Est-ce que je suis compatible?** de chaque page de présentation des professions.*

11. Visite de nouveau les pages de présentation de la profession que tu as choisie et, dans l'onglet **Exigences**, repère les programmes postsecondaires qui pourraient te mener à cette profession. Pour découvrir et comparer ces programmes, clique sur les trois points dans le coin en haut à droite de la boîte de chaque programme, puis clique sur **Comparer**.
12. Après avoir comparé quelques-uns de ces programmes postsecondaires, choisis celui qui te parle le plus et ajoute-le à ton Portfolio en cliquant sur **Ajouter au portfolio** à partir de la page de présentation du programme. Une fois le programme inséré dans ton Portfolio, ajoute trois (3) réflexions à ta boîte : **Ajoute une réflexion**. Dans tes réflexions, réponds aux questions suivantes:
  - a. Qu'est-ce qui t'intéresse le plus dans ce programme postsecondaire ?
  - b. Pourquoi as-tu choisi ce programme plutôt que les autres programmes suggérés ?
  - c. Nomme trois choses que tu as découvertes sur ce programme postsecondaire.
13. Prépare une présentation orale de 5 minutes à partir de ton Portfolio, pour présenter ta passion ainsi que les informations que tu as trouvées lors de tes recherches sur les possibilités d'études et d'emplois dans ce domaine.

## HANDOUT [B]: PORTFOLIO EVALUATION RUBRIC

Name: \_\_\_\_\_

CATEGORY	Level 4 (80 – 100%)	Level 3 (70 – 79%)	Level 2 (60 – 69%)	Level 1 (50 – 59%)
<b>Quality of Activities</b>	Student goes above and beyond in the amount of detail in answers. Ideas are clear and easy to understand.	Student provides average amount of detail in answers. Ideas are fairly clear and easy to understand.	Student provides some detail in answers. Ideas are not very clear and somewhat difficult to understand.	Student provides limited detail in answers. Ideas are not clear and cannot be understood.
<b>Quality of Personal Reflections</b>	All reflections include personal reactions that are descriptive and insightful and relate to the activity.	Most of the reflections include personal reactions that are descriptive and insightful and relate to the activity.	Some of the reflections include personal reactions that are descriptive and insightful and relate to the activity.	Few of the reflections include personal reactions that are descriptive and insightful and relate to the activity.
<b>Content</b>	All items in the Portfolio Checklist are included and exceed expectations.	All items in the Portfolio Checklist are included and meet expectations.	Some items in the Portfolio Checklist are missing and/or are not fully completed.	Several items in the Portfolio Checklist are missing and/or are not fully completed.
<b>Application</b>	Student is able to make a strong connection between their interest, skills, and values, and how they will impact their career and life decisions.	Student makes a connection between their interests, skills, and values, and how they will impact their career and life decisions.	Student makes some connections between their interests, skills, and values, and how they will impact their career and life decisions.	Student makes limited connections between their interests, skills, and values, and how they will impact their career and life decisions.
<b>Organization</b>	Portfolio is completely and neatly organized. A reader can easily find things.	Portfolio is well organized. A reader has little difficulty finding things.	Portfolio is fairly well organized. A reader may have a little difficulty finding things.	Portfolio shows some attempt at organization. A reader has difficulty finding things.
<b>Language (vocabulary, syntax, grammar)</b>	A wide range of vocabulary is used accurately, with some errors. Some complex sentence structures are clear and effective.	A fairly limited range of vocabulary is used, with some errors. Simple sentences are clear.	A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.	A very limited range of vocabulary is used, with many basic errors. Simple sentence structures are rarely clear.
<b>Overall Portfolio Impact</b>	The portfolio demonstrates well the student's skills, interests, values, and career ambitions.	The portfolio helps to demonstrate the student's skills, interests, values, and career ambitions.	The portfolio does little to demonstrate the student's skills, interests, values, and career ambitions.	The portfolio does not demonstrate the student's skills, interests, values, and career ambitions.

## HANDOUT [C]: ORAL PRESENTATION RUBRIC

Name: \_\_\_\_\_

CATEGORY	Level 4 (80 – 100%)	Level 3 (70 – 79%)	Level 2 (60 – 69%)	Level 1 (50 – 59%)
<b>Organization</b>	Student presents information in logical, interesting sequence which class can easily follow.	Student presents information in somewhat logical sequence which class can follow most of the time.	Class has some difficulties to follow the presentation because of somewhat illogical sequence of information.	Class cannot understand the presentation because there is no sequence of information.
<b>Preparedness and Fluency</b>	Well prepared: fluent speaking; direct eye contact and seldom looking at notes.	Prepared: fairly fluent speaking; consistent eye contact but still returns to notes.	Somewhat prepared: limited fluency; minimal eye contact, while often reading from notes.	Unprepared: little fluency; no eye contact as entire presentation is read from notes.
<b>Pronunciation</b>	Few or no errors in pronunciation; information is clearly understandable.	May self-correct errors in pronunciation; information is understandable.	Speaks with some errors in pronunciation; most of the information is understandable.	Speaks with many errors in pronunciation; information may be incomprehensible.
<b>Language (vocabulary, syntax, grammas)</b>	Language is correct, varied and articulate. Errors do not interfere with message.	Language is generally correct, varied and articulate.	Language is sometimes correct, with some idiomatic expressions.	Language is often incorrect and/or limited, interfering with message.
<b>Gesture</b>	Uses a variety of gesture to help the class visualize and understand the content of the presentation.	Uses appropriate gesture during the presentation, somewhat enhancing articulation.	Little use of movements or descriptive gestures during the presentation.	No use of movements or descriptive gestures during the presentation.
<b>Elocution</b>	Student uses a clear, audible voice, so that the whole class can hear.	Student's voice is clear, most of the class can hear.	Student's voice is low, some students have difficulty hearing.	Student mumbles and speaks too quietly for a majority of students to hear.