

L'Élan

Bulletin de la Société Honoraire de Français et des Jeunes Amis du Français

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SERIE 47 NO. 1

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*Sous la plume de la
présidente....*

Chers collègues,

Philadelphia. July 15, 7 o'clock am. Despite the early hour, it was such fun for Andi, Tracy, and me to see so many of you at our breakfast and session. The absolute best part of our job is putting faces to names, reconnecting with veteran sponsors and welcoming new sponsors.

We designed our session to (1) inform teachers who are interested in founding a charter on where to begin and how to get started; (2) share some new ideas with teachers who have established charters; and (3) hear what our inspiring sponsors have to say. We decided to open with a *Kahoots!* Quiz: How well do you know SHF-JAF? We had many illustrious participants on that *Kahoots!* screen, among them Charlemagne, Jeanne d'Arc, and Marie Antoinette! After a 25-question lightning round, all agreed that they had some misconceptions, and as we went through the questions again, participants were also able to share how SHF-JAF worked in their school. It was a great morning! Thank you to all who came. And for those of you who could not, Roseann has posted the link to our session on page three.

As you will read in the SHF-JAF National Council meeting article later in this edition, one of our goals this

Sous la plume....suite....

year is to increase participation in our three awards (two for SHF and one for JAF). While deadlines are not until December, January, and February, now is the time to think about it. If you are planning to travel this year with your students, which of your most enthusiastic and involved SHF members can you nominate for the \$1000 scholarship? Why not have all your students do the JAF or SHF Creative Writing Award topic as an in-class activity, choosing the finest ones among the SHF members to submit? There is nothing to lose and so much to gain – participation in a national writing contest is quite impressive on a college application.

As you read this edition of *L'Élan*, most of you are still getting into the school routine. It's not an easy time of the year: stressful and exhausting getting to know so many new students. When Reese Witherspoon won the Oscar for Best Actor as June Carter Cash in *Walk the Line*, she said: "People used to ask June Carter how she was doing, and she used to say - I'm just trying to matter. - And I know what she means. You know, I'm just trying to matter and live a good life and make work that means something to somebody." Soon, those faces won't be new as you will discover all those talents inside, because the work you do is meaningful to so many. For us here at AATF and at SHF-JAF, YOU matter, and we hope to be able to support you in any way that we can throughout the year.

Bonne Rentrée!

---Abbe

1950- 2020 --The 70th Anniversary of SHF!! *Next year, we will be celebrating our 70th anniversary of SHF! The first charter was issued to Sheffield High School in Sheffield, Alabama. If your school charter dates from the 1950s, please contact us! (Abbe Guillet, anguillet@yahoo.fr)*

PLEASE JOIN US AS ONE OF THE OVER 855 MEMBERS OF OUR PAGE ON FACEBOOK.



Members of this group share ideas for activities for their chapter, such as National French Week celebrations, induction ceremonies, chapter service, and fundraising activities. Please feel free to use French or English, as you prefer.

IMPORTANT: Our name is SHF.

Pi Delta Phi is the French National Honor Society for college and university undergraduate and graduate students. During past years, Pi Delta Phi has had to ask Facebook chapters of SHF and high school SHF chapter web pages to cease using the name: French National Honor Society, the initials FNHS, Pi Delta Phi, their Greek letters ($\pi\Delta\phi$), and/or their images to represent SHF. We do not have the right to make use of their name or symbols. Merci beaucoup!



AATF ANNUAL CONVENTION -- JULY 2019 PHILADELPHIA, PA.

For those who were able to attend the convention and participate in SHF-JAF's presentation, and for those unable to attend, here is the presentation in its entirety. We hope it will be useful to you!

Look for: AATF, in the Monday, July 15, 2019 folder:

<https://drive.google.com/drive/folders/1w4trKX1a1FIX2n3OugBTy6WxaAnxHajn?fbclid=IwAR3q-WspINzfguTDBA2j3pRHAcjQGNVA0893Z3EoKbkU170MHL1i5933YSw>

Facebook:

<https://www.facebook.com/groups/aatfSHF/permalink/2662650437099104/>

SEE YOU NEXT YEAR IN Trois Rivières!



HOW EXCITING!! AATF now has a new look with a new logo! This will appear on all matters relating to the organization: website, SHF and JAF newsletter, French Review, Journal, email correspondence, etc.

21st Century, we are here!!

The 2019 SHF Travel Award

We are delighted to share some of the reflections of the twelve recipients of the \$1000 SHF Travel Award:



Abigail, student of Regina Symonds, Triton HS, MA: This trip has made me want to study French for much longer than I had anticipated. In college, I am considering minoring in French now, and participating in a study abroad program in France. This would give me the chance to go back and visit my French family and gain more language skills. To the future recipients of this award, I would advise to put down your phone and take in everything; you will regret missing out on opportunities because you were too busy with your phone.

