

Follow-up Activities

Optional follow-up activities to practise specific language or signs

- The following activities practise specific words, phrases and signs from each story giving pupils an opportunity to be creative with the language they are learning
- A class should watch a story at least 3 times before using the follow-up activities so pupils develop a good familiarity with the language and signs.
- Teachers will wish to use their own judgement about the suitability of any activities for classes of different ages and abilities.
- Pupils may find that the games they play in class can also be played in the playground...in the new language!
- Some games may work as warm-up/cool down activities for Physical Education (PE) lessons.



French Activities: Story 1 **Une Porte dans le Ciel** “A door in the air”

Activity 1.1: My Sign

A whole class discussion activity and paired or homework task, followed by small group or whole class opportunity to demonstrate the new signs.

Language to practise:

Salut!	Hi!
Je suis...	I'm...

Activity instructions

- Encourage all pupils to devise a sign for their own name
- Their sign could be something to do with their personality or hobby.
 - Perhaps make this a paired or homework task so pupils can discuss their with their friends or family .
 - Teachers should have a sign too!
 - Once they have devised a sign pupils can introduce themselves to their friends (in small groups or as a whole class) saying and signing : ‘Salut, je suis Sam’ (Sam signs playing a trumpet)
 - Pupils’ friends can reply ‘Salut Sam’, copying their friend’s new sign.

Extra notes

All signs must use arms and hands not feet or legs etc. A budding footballer might therefore choose a ‘heading’ rather than a kicking sign; an avid reader might choose a ‘turning a book page’ sign; a piano player might choose ‘a keyboard motion’ etc.)

French language note

‘Je suis’ is the informal way of saying ‘I’m ...Sam’

‘Je m’appelle’ is a more formal and complex way of saying ‘My name is...Sam’...and the ‘Comment t’appelles-tu?’ and ‘je m’appelle’ phrases are introduced in Story 2.



Activity 1.2: 'Tu es génial!' (You're amazing!)

A circle game to be played by the whole class or in small groups

Resources: a soft ball or toy for throwing and catching

Language to practise:

Salut Gling

Un, deux, trois

Tu es génial

Tu es VRAIMENT génial

Hi Gling

One, two, three

You're amazing

You're REALLY amazing !

Activity instructions

1. Class stand in a circle or sit at their desks
2. Teacher throws a soft ball to pupil A (who then becomes Gling).
3. All pupils say and sign 'Salut Gling... Un, deux, trois' (they count and press their imaginary wristbands to give Gling magic powers!)
4. Pupil A imitates Gling doing an action e.g. flying, doing somersaults, jumping, touching their toes etc.
5. All the class say (and sign) 'Tu es génial'
6. Pupil A throws soft ball to pupil B or throws ball back to teacher who chooses pupil B
7. All pupils look at pupil B and say and sign 'Hi Gling' 123
8. Pupil B (new Gling) copies Pupil A's action and adds a second action
9. All the class say (and sign?) 'Tu es génial'
10. Teacher allows the game to continue for 5-6 pupils/actions

Extra notes

A small group version can be played when pupils are confident with the game, ensuring that everyone has an opportunity to become Gling.

If a 'GLING' does a really amazing action pupils could say: Tu es VRAIMENT génial! Or as Siggie says with emphasis at the end of story 1 Ça c'est vraiment génial!

French language notes

During LinguaSign trials, native speaker pupils were asked for their favourite words to express something amazing: only adjectives that do not change for masculine/feminine were used. The three favourite adjectives have been incorporated into the story scripts

Story 1: génial : amazing ! (signed by a single double thumbs up)

Story 2: super : great ! (signed by a double movement thumbs up)

Story 3: extra! brilliant! (signed by an exaggerated double thumbs up!)



Activity 1.3: Gling...viens ici! (Gling come here!)

An energetic circle game for the whole class!

