

## Session B9: Motivating students through games and technology

All resources are available for download on our website:

<http://motiverleseleves.weebly.com/>



### Ni oui, ni non

#### Objective:

In this game, students will ask each other a series of related questions. They need to answer with a logical answer but cannot use the words "oui" and "non."



#### Game play:

- The game can be played in partners
- It can also be played in small groups with a buzzer. One student is asking the questions at a time. They will ask 5 of the questions on the card, choosing the ones they will think will most likely trick the other members of the group. The other members compete to press the buzzer and answer the question without saying "oui" or "non" to gain the point. The game continues with the next person asking the questions.

#### Variations

- **Level 1:** Students use the cards to ask each other.
- **Level 2:** Students create their own questions to ask each other prior to the game starting.
- **Level 3:** Students think of questions to ask on the spot.

### Qui est-ce?

#### Objective:

The students play with a partner with the goal of guessing the partner's character before they guess theirs.

#### Game play:

Standard "Guess Who" rules apply. Students have to guess their partner's character before the partner guesses theirs.

#### Variations :

- **Level 1:** Using standard game board
- **Level 2:** Using people cards.
- **Grammar**



### 7 familles

#### Objective:

Students must collect as many families as possible by asking others in the group for specific cards.

#### Game play:

The deck contains 7 families. Each family has 6 members

(typically: la grand-mère, le grand-père, la mère, le père, le fils, et la fille)

1. Distribute 7 cards to each player. The rest of the pile remains face down.
2. The first player starts the game by asking any player if they have a family member they are looking for. The player may only ask cards for families he has in his hands. (Example: "Julie, est-ce que tu as le père dans la famille Ours?")
  - If player 2 has the card, he/she will give it to player one. Player one will play again.
  - If player 2 does not have the card, he will say "Pioche" and player one will take a card from the leftover pile. (When they are no more leftover cards in the pile, the game continues without players getting new cards)
3. When a player collects all members of a family, they announce it to the group and put the entire family down for everyone to see.
4. The player with the most collected families at the end of the game wins.

#### Variations:

- To make a game go faster (or if you are running out of time)
  - players may simply ask for ANY card from a family
  - all the cards may be distributed at the beginning of the game.
- **Grammar:**
  - Change the families to verbs in the specific tense that is being studied.

## Qui suis-je?

### Objective:

Guess the mystery person by asking questions.

### Variations :

- **Level 1: Play using the website "Akinator"**  
<http://fr.akinator.com/>
- **Level 2: 20 questions**  
Students play as a class or in small groups. One student chooses a celebrity or famous person of their choice. The rest of the class/group will ask questions to figure out together who the celebrity is.
- **Level 3: Headbands**  
Students play in small groups. Each person chooses a card with a celebrity, but does not look at it. Each student will ask questions to the rest of the group to figure out who their mystery celebrity is.

## La bataille navale

### Objective:

Sink all of your partner's battleships



**Preparation:** Prepare the template based on the tense that is being studied. Choose verbs that you deem important and ones that are irregular.

**Students' task:** Ask the students to conjugate the verbs in both tables. Then they should place their ships in their own chart by circling/highlighting those squares. Their allocated ships are listed on top of the page.

They should then fold their game papers to create game cards. Regular battleship rules apply and the attacks are conducted by forming a sentence using the chosen subject and verb.

For example, if playing with the futur simple tense, students may say something like : "Il ira au centre commercial la semaine prochaine".

The students should keep track of their hits and misses in the "adversaire" table.

## C'est pas faux!

### Objective:

The goal is to get the "right" wrong answer.

### Game play:

- The students ask each other questions on the card and seek the wrong answer that makes sense. When they get the right wrong answer, they get a point.

### Variations:

- Quiz each other in partners.
- Play the game in groups where the students take turns asking questions and the first person to yell out a right (wrong) answer, gets a point. Equally a buzzer can be used to make it more engaging.
- Modify it to make it trickier by making different coloured cards, one requiring the actual correct answer and the other requiring a wrong answer.
- Once students become more advanced, they can write their own questions or think of questions on the spot.
- Teachers can also purchase the real, unsimplified, version of the game where there are five questions per card and the required answer to the chosen question depends on the back of the next card. There are more details available on our website.

## Info-gap activities

### Legos

Materials needed: 50-100 pieces Lego sets (can be found in major retailers as well as Dollarama)

Students are to be paired up. One student will get the pieces and one the instructions. Students must work together to build their set.

