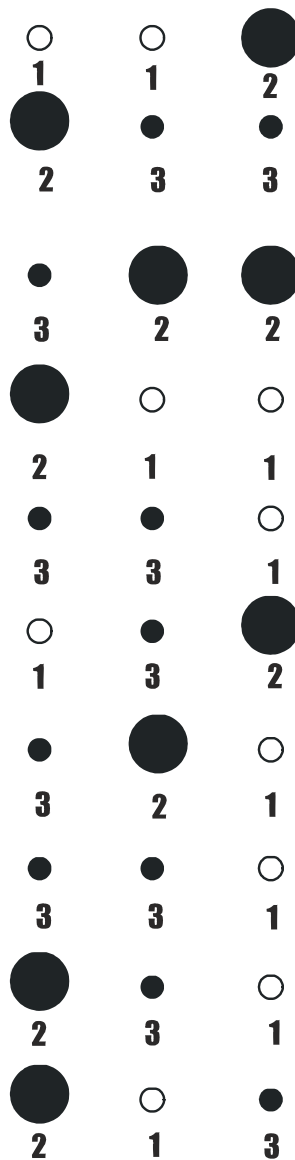
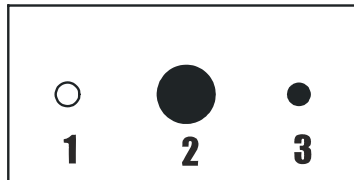


<b><i>Aims</i></b>	<ul style="list-style-type: none"><li>- Practise going from one code to another.</li><li>- Improve and accelerate visual scanning.</li></ul>
<b><i>Applications (examples)</i></b>	<p><u>In class</u>: learning literacy and other graphic symbols, pooling everyone’s strategies that help them to read more easily.</p> <p><u>At work</u>: understand and interpret reactions of materials:</p> <ol style="list-style-type: none"><li>1. The colours that certain materials take on in certain circumstances have precise significations: a metal that turns a certain colour while heating signifies a certain temperature, and therefore a certain malleability, the blueing of a metal tool signifies a certain modification or change in its inherent characteristics;</li><li>2. There are also certain colour references on some raw steel, which indicate the composition of the material.</li></ol> <p><u>In everyday life and for leisure</u>: see and understand logos (in administrative offices, on toll roads, in public places); games of dice or dominos.</p>
<b><i>Materials</i></b>	<ul style="list-style-type: none"><li>- A page showing a box at the top, which contains three different kinds of circle, each corresponding to a number written below. Below the box, a series of circles, each representing a number.</li><li>- A pencil for each pupil.</li></ul>
<b><i>Instructions</i></b>	Under each circle the pupils write the number that corresponds to it according to the box. Each series will therefore have a three-figure number. The pupils are not allowed to make a mistake (no rubber).
<b><i>Comments</i></b>	Some pupils find this exercise very easy and do without the pencil, to say the number represented by each series of three circles straight away. It is very interesting to ask them how they did it and, particularly, how they scan the document visually to enable them to succeed in this way.
<b><i>Variations (examples)</i></b>	<p>To improve and accelerate the visual scanning, a possible extension could be to have one pupil say a number comprising the numbers 1, 2, and/or 3 and have the other pupils find what series of circles the number corresponds to. To do this, it is better to give the pupils a new page (as they have already noted down the numbers on the one they had already).</p> <p>The exercise can also be done again, orally this time, without using a pencil, and with numbers other than 1, 2 and 3.</p>
<b><i>Individualisation</i></b>	Yes.
<b><i>Answers</i></b>	Yes.





