



Ici on parle français – PD grants for FSL teachers

Lego Spikes FSL Discovery

Team Members:

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School District : Thames Valley DSB



What We Did

We collaborated to use pre-existing French lesson plans to engage students in using French coding terminology in group projects. Students familiarized themselves with French vocabulary and using this in spontaneous conversations with peers, while collaborating on a common goal of creating a student-coded robot using Lego Spikes.



What We Learned

We learned that students are still nervous to communicate in French using coding terminology. We assumed they had prior knowledge in coding that would give them a baseline to be able to jump into a larger project. In fact, we found that students lacked confidence in both coding-related knowledge in French and the ability to communicate instructions in French, particularly in a group setting. We found that we had to scale back our project into chunks to be able to effectively execute our final project. We ended up not being able to jump to whole class collaboration, and had to spend a lot more time peer-coaching and learning the materials associated with their French vocabulary. Students are also uncomfortable at non-scripted academic-related conversations in French, so a lot of emphasis had to be placed on getting peers communicating openly in French with their peers and also students they may not have worked with. Lastly, students needed a lot of refreshers on instruction/leadership-related verb tenses in French (imperatif verb tense) to properly execute the steps in constructing/coding their robots. After this verb review, they felt more comfortable in giving direct instruction to their peers, along with understanding what they were asking of their peers.



How We Shared Our Learning With Others

We documented the learning and shared this amongst staff. This learning will be showcased in announcements and in the year book.



Links to Our Work

[Our Start to Finish Landing Page](#)

[Our Summative, Group Activity Lesson](#)

[Robot Spike A.2.1](#)

[Labyrinthe A.2-2](#)

[Lever objet A.2-3](#)

[Tache Final](#)



Any Next Steps We Have To Continue Our Learning

Our students still need a lot of practice with the Lego Spikes materials. In the beginning, they fumbled over the terminology and had trouble communicating coding-specific instructions and thoughts in French. Eventually, we went back and pre-taught the vocabulary in an isolated context, then gradually incorporating this into more hands-on lessons in smaller groups with the Lego Spikes kits. Due to the amount of back-teaching, we lost time on our summative and students didn't get as far as they should have in enrichment opportunities for their robot (coding the escape room). We plan to continue this on our own time, before the year-end. Lastly, we are hoping to set up Lego Spikes coding clubs and have our students be peer guides and teachers to younger FI students, to continue their practice in FSL coding.