Language to practise:

Gling viens ici

Gling...come here

Activity instructions

1. Pupils sit in a circle either on chairs or on the floor.
2. Pupil A runs around the outside of the circle pretending to be Gling.
3. The rest of the circle chant and sign: Gling ...viens ici!
4. Pupil A chooses and taps pupil B on the shoulder and B chases 'Pupil A' around the circle whilst Gling tries to get back to B's place.
5. During the chasing the circle of pupils continue to sign and call Gling...viens ici! but faster and faster.
6. Whichever running pupil (A/B) gets to the spare place last is the new 'Gling'

Activity notes

An outdoors version of this game would be to change it into a game of 'Tag'.

- Pupils have a finite area in which to run and one pupil is chosen to be Gling.
- Gling chases the others who call after him; Gling...viens ici!
- Whoever is 'tagged' becomes the new Gling.

French language notes

A game of 'tag' in French is known as Chat! The players are les souris (the mice) and the person 'tagging' is le chat! (cat)

Activity 1.4: Qui es-tu? (Who are you ?)

A whole class game with one pupil at a time in the 'hot-seat'

Language to practise:

Bonjour

Qui es tu?

Je suis...

Hello

Who are you?

I'm...

Activity instructions

1. A 'hot-seat' chair is placed at the front facing away from the class
2. Pupil A sits on a 'hot-seat' chair so they cannot see the class
3. Teacher chooses a Pupil B
4. All pupils sign and say 'Bonjour, qui es tu?'
5. Pupil B (Ben) disguises his voice and says and signs 'Salut je suis Gling!'
6. Pupil A (who cannot see who has spoken): guesses 'Non tu es Ben!'
7. If it is Ben : Ben says and signs 'Oui je suis Ben'
8. Pupil B (Ben) can now take the hot seat
9. If Pupil A gets it wrong : Ben says again 'Je suis Gling'
10. Pupil A has 2 more guesses.

Extra notes

The same activity can be played after a class has worked with Story 2, introducing the phrases comment t'appelles-tu? and je m'appelle...tu t'appelles.

French language notes

Story 1 introduces two greetings words, salut(hi) and bonjour(hello). Both have the same sign.

Activity 1.5: Siggì dit (Simon says)

A familiar whole class game to practise vocabulary recognition from stories 1-4.

Language to practise:

Siggì dit...

Salut
Génial
Un, deux, trois
Regarde
Attention
Jaune
Rouge
Bleu
C'est quoi ça?
Au revoir

Siggì says...

Hi
Amazing
One, two, three
Regarde
Watch out
Yellow
Red
Blue
What's that
Goodbye

Activity instructions

1. Teacher leads the game using phrases and signs from Story 1
2. Pupils must recognise and mime the action if it is preceded by : Siggì dit
3. Pupils could be eliminated if they make a mistake (teachers to decide how many 'lives' a pupil can have!)

Extra notes

Simon Says is normally played and 'signed' with instruction vocabulary but any LinguaSign word/phrase can be used as all can be accompanied by a sign.
As their confidence grows, pupils can begin to lead the game themselves.

Activity 1.6: Drama time!

Small groups can be encouraged to re-enact all or part of a familiar story.

Resources: stick or glove puppets of Siggì, Luna and Gling.

Language to practise:

Any vocabulary and signs from story 1.

Activity instructions

1. Pupils should be able to re-enact short sections of story 1 after about 6 classroom repetitions. Their confidence should grow with each story.
2. Pupils could make stick or glove puppets of the 3 story characters and choose a short scene to re-enact.
3. Pupils or teachers could use hand held 'flip' cameras to film these role-plays.



French Activities: Story 2 **Attention!** “Watch Out!”