<b><i>Aims</i></b>	<ul style="list-style-type: none"><li>- Practise recognising a sentence among other interfering signs.</li><li>- Improve and accelerate visual scanning.</li><li>- Perfect a system to avoid leaving anything to chance.</li><li>- Prepare your own research tool.</li></ul>
<b><i>Applications (examples)</i></b>	<p><u>In class</u>: find and understand words written in your own language on relearning literacy skills or a foreign language.</p> <p><u>At work</u>: make the connection between what is written in an unfamiliar language, and the particular circumstances in which they appear.</p> <p><u>In everyday life and for leisure</u>: read some road signs or names more easily, such as those made of a transparent material, which sometimes have to be read backwards. Read a text in an uncomfortable position: for example your neighbour’s newspaper on the bus or train. Play scrabble, find and understand words in a foreign language, or even find your own children on a crowded beach, for example.</p>
<b><i>Materials</i></b>	<ul style="list-style-type: none"><li>- A page with an example followed by three independent exercises. These exercises consist of a series of letters of the alphabet, some of which form words that, together, form a sentence.</li><li>- A page to be cut out by the pupils (the teacher can perhaps do this beforehand): cutting out the frame and the rectangles inside the frame to form a masking card.</li><li>- A few pairs of scissors for the group.</li></ul>
<b><i>Instructions</i></b>	The pupils must place the cut out page over each series of letters on the exercise sheet and move it, so as to find a complete, intelligible sentence.
<b><i>Comments</i></b>	The first series of letters is an example to be done with the group, but the teacher can also decide to include it in the exercise. When the results are pooled, particular attention should be paid to the way each pupil went about finding the hidden sentences.
<b><i>Extension (s) (examples)</i></b>	The teacher can ask the pupils to find all the words in each suite of letters, without using the masking card. Foreign pupils might also find words that exist in their language. They can get the group to try to guess the meaning.
<b><i>Individualisation</i></b>	Yes.
<b><i>Answers</i></b>	Yes.

**Example:**

ORMAGGIETHEWENTPARTOMOSTPARISPARK

→ ORMAGGIE|THE|WENT|PARTO|MOST|PARIS|PARK

**Task:**

1. INMONDAYTUMWILLETBEURQUEPERFECTBIM
2. TOTHEYCARARRIVEBIOBLATTHINSEVENPAR
3. UNMUGLIZZIESACTOOKTAANPLUSAPPLEAND

1.

2.

3.

**Example:**

ORMAGGIETHEWENTPARTOMOSTPARISPARK

→ ORMAGGIETHEWENTPARTOMOSTPARISPARK

**Task:**

1. INMONDAYTUMWILLETBEURQUEPERFECTBIM
- 2.. TOTHEYCARARRIVEBIOBLATTHINSEVENPAR
3. UNMUGLIZZIESACTOOKTAAANPLUSAPPLEAND

<b>Aims</b>	<ul style="list-style-type: none"><li>- Practise recognising a code and use it to decode a message.</li><li>- Perfect a system to avoid leaving anything to chance.</li><li>- Prepare your own research tool.</li></ul>
<b>Applications (examples)</b>	<p><u>In class</u>: find and understand words written in your own language on relearning literacy skills or a foreign language.</p> <p><u>At work</u>: make the connection between what is written in an unfamiliar language, and the particular circumstances in which they appear.</p> <p><u>In everyday life and for leisure</u>: read some road signs or names more easily, such as those made of a transparent material, which sometimes have to be read backwards. Read a text in an uncomfortable position: for example your neighbour’s newspaper on the bus or train. Play scrabble, find and understand words in a foreign language, or even find your own children on a crowded beach, for example.</p>
<b>Materials</b>	<ul style="list-style-type: none"><li>- A page with the letters of the alphabet by three independent exercises. These exercises consist of a series of letters of the alphabet, some of which form words that, together, form a sentence.</li><li>- A page to be cut out by the pupils (the teacher can perhaps do this beforehand): cutting out the frame and the rectangles inside the frame to form a masking card.</li><li>- A few pairs of scissors for the group.</li></ul>
<b>Instructions</b>	The pupils must try to find the code used by analysing how the letters correspond to the numbers, then decode the name.
<b>Comments</b>	The code is related to seriation, in that each letter corresponds to a number in a particular and precise order. The dashes shown in the coded message are simply to separate the letters of the name.
<b>Extension (s) (examples)</b>	The teacher can ask the pupils to invent a short message and to find a code that has the same principle as the one in the exercise. The code will then be shown to the other pupils, who will have to find the easiest way to decode it. For example, the pupils can match each letter of the alphabet in order to a number, also in order, or in the opposite order (a=1 and z=26, or a=26 and z=1), or make it more complex by using two signs for a letter (a=1k, b=2y, where the second sign has no meaning), and so on.
<b>Individualisation</b>	Yes.
<b>Answers</b>	Yes.