Kristopher, student of Edith Takantjas, Belmost HS, NH: After interacting with some great people, eating good food, and seeing the country in general, I'm more motivated to learn the language and potentially go to college there in the future. Thank you to everyone at AATF SHF, as well as my teacher, for helping me experience this wonderful culture. It is something I won't forget for the rest of my life.

Kelly, student of Edith Takantjas, Belmost HS, NH: The advice I would give to other students who receive this award is to not be shy about using it. Go to shops, go to cafés. This award is a wonderful benefit and putting it to use to take in all that a foreign place has to offer is the best way to honor it. Also, make sure you take in the moment. There were times when I was too focused on the details of the trip or on the people I was with or on the struggles to really focus on the fact that I was in another country and that I should just enjoy myself.

Shaili, student of Jeff Pageau, Rocky Mount HS, NC: My group and I probably had the most fun in Carcassonne and when we were just on our own walking around the city. When we were on our own, we really had to rely on our own language skills to communicate with other people in order to ask for directions or order food at a restaurant. It was intimidating at first, but it was actually a lot of fun. If anything, this trip has reinforced the idea that the best way to learn a language is to be fully immersed in it. I am grateful, not only to my teacher for nominating me for this award, but also to the AATF SHF for this scholarship. This experience has been life-changing and eye-opening, and I am forever thankful for the support given me by the AATF.

Daniel, student of Deirdre Schlegel, St. Joseph's Prep, PA:

This past July, I traveled to Montréal for a French immersion program on the beautiful campus of McGill University. I think it's important when someone is visiting another place to understand what daily life is like there, not just to see all the major tourist sites. It is one thing to take classes for a language, but to be able to converse with people in a public setting in the language one is studying is a special opportunity. Believe it or not, the Quebecois accent is noticeably different from the French accent. I would like to return and explore more of the province as there is so much more to see than just the magnificent cities of Montréal and Québec.

SHF-JAF Contests!

Please join us!

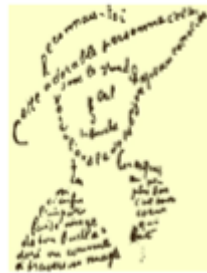


As much as we enjoy seeing familiar names each year, one of our goals this year is an increased number of teacher participants for our three contests. While all directions and rubrics are available by links, let us give you a little idea of the wonderful Travel Award that SHF offers, and the fun your students will have participating in the JAF and SHF Creative Writing Award!

Please give thought to the **Travel Award**! We are delighted to offer this generous \$1000 award to an outstanding French student who is an active member of SHF to help defray the cost of travel in a formal program during the current academic year or the following summer. As it is not a need-based award, consider nominating that enthusiastic SHF member. Note that given the January deadline, the award may arrive after the final payment for the trip is due. All applications and supporting documents are submitted electronically. Teachers must be members of AATF and chapters must be active by the deadline. New last year but worth repeating: (1) the inclusion for eligibility of domestic immersion programs and (2) only the portion of the trip in a francophone country will be considered. Deadline is Monday, **January 13, 2020** at 23:59. Note that the application, directions, and rubric are available on the AATF website. <https://frenchteachers.org/promote-french/societe-honoraire-de-francais/>. The website is still being rebuilt; so if this link does not load and you are anxious to get started, please write directly to anguillet@yahoo.fr!

Selected **JAF Creative Writing** entries that appear in the Spring *Élan* will receive \$50! The JAF Creative Writing Contest is open to all middle-school members of the *Jeunes Amis du Français*. Native speakers may enter; we ask only that you note them as such. The topic that we used last year, the first year of the contest, was so successful that we are doing it again. Teachers should not correct student entries as comprehensible errors are not taken into consideration. All entries must be submitted electronically; they are time-stamped and must be received by the deadline, Monday, **December 2, 2019** (23h59). Teachers must be members of AATF and chapters must be active by this deadline. Note that the application, directions, and rubric are available on the AATF website, <https://frenchteachers.org/promote-french/jeunes-amis-du-francais/>. The website is still being rebuilt; so if this link does not load and you are anxious to get started, please write directly to anguillet@yahoo.fr!

As a reminder of exactly what a calligramme is, please watch: “The poet who painted with his words - Geneviève Emy” <https://youtu.be/YJ0x1YOuMwQ> to learn the history of Guillaume Apollinaire and exactly what is the poem-picture, written portrait, thoughts-drawing that he created in his *calligrammes*, such as this one:



Reconnais-toi
Cette adorable personne c'est toi
Sous le grand chapeau canotier
Oeil
Niez
La bouche
Voici l'ovale de ta figure
Ton cou esquis
Voici enfin l'imparfaite image de ton buste adoré
vu comme à travers un ruage
Un peu plus bas c'est ton cœur qui bat

