



OPTION 1:

Take Action

PROJECT PLANNER

Teachers can print this document to take note of key concepts, student insights and ideas throughout their Take Action project.

1 PLAN:

How might students practice their French while making a difference in their community? What challenges or needs do you see in your local community that students could help address? What community issue aligns with students' values or interests and could inspire students to take action? What is your big idea?

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2 ENGAGE:

Use the List of Guiding Questions to engage students to reflect on their relationship with language learning and their future as bilingual Quebecers. Together, consider how the project can be used to help students on their path to becoming both bilingual Quebecers and active citizens. How might the project be built in a way that makes language learning attractive? To what extent do students believe the project will make a meaningful difference?

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3 PLAN WITH STUDENTS:

Work with students to identify key components of the project, including project goals and milestones, your timeline, the involvement of community members, professionals and/or organizations, their roles and responsibilities, how the project will be documented and celebrated.

Teachers can consider what learning activities and resources are needed to support the achievement of the project and what competencies they hope to evaluate, and how, throughout the project and/or upon its completion.

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Take Action Project Planner



4 TAKE ACTION

How might you like to support students as they execute the project?

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5 CELEBRATE

How will you celebrate and share the project? Who will be included in the celebration?

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6 REFLECT

What impact has this project had on students? Do they feel they've made a difference? How will they continue to motivate themselves in their bilingualism/biliteracy?

What questions might you like to ask students to draw out their thoughts and impressions? How might you like students to engage in reflection (in writing, group discussion etc.)?

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