**A  
B  
C  
D  
E  
F  
G  
H  
I  
J  
K  
L  
M  
N  
O  
Q  
R  
S  
T  
U  
V  
W  
X  
Y  
Z**

**A = 5**

**C = 7**

**E = 9**

**G = 11**

**What name is written in code here?**

**14 – 13 – 17**

**A**  
**B**  
**C**  
**D**  
**E**  
**F**  
**G**  
**H**  
**I**  
**J**  
**K**  
**L**  
**M**  
**N**  
**O**  
**Q**  
**R**  
**S**  
**T**  
**U**  
**V**  
**W**  
**X**  
**Y**  
**Z**

**A = 5**

**C = 7**

**E = 9**

**G = 11**

**What name is written in code here?**

**14 – 13 – 17**

**J I M**

**“Jim”**

<b>Aims</b>	<ul style="list-style-type: none"><li>- Practise recognising a sentence among other interfering signs.</li><li>- Improve and accelerate visual scanning.</li><li>- Perfect a system to avoid leaving anything to chance.</li><li>- Prepare your own research tool.</li></ul>
<b>Applications (examples)</b>	<p><u>In class</u>: find and understand words written in your own language on relearning literacy skills or a foreign language.</p> <p><u>At work</u>: make the connection between what is written in an unfamiliar language, and the particular circumstances in which they appear.</p> <p><u>In everyday life and for leisure</u>: read some road signs or names more easily, such as those made of a transparent material, which sometimes have to be read backwards. Read a text in an uncomfortable position: for example your neighbour’s newspaper on the bus or train. Play scrabble, find and understand words in a foreign language, or even find your own children on a crowded beach, for example.</p>
<b>Materials</b>	<ul style="list-style-type: none"><li>- A page with an example followed by three independent exercises. These exercises consist of a series of letters of the alphabet, some of which form words that, together, form a sentence.</li><li>- A page to be cut out by the pupils (the teacher can perhaps do this beforehand): the page can be perforated with a hole-puncher.</li><li>- A few pairs of scissors for the group and two or three hole-punchers (single holes).</li></ul>
<b>Instructions</b>	The pupils (or the teacher) must first punch out the holes on page 2 in the squares marked. Then the pupils must place the perforated page over each series of letters on the exercise sheet and move it, so as to find a complete, intelligible sentence.
<b>Comments</b>	The first series of letters is an example to be done with the group, but the teacher can also decide to include it in the exercise. The teacher should therefore photocopy the page, with a mask covering the example and its answer. The presentation of the second sentence should also be masked. When the results are pooled, particular attention should be paid to the way each pupil managed to find the hidden sentences.
<b>Extension (s) (examples)</b>	The teacher can ask the pupils to find beginnings of words in each series of letters, without using the masking card, and to complete them (for example, in the example sentence: tra = tram, ter = term, ent = enter, etc.). Pupils can also find short, complete words in each series. They can also form words of their choosing with all the letters in each series. Foreign pupils might also find words that exist in their language. They can get the group to try to guess the meaning.
<b>Individualisation</b>	Yes.
<b>Answers</b>	Yes.

**Example**

Here is a hidden message:

A T R A U M F O T E R I R U I M S S E I L V A E N T X U

To make the message appear, place the perforated page (page 2)  
over this page so that the first hole shows the R.

The series of perforations enable you to read:

A T R A U M F O T E R I R U I M S S E I L V A E N T X U

→ A F T E R      S E V E N

**Exercise**

Using the same perforated page (page 2), find the message  
contained in the following series of letters:

E D H I O V N O A U T Z N F I L E I U A R V E R I F

Write the message that you see:

→



**Example**

Here is a hidden message:

A T R A U M F O T E R I R U I M S S E I L V A E N T X U

To make the message appear, place the perforated page (page 2)  
over this page so that the first hole shows the R.

The series of perforations enable you to read:

A T R A U M F O T E R I R U I M S S E I L V A E N T X U

→ A F T E R      S E V E N

**Exercise**

Using the same perforated page (page 2), find the message  
contained in the following series of letters:

E D H I O V N O A U T Z N F I L E I U A R V E R I F

Write the message that you see:

