



# L'ÉLAN



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

**AUTOMNE 2020**  
**SERIE 48 NO. 1**

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## SOUS LA PLUME DE LA PRÉSIDENTE...

### Chers collègues,

The year 2020 has brought on many challenges across our nation. School closures from March through the end of the academic year due to the COVID-19 pandemic encouraged us all to think outside of the box and plan creative ways to celebrate the achievements of our young *Société Honoraire de Français* members. The passion and deep concern that AATF SHF sponsors expressed through virtual induction ceremonies, drive-through induction ceremonies, and door to door SHF induction ceremonies was truly inspiring and evidenced a spirit in SHF sponsors reminiscent of Sénèque's philosophy that "*La vie n'est pas d'attendre que les orages passent, c'est d'apprendre à danser sous la pluie.*"

Sadly, in the midst of the COVID-19 pandemic, while we were all "upping" our blended learning game, together we witnessed the horrific last 8 minutes and 45 seconds of George Floyd's life on Monday, May 25th. This academic year, I challenge you to stress that *Black Lives Matter* in your French classes by ensuring that you are teaching not just the French language, but also about *le monde francophone*, its' diversity, and its' inclusivity.

Whether your district plans to return to school with a remote, hybrid, or person to person model, it is clear that

AATF SHF sponsors have been immersed in rich professional development opportunities throughout the summer. We are prepared to guide our students as they pursue their studies of the French language and francophone cultures. Thank you to the 185-300 sponsors who attended the [AATF SHF Webinars](#) offered in May, June, and August by teacher representatives Andrea Isabelli and Tracy Rucker, and me. If you are a sponsor who was unable to attend, click here for the summer 2020 [AATF SHF Webinars](#).

This year, our goals are to focus on inclusivity and blended learning, and to continue to refine our online communication via instagram, twitter, facebook, email, annual reports, or here in l'Élan. We look forward to your participation in our three contests this year. If you have not already checked out our new logo on the SHF certificates, t-shirts, and banners, please do so at the [AATF online store](#). We continue to encourage middle school teachers to open a charter of the *Jeunes Amis du Français*, and we hope that you will also, too! SHF and JAF have a strong hold nationwide; these honor societies offer students another avenue to celebrate hard work and success, and they serve schools by helping secure their French programs. Thank you to the 419 sponsors for voting for our new SHF motto! La nouvelle devise officielle de *la Société Honoraire de Français* est "Avoir une autre langue, c'est posséder une deuxième âme."

We hope that you enjoy this edition of l'Élan. We thank those generous teachers who took time out of their summer vacation to contribute to our resourceful *Bourse aux Idées*, and we look forward to serving you during the year.

*Bien à vous,  
Regina Symonds*



*« C'est impossible », dit la Fierté  
« C'est risqué », dit l'Expérience  
« C'est sans issue », dit la Raison*

*« Mais essayons »  
murmure le Cœur*



Like Us On  
Facebook!

Please join us as one of the over 1001 members on our page. 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.

AND JOIN US ON:



**FACEBOOK:** <https://www.facebook.com/groups/aatfSHF>

**TWITTER:** @aatfshf

**INSTAGRAM:** @aatfshf

**21st Century, we have arrived!!!**

# CELEBRATE!!

## 70 years of SHF!!



In the Spring edition of l'Elan, the incredible history of the *Société Honoraire de Français* was noted. In this issue, we would like to call attention to some of the oldest of chapters that are still active today.

**1973**

Pine Crest School, Fort Lauderdale, FL

**1974**

R.J. Reynolds HS, Winston-Salem, NC  
Falls Church HS, Falls Church, VA

**1975**

Myers Park HS, Charlotte, NC  
Mt. St. Joseph Academy, Flourtown, PA  
Champaign Central HS, Champaign, IL  
York Community HS, Elmhurst, IL  
Lafayette HS, Williamsburg, VA  
St. Mary's Academy, Englewood, CO  
North Andover HS, North Andover, MA  
Central Regional HS, Bayville, NJ

### UPDATED MEMBERSHIP 2020

<b>NEW CHARTERS:</b>	<b>SHF 27</b>	<b>JAF 4</b>
<b>ACTIVE CHARTERS:</b>	<b>SHF 2091</b>	<b>JAF 60</b>
<b>REACTIVATED CHARTERS</b>	<b>SHF 47</b>	<b>JAF 2</b>

## FOCUS ON HEADQUARTERS

**KUDOS** to our office staff: April Anthony, Lindsey Gibson and Sarah Williams and, of course, to our Executive Director Jayne Abrate, who persevered in serving the needs of our teachers during the unprecedented challenge of a pandemic. Ordered by the governor of the state of Illinois to close their doors on March 20, they anticipated being able to easily work from home. However, the orders continued to come in at a frenzied pace, a testament to the dedication of French teachers. And so the staff adapted!

