



CTAE Module: **Health Science**

Language: **French**

Lesson # **1** of Week # **1**

This lesson is designed for a 50-minute class period. Teachers whose schedules are different should make adaptations for their particular scheduling configuration.

Stage 1: What will students know and be able to do at the end of this lesson?

At the end of this lesson, the student will be able to say “I can . . .”

1. I can define the four healthcare delivery systems (private, public, government, and non-profit).
2. I can give an example of each type of healthcare delivery system.

What vocabulary do students need to learn for this lesson?

healthcare system – *un système de santé*
private hospital – *une clinique*
public hospital – *un hôpital public*
government healthcare – *la sécurité sociale*
non-profit healthcare - *les établissements de santé à but non lucratif*

*The vocabulary word banks may contain some words that are new or other words that are already familiar to students.

What language structures need to be refreshed for students in this lesson?

Present tense

Stage 2: What will be the evidence that students attained the lesson’s learning targets?

At the end of the lesson, how will you know that students can do the learning targets for the lesson?

Students will give an example of each type of healthcare system from their local area.



Stage 3: What will be the roadmap to reach the lesson’s learning targets?

What activities will you use during the lesson?

Icon Legend:



= this activity incorporates technology
technological option



=this activity is a non-
technological option

Activity	How many minutes?	Resources
<p>Lesson Set-Up: The teacher previews the lesson by talking with students about the “can do” statements for the day as well as mentioning the activities in which students will engage throughout the lesson.</p>	1 minute	
<p>Introduction: Êtes-vous en forme? [Lesson activation] The teacher will distribute the game board so that students can play LOTO to discover what types of activities other members of the class do regularly to stay healthy.</p> <p>After students have obtained the number of signatures required by the teacher, students will return to their seats (circle suggested) to discuss their results.</p> <p><i>Sample discussion questions (taken from LOTO board):</i></p> <ul style="list-style-type: none"> • <i>Qui fait du jogging ? Pourquoi ? Quand ?</i> • <i>Qui mange souvent des légumes ? Quels types ?</i> • <i>Qui ne fume pas ? Pourquoi la fumée est-elle mauvaise pour la santé ?</i> • <i>Combien d’eau buvez-vous par jour ?</i> 	15-20 minutes	LOTO Board
<p>Bridge As the LOTO conversation wraps up, the teacher will direct the conversation to what happens when students become ill.</p> <ul style="list-style-type: none"> • <i>Où allez-vous si vous êtes malade ?</i> • <i>Où vont les gens qui n’ont pas d’assurance médicale ?</i> • <i>Qu’est-ce qui se passe si on n’a pas assez d’argent pour payer le médecin / l’hôpital ?</i> 	3-5 minutes	none



<p>Partner Definitions with Socrative</p> <p> This activity uses Socrative, “a smart student response system that empowers teachers to engage their classrooms through a series of educational exercises and games via smartphones, laptops, and tablets.” (www.socrative.com) It is a free, web-based response system. Teachers will need to visit the website to sign up for service prior to beginning the activity. For more details on how Socrative works, visit their website HERE.</p> <p>Once logged in, the teacher will need to import the quiz that has already been created into their account. Go to “Manage Quizzes,” click on “Import Quiz,” then “Import Shared Quiz.” You will be prompted to enter a code. The code for this quiz is SOC-1505314.</p> <p> To complete this activity as is, students will need access to the Internet via a cell phone, a tablet, a laptop, or a desktop computer. Arrange students in groups so that each group has access to the device. Remind students that they should only speak French. During the activity, students will read descriptions in French of the four types of healthcare delivery systems, as well as a description of what is meant by “healthcare delivery system.” Working together, they will choose the correct answer for each description. Answers are also given in French.</p> <p>To complete this activity without using Socrative with students, the teacher should follow all of the above steps to obtain access to the quiz, then print and copy it to give to students. The teacher may choose to have students work individually, with a partner, or in groups.</p>	<p>5-10 minutes</p>	<p>Student Internet access Teacher account for Socrative Internet-accessible devices</p> <p>OR</p> <p>Copies of the quiz found on Socrative for students to complete by hand</p>
<p>Local Connections</p> <p>The teacher will engage the students in a discussion of medical services available in their local area. The teacher should make every effort to let the students provide the answers rather than giving them to the students.</p> <p>After the conversation, students should work in groups to find an example of each type of service available. They</p>	<p>10-15 minutes</p>	<p>Construction paper Crayons or markers</p>



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will create small posters on construction paper to define each type of service and to illustrate a local provider.		
Lesson Wrap-Up: The teacher makes certain that students understand what they are able to do at the end of the lesson that they could not do at its start. The teacher also reviews the opportunities which students had during the lesson to demonstrate their new knowledge.	1 minute	