

<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**TWELVE**BOOKS

*Decoded message:*

**MEET ME AT TWELVE.**

**EXERCISE 1:**

*Coded message:*

POUR**THE**FUR**DOOR**VENT**WILL**CHEESE**NOT**LIE  
SERVE**BED**DINNERPERSON**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

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Decoded message:            .....

EXAMPLE:

Coded message:    EGG            GALLOP    ENTRANCE            MEANT            CHIRPY  
                          HORMONE            SEMAPHORE    PERSONNEL

Decoded message:            **GONE            HOME.**

Start with the last letter of the first word, then, for the following words, move back one letter to the left: G is the last letter of “egg”, O is the last but one letter of “gallop”, N is the antepenultimate letter of “entrance”, etc.

EXERCISE:

Coded message:

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

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Decoded message:            **LEAVING    TODAY**

The code is the reverse of the example: take the first letter of the first word, the second letter of the second word, the third letter of the third word, etc.