Languages Build... Video Contest
Classroom Toolkit
Just over 50 years ago — on September 9, 1969 — a new Canadian law called the Official Languages Act was introduced. This act gives French and English equal status in the Government of Canada, making them both our official languages. The term “official languages” will be used throughout this activity guide.

Create a video (maximum 3 minutes) to tell your story, sharing your personal thoughts and experiences on how learning both of Canada’s official languages has changed your life! Learn more about the Languages Build Video Contest!

Version française disponible

Why Make a Video About the Benefits of Learning Both of Canada’s Official Languages?

- To provide an amazing opportunity for students to reflect on their own language-learning journey
- To help foster a personalized, meaningful understanding of the benefits of language learning
- To positively impact student motivation to learn both of Canada’s official languages
- To deepen student appreciation of plurilingualism and multiculturalism
- To provide a fun and collaborative way for students to bring their languages to life
- To act as a source of pride and self-esteem
- To enhance creative ability

“Video creation is a tremendously effective pedagogical approach to building language skills! It is a student-centred project that incorporates reading, writing, speaking, and listening into purposeful, task-based activities! The parameters are very flexible, so it can be adapted to meet the language levels and learning needs of all students. It also provides a great opportunity for students to create a finished product in their second official language that they will be proud to share.

Before getting started, show these videos to your class. They are bound to inspire your students and get them talking about language learning.

- Where are they Now? (Other Notable French Speakers) — Sam Roberts

What are the building blocks of learning a language?

- Simple Plan French Lesson by Newfoundland and Labrador English School District
- The Anglais-French Show by the Office of the Commissioner of Official Languages of Canada
- Deux langues, mille et une voix — Two languages, a thousand and one voices by Odyssey Program
- Holy Trinity Style — Finalist of Video Contest 2012 – Ottawa U
- Best French Class by Victor Borba

Where are they Now? (Other Notable French Speakers) — Sam Roberts

2 https://youtu.be/zmSZEOI-z3Q
3 http://bit.ly/2Sy3w6b
4 https://youtu.be/FSgz5pR9ERg
5 https://youtu.be/siQDebZh9Uw
6 https://youtu.be/vF9WY1q89SU
Steps to Making a Great Video

Building Block 1: Generate Ideas

What do languages build for you? Engage students in a discussion on how languages can shape people, societies, and cultures. How can learning both of our official languages change their lives? See what some of the research says about the impact of learning languages.

Encourage students to reflect on:

- Personal experiences (past and future)
- Relationships
- Personal motivators (i.e., exchange trips, movies, films, programs, etc.)

Have you ever experienced an Aha! moment while learning one of Canada’s official languages as a second/additional language? Why was this experience so significant?

Brainstorm situations where it would be essential to speak the “other” official language.

Here is a list to get you started. Can you add to it?

- Introducing yourself
- Talking about yourself and your family

Languages Build...

- Brain power
- Academic skills
- People
- Relationships
- Societies
- Cultures
- Economies
- Inclusive environments
- Multicultural awareness and appreciation
- Global citizens

- Travelling across Canada or outside of the country
- Ordering in a restaurant
- Staying at a hotel
- Finding attractions or entertainment
- Asking for help

Guess who speaks both English and French?

- Guess Who #1
- Guess Who #2
- Guess Who #3
- Guess Who #4
- Guess Who #5

Research how these people learned their second/additional official language and how they use it now!

If you could have a conversation with a person whom you admire who speaks the “other” official language, who would it be and why? Create clues to help classmates guess their identity.

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8  http://bit.ly/devinequi1
Building Block 2: Prepare for the Video Creation

Students now assemble their blocks to tell their personal language-building story.

How can you depict this story in a video?

**Step 1: Determine your technology**

- Mobile device
- Camcorder
- Digital storytelling
- Multimedia presentation

**Step 2: Determine your format**

- Interview
- Cartoon
- Video blog (Vlog)
- Talking head
- Video PowerPoint
- Video rant
- Photo montage
- Stop motion animation

**Step 3: Prepare your storyboard**

A storyboard is a visual representation of the video that you will record. It is easy to make and will provide you with a detailed plan for recording your video:

- Identify the main ideas you want to share
- Identify the scenario
- Identify the location
- Write the script in your second/additional language (French or English)
- Be sure to follow all the steps of the writing process!
- Practise the script by reading aloud to ensure that it flows well
- Discuss with your group members and identify any changes needed
- Make necessary edits

Use the *Storyboard Template*[^12] to help you organize your ideas.

Building Block 3: Video Recording

Now you are ready to begin making your Languages Build video!

Refer to the evaluation rubric as you work.

If you are using a mobile device to make your video, use the Smartphone Video Recording Tips to guide you through the process.

Building Block 4: Video Submission

Upload your video to a host site such as Vimeo, YouTube, etc.

OR

Save it to a USB thumb-drive.

Building Block 5: Additional Technologies to Consider

- Flipgrid
- Google Slides
- Loom
- Screencastify
- Adobe Spark
- Présentations Padlet
- Story Jumper

Please note that a parent/guardian must complete our consent form for each student for the video to be eligible for this contest.

It is the responsibility of the participating teacher to ensure that all forms are signed, collected, and forwarded to CASLT.

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18 https://www.loom.com
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