The prize for published entries of the **SHF Creative Writing Award** in the Spring *Élan* is \$100! Student entries are divided into two categories: Category A (Levels 2 and 3) and Category B (Levels 4 through 6). Native speakers may enter; we ask only that you note them as such. Teachers should not correct student essays as comprehensible errors are not taken into consideration. All submissions must be submitted electronically; they are time-stamped and must be received by the deadline, **February 3, 2020** (23h59). Teachers must be members of AATF and chapters must be active by this deadline. The application, directions, and the rubric are available on the AATF website: <https://frenchteachers.org/promote-french/societe-honoraire-de-francais/>. The website is still being rebuilt; so if this link does not load and you are anxious to get started, please write directly to anguillet@yahoo.fr! The topic this year is: *Imaginez une conversation avec un francophone, soit une vraie personne de l'histoire (vivante ou morte), soit un personnage de littérature, de contes ou de bandes dessinées.*

At our SHF-JAF National Council meeting this July, we discussed the integrity of the two writing contests. As participating teachers know, essays are not to be corrected. I contacted several long-time participants this year and asked how they assure that the students had no unauthorized assistance, notably online resources. We concurred that the easiest way was to have the topic an in-class activity, choosing the top essays among the JAF-SHF members. The Council discussed requiring this, but we did not want to impose a rule that would discourage our already busy sponsors from participating. This year, we will simply add the following to the application, requiring only that the teacher answer “Yes” to the following statement: *I confirm that no translator or unauthorized assistance was provided to the student during the writing of this essay*. However, the SHF National Council strongly urges teachers to have the students prepare their submissions in their presence.

A suggestion for the Creative Writing Contest

With thanks to Anne Macharia, Westwood High School, Austin, TX

For my classes, we took this contest in the computer lab where I can deny their access to the Internet. However, it gets tricky when they use Word or Google Doc, because they can use the language editor on those platforms. It is indeed a tricky question. Our class is 90 minutes long, so I give them the entire class to do this. It is true that some students do not follow directions, so I could not consider their entries. I make it a contest in class too; it is a good motivator. I select the entries because I know my students' level and skills. If I suspect that a student has used online editors, I will not submit their entry and they know that.

HEADQUARTERS REPORT

Last year, there were:

- Active SHF Charters: 1797 (up from 1725 the previous year)
- New SHF Charters: 129
- Active JAF Charters: 50 (up from 38 the previous year)
- New JAF Charters: 10
- Orders filled last year: 2384 (up from 2276 last year)
- Banners sold 54; Honor Cords: 8344; Stoles: 478; tassels: 187
- JAF Certificates (lettered, unlettered, first – fourth year): 557
- SHF Certificates (lettered, unlettered, first – fourth year): 23,509
- Certificate folders: 2042
- Annual reports received by publication: 1558

Reminder about SHF-JAF Charters:



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The SHF charter is linked to your school. If you become the new sponsor of an existent SHF charter (chapter), you need not reapply for a charter; simply contact Christy Brown (shf@frenchteachers.org) to inform her of the change in sponsorship. If however, you left a school where you were the sponsor of a chapter to begin working in a new school that has never had a charter, you must apply for a charter for that school.

What sponsors need to do to retain an active chapter status:

Sponsor must be a member of AATF. For a charter to be considered active, a sponsor must submit an annual report each year by June 30th and pay a one time induction fee for each student inducted, at least once every two years. Ordering materials for students for whom induction fees were not paid does not fulfill the requirement. If these requirements are not met, a charter shall be considered inactive. To regain active status, the sponsor must resubmit an application accompanied by a \$10 charter reactivation fee. As we mentioned during our presentation, we realize how busy you are, and that despite our reminders, deadlines can slip by. We aren't angry with you - please do not be angry with us!

Useful Links for our SHF-JAF Sponsors:

The SHF page of the AATF website:

<https://frenchteachers.org/promote-french/societe-honoraire-de-francais/>

The JAF page of the AATF website:

<http://frenchteachers.org/promote-french/jeunes-amis-du-francais/>

The SHF Annual Report:

https://docs.google.com/forms/d/e/1FAIpQLScEzqgWHWRye_TTWpeKu6H0RnRvMo8VAKSQM2LfHt4KC72XeA/viewform

The JAF Annual Report:

<https://forms.gle/13yW716US7e6v45F7>

Sample JAF and SHF Induction ceremony scripts:

<https://frenchteachers.org/promote-french/societe-honoraire-de-francais/>

The SHF page of the AATF Store: http://store.frenchteachers.org/index.php?main_page=index&cPath=2/

The SHF Travel Award (Directions, Rubric, Application)

<https://frenchteachers.org/promote-french/societe-honoraire-de-francais/>

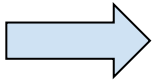
The SHF Creative Writing Award (Directions, Rubric, Application)

<https://frenchteachers.org/promote-french/societe-honoraire-de-francais/>

The JAF Creative Writing Award (Directions, Rubric, Application)

<https://frenchteachers.org/promote-french/jeunes-amis-du-francais/>

SHF - JAF BUSINESS



2019 Election: President

An election will be held in the fall for president of SHF-JAF. All sponsors will be asked to participate in on-line voting in November. Serving on the SHF National Council is certainly a wonderful opportunity to serve your profession and promote the study of French. Through the contests, you will have the opportunity of getting to know wonderful students and the teachers who inspire them.