→ D O N O T L E A V E

<b>Aims</b>	<ul style="list-style-type: none"><li>- Practise recognising a sentence among other interfering signs.</li><li>- Improve and accelerate visual scanning.</li><li>- Perfect a system to avoid leaving anything to chance.</li><li>- Prepare your own research tool.</li></ul>
<b>Applications (examples)</b>	<p><u>In class</u>: try not to be disorientated by the strangeness of a question, work on solving problems and looking for solutions. See that a problem that is written down is often easier to deal with than an oral problem.</p> <p><u>At work</u>: repairs, solving problems in a group, looking for solutions (understand complex sets from one simple element: "YOU = UOY")</p> <p><u>In everyday life and for leisure</u>: Any situations involving repairs, or looking for solutions.</p>
<b>Materials</b>	<ul style="list-style-type: none"><li>- A page with an example followed by three independent exercises. These exercises consist of a series of letters of the alphabet, some of which form words that, together, form a sentence.</li><li>- A page to be cut out by the pupils (the teacher can perhaps do this beforehand): cut out the frame and punch holes inside the frame to form a mask.</li><li>- A few pairs of scissors for the group and two or three hole-punchers (single holes).</li></ul>
<b>Instructions</b>	The pupils must place the cut out or perforated page over each series of letters on the exercise sheet and move it, so as to find a complete, intelligible sentence.
<b>Comments</b>	The first series of letters is an example to be done with the group, but the teacher can also decide to include it in the exercise. The teacher should therefore photocopy the page, with a mask covering the example and erase the crosses under the example sentence. The presentation of the second sentence should also be masked. When the results are pooled, particular attention should be paid to the way each pupil managed to find the hidden sentences.
<b>Extension (s) (examples)</b>	The teacher can ask the pupils to find beginnings of words in each series of letters, without using the masking card, and to complete them (for example: in the example sentence: tra = tram, ter = term, ent = enter, etc.). Pupils can also find short, complete words in each series. They can also form words of their choosing with all the letters in each series. Foreign pupils might also find words that exist in their language. They can get the group to try to guess the meaning.
<b>Individualisation</b>	Yes.
<b>Answers</b>	Yes.

Here is a message written in code:

EVIF TA UOY ENOHP LLIW

The message is:

WILL PHONE YOU AT FIVE

Try to find out what code was used.

Here is a message written in code:

EVIF      TA      UOY      ENOHP      LLIW

The message is:

WILL      PHONE      YOU      AT      FIVE

Try to find out what code was used.

**SOLUTION:**

All the letters making up the message are written from right to left. The words are written backwards.

<b>Aims</b>	<ul style="list-style-type: none"><li>- Try to find a fast and practical decoding method.</li><li>- Improve and accelerate visual scanning.</li><li>- Prepare your own research tool.</li></ul>
<b>Applications (examples)</b>	<p><u>In class</u>: try not to be disorientated by the strangeness of a question, work on solving problems and looking for solutions. See that a problem that is written down is often easier to deal with than an oral problem, and that a solution is often better when you work in a group (which leads to problems when attributing marks: who gets full marks and who gets bad marks?!) <u>At work</u>: improve the efficiency or the performance of a working tool; improve your ability to carry out repairs, solving problems in a group, looking for solutions in a group, looking for the best solution, timing. <u>In everyday life and for leisure</u>: any situations involving repairs or looking for solutions. The exercise in itself is a form of board game.</p>
<b>Materials</b>	A page with the coding system for a message, followed by the message itself given in coded form.
<b>Instructions</b>	The pupils have to analyse the coding system for the message so as to determine the fastest method for decoding it. Once the method has been found, they apply it to work out the meaning of the message given.
<b>Comments</b>	The second part of the task, consisting in decoding the message with the system they have found, can be done after a quick pooling of the methods used. The experiment of decoding the message can be tried by several pupils using the same method, but timed. The efficiency of the methods used can then be compared, independently of the individual performances of the pupils.
<b>Extension (s) (examples)</b>	The teacher can ask the pupils to invent a short message and to find a code that has the same principle as the one in the exercise. The code will then be shown to the other pupils, who will have to find the easiest way to decode it. For example, the pupils can match each letter of the alphabet in order to a number, also in order, or in the opposite order (a=1 and z=26, or a=26 and z=1), or make it more complex by using two signs for a letter (a=1k, b=2y, where the second sign has no meaning), and so on.
<b>Individualisation</b>	Yes.
<b>Answers</b>	Yes.

***WORK IT  
OUT***

**Decode**  
**“Fast decoding”**

**8-23**

If the first letter of the alphabet corresponds, in code, to the last letter of the alphabet (a = z, b = y, c = x, d = w, etc.), find a way to decode the following message as quickly as possible and with the least possible effort.

<b>DLN</b>	<b>ZM</b>	<b>LM</b>	<b>ILLU</b>	<b>LU</b>	<b>SLGVO</b>	<b>RH</b>	<b>HKB</b>
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**DLNZM LM ILLU LU SLGVO RH HKB**

One of the fastest ways of decoding this message is to write the letters of the alphabet from A to Z in one column, then next to it a column with Z to A: this shows you immediately how the letters correspond:

A	Z
B	Y
C	X
D	W
E	V
F	U
G	T
H	S
I	R
J	Q
K	P
L	O
M	N
N	M
O	L
P	K
Q	J
R	I
S	H
T	G
U	F
V	E
W	D
X	C
Y	B
Z	A

THE MESSAGE IS:

