

<i>Aims</i>	<ul style="list-style-type: none">- Practise finding a coherent written message in a series of letters.- Practise rapid visual scanning.- Practise finding a series of distinct words in a series of letters.- Practise identifying what can lend meaning to something.
<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; 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>
<i>Materials</i>	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.
<i>Instructions</i>	The pupils have to find the message hidden in the different successions of letters.
<i>Comments</i>	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.
<i>Extension (s) (examples)</i>	<ul style="list-style-type: none">- 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.- 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.).
<i>Individualisation</i>	Yes.
<i>Answers</i>	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.

<i>Aims</i>	<ul style="list-style-type: none">- Practise finding a coherent written message in a series of joined-up words.- Practise rapid visual scanning.- Practise finding a series of distinct words in a series of joined-up words.- Practise identifying what can lend meaning to something.
<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; 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>
<i>Materials</i>	An exercise sheet with an example followed by 2 independent successions of words, some of which, when placed together, form a coherent sentence.
<i>Instructions</i>	The pupils have to find the message hidden in the different successions of words.
<i>Comments</i>	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.
<i>Extension (s) (examples)</i>	<ul style="list-style-type: none">- 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.- 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.).
<i>Individualisation</i>	Yes.
<i>Answers</i>	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
CANCELLEDPLACING**THE**STILE**PROJECT**THAT

Decoded message:

THE BOSS HAS CANCELLED THE PROJECT

<i>Aims</i>	<ul style="list-style-type: none">- Practise working out a coding system allowing you to decode a written message.- 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.- Practise identifying what can lend meaning to something.- Practise rapid visual scanning.
<i>Applications (examples)</i>	<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>
<i>Materials</i>	An exercise sheet with an example followed by a succession of words containing a hidden message.
<i>Instructions</i>	The pupils should use the decoding system given in the example to: <ul style="list-style-type: none">- work out the coding system of a message;- reconstruct the message so that it is coherent.
<i>Comments</i>	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.
<i>Extension (s) (examples)</i>	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.
<i>Individualisation</i>	Yes.
<i>Answers</i>	Yes.

EXAMPLE:

Coded message: EGG GALLOP ENTRANCE MEANT CHIRPY
 HORMONE SEMAPHORE PERSONNEL

Decoded message: **GONE HOME.**

EXERCISE:

Coded message:

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

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:

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

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.