



Cap sur l'école inclusive
en Europe



Pedagogical Sheet

Producing constrained writings in order to tame writing

Section of the module /E

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General definition / Brief description of the content

Goals :

- Enabling all pupils to progress, including pupils who have difficulty leaving traces or entering the world of writing (escape behaviour, despondency, difficulty to think unlike oral participation ...), to produce varied texts by adapting supports according to needs
- Enriching the vocabulary
- Handling language in a 'playful' way, by answering a constraint

Context

Pupils in elementary and secondary schools have often difficulty producing written texts in any context. It therefore seemed interesting to propose to them a weekly time of production of writings with constraints, often poetic ones.

Inspired by the OuLiPo, Ouvroir de Littérature Potentielle (Potential Literature Workshop, Raymond Queneau), it is a question of offering the pupils a constraint of writing which puts them in an active thought context, but in sufficiently reassuring an environment so that they could feel free to do so.

Conduct:

Several steps:

- Propose a writing constraint and sufficient support to allow everyone to participate.
- Vary instructions over sessions (alone or by 2, from a reading or an image, from a school visit ...)
- Make the pupils work on scrap paper, on flying sheets, to allow erasures, phonetic writing ...
- The definitive text is to be typed on computer, illustrated, in 2 copies (pupil workbook + class display)
- Reading aloud (by the pupil or an adult)

Example of session (double constraint: theme “ The Reflection” and imposed number of words per verse)

To illustrate a Plastic Arts work of the theme of reflection, reading by the adult of poems on the same theme

> After each reading, words, expressions, impressions recorded by the pupils are noted on the board. These words will serve as a thought support, even if pupils are not compelled to use them.

> 2 dice are rolled (5 + 3) and the number of words is thus defined randomly. A separate draft sheet is given, and pupils must produce a text of 8 words per verse.

> In the process of writing, all the words requested by the pupils are noted on the board.

The teacher accompanies the pupils in the writing: support, annotation on the board, proofreading of the first verses with intonation to help to promote them ...

> When the draft is complete, each pupil types his / her text on the computer to keep track of it. The rough draft is kept but not enhanced, and not corrected directly. Corrections are made on the screen. Then the pupil illustrates his / her text (image or personal drawing).

> Each text is presented orally, read by either the pupil or the adult (if requested) and can be displayed (exhibition)

Activity evaluation

This kind of weekly session allowed pupils who were already writers to increase the length of their texts. For the other pupils, this allowed them to progress with best regard of their starting skills: they approach the writing activity more easily, even in other disciplines (e.g. sentence-answer in mathematics). They are satisfied with their text when it is completed and some even take pleasure in reading it aloud.

Limits

This educational tool works well with a small group (about ten students).

Prospects

Opportunity to participate in local radio programs, poetry festivals (Le Printemps des Poètes) or any event valuing the writings outside the classroom.