Frequently asked questions include:

- How long is the term of office? Three years: January 1, 2020 through December 31, 2022.
- What will my responsibilities be? Chair the three contest committees (December, January, February), read annual reports (July), host the annual breakfast and the session at the annual convention and prepare the SHF-JAF National Council Meeting agenda (July). The president works with the editor on the Spring and Fall *Élan* (March, August). Duties throughout the year include consulting and commenting on the SHF Facebook page and working with the SHF-JAF secretary to respond to questions from sponsors.
- Must I attend the annual AATF convention? Yes. There are funds available for transportation and the hotel (two nights), but there are no exceptions for the registration fee.
- Must I be a member of AATF and be a SHF sponsor or former sponsor? Yes

If the idea of serving SHF on the national level interests you, the following information, in a Word document, must be sent to Jayne Abrate, abrate@frenchteachers.org, by **Thursday, October 31, 2019**:

(1) Resumé (Please limit this information to 500 words.)

- **Present Position: Position, Institution, City, State; starting date**
- **Teaching Career: Past positions, institutions, date(s)**
- **Education: Highest Degree, Field, Institution, Year; Next degree, Field, Institution, Year; Other degree, Field, Institution, Year; Other Training.**
- **AATF: Member since Year; AATF Positions Held, Date(s);**

Other Language Organizations: Member since Year; Positions Held, Date(s);

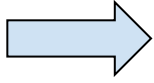
- **Honors and Awards: Award, Given by, Year.**

(2) Statement concerning all aspects of your involvement with the SHF, including why you would like to be a member of the SHF National Council as Teacher Representative.

(100-250 words)

(3) Photo: In a digital format,

The above information will appear on the ballot.



Changes to the SHF Constitution

During the July meeting of the SHF-JAF National Council, the members unanimously approved the following changes to the SHF constitution. No changes to the constitution can be made without the approval of SHF-JAF sponsors. A ballot was emailed to you in August, with a September 13 deadline. Please contact Christy Brown, at shf@frenchteachers.org if you have not received it.

We thank our sponsors who voiced their opinions on this topic on our Facebook page. We have never had a vehicle of communication such as this before, and it is thrilling to know that our sponsors now have a voice. Please know that local constitutions may be more rigorous (but not less) than the national constitution, so if you were opposed to the change, you may keep the original requirements.

Item ONE: Addition to By-laws IV, Duties of the officers of the SHF National Council, Section 4: Duties of Teacher Representatives

4. The Teacher Representatives:

- a. The Teacher Representatives will serve on the three contest committees.
- b. They will assist the President as needed during the year and at the annual AATF annual meeting.
- c. They will attend the SHF-JAF National Council annual meeting.
- d. The two representatives should not come from the same local AATF chapter, nor should their successor.

(Rationale: The duties of the Teacher Representatives were missing from the constitution. Section d is consistent with the members of the EC.)

Item TWO: Change to By-laws V. Elections, sections 2,3,4: Term of Office of President, Élan editor, and Teacher Representatives

Extend term of office from 2 to 3 years.

(Rationale: This is consistent with the members of the EC.)

Item THREE: Addition to By-laws IV, Duties of the officers of the SHF National Council, Section 7: Eligibility of SHF-JAF awards for members of the AATF Executive Council and SHF-JAF National Council.

7. Students of members of the SHF-JAF National Council and the AATF Executive Council are eligible for all SHF-JAF awards, with the understanding that SHF-JAF National Council members may not rate their own students.

(Rationale: It was decided that students of these members should not be penalized for the participation of their teachers in the AATF.)

Item FOUR: Change to By-laws I. Membership section 3a and 3b S: Scholastic Eligibility Requirements to be met by all students:

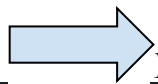
Currently reads:

- a. Candidates must have maintained an A- (A minus) average or higher in French throughout their secondary school study of French, including the semester of selection and all previous work awarded secondary school credit.
- b. Candidates must have maintained a B- (B minus) average or higher in all other secondary school subjects prior to the semester of selection. French may not be used to calculate this average.

Change to read:

- a. Candidates must have maintained a grade of at least A- (A minus) (or equivalent) in French for three consecutive semesters prior to, and including, the semester of induction.
- b. REMOVE THIS SECTION ENTIRELY

(Rationale: These changes were submitted by several sponsors on the SHF-JAF Facebook page. We thank all who voiced their opinion.)



Your Chapter Constitution

Make your “new school-year resolution to write your local constitution!

It is most important to create a local constitution of your chapter’s *Société Honoraire de Français* or *Jeunes Amis du Français*, specifically as it relates to **Membership and Member Status** of the national constitution (online on the AATF-SHF site). If parents contact the national office to ask about selection or dismissal criteria, they are referred to the school and sponsor and ultimately what the local constitution says.

