

# Motivating students through games and technology

Session B9

Maja Pandurevic, TDSB

Elodie Fernandes, King's Christian  
Collegiate



# Important things to note:

- All resources are available on our website:

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



- Throughout the presentation this symbol indicates what can be downloaded on the website

[efernandes@kingschristian.net](mailto:efernandes@kingschristian.net)

[maja.pandurevic@tdsb.on.ca](mailto:maja.pandurevic@tdsb.on.ca)



# 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."





# Jouons à « Ni oui, ni non »

(AVEC UN(E) PARTENAIRE)



# Variations of « Ni oui ni non »



- **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 student play with a partner with the goal of guessing the partner's character before they guess theirs.



# Variations of « Qui est-ce? »



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



# 7 familles

- **Objective:** to collect as many families by asking others in the group for specific cards.





# How to 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 there 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.





# Jouons à « 7 familles »

(AVEC UN(E) PARTENAIRE)



# Variations of « 7 familles »

- 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 of «Qui suis-je?»

- **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.



# C'est pas faux!

## A twist on the standard trivia game!

- Objective: get the “right” wrong answer.



# «C'est pas faux» 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.

***Ex: Dans quelle province est-ce qu'on trouve la Tour CN?***

***Des bonnes réponses: Au Québec, Au Nouveau-Brunswick, etc.***



# Variations for « C'est pas faux »

- Level 1: Simplified version
- Level 2: Original version
  - A student asks their group a question and shows them the back of the next card in the pile to indicate whether they must give the right or wrong answer.
  - The first person to answer it correctly gets a point.





# 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.



# Info-gap activities



- Legos
- Spot the differences
- Cookbooks





Technology



# Glogster

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



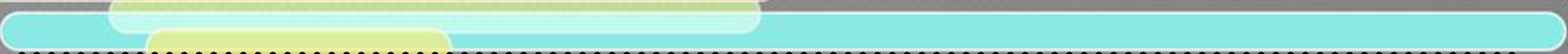
To create a new glog.

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.

The image shows a screenshot of the Glogster EDU dashboard. At the top left, the logo reads "Glogster EDU". Navigation tabs include "Dashboard", "Glogpedia", "Ambassador", and "Blog". A "Pair with Google" button is visible in the top right. The user profile for "frenchisfun" (Maja Pandurevic, Canada) is shown on the left. A central message says "Forget Blogging, try Glogging!" with a "CREATE NEW GLOG" button below it. To the right, an "EDUCATOR PREMIUM" badge displays the code "6H6155". A navigation bar at the bottom contains "Glogs", "Classes", "Students", "Projects", "Portfolios", "Presentations", and "Messages (17)". A pink button says "VISIT GLOGPEDIA FOR INSPIRATION" and a "View Glogs:" dropdown is on the right. At the bottom, a "CREATE YOUR FIRST GLOG" button is next to five placeholder thumbnails.

You can message students and they can message you for feedback.





Insert animated images.

Insert pictures by uploading them from the computer or searching on Google.

Change the background around your Glog.

Insert text boxes.

Change your Glog's background.

Upload audios.

Upload videos or insert Youtube videos.



# Spreaker

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

The logo for Spreaker, featuring the word "SPREaKER" in a bold, white, sans-serif font. The letter "a" is replaced by a green microphone icon. The logo is set against a dark gray rectangular background.

**SPREaKER**





Hey Maja, go to [maja.pandurevic@tdsb.on.ca](mailto:maja.pandurevic@tdsb.on.ca) to verify your account.  
You won't receive email notifications until you verify your account!

[Resend email](#)



Maja

[Settings](#) | [Public page](#)

### Welcome to your dashboard!

Here you'll have an overview of your entire account. Manage your **podcasts** and their **episodes**, and upload and delete tracks in your **music library**.

### Used Space

Your Episodes	0
Your Music Library	0
<b>Total</b>	<b>0</b>



Broadcast

### Complete your profile!

Get 10% of your [podcasts](#) free!

To create a broadcast, click here.

- 20% of your [podcasts](#)
- enter your date of birth
- select your gender
- enter your location
- connect with your Facebook account
- add a biography

### Follow us!

Want to always be updated with the latest news on Speaker? Follow us on Facebook and Twitter!





Hey Maja, go to [maja.pandurevic@tdsb.on.ca](mailto:maja.pandurevic@tdsb.on.ca) to verify your account.  
You won't receive email notifications until you verify your account

[Resend email](#)

## Broadcast with Spreaker

Broadcast by clicking here.



Broadcast

Broadcast with Spreaker's recording console



Upload

Upload a podcast from your computer. We support mp3, mp4, wav, 3gp, aac, amr, flac, ogg, ra files



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.

The screenshot shows the SPreaker software interface. At the top, the title is "test" and the share URL is "http://www.spreaker.com/u". The interface is divided into several sections: "Broadcast LIVE!" with options for "24/7 Non-Stop" and "Record a new podcast"; "BROADCAST" with an "ON AIR" indicator and a timer showing "Time left: 29:43" and "Time: 00:17"; "COMMERCIAL BREAK" with a timer; a red "ON AIR" button; "MICROPHONE" with a mute button; "DECK 1" and "DECK 2" with volume sliders, mute buttons, and play buttons; "PLAYLIST" with a message "No media currently loaded. Click on 'Add' button to search in your media library."; and "SOUND FX" with an "add" button. Arrows from the callout boxes point to the "ON AIR" button, the share URL, the "Add" button in the playlist, and the play buttons on the decks.

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



# Little Bird Tales

- 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 pictures.

The students can upload pictures.

The students can record themselves reading the tale by clicking here.

### Create a New Tale Cover

Tale Cover:



Add Your Voice:



Record Settings



Tale Title:

Tale By:

Save and Continue

# Other technology...



- Visit the “Technology” section of our website for other great resources and ideas for using them.

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



# Final remarks



Thank you for attending our workshop!

Please do not hesitate to contact us with any questions you may have related to activities or with any suggestions or feedback.

You can fill out the contact form on the website or email us.