Activity 2.1: Aie...attention! (Ouch...watch out!)	
A game for a whole class sitting at their desks or in a circle	
Resources: A soft ball or toy 'bomb' for passing	
Language to practise:	
Aie! Attention! Pardon!	Ouch! Watch out! Sorry
Activity instructions	
<ol style="list-style-type: none"> Use a soft ball or bean bag (as a hot potato!). Pass the 'hot potato' from one pupil to another for one minute. Pupils take turns to say the following words/phrases in order before they pass it to their neighbour: <ul style="list-style-type: none"> Pupil 1: Aie...attention!! Pupil 2: Pardon! Pupil 3: Aie...attention! Pupil 4: Pardon! (and the sequence continues) Whilst the 'hot potato' is passed around, any pupil who doesn't have it can sign the appropriate phrases as they are said. Whoever has the ball when the minute is up wins! Play 5 or 6 times... 	
Extra notes	
<ul style="list-style-type: none"> Small groups of 5 or 6 can play the same game A more difficult variation would be : if a player forgets their word or drops the ball they are eliminated... eventually it will end up with a 'play-off' between 2 pupils. 	
French language notes	
<ul style="list-style-type: none"> English pupils will note the cognate 'attention'. Pupils may be interested in discussing whether the onomatopoeic 'ouch ' or 'aie!' best expresses pain. 	

Activity 2.2: Are you OK? Ça va?	
Short, simple role plays for a whole class or small group activity	
Resources: Happy and Sad face cards (see end of activities for example cards)	
Language to practise:	
Ça va? Oui ça va Non ça ne va pas!	Are you ok? Yes I'm fine No I'm not ok?
Activity instructions	
<ol style="list-style-type: none"> Teacher has 2 face cards : one happy , one sad. The class is divided into two teams. Two pupils (one from each team) come to the front and teacher holds a card above their heads so they can't see it but the rest of the class can. The whole class asks signs: Ça va? Pupils A chooses an answer 'non ça ne va pas' or 'oui ça va' if they are right they get a point for their team. Which team gets the most points? 	
Extra notes	
The same game can be played in pairs who take it in turns to hold a card above their partner's head. See who can guess correctly the greatest number of times?	



Activity 2.3: What's your name? Comment tu t'appelles?

A whole class question and answer game

Resources: Picture cards of Sigg, Luna, Gling (see end of activities section)

Language to practise:

Viens Comment tu t'appelles? Je m'appelle...	Come in What's your name? My name's....
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Activity instructions

1. Pupils A and B leaves the room.
2. The teacher gives out picture cards of Sigg, Luna and Gling to 3 (or more) pupils who hide the pictures.
3. Class call A/B back in by name: Viens Anna, Viens Ben.
4. A/B come back in and have one minute to find the hidden pictures by asking and signing to pupils: Comment tu t'appelles?
5. Pupils (without picture cards) answer truthfully eg 'My name'sJack.
6. However the pupils with picture cards admit their new names 'My name's Sigg' and show their pictures, collected by Pupil A/B.
7. Can A/B find all picture cards in 1 minute?

French language notes:

As in English, there is a short and longer way to give your name:

- The short version is I'm Sigg /je suis Sigg.
- The longer version is My name's Sigg or je m'appelle Sigg.

Activity 2.4: Quick goodbye! Vite au revoir!

A standing and walking game for the whole class

Resources: a tambourine or other percussion instrument

Language to practise:

Salut Comment tu t'appelles? Je m'appelle Oh non! Attention! Vite Au revoir!	Hello What's your name? My name's Oh no! Watch out! Quick Goodbye
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Activity instructions

1. Pupils walk slowly around the class whilst the teacher beats a tambourine.
2. When a loud beat is made they stop and greet another pupil near them with a pleasant formal exchange of names.
 - Salut, comment t'appelles tu?
 - Salut, je m'appelle Sam...
 - Salut Sam...Ça va? etc.
3. Then the teacher starts to shake the tambourine...the door is shimmering! Pairs of pupils gently panic and say and sign... mirroring each other
 - Oh non!
 - Attention!
 - Vite!
 - Au revoir!!
4. Pupils walk quickly away to the sound of the drum until a loud beat is made and they greet a new pupil in the same way!

French language notes

Au'voir is a quick way to say 'bye'

Au revoir is a slower more formal pronunciation equivalent to goodbye



Activity 2.5: Siggì dit (Simon says)

A familiar whole class miming game to gradually practise recognition of vocabulary from stories 1-4

Teachers will find they can use almost any vocabulary/signs from the stories

As their confidence grows, pupils can begin to lead the game themselves!

Language to practise:

Siggì dit...