Think about what is important to you and what works for your school. Ask yourself:

- If underclassmen are inducted, is it important to you that they continue to study French throughout high school to retain their membership and wear honor cords at graduation?
- How active must they be in activities and/or service projects?
- Are there any activities, such as National French Week and the *Concours*, that they must participate in?
- What will you do if they do not maintain their grade?
- What requirements may be imposed by your school?

Once you have completed your local constitution:

- Go over the specifics with your principal and give her/him copy. (I have a spot for a principal signature.) Explain your reasoning and make sure s/he supports it.
- In the beginning of the year, give your students a complete list of all that they will need to do if they wish to be inducted and what they will need to do to maintain their membership.

To find a sample local constitution, annotated to help you write yours, click here: <https://frenchteachers.org/promote-french/societe-honoraire-de-francais/>

It is important to note that without a local constitution, the national constitution prevails. It is equally important to note that requirements in your local constitution may be more rigorous, but not less than the national constitution. While writing a local constitution is not required, it is strongly recommended. Note that local constitutions should not be sent to AATF Headquarters.



SHF National Council Meeting

On July 14, 2019, members of the SHF-JAF National Council, including SHF-JAF President, Abbe Guillet, SHF-JAF Teacher Representatives, Andrea Isabelli and Tracy Rucker, AATF President Anne Jensen, and AATF Executive Director, Jayne Abrate, met in Philadelphia at the AATF Annual Congrès.

We reviewed our past goals and set future ones.

- Our past goals of visibility, transparency, and communication with our sponsors and the AATF have been met through our Facebook page, our sessions at the AATF Annual Convention, and our 24-hour email reply policy.
- Our goal of transparency has been reached by the contributions of our Teacher Representatives, who share the responsibilities of rating the submissions for the three contests; the creations of rubrics for the three awards; and our annual report to the AATF Executive Council.

- Our goals of updated look and technology have been met with our streamlined online filing of the Annual Report, including a form for JAF sponsors; the online *Élan*; reviewed information on the website, and the online filing of the three contests. Technology has allowed for unprecedented communication among and with our sponsors.
- Requests such as publishing a sample script for SHF and JAF inductions were honored, as was this year's request to reexamine the scholastic eligibility for inductions in the constitution.
- For this coming year, we hope to increase the number of teacher participants in the three SHF-JAF contests and to have an increased visibility of SHF-JAF within the AATF general membership.

Changes to the constitution were presented, discussed, and unanimously approved. Voting will take place online by SHF sponsors at the beginning of the academic year, with a September 13th deadline. (A description of the items on the ballot appears in a separate article in this edition of *L'Élan*.) If approved, the changes will be effective immediately.

By the June 30, 2019 deadline, we received 1558 Annual Reports. Two years ago, before going online, less than 300 reports were received.

Topics, Deadlines, Directions, and Rubrics for the three SHF-JAF Awards were presented and approved. The prize for the JAF Creative Writing Award was raised from \$25 to \$50.

L'Élan will abide by the AATF publication policy and henceforth only publish the first names of student winners. To enrich the section: *La Bourse aux Idées*, we have added a question to the Annual Report asking if the sponsor is willing to contribute an article, and if so on what one topic. Forty-four teachers volunteered and were contacted in July. We hope to add a new section to the *Élan* this year: *Photos de vos activités*.

Our Facebook page has over 855 members to date. Only requests made by members of AATF are accepted, and each request is verified by the president. It is requested that teachers make us aware of the name they used to register with AATF if their Facebook name is different at the time they send the request.

New items for the store will be discussed in the coming months, once the branding for AATF is complete. We did discuss the request by several sponsors to lower the cost of honor cords. Sponsors should understand that by purchasing the beautiful blue, white, and red cords for \$12 from AATF, any profit is used to support teachers and students of French. In addition, the cost includes shipping. In comparison, cords from AATSP are \$9.50 plus shipping (approximately \$5.85),

La Bourse aux Idées

Editor's Note: Un grand merci to those teachers who graciously offered to share an idea with colleagues via this online newsletter. This section is meant to highlight activities done by members of the SHF and JAF; it is not a place for sharing classroom ideas or trips, but great projects will be featured. Please note that the Annual Report now has a question concerning submitting an article, and I encourage you during the year to start thinking about an idea to share when completing this form in June. All teachers are encouraged to send in articles. The required form for doing so can be requested by emailing me at aatfelan@gmail.com with newsletter in the subject line.

TEACHER: Christine Berg

SCHOOL: Rumson-Fair Haven Regional HS., Rumson, NJ

PROJECT: Immersion for Middle School

The World Language Department planned an Immersion Day for middle school students that took place at the high school. French, Spanish and Chinese Honor Society students implemented the plan, working closely with the young students.

High school and middle school teachers paired up during professional planning time and organized the day. They decided themes for eight different stations: (1) yoga in the target language, (2) a travel station at which students had to find and pack items of children's and adult's clothing, brought in by the teachers, called out in the target language, (3/4) "Twister" and "Jacques a dit" which required students to recognize body parts (5) a salsa dancing station, (6) an art and music station where students had to identify artists for prizes (7) a station with a variety of games such as Bingo, and (8) a station where students learned about the Chinese zodiac and how to count in Chinese.

