

Year 7 French – 60 min

Lesson plan

Curriculum link: Understand the purpose, ideas and details of original material from a range of different resources and provide an accurate English translation of a short piece.

Learning Objective: to explore job roles that require cultural knowledge.

Learning Outcomes:

- To understand the importance of international trade to the UK
- To understand that in a world where there is more and more international trade, the lack of language skills in the UK has an impact on international business
- To understand that language skills also means an understanding of cultural knowledge and the importance of this on jobs.

Success Criteria:

1. **Describe** – what does an advertising manager do?
2. **Understand** – how cultural knowledge is necessary for a job in advertising
3. **Apply** – create an advert for a product, using our own cultural knowledge and how that could be used to sell/promote
4. **Analyse** – whose skills would you need in an advertising campaign and how they would be involved.
5. **Reflect** – in what other situations would you need to understand cultural context? Are there opportunities or roles that interest you?

Timings	Activity	Details	Resources
3 mins	Starter – think, pair, share	<p>In pairs: students discuss 2 learnings from the 2 bar charts.</p> <p>Facilitator may need to go over definitions (provided on slide).</p> <p>Overall conclusion should be: Lots of business is happening internationally. Globalisation is increasing, countries are increasingly trading with each other.</p> <p>Extension: Impact of increasing world trade = more travel across countries = more need for language skills, impact on prices- this could be linked to the increase in petrol prices as a result of the UK's supply of petrol coming from Russia. Stopping trade as part of the sanctions for Putin,</p>	Slide 3



Year 7 French – 60 min

Lesson plan

		has meant we have less supply and more demand, so prices go up.	
2 mins	Introduction – What's the problem?	<p>Facilitator to ask a student to read out the statement on the board. Ask pairs to discuss why they think this is a problem.</p> <p>The problem: In a world where there is more and more international trade, the lack of language skills in the UK, is causing us to lose a lot of money.</p> <p>Invite the students to suggest why? i.e. Why would a lack of language skills cost the UK money? POSSIBLE ANSWER: leaves the UK unable to trade with certain countries, losing out on cheaper produce, UK unemployment rates increase as companies are forced to look abroad to fill key roles.</p>	Slide 4
5 mins	Discuss – the importance of English/ the accuracy of google translate	<p>Worksheet 1: Students to brainstorm ideas for and against each statement.</p> <p>Possible ideas:</p> <ul style="list-style-type: none"> - ASSUMPTION that everyone speaks English because of popular music, Hollywood...etc –this is NOT the case - A report noted over 95% of business owners were unable to speak sufficient Russian or Chinese to conduct business deals in those languages (where the much of the world's trade comes from) 	Slide 5 Worksheet 1
7 mins	Describe – what does an advertising agency do?	<p>Introduce the role of an advertising agency</p> <ul style="list-style-type: none"> - Show the video embedded in the PowerPoint. Link is in facilitator notes. - Ask students to feedback their answers to <i>how</i> an ad agency works and <i>who</i> is involved. 	Slide 6 Video
15 mins	Understand – the impact of mistranslation	Open the link (in facilitator notes) to an article and get students to read out loud, each of the 4	Slide 7



Year 7 French – 60 min

Lesson plan

	<p>when branding abroad, using a range of different material.</p>	<p>subheadings which explain the mistranslation of the slogan for 4 different brands.</p> <p>Get students to understand WHY those mistranslations happened – we cannot assume everyone speaks English and Google translate does not always work.</p> <p>Worksheet 2: Students to choose the missing slogan/product from the boxes that match the brand.</p> <p>Get students to discuss in groups, then volunteer their ideas to the class on what you need to know before starting an advertising campaign.</p> <p>The point of this challenge is to understand that you require cultural knowledge of a product and country before advertising it, which comes from a range of different expertise.</p> <p>Show students this suggestion and then get students to develop their ideas further of what they would need to know about the product before starting the campaign:</p> <ul style="list-style-type: none"> - WHAT is the product? - WHO is the target audience? WHO are its competitors? - WHY do they make this product? - WHEN will the product be coming out? - WHERE will it be sold? ...etc <p>Open link (in facilitator notes) to show the image of the advert – the link opens to an article, which describes the shock reaction to the campaign/slogan.</p> <p>Read through the slide and get students to understand why this advert had such an impact.</p> <ul style="list-style-type: none"> - Using the words from the motto of the French republic- <i>Liberty, Equality and Fraternity</i> - France is a country that separates the states and the church and is famous for being non-religious 	<p>Slide 8</p> <p>Worksheet 2</p> <p>Slide 9</p> <p>Slide 10</p> <p>Slide 11</p>
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		<ul style="list-style-type: none"> - to promote something religious (thereby contradicting the values of that motto) - in a country that has faced a lot of backlash for it's treatment of Muslims - <p>Extension – discuss success of the advert. Some may think it's unsuccessful as it fails to adhere to the sensitivities of the French background and culture, could be seen as inciting more hatred for Muslims by using a play on words of non-religious values, to promote something religious, promoting food just before the period of fasting.</p> <p>- Some say it was successful because it created the conversation, the buzz, the controversy that gave it publicity.</p>	
10 min	Apply – to create an advertising slogan for a British product of your choice	<p>Challenge Task: To create an advertising slogan for a British product of your choice. E.g. Tea What does it need to capture? Students should be directed to say things like:</p> <ol style="list-style-type: none"> 1) Play on words 2) Cultural knowledge 3) Reference to British values <p>Extension: How can we translate the advert into French, so that it will have a similar impact?</p> <p>Worksheet 3: Create the slogan</p> <ul style="list-style-type: none"> - Part 1: Students to complete the spaces by adding 4 more British Values they can think of - Part 2: Using those values they've written down and their British cultural knowledge, can they create a slogan to advertise a British product of their choice. 	<p>Slide 12</p> <p>Slide 13 and worksheet 3</p>
5 min	Review – slogans created and give class feedback.	<p>Students should present their slogans to the class.</p> <p>Class can then vote for whichever slogan they thought was the most effective.</p>	Slide 14
10 min	Analyse	Challenge task continued.	Slide 15-19



Year 7 French – 60 min

Lesson plan

		<p>Now they have a slogan, now it's time to expand this product across different countries. In order to extend this campaign abroad and reach more customers, who else would you need on your team?</p> <p>Give students the selection of job roles and descriptions. Focus is on how students justify whose skills are needed to run the campaign.</p> <p>Teacher uses the accompanying slides to describe the different roles to the whole class. Have a class discussion to think about the answers to the questions.</p>	
3 min	Reflect – on what other jobs require cultural knowledge.	Students should reflect on these questions individually and make a note of their answers in their exercise book.	Slide 20
	Optional extensions if more time/ can be set as HW	<p>Task 1 Watch a television advert for a product. Note down:</p> <ul style="list-style-type: none">• WHAT the product is• WHO is it aimed at• WHY is it being advertised in this way• WHEN is the TV advert played• WHERE is the advert set <p>Task 2 Research 3 more brands that have been mistranslated in some way. Explain WHY/ HOW they have been mistranslated. Come up with your own improved version</p>	Slide 21