They devised a schedule of alternate days when they would be in the office to process and print orders; enter, box and ship orders; prepare Senior and Excellence Awards; box and ship material orders and in general do whatever necessary to complete orders and send them on their way. What great teamwork!!*(Editor's note: my thanks to Lindsey Gibson for providing this insight into the workings at AATF headquarters.)*

FYI:

- ✦ Orders are accepted via email, fax, online and snail mail.
- ✦ Orders are processed in the order in which they are received.
- ✦ During peak season, 5 - 7 business days are required.
- ✦ Membership is checked. All sponsors must be active AATF members and charters must be active.
- ✦ Orders should clearly state the sponsor's name.
- ✦ If certificates are ordered, a complete list of student names should be included to prevent delays.

Important information to share:

- ✦ Webinars held this summer are now available on the AATF website.
- ✦ There is a new online store! You will need to create a new account and login.
- ✦ National French Week this year will be November 4 – 10, 2020. Suggestions for celebrating are available on the [website](#).
- ✦ The staff will be happy to answer any questions and assist in any way.

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## **IMPORTANT: Teacher Representative Elections 2020**

**An election will be held in November for one of the two Teacher Representative positions on the SHF National Council. All sponsors will be asked to participate in online voting. The term of office is three years, January 1, 2021 through December 31, 2023.**

### **Responsibilities:**

- ◆ Serve on three contest committees (December, January, February)
- ◆ Read annual reports and request article for *la Bourse aux Idées* (July)
- ◆ Co-host the annual SHF breakfast and SHF session at the AATF convention
- ◆ Attend the SHF National Council meeting (July)
- ◆ Consult and comment on the SHF Facebook page
- ◆ Assist the president when needed on matters such as SHF materials
- ◆ Vote on new initiatives

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](mailto:abrate@frenchteachers.org), by October 31, 2020:

- ◆ Present position: position, institution, city, state, starting date
- ◆ Teaching career
- ◆ Education
- ◆ AATF: member since year, AATF position(s) held, date(s)
- ◆ Other language organizations: member since year, positions(s) held, date(s)
- ◆ Honors and Awards: given by, year

Include a **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) and a **photo** in a digital format.

The above information will appear on the ballot in November. Thank you so much for your dedication to AATF and SHF!



## CREATIVE WRITING CONTESTS

AATF is delighted to once again offer students in both the *Société Honoraire de Français* and the *Jeunes Amis du Français* the opportunity to write creatively and have their winning essays published in the spring edition of this newsletter. Detailed instructions guiding both teachers and students in this writing are listed [here](#) for the SHF contest and [here](#) for the JAF contest. (*Editor's note: In keeping with the privacy policy of the AATF, students will not be publicly identified.*)

### Concours 2021—SHF Creative Writing/Composition Originale

Catégorie A = Niveaux 2 - 3

Catégorie B = Niveaux 4 - 6

The topic for this year's writing competition is:

*Si tu pouvais être le personnage d'un film francophone de ton choix, lequel serais-tu et pourquoi?*

### Concours 2021—JAF Creative Writing/Composition Originale

Directions: Take a picture and then tell the story of that picture! Be sure to include a title for your photo and story. You may take a picture of anything, but it has to have three "characters" in it. The characters can be anyone or anything - people, animals, a pencil - whatever. Then, describe the picture; be sure to respond to the following questions in French based on your picture:

- ◆ Qui est dans la photo?
- ◆ Que font-ils/elles?
- ◆ Que pensent-ils/elles?

# **La Bourse aux Idées**

*Editor's Note: Contributions for "La Bourse aux Idées" are solicited from teachers when they submit their annual report. The articles reflect the activities undertaken by SHF and JAF chapters in addition to activities sponsored by French Clubs and those done in class. In this issue, it is obvious that many activities and events reflect the influence of COVID-19.*

*Future articles may be submitted in English or en français. All chapter sponsors are encouraged to submit ideas to share with colleagues. Contact the editor at [aatfelan@gmail.com](mailto:aatfelan@gmail.com) to obtain submission information.*

**Teacher:** Sarah Evans

**School:** Central High School; Cheyenne, WY

**Project:** French Conversation Day

Perhaps many of you, like me, first experienced world languages with a teenage tutor in an elementary classroom. I learned the basics of French, Spanish, and German throughout 6<sup>th</sup> grade from local high school students who seemed *so* adult. At recess, we hotly debated which language we would choose in junior high.