D L N Z M L M I L L U L U S L G V O R H H R B  
W O M A N O N R O O F O F H O T E L I S S P Y

<b><i>Aims</i></b>	<ul style="list-style-type: none"><li>- Try to find a decoding method.</li><li>- Improve and accelerate visual scanning.</li><li>- Practise experimenting and comparing your own decoding method.</li><li>- Check a tool by testing it.</li><li>- Practise transposing a coded message, using a system you have worked out.</li></ul>
<b><i>Applications (examples)</i></b>	<p><u>In class</u>: work on solving problems and finding solutions.</p> <p><u>At work</u>: improve the efficiency or the performance of a working tool; improve your ability to carry out repairs, solving problems in a group, looking for solutions in a group, looking for the best solution.</p> <p><u>In everyday life and for leisure</u>: any situations involving repairs or looking for solutions. The exercise in itself is an excellent form of board game.</p>
<b><i>Materials</i></b>	A page with the coding system for a message, followed by the message itself given in coded form.
<b><i>Instructions</i></b>	The pupils have to analyse the coding system for the message so as to determine the fastest method for decoding it. Once the method has been found, they apply it to work out the meaning of the message given.
<b><i>Comments</i></b>	The second part of the task, consisting in decoding the message with the system they have found, can be done after a quick pooling of the methods used. The experiment of decoding the message can be tried by several pupils using the same method, but timed. The efficiency of the methods used can then be compared, independently of the individual performances of the pupils.
<b><i>Extension (s) (examples)</i></b>	The teacher can ask the pupils to invent a short message and to find a code that has the same principle as the one in the exercise. The code will then be shown to the other pupils, who will have to find the easiest way to decode it. For example, the pupils can match each letter of the alphabet in order to a number, also in order, or in the opposite order (a=1 and z=26, or a=26 and z=1), or make it more complex by using two signs for a letter (a=1k, b=2y, where the second sign has no meaning), and so on.
<b><i>Individualisation</i></b>	Yes.
<b><i>Answers</i></b>	Yes.

***WORK IT  
OUT***

**Decode**  
**“Find the code”**

**8-31**

The message below says: CONSIDER IT DONE.

Try to find out what the code is.

**DPOTJEFS JU EPOF**

The message below says: CONSIDER IT DONE.

Try to find out what the code is.

**DPOTJEFS JU EPOF**

**Code used:**

*The first letter of the alphabet corresponds to the second, and so on:*

*A = B, B = C, C = D etc.*

<b>Aims</b>	<ul style="list-style-type: none"><li>- Practise transcribing a message into a given code.</li><li>- Practise graphics that are different from those of the written alphabet.</li><li>- Activate faculties of observation, precision and attention.</li></ul>
<b>Applications (examples)</b>	<p><u>In class</u>: preparation for exact sciences (precision, concentration, continuity). <u>At work</u>: preparation for tasks of monitoring, checking the accounts, stock supplies, stock management. Also looking for the cause of breakdowns. <u>In everyday life and for leisure</u>: an educational game for children and adolescents. Learn a useful language for navigating or going on long walks, etc.</p>
<b>Materials</b>	<ul style="list-style-type: none"><li>- A reference page with the transcription of the alphabet and numbers in Morse code followed by indications of signals and basic punctuation.</li><li>- An exercise sheet with an example of the transcription of a message in Morse code followed by a message to transcribe.</li></ul>
<b>Instructions</b>	<p>With the help of the reference page, the pupils are asked to transcribe the message given into Morse code after looking over the transcription of the example message with the teacher.</p> <p>It would seem preferable for the teacher not to remind the pupils of the signals at the beginning and end of a message. If they forget them, they will certainly remember them during the pooling of the solutions or when comparing their work with the answers.</p> <p>N.B. The teacher can, if he likes, give the pupils the page about the inventor of the code, Samuel Morse, and let them comment on it.</p>
<b>Comments</b>	The pupils and the teacher will find it useful to look at the reference page together and, perhaps, make spontaneous remarks about it.
<b>Extension (s) (examples)</b>	The teacher can ask the pupils to compose a short message in Morse code for the other pupils to decipher. It is interesting to compare the different strategies of the pupils who have deciphered the message. It is also interesting to ask those who composed the message in Morse code how they went about it and compare the different strategies.
<b>Individualisation</b>	Yes.
<b>Answers</b>	Yes.

