



Criteria for Choosing Photographs for Classroom Practice

Photographs should be in colour, and should reflect the context of the students who will be using them (age, culture, physical environment, etc.), particularly at levels A1 to B1. At the B2 level, students can be more challenged with pictures that include things that are both familiar and unfamiliar to them.

A1 Photos:

At this level, students are DESCRIBING. Therefore, the photograph must provide lots of detail for them on which to comment.

- Photographs should be of a person, or perhaps a group of people (a family, a group of friends).
- As many of the following details should be evident, as they will form the basis for both the description and the comparison to themselves:
 - age;
 - physical characteristics (should be visible – hair colour, height, etc.)
 - profession/hobby (a uniform, soccer ball, etc.)
 - indicators of physical environment (kitchen, gym, etc.)
 - an indicator of time
 - an indicator of season and/or weather
 - flags or other indications as to nationality (landmarks, monuments, etc.)
 - any other details to help the student form a description (pets, food, etc.)
 - an aspect of the person's identity that can be compared to the student themselves (so context is important here!)

A2 Photos:

At this level, students continue to describe the photograph, but will go further and identify relationships, feelings and situations, and imagine what happened before this moment. They will also identify something they like or don't like about the situation.

- Photographs should be of people interacting in a familiar situation (in a restaurant, at school, at home, etc.)
- As many of the following details should be evident:
 - descriptors as included in A1 photographs
 - indicators of how people in the photograph are feeling (facial expressions, etc.)
 - indicators of relationships between the people in the photograph (an adult and a child in a home, suggesting parent-child; two teens in front of a locker at school, suggesting friends, etc.)

CANADIAN PARENTS FOR FRENCH

CONCOURS d'art oratoire



Canada's French Public Speaking Contest

- details to provide student with ideas for what happened before the photograph was taken (context is important here, as students will be drawing from personal experience)
- similar to A1, details that the student can express an opinion on (clothing worn, music, school subjects, food, etc.)

B1 Photos:

At this level, students are justifying a point of view related to the photograph. They will describe the situation depicted, but they will also express what they think will and/or should happen next.

- The photograph should be of people interacting in situations with several possible outcomes (a parent and a child arguing, a small child next to mess they made, etc.)
- As many of the following details should be evident:
 - a clear situation from the student's context (culture, age, etc.)
 - descriptors and indicators as in A1 and A2 photos
 - indicators of what could happen next (a lot of this is drawn on student's personal experience, so it must be a situation they have likely encountered or have knowledge of)
 - a situation open enough that at least two possible outcomes or next steps exist (the parent and child arguing – child could get punished; child could apologize and parent accepts; child or parent could walk away without resolving the argument; the other parent could arrive and resolve the argument, etc.)

B2 Photos:

At this level, students can be challenged with photographs that include some aspects with which they are unfamiliar. However, there must still be a level of familiarity with the people and the situation depicted. Students are arguing a point of view linked to a larger question or social issue. At this level, photographs often include a question or statement to guide students to the ideas addressed.

- The photograph should be linked to a larger issue (two people at a restaurant, both on cell phones = technology and how it has changed personal relationships, caption "Parle-moi, je suis ici"; a student at a desk covered in books and papers = stress and mental health for students, caption "Les élèves sont-ils trop stressés? etc.)
- Discussion at this level requires some background knowledge on social issues. Practice photos should be chosen to reflect a variety of topics, to aid students in generating vocabulary and ideas. Photographs at the competition level will reflect one of the following topics: La vie sociale, La technologie et les médias, Les questions mondiales, La santé

CANADIAN PARENTS FOR FRENCH

CONCOURS d'art oratoire



Canada's French Public Speaking Contest

- Choosing appropriate photos at this level can be challenging. More examples are included below as a guide.
 - photograph of a landfill, caption “L’homme – l’animal le plus dangereux?” (topic – environment/pollution/recycling) (questions mondiales)
 - a group of students in school uniforms, caption « La mode comme l’expression de l’identité personnelle » (topic – identity; peer pressure; fashion) (relations sociales or medias)
 - refugee camp showing children, caption « Existe-t-il la « guerre juste »? (topic – war; violence; children’s rights; international relations) (questions mondiales)
- La vie sociale : could include peer pressure, bullying, social media, families, social hierarchies, friends, inter-cultural relations, schools and teachers, communication, racism, sexism, homophobia
- Les questions mondiales: could include the environment, government, science and technology, war and conflict, racism, sexism, homophobia, natural disasters, poverty, famine
- Les médias: could include body image, peer pressure, celebrity, right to privacy, censorship, social media, bias, trust/honesty in reporting, role models, television, film
- La santé: could include diet, mental health, body image, stress, healthy eating, medical problems, medication, medical research, medical technology