



Theme 15

Organization of the sessions

Testimonies

Extracts from logbooks (France) Feedback.

Participants report their organizational arrangements that may differ from one structure to another:

« This project is long, its realization in a large group is difficult, [...] to take into account each student without forgetting the objectives:

How to involve all the students in the creation of the story cards?
How to maintain visual coherence between the cards so that the illustrations are understandable to the spectators?
How do we develop one story with so many participants?
The answers were revealed as the project progressed.”

“Each student took on a character in the plot to tell their own story. The model was made together (small groups)”

“The class was divided into 8 groups, each responsible for a complete story card,” “Organization in sub-groups”

“The students first worked individually: "brainstorming" of memories; language biography. Next, groups of 4 students each were formed (by the teachers). Each group was responsible for writing a fictitious memory, corresponding to a kamishibai card, then of the visual realization (...)”

“The students were consulted at all stages of the project: they were first introduced to the kamishibai technique (several stories were told), then they discovered and responded to the book “I remember” by Georges Perec. Afterwards, they elaborated pieces of memories (orally, then in writing) - these first writings were transformed into small poems (the students tried out rhymes), then they planned out the illustration of their "card" through sketching, and finally made their final card by choosing their own coloring technique (paint, ink, pastel, etc.)”

Focus on a session concerning story development:

- 1- students work individually on their personal memories, based on the five senses, places, people...
- 2- "Sorting" of the students' memories by the teachers: words were categorized into five groupings
: Place, Person, Sound/Hearing, Color, Object
- 3- the students, divided into groups of four, had to draw a word from each category and then write a fictitious memory based on these words. Workshop on syntax and poetic writing – visual-based idea: ask students to bring in old photos related to their personal memories. – plurilingual dimension: language biography activity. The students of the UPE2A unit had worked on their language biography in advance, they then orally presented their biography to the sixth-graders. The latter, in turn, created their own language biography. Language Biography⁹: Students have a blank silhouette (Krumm & Jenkins, 2001) and color it according to the languages they know. They must also justify the choice of colors and areas that have been colored to explain the importance of the spoken or/and known language.
- 4- In groups and as a class, students came back to the memories they had invented in order to enrich them with new vocabulary words and a more elaborate syntactical construction.

Bibliographie

Krumm, H.-J., & Jenkins, E.-M. (2001). Kinder und ihre Sprachen - lebendige Mehrsprachigkeit. Sprachenporträts - gesammelt und kommentiert von Hans-Jürgen Krumm [Children and their languages - vibrant multilingualism: Language portraits collected and commented on by Hans- Jürgen Krumm]. Vienna, Austria: Eviva Verlag.

⁹ For more information on the language biography, please refer to Booklet A.