**Skype Mystère**

The goal of Mystery Skype is for your class to find out the location of the other class (its city or town) before the other class guesses your location. The best approach is to assign roles to each student. This is best facilitated by dividing the class into groups wherein each group takes a turn in to ask and answer a question.

To prepare a class for a Mystery Skype game, students need to learn the art of starting with broad questions and asking subsequently more specific questions. Answers to these questions can only be in the form of yes/ no responses so it is important to tailor the questions accordingly. House rules of Mystery Skype allow the team that gets a “yes” response to continue with another question.

As a pre-game practice, the following activity can be used with your students. Below is a list of francophone towns and cities from North America. Cut up the city names into a box for a student to draw (without the teacher knowing which one is drawn). The teacher will also draw a city name (without the students knowing). As a flipped classroom activity, students will need to research the city or town at home that they have drawn to prepare for the challenge against the teacher. Where in the city? What hemisphere, continent and near what bodies of water is it located? What languages are spoken? The next day, the students can be divided into groups of 6 and given a role (*tâche*) and turns are taken between students and teacher in asking and answering questions. Every time an answer is negative, the turn switches between student and teacher.

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| Québec, QC | Montréal, QC | Ottawa, ON |
| Moncton, NB | Edmonston, NB | Bathurst, NB |
| Saint-Boniface, AB | Saint-Paul, AB | Bonnyville, AB |
| Lac La Biche, AB | Kelowna, BC | Prince George, BC |
| Cochrane, ON | Nipissing, ON | Toronto, ON |
| Clare, NS | Argyle, NS | Saskatoon, SK |
| Val-Marie, SK | Montmartre, SK | Lewiston, ME |
| New Orleans, LA | Savoy, LA | Auburn, ME |

**Pays de la Francophonie**

 Below is a list of **countries** belonging to *La Francophonie*. Cut up the country names into a box for a student to draw (without the teacher knowing which country is drawn). The teacher will also draw a country name (without the students knowing). As a flipped classroom activity, students will need to research the country at home to prepare for the challenge against the teacher. Where in the world is this country? What hemisphere, continent and near what bodies of water is it located? What languages are spoken? Other facts of the country can be found by doing basic research from World Book Encyclopedia online through the link: <http://www.sd28.bc.ca/content/student-resources> . The next day, the students can be divided into groups of 6 and given a role (*tâche*) and turns are taken between students and teacher in asking and answering questions. Every time an answer is negative, the turn switches between student and teacher.

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| Bénin(Benin) | Burkina Faso | République du Congo(Republic of the Congo) |
| Côte d’Ivoire(Ivory Coast) | France | Guinée(Guinea) |
| Mali | Niger | Monaco |
| Canada | Sénégal | Togo |
| Suisse (Switzerland) | Belique(Belgium) | Burundi |
| Djibouti | Haïti (Haiti) | Luxembourg |
| Madagascar | Rwanda | Seychelles |
| Tchad(Chad) | Vanuatu | Mauritanie(Mauritania) |
| Polynésie française(French Polynesia) | Nouvelle-Calédonie(New Caledonia) | Saint-Pierre-et-Miquelon (Saint Pierre and Miquelon) |

**Tâches *(Jobs)***

The class should be divided into groups of 6 students per group. Each group can take turns to be in front the SKYPE screen. All students need to actively research, record information, questions (“Nos Questions”) and be in dialogue with the group in charge of asking and answering a question. Your job is to work together with your group and other groups to locate the town or city of the other class before they find out the location of your town or city. The challenge begins with a rock-paper-scissors by the first greeter. Here are specific roles that one student needs to be assigned in each group:

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| **Agent d’accueil *(Greeter):*** http://richdigirolamo.com/wp-content/uploads/2012/06/Greeter-61212.jpgThe greeter is responsible to introduce the class, make transitions and bring closure to the SKYPE conversation. Brainstorm some questions that you would like to know for the end of the SKYPE call.**Tools :** « C’est à votre tour » &« C’est à notre tour » signs | **Relayeur *(Tweeter):***Related imageThe tweeter communicates messages with the rest of the group and with other tweeters of the class so that relevant information and potential questions are communicated with the questioner or responder. (Today’s Meet website: <https://todaysmeet.com/> ).**Tools :** laptop |
| **Expert de Google Earth *(Google Earther):***http://dehayf5mhw1h7.cloudfront.net/wp-content/uploads/sites/116/2015/04/01055810/Google-Earth-LOGO.jpgThe Google Earther uses Google Earth or Maps (<https://www.google.ca/maps>) to locate and incrementally zoom into the location of the other class with hints and information provided during the conversation.**Tools:** laptop | **Expert de l’Atlas *(Atlas Checker):***Image result for livre d'atlasThe atlas checker uses the atlas and its index to locate the other class with hints and information provided during the conversation.**Tools :** world atlases |
| https://thehonestone.files.wordpress.com/2011/11/questioner.gif**Enquêteur *(Questioner):*** The questioner records and asks the question that the group wants to ask in order to elicit an answer “oui”/”non.” Begin with broad geography questions before asking specific regional or best guess questions. **Tools :** dictionnaire anglais-français | **Répondeur *(Responder):*** http://www.clipartkid.com/images/190/where-english-is-not-a-first-language-improving-your-speaking-u9AGr3-clipart.pngThe responder records the questions asked by the other class, communicates the question with the tweeters in order to find out how to best answer the question. Answer with “oui”, “non” ou “répétez la question s’il vous plait.”**Tools :** books and information about your city/ town |

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As a pre-game practice, the following activity can be used with your students. Below is a list of cities in the world. Cut up the city names into a box for a student to draw (without the teacher knowing which one is drawn). The teacher will also draw a city name (without the students knowing). As a flipped classroom activity, students will need to research the city or town at home that they have drawn to prepare for the challenge against the teacher. Where in the city? What hemisphere, continent and near what bodies of water is it located? What languages are spoken? The next day, the students can be divided into groups of 6 and given a role (*tâche*) and turns are taken between students and teacher in asking and answering questions. Every time an answer is negative, the turn switches between student and teacher.

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| Montréal, Canada | London, UK | Paris, France |
| Stockholm, Sweden | Berlin, Germany | Tokyo, Japan |
| Sydney, Australia | Melbourne, Australia | Beijing, China |
| Auckland, New Zealand | New Delhi, India | Tel Aviv, Israel |
| Cairo, Egypt | Istanbul, Turkey | Jerusalem, Israel |
| New York, USA | Los Angeles, USA | Chicago, USA |
| Toronto, Canada | Vancouver, Canada | Ottawa, Canada |
| Johannesburg, South Africa | Moscow, Russia | Rio de Janeiro, Brazil |
| Seoul, South Korea | Mexico City, Mexico | Havana, Cuba |
| Jakarta, Indonesia | Buenos-Aires, Argentina | Rome, Italy |