The teacher can also create their designs to be recreated with Legos in class using <http://www.buildwithchrome.com>

### Spot the differences

Students get 2 similar images and must figure out what the differences are between their 2 pictures without looking at their partner's image

Google Images "Spot the differences" for lots of examples!

### Cookbooks

Materials: A recipe/cookbook with step by step images

Students will work together to put together a recipe. One student gets the written instructions, the other students has the images and will put the recipe in order.



# Technology

## Glogster

[edu.glogster.com](http://edu.glogster.com)

Glogster allows students to make "graphic blogs". Students can embed images, audios, videos and links into their Glogs.

In addition, the site can be used in FSL classrooms as a modern take on the classic "describe what you see in the postcard" activity where students are presented with a Glog that you have created and they have to talk about what they see or they can create their own Glog and talk about it to yourself and peers.

*Once registered, here are some Glogster features:*

The image shows two screenshots of the Glogster website interface, each with several callout boxes explaining features:

- Top Screenshot (Dashboard):**
  - Callout: "To create a new glog." points to the "CREATE NEW GLOG" button.
  - Callout: "Your educator code that you will give your students in order for them to register in your class. You can fully monitor their work in this manner." points to the "EDUCATOR PREMIUM" section showing the educator code.
  - Callout: "You can message students and they can message you for feedback." points to the "Messages (17)" link in the navigation bar.
- Bottom Screenshot (Glog Creation Tools):**
  - Callout: "Insert text boxes." points to the "TEXT" tool.
  - Callout: "Insert animated images." points to the "IMAGE" tool.
  - Callout: "Insert pictures by uploading them from the computer or searching on Google." points to the "IMAGE" tool.
  - Callout: "Change your Glog's background." points to the "WALL" tool.
  - Callout: "Change the background around your Glog." points to the "WALL" tool.
  - Callout: "Upload audios." points to the "AUDIO" tool.
  - Callout: "Upload videos or insert Youtube videos." points to the "VIDEO" tool.

## Spreaker

[www.spreaker.com](http://www.spreaker.com)

Spreaker allows students to record their own radio broadcast and play it for the class or allows them to air their broadcasts live through a link.

*Once registered, here are some Spreaker features:*

The image illustrates the Spreaker interface and its live broadcast control panel. The top section shows the user dashboard with a 'Broadcast' button highlighted. The middle section shows the 'Broadcast with Spreaker' page with a 'Broadcast' button highlighted. The bottom section shows the live broadcast control panel with various buttons and decks, with callouts explaining their functions.

Click here to start or stop recording.

Add songs and sound effects by clicking here. Then you can drag them to the black box of deck 1 or deck 2.

Give this link to others for them to listen to your broadcast live.

If you want to play one of the songs or sound effects in the decks, press the play button and mute the microphone.

*Some specific classroom ideas:*

- Create a class broadcast.
- Have students create a broadcast in groups where they talk about specific themes and play music that they like.
- For more advanced groups (and providing that they have the means to), they can do a live broadcast at a specific time.
- Can be used to stream presentations or events for parents.

## Little Bird Tales

[www.littlebirdtales.com](http://www.littlebirdtales.com)

Although this website targets mainly elementary students, it is a great tool to use in the FSL classroom even at more senior levels.

Students are able to write stories, or present subjects using images, text and audio. It is like creating a picture book but the students also record themselves reading the text. The students can draw their own pictures and scan them or they can upload photos or pictures obtained from the internet.

*Once registered, here are some features:*



The screenshot shows the 'Create a New Tale Cover' interface. It includes a 'Tale Cover:' section with a 'Tale Cover Art' placeholder and 'Draw' and 'Upload' buttons. An 'Add Your Voice:' section has a record button, 'Stop', and 'Play' buttons. Below are 'Tale Title:' and 'Tale By:' input fields, and a 'Save and Continue' button. A 'Record Settings' dialog box is also visible. Three callout boxes provide instructions: 'The students can draw pictures.' points to the 'Draw' button; 'The students can upload pictures.' points to the 'Upload' button; and 'The students can record themselves reading the tale by clicking here.' points to the record button.

*Some specific classroom ideas:*

- Write a story in the target language and then illustrate it and read it.
- Create an autobiography (or a biography) using "Little Bird Tales".
- Present a topic (for example, a francophone culture or holiday) using the website.

### **Other motivating websites:**

- |             |           |                    |
|-------------|-----------|--------------------|
| • GoAnimate | • Popplet | • Makebeliefscomix |
| • Animoto   | • Zondle  | • Kerpoof          |
| • Voki      | • Capzles | • Bitstrips        |

Visit our website for more details.