

Discover our cultural heritage

Through this activity, students will have the opportunity to develop their research skills, both by consulting physical documents and by exploring the Internet. By carrying out investigations on a regional topic, they will enrich their understanding of their local environment.

A few words about the activity



It was produced by French and Belgian teachers as part of the Erasmus+ ENIEDE project co-financed by the European Union in their Village-Monde. It is part of a process of mutual discovery around the theme of protecting terrestrial fauna and flora, Sustainable Development Goal No. 15 of the United Nations.

Make way for creation!



GOALS

- Finding information in an informative text
- Anticipate and plan work included in a class project
- Working on projects to complete complex tasks
- Express yourself orally and in writing using appropriate and precise vocabulary
- Carry out research in documentary works (books, multimedia products)
- Copy a text of at least fifteen lines without errors, giving it an appropriate presentation



DURATION

- Around 4 hours (can be split into several precision sessions in each phase)



MATERIAL

- Documentation selected by teachers containing information to be found by students (encyclopedias, press articles, websites, dictionaries, etc.)
- Sheets for group work
- Materials for producing posters (sheets, markers, etc.)
- Computers and dictionaries
- Questionnaires by theme

Implementation

1. Oral and large group phase (15 min):

Presentation of the project by teachers: create a gazette about their town and its surroundings in order to introduce their environment to correspondents.



3. Pooling, collective phase (45min):

After completing the questionnaire, students type their response (the spelling of which has been corrected by the teachers) on word processing software.

Students divide up the amount of text to be typed. While one student types their text, another checks it and then the others take care of the "TO DO THE NEXT DAY" part on the questionnaires.

2. Group work (1h30 or 2x45min):

Distribution by group, discovery of their theme.

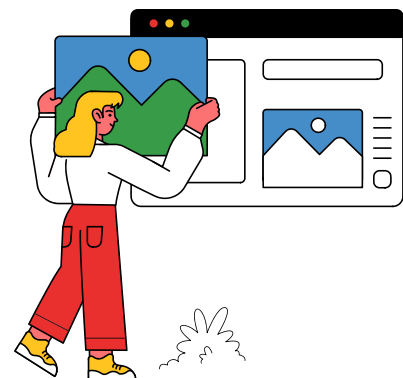
Within each group (maximum 6 students per group), the students discuss the videos seen, the texts read and complete the questionnaires given. The teachers move between the groups, answer questions and regulate if necessary.

4. Pooling, collective phase (45min):

The teachers printed the texts and images chosen by the students.

For this last phase, they will have to choose the layout of their page and then paste accordingly.

Finally, we will connect all the pages to create our gazette. We will collectively think about the name of our gazette.



5. Institutionalization step (30min):

The teacher will ask the students to take stock of what they have learned in this course.

Tips:

- Work in advance on the organization of a newspaper section
- Prepare questionnaires, documentation and groups well in advance
- Leave a question to be done WITHOUT the computer for the next day so that students are "occupied" while they take turns on the word processing software
- Require a response sentence for each question because ONLY the answers will be copied to the word processor

To go further:

Students can divide up the roles for creating the gazette! Some can finish writing, others proofread, draw, choose the images, glue them, create the cover, do the binding, etc. This distribution requires the support of the teacher to clearly define the roles and therefore ensure that cooperation takes place correctly.