**MORSE CODE**

<b>A</b>	• —	<b>T</b>	—
<b>B</b>	— • • •	<b>U</b>	• • —
<b>C</b>	— • — •	<b>V</b>	• • • —
<b>D</b>	— • •	<b>W</b>	• — —
<b>E</b>	•	<b>X</b>	— • • —
<b>F</b>	• • — •	<b>Y</b>	— • — —
<b>G</b>	— — •	<b>Z</b>	— — • •
<b>H</b>	• • • •		
<b>I</b>	• •		
<b>J</b>	• — — —	<b>1</b>	• — — — —
<b>K</b>	— • —	<b>2</b>	• • — — —
<b>L</b>	• — • •	<b>3</b>	• • • — —
<b>M</b>	— —	<b>4</b>	• • • • —
<b>N</b>	— •	<b>5</b>	• • • • •
<b>O</b>	— — —	<b>6</b>	— • • • •
<b>P</b>	• — — •	<b>7</b>	— — • • •
<b>Q</b>	— — • —	<b>8</b>	— — — • •
<b>R</b>	• — •	<b>9</b>	— — — — •
<b>S</b>	• • •	<b>0</b>	— — — — —

**Signal for beginning a message**

— • — • —

**Signal for end of transmission**

• — • — •

**Signal for awaiting an answer**

• — • • •

**Question mark**

• • — — • •

**Full stop**

• — • — • —

**Word separation**

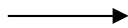
/

**MORSE CODE**

Here is an example of a transcription in MORSE code:

SOS =   ••• — — — •••

**ARRIVE AS SOON AS POSSIBLE**



**MORSE CODE**

Here is an example of a transcription in MORSE code:

SOS =   ••• - - - •••

**ARRIVE AS SOON AS POSSIBLE**

• -   • - •   • - •   ••   ••• -   • /  
• -   ••• /   ••• - - -   - - -   - • /   • -   •••  
• - - •   - - -   •••   •••   ••   - •••   • - ••   •

<b><i>Aims</i></b>	<ul style="list-style-type: none"><li>- Work out a coding system for a message.</li><li>- Use the system you have worked out to translate the coded message.</li><li>- Learn to rely on one or more given references.</li></ul>
<b><i>Applications (examples)</i></b>	<p><u>In class</u>: preparation for exact sciences (precision, concentration, continuity). <u>At work</u>: make or improve a working tool; collect statistical data which will take on a meaning later: defects, rejects, diverse incidents. Deal with various emergencies. <u>In everyday life and for leisure</u>: manage to read a message when you can't see all the letters (without glasses, for example, or too far away), play games like Scrabble.</p>
<b><i>Materials</i></b>	An exercise sheet with an indication of the code for a message followed by a coded message.
<b><i>Instructions</i></b>	The pupils must work out the coding system for the message using the indications given, and write the decoded message.
<b><i>Comments</i></b>	Pupils with literacy problems can give the decoded message orally.
<b><i>Extension (s) (examples)</i></b>	<ul style="list-style-type: none"><li>- The teacher can ask the pupils to compose a short message and put it in code, giving one or two indications for working out the coding system. The other pupils can then try to decode the message.</li><li>- The teacher can suggest that the pupils note down, for the next session, any messages in the form of a logo, a symbol, etc. that they might see anywhere around them. They could discuss how to express something as simply as possible and so that the maximum number of people can understand (people from the same country, with different cultures, etc.).</li><li>- The teacher can suggest the following situation to the pupils: they are in China and do not speak Chinese. They go into a food shop to buy some milk but they can't see any. How do they make it understood that they want milk? They can of course use a pencil and paper.</li></ul>
<b><i>Individualisation</i></b>	Yes.
<b><i>Answers</i></b>	Yes.

Decode the following message given that the first and last letters of each word are right:

H R A Y V X E

R T E U C L E P I S V O E T D

P H A T R X C O E R L .

W N I T L S L

S L E M N E D

M V O P N U E S Y .

Decode the following message given that the first and last letters of each word are right:

H R A Y V X E                      R T E U C L E P I S V O E T D                      P H A T R X C O E R L .  
W N I T L S L                      S L E M N E D                      M V O P N U E S Y .

Take every other letter:

H R A Y V X E                      R T E C L E P I S V O E T D                      P H A T R X C O E R L .  
W N I T L S L                      S L E M N E D                      M V O P N U E S Y .