Ça va
Ça ne va pas
Bonjour
Pardon!
Qu'est-ce que c'est
Une porte
Orange
Blanc
Un arbre
Une banane
Vite

Siggì says...

Are you ok?
No, I'm not ok
Hello
Sorry
What is that?
A door
Orange
White
A tree
A banana
Quick

Activity instructions

1. Teacher leads the game using phrases and signs from Stories 1 and 2 (see activity 1.5 for story 1 vocabulary).
2. Pupils must recognise and mime the action if it is preceded by : Siggì dit...
3. Pupils could be eliminated if they make a mistake (teachers will decide how many 'lives' a pupil can have).

Activity 2.6: Drama time!

Small groups can be encouraged to re-enact all or part of story 2.

Resources: stick or glove puppets of Siggì, Luna and Gling.

Language to practise: Any vocabulary and signs from story 2

Activity instructions

1. Pupils should be able to re-enact short sections of story 2 after about 6 classroom repetitions. Their confidence should grow with each story.
2. Pupils could make stick or glove puppets of the 3 story characters and choose a short scene to re-enact.
3. Pupils or teachers could use hand held 'flip' cameras to film these role-plays.

French Activities: Story 3 Tu veux jouer? “Do you want to play?”

Activity 3.1: J’ai une bonne idée!(I’ve a good idea!) A whole class miming activity followed by a pairs activity.	
Language to practise:	
J’ai une bonne idée Attends moi! Super	I’ve a good idea Wait for me! Great
Activity instructions <ol style="list-style-type: none"> 1. Teacher plays the part of A and the whole class play the part of B 2. Part A: J’ai une bonne idée .A does a mime! 3. Class B: Attends moi!....B copies mime 4. Part A: Super! 5. After several times, teacher invites a pupil to play the part of A in front of the whole class... 	
Extra notes When the class is secure with the game they can continue playing in pairs.	

Activity 3.2: Change de couleur! (Change colour) A whole class table game followed by a small group table game	
Resources: Small colour cubes	
Language to practise:	
Change de couleur S’il te plait Story 1: rouge, jaune, bleu Story 2: blanc, orange Story 3: violet, vert	Change colour Please Story 1:red yellow, blue Story 2: white, orange Story 3: purple, green
Activity instructions <ol style="list-style-type: none"> 1. The class have small coloured cubes on their tables 2. Teacher indicates who will start 3. First pupil (chooses one colour to show from the table) C’est vert! 4. All pupils call out: Change de couleur s’il te plaît! 5. Next pupil B: (chooses different colour) C’est jaune! 6. All pupils chorus; Change de couleur s’il te plaît! 7. Pupil C: C’est bleu..... 8. The class carries on around the room and must never repeat the same colour as the person immediately before them...if they do they are eliminated. 	
Extra notes Once the class is confident with the game they can play in table groups.	
French language notes Using the construction ‘C’est...’ avoids having to make the adjectives change their endings (which would happen with il est/elle est).	



Activity 3.3: Tu veux jouer? (Do you want to play?)

A game for the whole class or pairs.

Resources: a soft ball for each pair.

Language to practise:

Tu veux jouer?	Do you want to play?
Regarde moi!	Look at me!
Attrape!	Catch!
Throw	Lance
A moi. A moi!	To me. To me!

Activity instructions

A and B start the game by asking : tu veux jouer?

A (throws ball up and down to themselves!) 'Regarde moi!' and only stop when B calls...

B : Lance...A moi! A moi!

A : Attrape! (throws ball)

B: (catches and throws it up and down...and says) Regarde moi!

A: Lance...A moi! A Moi!

B: Attrape (throws back to A)...

French language notes

The phrases 'do you want to play...wait, catch, throw, 'to me, to me' are very useful in netball or rounders practice and could be inserted into PE lessons.

Activity 3.4: Siggie dit (Simon Says)

A familiar whole class miming game to gradually practise recognition of vocabulary from stories 1-4.

Teachers will find they can use almost any vocabulary/signs from the stories. As their confidence grows, pupils can begin to lead the game themselves.