The eight stations were manned by honor society students, while other honor society students guided the young students to the stations. They spent 8 – 12 minutes at each station with three minutes to rotate between stations.

The day was very successful and resulted in greater enthusiasm for language learning as well as increased spirit of cooperation between teachers at the middle and high schools.

TEACHER: Kimberley Harter

SCHOOL: Mexico HS, Mexico, NY

PROJECT: Mardi Gras Magic

Mardi Gras Magic is an evening community service event sponsored by the SHF at Mexico High School which is open to the public. It is a fun filled evening for all ages that serves the purpose of advocacy, cultural exposure with fundraising for a cause. The money raised is donated to a non-kill animal shelter in our area.

The preparation and pre-planning to the evening is key. Space, materials and man- power are needed along with a good amount of publicity. Mardi Gras decorations and materials are ordered, space is reserved, a work schedule is created, punch cards are printed, signs are hung, and event announcements are sent out to our three elementary schools for each student to receive.



The reserved date is a Tuesday with our concept being like a fair with booths where participants can mill around and visit each booth at their leisure. Our time frame is from 6:00 to 7:30 pm and a ticket to enter costs \$2. Set-up, run time and clean-up all happen in one day, from after school until we are done at approximately 8:00 pm. SHF parents are encouraged to attend with their child.



Six booths are normally established. Each booth has a specific activity. For \$2, participants receive a punch card with the name of the activities printed on it. As they complete an activity, the student in charge of that booth punches the card. Our booths include 1) mask making 2) jongleur hat making 3) face painting 4) crepe tasting 5) hallway games with prizes 6) doubloons and necklaces. We float Mardi Gras balloons on the ceiling for the participants to take home which adds to the festive décor. At the end of the evening, a king and queen are chosen by hiding two plastic babies in the foyer. Whoever finds the plastic babies are then donned with robes and crowns and are given a French incentive to take home along with a photo memento.

Each year we receive a lovely letter from the Friends of Homeless Animals thanking us for our donation which renders us all humble and proud.

TEACHER: Bonnie Estes

SCHOOL: South Iredell HS, Statesville, NC

PROJECT: Dîner en Blanc

Imitation is the highest form of flattery, as I admit borrowing this idea from an article in the National Bulletin. I embraced it as a special end-of-the-year dinner with my seniors in SHF and have made it a tradition that they look forward to. (Editor's Note: We credit Stephanie Hill, Glacier High School, Kalispell, Montana with this novel idea!!)

This tradition actually began in 1988 by the Frenchman, François Pasquier. He invited friends to a picnic at an undisclosed location. He gave directions to get there, which also included wearing white, bringing your own table and chairs, and bringing a food and beverage. Once everyone arrived at the public spot, the party began and lasted into the night. Once it was over, however, everyone had to pack up what they had brought and leave the place spotless. Now it has become an international phenomenon. (Check it out on Youtube!)

Naturally, ours is not a surprise. Instead, I push my desks together to form one long table, adorned with white tablecloths. I set up two long tables along the wall, both for food, which students have selected to bring using "Sign Up Genius." As students enter during their normal class time, they partake in their choice of sparkling grape juice or water, in plastic wine cups.



Students have three rules to follow: wear white, bring a French dish to share, and be prepared to speak French. We take many photos and selfies, then select the food buffet-style before returning to our seats. As they visit, I make it a point to stop by each one and have a conversation in French, asking questions such as: where are you going to college? What are you doing for vacation this summer? What's your favorite memory of senior year? Of course I allow the conversation to flow where it will, but everyone gets a chance to speak with me casually one-on-one.

It is a festive, happy environment where they feel special and grown-up. I love this tradition, and plan on keeping it going until I retire.



TEACHER: Zhanna Buzharsky

SCHOOL: Cresskill HS, Cresskill, NJ

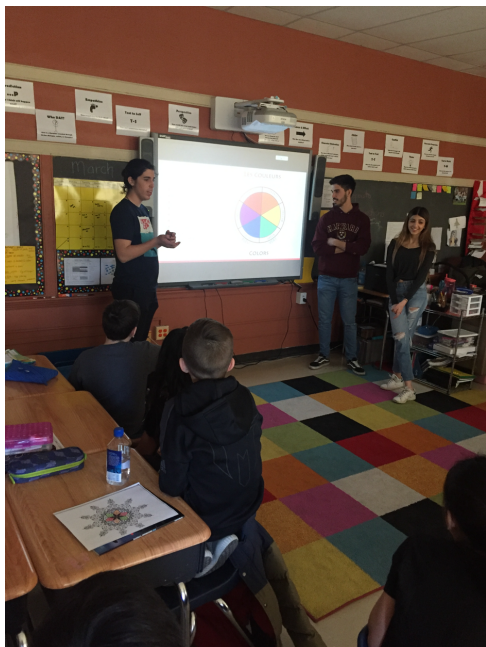
PROJECT: International Day for Elementary Students

International Day at elementary schools in our district is an annual celebration of various cultures and languages. Each year, current and prospective members of the SHF, as well as other students of French, Italian, and Spanish, participate in this activity by creating and conducting lessons in their respective languages.

