

Pre-activity

WHOLE-CLASS ACTIVITY

Multiple intelligences

verbal-linguistic;
interpersonal;
bodily-kinesthetic;
spatial

Language skills

speaking; listening

IMPORTANT! A successful first class with your students using *Jeunesse en action* ! is very important, because it is the entry into the program. The purpose of this pre-activity is to show you how to take a slower pace for the first ten minutes of the first day of class. Use this with a class of mostly or all beginner AIM students. After this you jump to Activity 2 and then when you see your students on the second day, you begin your lesson with Activity 1, which is an embellished version of this pre-activity.



bonjour
tout le monde
dit
merci
très
bien
s'assoit
ici
(la/une) tête
ça
c'est
une
ouvre
ferme
la
(l') anglais
le
(le) français
court
saute
marche
prend

Please view the DVD with the gestures before this class to ensure that you know enough to do first few activities confidently.

The first interactions that you have with your students on the first day of class are very important as they set the tone and expectations for the entire year. The way in which you choose to handle this will vary based on many factors, such as whether or not you have taught the students in a previous year, whether or not your students have any French knowledge, and whether or not you have any experience with the AIM. Regardless of the initial reaction that you may get from your students, they are most likely ready for the challenges of *Jeunesse en action* !, including the important French-only rule. Teachers new to the AIM may need a short period of adaptation. This is normal! Introduce the components of the programme as quickly as you can, as you will get your very best results once you have implemented all aspects. Study the recommendations in the *Partner/Group Activities Book* with respect to different teaching situations and how to adapt the partner/group activities for students of varying experience.

If none of your students has had any French, you have a unique classroom environment where you have a homogeneous group. You will move through the activities fairly slowly and you will require quite a bit of padding (see the sequence of whole-class activities for examples of padding), especially in the initial activities when the students are first learning French sounds. For the first lesson, you will want to keep sentences short, visual and very comprehensible. Instead of gesturing all the sentences found in Activity 1, simplify even further, and then use the wording found in Activity 1 at the beginning of the second day you see your students. The following are some suggestions:

As you first see the students approaching the French room or when you enter



NEW GESTURED VOCABULARY

(la/une) poche
met
dans
parle
en
pas
arrête
tu
es/est
fantastique

into the homeroom class where you will be teaching, look directly at each student or group of students, do the gesture for **bonjour** and say:

- **Bonjour !**

Say this with a cheerful voice that lets the students know you are pleased to meet them. Once you have everyone's attention repeat **bonjour** and expect the students to speak with you. If they don't, you may gesture and say:

- **Tout le monde dit : « Bonjour. »**

Exaggerate **tout le monde**. You may also hold your hand up to your ear to let the students know that you want to hear them. When the first student speaks, give an enthusiastic **Merci !** or **Très, très bien !** and repeat **bonjour** until the class is speaking with you.

Here is a simplified version of Activity 1 for this first class. Set up your classroom so that it is obvious where students will be sitting and so that you need little explanation. For maximum effectiveness, students should sit in a group on the floor, cushions, stools or chairs, not at desks or tables, so that there are no distractions and maximum focus. As students enter, point to the area where everyone should sit and gesture, repeating as often as necessary for comprehension. Hopefully some students will begin to say the words with you, providing you with an excellent opportunity to convey the message clearly. Praise those students who say the words with you as you gesture.

Gesture and say, encouraging the students to speak with you, using the previously mentioned strategies:

- **Tout le monde s'assoit ici. Tout le monde s'assoit ici. Merci ! Tête. Ça, c'est une tête. Ça, c'est une tête.**

Either point at your own head or make a head out of bristol board with a top that opens and closes with a fastener. For some classes, this may bring the important element of humour on the first day. Now pretend to open your head/the bristol board head and close your head as you gesture and say:

- **Ouvre. Ferme. Ouvre. Ferme. Ouvre la tête. Ferme la tête. Ouvre la tête. Ferme la tête.**

Please repeat some of the words as many times as necessary until your students are saying them confidently. With a class of beginners, students should not feel too overwhelmed on the first lesson and should achieve a high level of success. Now take the cards that say **anglais** and **français**. Gesture and say with the whole class:

- **Ça, c'est l'anglais. Run, anglais, jump, anglais, walk, anglais.**

Point to each of the words as you say them. Now repeat with the French card.

- **Ça, c'est le français. Court, court, français, saute, saute, français, marche, marche, français.**

As you gesture the following, make sure that you also act everything out and that you repeat as much as necessary.



- **Tout le monde ouvre la tête prend, prend l'anglais. Ça, c'est une poche, poche. Tout le monde met, met l'anglais dans la poche, dans la poche.**

Now quickly review the words that have been introduced so far. You say the words and the students repeat the words and do the corresponding gesture. Say without gesturing:

- **Tête.**

If any of your students does the gesture and speaks, say **Très, très bien !** and then repeat. If none of your students says the word, walk up to one of them, point to her/his finger and head. Once the student does the gesture, say **Très, très bien !** enthusiastically. Continue with the following words. Make it fun from the start, by saying the words with a beat, or repeating each word several times and then switching to another when they least expect it! Say:

- **ouvre**
- **ferme**
- **prend**
- **poche**
- **dans**
- **la**
- **dans la**
- **dans la poche**
- **tout le monde**
- **met**
- **très, très bien !**

Now continue with the entry routine. Gesture and say with the class:

- **Mets l'anglais dans la poche. Tout le monde prend le français. Mets le français dans la tête, dans la tête. Tout le monde ferme, ferme la tête. Tout le monde parle, parle en français, pas, pas en anglais.**

Quickly review all the words that you have taught. These are very important words as you will be saying **Parle en français** fairly regularly, especially at the beginning of the program! Gesture for the students to say:

- **ouvre**
- **ouvre la tête**
- **ferme**
- **ferme la tête**
- **parle**
- **poche**
- **parle**
- **poche**
- **pas**
- **Parle en français.**
- **Très, très bien !**

After this, jump to Activity 2 and then when you see your students on the second day, begin your lesson with Activity 1.

What if students speak in English even before the class has begun?

This is normal and expected! The students may never have been in a language class where they were expected to speak in their second language right from the first day. Each time this happens simply gesture and say:

- **Arrête !**

When the student does so, gesture and say with lots of enthusiasm:

- **Merci !**

It is all right if the student doesn't speak with you at all. If you do this every time you hear English, your students will soon get the point. If you do happen to have any students who know some French and they say one or more words, seize this opportunity to show the students how pleased you are by gesturing and saying sentences such as:

- **Merci ! Très, très bien ! Tu es fantastique ! Tu parles en français !**



Scroll down for suggested answers



Activity Exploration: The Target Language Only!

Suggested answers

1. In the past, I simply started speaking in French. I hoped my students would understand because I was showing them what I meant. I never expected my students to speak only in French and never told them to do so. This is new to me!
2. The strategies include setting up the room before the students arrive, introducing things gradually (one word to short sentence to longer sentence), repeating things a lot, and not calling on individual students for anything.
3. a) I can say, "Arrête" followed by "Merci".

b) I say just one word because then it's easy for my students to understand.

Karen Oraas