→ **HAVE RECEIVED PARCEL. WILL SEND MONEY.**

<b><i>Aims</i></b>	<ul style="list-style-type: none"><li>- Practise finding a coherent written message in a series of letters.</li><li>- Practise rapid visual scanning.</li><li>- Practise finding a series of distinct words in a series of letters.</li><li>- Practise identifying what can lend meaning to something.</li></ul>
<b><i>Applications (examples)</i></b>	<p><u>In class</u>: preparation for exact sciences (precision, concentration, continuity). <u>At work</u>: make or improve a working tool; repairs and maintenance, look for mislaid objects or tools, filing, storage. Fight against discrimination, by encouraging people to look beyond appearances and habits. <u>In everyday life and for leisure</u>: game of hide and seek, writing exercises, look for known elements in a group of other elements: a certain article on a supermarket shelf, for example, or your own child in a playground...</p>
<b><i>Materials</i></b>	An exercise sheet with an example followed by 2 independent successions of letters in which can be found words which, placed one after the other, form a coherent sentence.
<b><i>Instructions</i></b>	The pupils have to find the message hidden in the different successions of letters.
<b><i>Comments</i></b>	The exercise must be done in the order given, as it gets progressively more difficult. If some pupils find it difficult to do both exercises, the teacher can give them the number of words contained in each of the messages to be found.
<b><i>Extension (s) (examples)</i></b>	<ul style="list-style-type: none"><li>- The teacher can ask the pupils to compose a message hidden in a succession of letters. The other pupils can try to find the message.</li><li>- The teacher can suggest that the pupils note down, for the next session, any messages in the form of a logo, a symbol, etc. that they might find in a station, for example, where a succession of logos is given in a row. (For example: toilets, telephone, cash dispensers, taxis, restaurants, etc.). They could discuss how to express something as simply as possible and so that the maximum number of people can understand (people from the same country, with different cultures, etc.).</li></ul>
<b><i>Individualisation</i></b>	Yes.
<b><i>Answers</i></b>	Yes.

**EXAMPLE:**

***Coded message:***

LITOMICHAELGRANDUWILLKAFJOIN  
MIAVYOUUPADYREZORSUIRTOLILATERATANA

***Decoded message:***

MICHAEL WILL JOIN YOU LATER

**EXERCISE 1:**

**Coded message:**

FAIYOURMTABUQILMCLIENTZOUYPAKWASERF  
BYHEREALUVTRUMOLYESTERDAYTROXIVPREI

**Decoded message:**

.....

**EXERCISE 2:**

**Coded message:**

AIXPTURWILLMAKOGIVELIYOUFRUTHETI  
PSIUMONEYTONLTCIGOFRIDAYARBOURMAJTOR

**Decoded message:**

.....

**EXAMPLE:**

*Coded message:*

LITOMMICHAELGRANDUWILLKAFJOIN  
MIAVYOUPADYREZORSUIRTOLLATERATANA

*Decoded message:*

MICHAEL WILL JOIN YOU LATER

**EXERCISE 1:**

*Coded message:*

FAIYOURMTABUQILMCLIENTZOUYPAKWASERF  
BYHEREALUVTRUMOLYESTERDAYTROXIVPREI

*Decoded message:*

YOUR CLIENT WAS HERE YESTERDAY.

**EXERCISE 2:**

*Coded message:*

AIXPTURWILLMAKOGGIVELIYOUFRUTHETI  
PSIUMONEYONLTGIGOFFRIDAYARBOURMAJTOR

*Decoded message:*

WILL GIVE YOU THE MONEY ON FRIDAY.

<b><i>Aims</i></b>	<ul style="list-style-type: none"><li>- Practise finding a coherent written message in a series of joined-up words.</li><li>- Practise rapid visual scanning.</li><li>- Practise finding a series of distinct words in a series of joined-up words.</li><li>- Practise identifying what can lend meaning to something.</li></ul>
<b><i>Applications (examples)</i></b>	<p><u>In class</u>: preparation for exact sciences (precision, concentration, continuity). <u>At work</u>: make or improve a working tool; repairs and maintenance, look for mislaid objects or tools, filing, storage. Fight against discrimination, by encouraging people to look beyond appearances and habits. <u>In everyday life and for leisure</u>: game of hide and seek, writing exercises, look for known elements in a group of other elements: a certain article on a supermarket shelf, for example, or your own child in a playground.</p>
<b><i>Materials</i></b>	An exercise sheet with an example followed by 2 independent successions of words, some of which, when placed together, form a coherent sentence.
<b><i>Instructions</i></b>	The pupils have to find the message hidden in the different successions of words.
<b><i>Comments</i></b>	The exercise must be done in the order given, as it gets progressively more difficult. If some pupils find it difficult to do both exercises, the teacher can give them the number of words contained in each of the messages to be found.
<b><i>Extension (s) (examples)</i></b>	<ul style="list-style-type: none"><li>- The teacher can ask the pupils de composer un message hidden in a succession of words. The other pupils can try to find the message.</li><li>- The teacher can suggest that the pupils note down, for the next session, any messages in the form of a logo, a symbol, etc. that they might find in a station, for example, where a succession of logos is given in a row. (For example: toilets, telephone, cash dispensers, taxis, restaurants, etc.). They could discuss how to express something as simply as possible and so that the maximum number of people can understand (people from the same country, with different cultures, etc.).</li></ul>
<b><i>Individualisation</i></b>	Yes.
<b><i>Answers</i></b>	Yes.

