Service – Learning Planning Sheet

The participants, in the French B HL class, who contributed in CAS learning service are Leonarda Andročec, Tasha Balaban, Marko Dimov, Niko Morović and Johanna Oovel. Our teacher is Loreana Selišek Butina and our project name is *"Belle humeur avec Momo et monsieur Ibrahim"*. We worked on a short novel called *"Monsieur Ibrahim et les fleurs du Coran"*, written by a French writer Éric-Emmanuel Schmitt. From the novel, we had to extract words which represent different moods. We took 25 words: être triste, pleurer, avoir le coeur brisé, être sur un petit nuage, rire, sauer de joie, avoir peur, réfléchir, penser, se souvenir, être patient, être impatient, être content, être perplexe, être déçu, être surpris, être mécontent, être fâche, être énervé, être en colère, être gentil, être méchant, être attentionné et être distrait. We translated all the words into English, wrote them on the flashcards, went to a bookshop and put the flashcards in plastic, and finally, donated the cards to the school with special needs children. Our idea was for them to have something interesting, fun, colorful and easy to learn from. We organized ourselves in the following order. Leonarda was assigned to find the 25 mood expressions in the book and write the name of the expressions and their translation on the other side of the colorful flashcards (red, blue, yellow, white and green). Furthermore, Marko and Niko were obligated to find those definitions in English which are easy to comprehend. Marko translated 12 expressions and Niko 13 expressions, so that distribution between them was almost equal. Meanwhile, Tasha and Johanna were assigned to draw the mood expressions on each flashcard where the translation was written. What was interesting, they took a drawing of an animated cat since the children like the drawings of animals more than plain facial expressions. Tasha draw 13 and Johanna 12 flashcards. We found the distribution between the group very useful as we were able to develop as well - balanced and communicators between each other, we were caring for one another and everyone had to follow the schedule because that would make the process more difficult, we had to be open – minded to be creative when finding words and drawings. Thinker and knowledgeable from learner profile were necessary to develop due to using language we study. How did we decide to use this novel for the service learning? During the French class, we worked on a novel in depth throughout various class discussions and each of us was assigned to make an oral presentation on topics: "Présenter Monsieur Ibrahim", "Présenter Moise", "Présenter Paris dans les années 60'", "Qui étaient Moise et Mohammed dans le Coran?" et "Cherchez quells sont les quartiers de Paris où les communautés juive et arabe cohabitant?" The presentations really helped us to understand the novel and initiated us to help each other understand the message of the novel which is the importance of diversity, equality between religion and culture, and worldwide political situations such as migration, globalization and discrimination. When it comes to the learning outcomes, what we had achieved is to demonstrate that challenges have been undertaken, developing new skills in the process. Also, we showed commitment to and perseverance in CAS experiences, demonstrated the skills and recognize the benefits of working collaboratively. Finally, we were able to demonstrate engagement with issues of global significance.