Suggested themes include simple greetings, numbers, colors, animals, calendar vocabulary, as well as important attributes of Francophone culture. This activity aligns with the pledge of SHF of our chapter to promote French and Francophone language and culture in the community.

On the day of the event, the high school students go to one of the elementary schools where each group was assigned their class, equally dividing the languages to be represented in each of the grade levels. All the lessons this year were very diverse and engaging, and involved both cultural and language aspects. For example, the French students all began their lessons with interactive games and trivia questions about France and French cultural icons. The lessons included identifying important landmarks, products, people; they also mentioned the importance of studying French and some of the connections between French and English languages. Then each lesson had specific objectives such as teaching the students numbers, colors, animals, or calendar. At the end of each lesson, there were interactive review games including kahoot, smartboard activities, and charades.

This experience is an important bridge between the upper-level language students and elementary school students because it encourages the high school students to promote their passion for languages and cultures, and allows the elementary school students to learn through engaging and fun lessons.



TEACHER: Melissa Peroutseas

SCHOOL: North West HS, Germantown, MD

PROJECT: Peer Tutoring

We attribute growth in our SHF chapter to our beliefs that French is an incredibly useful asset, that every willing individual can learn French, and that members, French students, and teachers benefit from peer-tutoring

Our peer tutoring program allows our members to earn service points toward quarterly requirements. The tutoring program is offered in French classrooms every lunch Monday through Thursday and before and after school by pre-arrangement. A SHF leader in charge of sign-up of SHF members uses <https://www.signupgenius.com/> (w/text reminders) or a wall calendar. Before the quarter begins, members have two days to choose sessions before we assign those remaining.

For a session, the member signs in, meets the mentee and clarifies the session's focus. The teacher provides materials and guidance. Tutors don't need to know everything; teaching helps everyone grow! We offer snacks (fruit, energy bars, etc.). To wrap up, participants set a future session and complete an exit card rating the session's usefulness. Mentee names go in an end of the quarter "tombola" (raffle) for muffins or croissants and we post a "Chapeau" list to applaud them.



Students needing tutoring can be shy. Starting each quarter, members briefly visit French classes, levels 1-3, explaining tutoring details. Best of all, their visits put a friendly human face on the process. Teachers get invitation forms* specifying date/time/place (and snacks) to use any time. At interim time, teachers identify students needing help and offer a more extensive invitation, including parent and counselor input.* Students can "shop" for tutors using our member profiles binder* of academic strengths and photos.

SHF members critique the tutoring program annually, develop improvement strategies, and share tutoring success tips to new members. Mentors and mentees bond; each invests in the process and shares success. Our results are encouraging, our process evolving. Please use and modify these ideas to find what works for you...then share!

**documents available – holly_m_danielsperoutseas@mcpsmd.org*

TEACHER: Jennifer Reschly

SCHOOL: Clover HS, Clover, SC

PROJECT: Monthly Conversation Hour

One of my favorite activities as a *SHF* adviser is a monthly conversation hour. I invite all members, along with an open invitation to French 4/AP non-members and other French teachers in my district, to meet at a local café or restaurant for an hour of French conversation once per month after school. I have chosen the same day and time each month (1st Thursday 4-5pm) as a way for students to remember, plus send out a reminder email two days in advance. At first, I chose the closest French bakery, but distance made it difficult for students to attend. I have found that meeting at a local coffee shop still provides an authentic context for the conversation, and more students are able to attend.

At each gathering, there's only one rule- you must speak French for the entire hour! I come prepared with a variety of conversation starters, but sometimes I don't need to refer to those at all. As an ice-breaker, I ask about classes, weekend activities, upcoming plans, work, family, etc. If conversation stalls, I have French trivia cards, and a set of cards with images to prompt a discussion of preferences. Another fun game to use when conversation slows is an app called Heads Up! that will generate a specific topic under various categories, and the group must provide clues to the person with the device without actually saying the topic word.

By taking language out of the classroom and putting it in a real-life context, my students appreciate the low-risk setting, the freedom to enjoy a snack or drink as they chat, and the opportunity to apply and showcase their skills. Even better, I get to see the students beam with pride when members of the community notice and share how impressed they are!

TEACHER: Anne Stekl

SCHOOL: Victor HS, Victor, NY

PROJECT: Veterans' Wall of Honor

“On the eleventh hour of the eleventh day of the eleventh month in 1918, an armistice was signed in France by the Allies of World War One and Germany, effectively ending the war.” Thus begins an announcement that the Société Honoraire de Français at Victor makes every year. Our goal is to call attention to the importance of Veteran's Day in the United States, and to educate our student body as a whole about American connections to France.