Language to practise:

Siggie dit... J'ai une bonne idée Attends moi! Un tunnel Super! Change de couleur Violet Vert Tu veux jouer? Lance Attrape A moi A toi	Siggie says... I've a good idea Wait for me! A tunnel Great! Change colour Purple Green Do you want to play? Throw Catch To me! To you!
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Activity instructions

See story activities 1.5 and 2.5.

Activity 3.5: Drama time!

Small groups can be encouraged to re-enact all or part of story 3.

Resources: stick or glove puppets of Siggie, Luna and Gling.

Language to practise: Any vocabulary or signs from story 3.

Activity instructions

1. Pupils should be able to re-enact short sections of story 3 after about 6 classroom repetitions. Their confidence should grow with each story.
2. Pupils could make stick or glove puppets of the 3 story characters and choose a short scene to re-enact.
3. Pupils or teachers could use hand held 'flip' cameras to film these role-plays.



French Activities: Story 4 Cours, Salute, Voles! “Run, Jump, Fly!”

Activity 4.1: Ça alors! (Wow!) A whole class circle game (pass the parcel) Resources: Items to use as (temporary) presents or pictures from a catalogue of expensive presents (e.g racing car. diamond necklace etc.). Music to play and stop...	
Language to practise:	
Ça alors! C'est pour toi C'est pour moi? Merci Extra	Wow! It's for you It's for me? Thank you It's brilliant
Activity instructions <ol style="list-style-type: none">1. This game is a variation on 'Pass the Parcel'2. The class sits in a circle and passes around a bag with 'presents' inside'.3. When the music stops a pupil dips into the bag to choose a gift.4. The rest of the class say their name: Sally...c'est pour toi!5. They express surprise and pleasure at their gift! C'est pour moi? Ça alors! Merci .Extra!6. For younger pupils, the rest of the class can help them chant the 'thank you' response.	
French language notes By story 4 pupils have learnt 3 ways to say 'great!: Génial. Super, Extra! They can use them all or just their favourite! They can also add the adverb: vraiment before any adjective: C'est vraiment génial, c'est vraiment super, c'est vraiment extra!	
NB: French primary school children are free to use the 'tu /toi' form with their teachers. This changes to vous by secondary age.	

Activity 4.2: Choisis 3 nombres... (Choose 3 numbers!) A whole class role play game that could be continued in pairs. Resources: individual whiteboards	
Language to practise:	
Choisis 3 nombres Un, deux, trois Quatre, cinq, six	Choose 3 numbers One, two, three Four, five, six
Activity instructions <ol style="list-style-type: none">1. Class says to teacher: Choisis 3 nombres.2. Teacher says 3 numbers and writes them on a small whiteboard hidden from the class.3. The class writes the same numbers on their whiteboards...Are they right?	
Extra notes Children then play the same game in pairs	

Activity 4.3: Siggie dit (Simon says)

A familiar whole class miming game to gradually practise recognition of vocabulary from stories 1-4. Teachers will find they can use almost any vocabulary/signs from the stories. As their confidence grows, pupils can begin to lead the game themselves!

Language to practise:

Siggie dit...

Ensemble
 Merci
 S'il te plait!
 Cours
 Saute
 Vole
 Presse
 A droite
 A gauche
 Vite
 Lentement
 Haut
 Bas
 Allons-y!
 Au secours!

Siggie says...

Together
 Thank you
 Please

 Hi
 Fly
 Press
 Right
 Left
 Quick
 Slowly
 High
 Low

Activity instructions

See story activities 1.5, 2.5 and 3.4.

Story 4: Drama time!

Small groups can be encouraged to re-enact all or part of story 4.

Resources: stick or glove puppets of Siggie, Luna and Gling

Language to practise Any vocabulary and signs from story 4

Activity instructions

1. Pupils should be able to re-enact short sections of story 4 after about 6 classroom repetitions. Their confidence should grow with each story.
2. Pupils could make stick or glove puppets of the 3 story characters and choose a short scene to re-enact.
3. Pupils or teachers could use hand held 'flip' cameras to film these role-plays.

You can print and cut out Siggie, Luna and Gling to use as resources for some of the suggested games.