These programs have mostly disappeared because of student driver liabilities and increased demands on elementary teachers – a great loss. Last year, when many of my French club students expressed interest in elementary school visits, I decided to seek a new approach.

After reaching out to elementary principals in our area, I was put in touch with the 5<sup>th</sup>/6<sup>th</sup> grade team at an interested school. We determined a monthly 45-minute session was a realistic starting place, and they coordinated a functional time slot.

My French club and SHF students were responsible for determining lesson content. We held after-school brainstorming sessions, and students modeled possible teaching techniques on each other.

They focused on basic vocabulary and phrases with lots of games and interaction.



I helped organize their ideas, and a TA modified French I materials to fit their plans.

About 25 students signed up for the project, creating a team of four to five students for each elementary classroom. Once the club created a lesson outline, groups met individually to work out customized plans and assign roles. Their group size permitted small group activities led by individual students.

My principal agreed to pay for our monthly buses last year; this year we are writing a grant. On tutoring days, I excused students from an hour of class and a parent chaperone accompanied them on the bus. In May, we hosted a cultural celebration in our school's cafeteria and invited participating elementary students and families. We made crêpes, played games, and created maps and artwork and students had their "French passport" stamped at each station.



In our end-of-year meeting, our partner teachers were effusive about their students' experiences and eager to continue the project. We hope to

add another school and involve our Spanish department this year and are eager to observe impacts on junior high enrollment.

**TEACHER:** Natalie Dyer

**SCHOOL:** The Gunnery; Washington, CT

**PROJECT:** French Lunch Table

To celebrate National French Week, our French Club organized a "French Lunch Table." This celebration fostered an appreciation of cultural diversity and intercultural communication. The head of our French Club reached out to our dining service and they kindly provided delicious French cheese, bread and pastries. Students from the French Club sent out email invitations and also made announcements inviting the whole community to the lunch table. Fortunately for us, we had two students from Cameroon at The Gunnery and they and the AP French students encouraged the beginner French students to say phrases such as

"*je voudrais manger du fromage*" or "*d'où venez-vous?*" In order to earn a pastry or other food, the students were really encouraged to say and repeat a phrase after a native speaker. The teacher only stepped in a few times to encourage the conversation which also lapsed into English when the students were curious about francophone Africa or other francophone countries in the world. The best part of the experience was the informal and fun ambiance created among the students who might not have met each other without this celebration.



I highly encourage hosting a lunch or breakfast table which is student run; it allows for natural language to develop and really lets students ask each other questions about where they are from in a respectful and meaningful way. The students gained an appreciation for francophone culture from this celebration. It is easy to carry out and a lot of fun!

**TEACHER:** Maryse Peressin-Hay

**SCHOOL:** The Pine School; Hobe Sound, FL

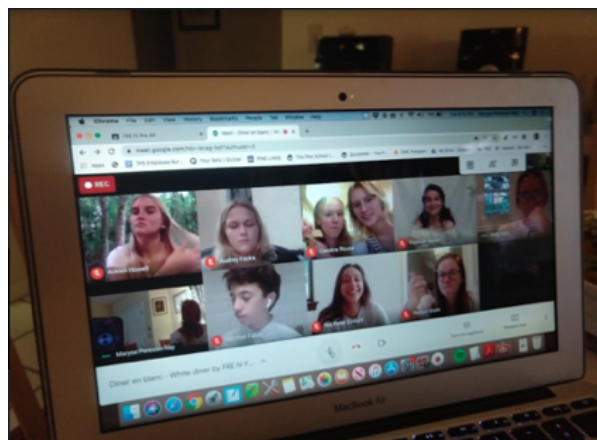
**PROJECT:** Dîner en blanc

Un dîner en blanc pour clôturer notre première année de participation à la SHF, c'est ce que nous avons prévu en classe de French IV. Le COVID -19 nous a forcés à revoir nos plans. Alors, nous avons préparé et partagé notre dîner de façon virtuelle. Après avoir compris ce qu'elles devaient faire, les élèves ont préparé leur plan de bataille: elles ont lancé une invitation pour leurs paires de FRE III et quelques professeurs. Pour expliquer l'origine de cette fête et partager tous les détails à connaître, elles ont filmé leur invitation sur Google MEET, avec tous les détails nécessaires, en français et en anglais pour les invités non-francophones. Puis elles ont envoyé une invitation avec "Evite" et un lien pour joindre le "Meet" du dîner.