In addition to the traditional activities that our chapter sponsors every year for National French Week, we wanted to commemorate the 100th anniversary of signing of the Armistice in France. We decided to take the connection to Veteran's Day a step further. We created a Veteran's Honor Wall to remember those who have served and those who continue to serve our country. Through P.A. announcements, classroom reminders and emails home to parents via our Principal's weekly newsletter,

we asked for pictures of veterans or service personnel. We accepted photographs, email attachments and Google-Docs. The pictures were copied and/or printed on a color copier and then attached to either blue, red or white background paper. Students created a small banner that read “L’Armistice 1918-2018.” They decided that the wall outside of the library would be the ideal placement for the project because it profits from a great deal of foot traffic throughout the day.

We awarded a small prize to encourage student participation. We gave a prize for the picture of the oldest war represented, stipulating that the picture had to be a photograph and not a drawing. This year we would like to award a prize for pictures of any soldiers or of any letters that represent or mention a French-speaking country. A world map showing the location of French territories and the francophone world are part of the plan for this coming year. The project allowed students to commemorate the anniversary of the end of World War I, to recognize historic American-French alliances and to reflect on why there is never school on November 11th. (*Editor’s Note: Pictures of this activity will be available in the Spring edition of L’Elan. We thought it so worthwhile of imitation that we featured it in this edition without pictures.*)

TEACHER: Regina Symonds
SCHOOL: Triton HS, Byfield, MA
PROJECT: May 1 Daisy Celebration

The French Tradition of La Fête du Muguet is such a charming and genuine addition to the French Labor Day on May 1st: “According to French tradition, give those you love a little bouquet of Lily-of-the-Valley (Muguet), to wish them happiness and good luck in celebration of the arrival of spring.”



Our SHF wanted to recreate the spirit of this French tradition within our school. Lily of the Valley is hard to come by as early as May 1st in our region north of Boston. Fortunately, daisies are not hard to come by.

Our local florist sells us the daisies for 75 cents a stem; we sell them for \$2 each with a message in several languages attached by ribbons. Each Society member is asked to sell ten, turn in orders by April 20th, then pick up their bundle on May 1st for delivery.

Each year, our group chooses a charitable organization they wish to serve. So far, while spreading happiness throughout the school, we have served the Saint Boniface Organization in Haiti, a Russian

Orphanage, Heifer International, Triton's own Gradventure when it was in need, Peruvian Hearts, and the Bhadaj Patidar Dharmada Trust in India.

TEACHER: Susan Schmidt

SCHOOL: Falmouth HS, Falmouth, MA

PROJECT: After School French Club

For the past three years, the SHF has been running an after-school French club in our grade 5-6 Middle School, Morse Pond. They have averaged 15-20 students during two of the three sessions the school offers. At least two and sometimes as many as four or five students go for an hour a week in the afternoon to teach a little French to students enrolled in the after-school enrichment program. Each week, they choose a theme of vocabulary to teach. The middle school students enjoy learning a little French and my high school students are very creative, having little games, puzzles and activities to do. The past year, our town reading program, called "Falmouth Reads Together" featured *Le Petit Prince*. I helped the group prepare a lesson based on the novel to share the characters the prince meets in his travels. The students were really excited to do the lesson. I offered to go with them, but they told me "We've got this" so I went to the gym instead!

If you choose to do a similar project, give the students ownership of their classroom, but support in anything they need. Brainstorm vocabulary and activities and let them have fun! The students usually start with greetings and review those, and then choose fun themes and around holiday times and season changes, they often used themed vocabulary. When the Winter Olympics were on, they did winter sports with their class. Our junior high teachers have asked students why they chose French and quite a few have said it is thanks to the exposure during the club! And if this year's numbers going into grade seven are any indication, sixty students selected French, nearly triple the number from the previous year! This is a win-win, our students get to do community service and we get motivated students into our junior high program.

A new section coming to L'Élan!

We are adding a new section to *L'Élan* this year: *Photos de vos activités!* We intend to start with the Spring edition. Please send your photos, along with your name, school, and the activity to editor, Roseann Loreface at aatfelan@gmail.com. Please note that we will not be publishing student names.

CALENDAR

National French Week, November 4 - 10, 2019

www.frenchteachers.org

Deadline for submissions to NFW both essay and video/animation contests on the theme of:

Mon Français, Mon Avenir/ My French, My Future

International Education Week (IEW), November 18 - 22, 2019

<https://iew.state.gov>

Le Grand Concours

Grades 1 - 6 (FLES): February 15 - March 1, 2020

Grades 7 - 12 (Levels 01 - 5): February 22 - March 20, 2020

<https://www.frenchteachers.org/concours>

93rd Annual AATF Convention, July 15 - 17, 2020

Trois Rivières, Québec

National Foreign Language Week, March 1 - 7, 2020

Sponsor: Alpha Mu Gamma

<http://www.amgnational.org/national-foreign-language-week.html>

La Journée Internationale de la Francophonie 2020 - le 20 mars 2020

<https://www.francophonie.org/Journée-internationale-de-la-45683.html>



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