



Where Are They Now?



Where Are They Now? – Suggested Classroom Uses

The idea behind this project is not only to convince students, parents and administrators that a bilingual education is an amazing asset for your students: we also want you to have this tool to use in your lessons to reinforce the bridge between language learning and the career field that comes after high school. We want to show students that they have an amazing tool to take into the world. It is for this reason that we've assembled some suggestions on ways to integrate *Where Are They Now?* in your classroom.

How to introduce this resource to your students?

- 1) Begin your class with a discussion between your students. Start the discussion in small groups and after several minutes, bring the class together to discuss more in depth.
 - a. Proposed discussion questions:
 - i. Where do you see yourself in 10 years?
 - ii. How do you think your bilingualism can help you?
 - iii. How do you feel about bilingualism? Do you believe it to be an asset in the job market?
- 2) After this discussion, move on to the videos found at *WhereAreTheyNow.ca*.
 - a. You can either show the videos to the class via projector, or if you would rather, you can use school resources such as a computer lab or Ipads to allow individual exploration.
 - i. Note: if you opt for individual computers, remind students ahead of time to bring headphones.
- 3) After having shown the videos, you can continue the class by:
 - a. Taking up the conversation that you began the class with.
 - b. Creating a treasure hunt with fill in the blanks or short questions with answers found on the website. This exercise can allow students to explore the website on their own.
 - c. After some guided viewing, giving students an opportunity to explore the website on their own.
 - d. Ask your students to write reviews of a vignette or two, asking questions such as the following:
 - i. With which vignette do you relate with the most? Why?
 - ii. What did you learn from this vignette?
 - iii. How would you use what you have learned in these vignettes in your life?



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What to do after the introduction?

Basic Exercises :

a. **Listening :**

- i. Create a fill-in-the-blank exercise for your students, perhaps centered on an individual vignette from your region.
- ii. Ask your students to write reviews of a vignette or two, asking questions such as the following:
 1. With which vignette do you relate with the most? Why?
 2. What did you learn from this vignette?
 3. How would you use what you have learned in these vignettes in your life?

b. **Writing:**

- i. Assign a critical analysis to your students, answering questions like:
 1. Why is the selected vignette pertinent to you?
 2. What were the key elements to this person's success? What was it about these elements that helped the individual?

Potential projects to consider:

1) *Career fair – “speed dating” for careers*

- a. First, you would ask your students to research a career of their choice, or if you choose, one of the 25 careers featured in the project.
 - i. They will research the attributes and education necessary for this position.
- b. The class would be divided in two: employees and employers
 - i. ****Or, resources providing, you could coordinate with another class to play the opposite role to your class's role.**
 - ii. Each student-employer is looking to hire someone to fit the position they researched.
 - iii. Partnered up employee/employer, students record their interviews to send to you for evaluation.

2) *Employee/employer role play*

- a. First, students research a career of their choice.
 - i. They come to class with their new research along with a list of career-specific vocabulary.



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- b. Randomly call two students in front of the class to perform an interview. Only one of the students knows the career in question: the employer.
 - i. ****Instead of calling students to the front of the class, you can pair them together to record their interviews on the spot. The idea remains the spontaneity of the exercise.**
- c. Students swap roles and record the new interview, on the subject of the second student's selected career.
- d. Students then listen to and self-evaluate their performances.
 - i. They note what did they well, and justify their evaluation.
 - ii. They note their mistakes and correct them.
- e. These recordings are sent to you for a final evaluation.

****Note that you can also supply a list of bilingual careers from which students can choose to research.**

1. *Customs officer/RCMP*
 - a. *One needs to understand law in French and in English.*
 - b. *One needs to be comfortable in stressful situations.*
 - c. *One needs to be an effective communicator and comfortable with the public.*
2. *Parks Canada worker*
 - a. *The Canadian government requires bilingualism for national parks workers.*
 - b. *One must enjoy working in nature and working with strangers.*
3. *Physiotherapist*
 - a. *One must be passionate about helping people rehabilitate.*
 - b. *French allows one to expand their clientele. It is therefore useful to understand terms in French.*
4. *Teacher*
 - a. *One must be organized.*
 - b. *One must be flexible with work hours and committed to helping others.*
 - i. *One must be a strong communicator.*
5. *Lawyer*
 - a. *It is an advantage to be able to defend both francophone and Anglophone clients.*
 - b. *One must be passionate about law, justice, and rights.*
 - c. *One must be a strong communicator.*
6. *Journalist*
 - a. *One must enjoy travel, to uncomfortable, even dangerous locations.*
 - b. *One must have strong communication skills, and multilingual communication helps.*



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c. *Bilingualism is an asset that helps follow and report on news in French and in English.*

7. *Chef*

a. ***For the interview, the candidate must demonstrate leadership in French.*

b. *One must be skilled at multitasking.*

c. *Knowledge of French allows for a more in-depth understanding of French cuisine.*

8. *Flight attendant*

a. *One must be comfortable working flexible hours.*

b. *One must enjoy and have a passion for travel.*

c. *One must be comfortable communicating with the public and working in stressful situations.*

3) *A look to the future*

a. *Students recreate the vignette format, describing where they find themselves in 10 years (2026), in a hypothetical situation.*

i. *This project requires a research into a future career.*

ii. *It requires written and oral French.*

iii. *Use of technology. (Can be filmed with a smartphone, an Ipad, camera, etc.).*

Thank you to our partners | Merci à tous les partenaires