**EXAMPLE:**

***Coded message:***

*ITPOURMENTIONMEETTIREDMEMAIL  
DINTATPENCILINCARGIVELOLTWELVEBOOKS*

***Decoded message:***

***MEET ME AT TWELVE.***

**EXERCISE 1:**

**Coded message:**

**POURTHEFURDOORVENTWILLCHEESENOLIE  
SERVEBEDINNERPERSONLOCKED**

**Decoded message:**

.....

**EXERCISE 2:**

**Coded message:**

**SALTTHEPOURBOSSWHYHASSIXTYDEPARTLAP  
CANCELLEDPLACINGTHESTILEPROJECTHAT**

**Decoded message:**

.....

**EXAMPLE:**

*Coded message:*

ITPOURMENTION**MEET**TIRED**ME**MAIL  
DINT**AT**PENCILINCARGIVELO**L****TWELVE**BOOKS

*Decoded message:*

**MEET ME AT TWELVE.**

**EXERCISE 1:**

*Coded message:*

POUR**THE**FUR**DOOR**VENT**WILL**CHEESE**NOT**LIE  
SERVE**B**EDINNERPERSON**LOCKED**

*Decoded message:*

**THE DOOR WILL NOT BE LOCKED**

**EXERCISE 2:**

*Coded message:*

SALT**THE**POUR**BOSS**WHY**HAS**SIXTYDEPARTLAP  
**CANCELLED**PLACING**THE**STILE**PROJECT**THAT

*Decoded message:*

**THE BOSS HAS CANCELLED THE PROJECT**

<b><i>Aims</i></b>	<ul style="list-style-type: none"><li>- Practise working out a coding system allowing you to decode a written message.</li><li>- Practise analysing a given coding system (the example) in order to use it to work out a coding system of the same type but more complex.</li><li>- Practise identifying what can lend meaning to something.</li><li>- Practise rapid visual scanning.</li></ul>
<b><i>Applications (examples)</i></b>	<p><u>In class:</u> preparation for exact sciences (precision, concentration, continuity). <u>At work:</u> making or improving a working tool; repairs and maintenance, look for mislaid objects or tools, filing, storage. Fight against discrimination, by encouraging people to look beyond appearances and habits. <u>In everyday life and for leisure:</u> game of hide and seek, writing exercises, look for known elements in a group of other elements: a certain article on a supermarket shelf, for example, or your own child in a playground...</p>
<b><i>Materials</i></b>	An exercise sheet with an example followed by a succession of words containing a hidden message.
<b><i>Instructions</i></b>	The pupils should use the decoding system given in the example to: <ul style="list-style-type: none"><li>- work out the coding system of a message;</li><li>- reconstruct the message so that it is coherent.</li></ul>
<b><i>Comments</i></b>	The teacher should let the pupils work alone to find the coding system for the example. They can work in pairs to do the first part of the exercise. If some pupils find it difficult to do both exercises, the teacher can give them the number of words contained in each of the messages to be found.
<b><i>Extension (s) (examples)</i></b>	The teacher can ask the pupils to compose a message hidden in a succession of words. The other pupils can then try to work out the message.
<b><i>Individualisation</i></b>	Yes.
<b><i>Answers</i></b>	Yes.

EXAMPLE:

Coded message:    EGG            GALLOP    ENTRANCE            MEANT            CHIRPY  
                          HORMONE            SEMAPHORE    PERSONNEL

Decoded message:            **GONE            HOME.**

EXERCISE:

Coded message:

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LITTLE            FELT            PEACE            CALVES            STATING            PRESENT  
ATRINGENT                            IMAGINATION            PROFESSIONAL  
UNDERSTANDING            AGRICULTURAL            OVERSIMPLIFY

---

Decoded message:            .....

