

<i>Aims</i>	<ul style="list-style-type: none">- Try to find a decoding method.- Improve and accelerate visual scanning.- Practise experimenting and comparing your own decoding method.- Check a tool by testing it.- Practise transposing a coded message, using a system you have worked out.
<i>Applications (examples)</i>	<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>
<i>Materials</i>	A page with the coding system for a message, followed by the message itself given in coded form.
<i>Instructions</i>	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.
<i>Comments</i>	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.
<i>Extension (s) (examples)</i>	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.
<i>Individualisation</i>	Yes.
<i>Answers</i>	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.

<i>Aims</i>	<ul style="list-style-type: none">- Practise transcribing a message into a given code.- Practise graphics that are different from those of the written alphabet.- Activate faculties of observation, precision and attention.
<i>Applications (examples)</i>	<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>
<i>Materials</i>	<ul style="list-style-type: none">- A reference page with the transcription of the alphabet and numbers in Morse code followed by indications of signals and basic punctuation.- An exercise sheet with an example of the transcription of a message in Morse code followed by a message to transcribe.
<i>Instructions</i>	<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>
<i>Comments</i>	The pupils and the teacher will find it useful to look at the reference page together and, perhaps, make spontaneous remarks about it.
<i>Extension (s) (examples)</i>	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.
<i>Individualisation</i>	Yes.
<i>Answers</i>	Yes.

MORSE CODE

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

Signal for beginning a message

— • — • —

Signal for end of transmission

• — • — •

Signal for awaiting an answer

• — • • •

Question mark

• • — — • •

Full stop

• — • — • —

Word separation

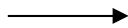
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MORSE CODE

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

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

<i>Aims</i>	<ul style="list-style-type: none">- Work out a coding system for a message.- Use the system you have worked out to translate the coded message.- Learn to rely on one or more given references.
<i>Applications (examples)</i>	<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>
<i>Materials</i>	An exercise sheet with an indication of the code for a message followed by a coded message.
<i>Instructions</i>	The pupils must work out the coding system for the message using the indications given, and write the decoded message.
<i>Comments</i>	Pupils with literacy problems can give the decoded message orally.
<i>Extension (s) (examples)</i>	<ul style="list-style-type: none">- 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.- 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.).- 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.
<i>Individualisation</i>	Yes.
<i>Answers</i>	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.**