Mardi 26 mai, à 6h, nous nous sommes tous retrouvés sur l'écran, habillés en blanc, et nous avons présenté les plats que nous avons préparés, français si possible et de couleur blanche. Après avoir mangé et commenté les plats - comme



nous l'aurions fait en classe - il était temps de s'amuser un peu. Tout d'abord, nous avons joué au "Kahoot du dîner en blanc", puis au jeu des "petits gâteaux sur le front à glisser dans la bouche", et pour terminer, "Les Jeux Olympiques du dîner en blanc". Les participants devaient chercher des objets blancs de diverses parties de la maison et les montrer aux juges. Essoufflement et cris de guerre garantis pour terminer notre petite soirée numérique.



A noter que tout le travail d'organisation, ainsi que la présentation du dîner lui-même ont été effectués par les élèves. Les Dieux de l'Internet étaient avec nous, heureusement, et il n'y a pas eu de problème technique.

Cette petite aventure en blanc a ravi tous les participants et nous a aidés à terminer cette année scolaire étrange sur une note très positive. La responsabilité de préparer la nouvelle édition repose sur les épaules de FRE III l'an prochain et ils se sont déclarés enthousiastes et prêts pour le challenge.

Ce projet a inclus beaucoup de technologie par obligation, pas par choix. Il nous a forcés à réfléchir et résoudre des problèmes auxquels nous n'aurions pas fait face si nous avions été physiquement en classe. Cela en valait vraiment la peine et nous nous souviendrons tous de cette joyeuse affaire.



Je tiens à remercier mon ex-collègue de Iredell county, NC, Bonnie Estes, qui m'a inspirée pour cet événement, qu'elle a organisé "live" plusieurs fois avec succès avec ses seniors. J'espère que vous serez inspirés par cet article pour demander à vos élèves d'organiser eux aussi un dîner en blanc!

*Editor's note: The filmed event "Dîner en blanc" can be viewed [here](#).*

**TEACHER:** Margaret Kopp

**SCHOOL:** Hereford HS; Parkton, MD

**PROJECT:** Middle School Outreach

When students are inducted into the *Société Honoraire de Français*, we emphasize that we are a service organization and, as the oath states, one of our missions is to promote the study of the French language and francophone culture in our school system. Each year, our members are asked to reach out to the 6th, 7th, and 8th grade students at our feeder middle school both to welcome new French language students to the study of French and to encourage students already studying to continue their studies through high school.

Given that so many of our members struggle to find time to dedicate to the many activities which they participate in, we developed a streamlined system of "*cartes postales*". We send them to the middle school students three times during an academic year. At three meetings or through class, SHF members receive blank index cards (size can vary) about 4-5 each, but this could vary depending on the number of middle school French language students to the number of SHF members.

On one side, students create a decoration according to a theme we have chosen and on the back side the students write a personal message to the middle school students in French or English, depending on the grade level of the student. We start by welcoming 6th grade students in their first year of French language studies during National French Week in November. These we write in English. We then send postcards in French to the 8th grade students just prior to scheduling time for the next academic year with reasons for continuing their study of French at the high school level. For grade 7 students, we generally send a postcard around Mardi Gras or *la Semaine de la Langue Française* - also in French. At our meeting and in class, I provide markers and other materials for decorating and members can also complete the post cards at home. I then mail or drop the postcards off at the middle school for distribution by the teachers.

This has been a popular and easy way to connect in a small way with our feeder school and members look forward to this activity each year.





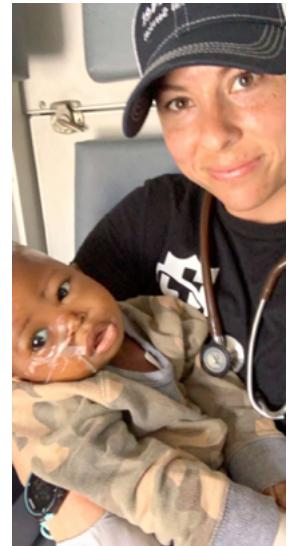
**TEACHER:** Alice Amick

**SCHOOL:** St. Teresa's Academy; Kansas City, MO

**PROJECT:** Hearts for Haiti



The SHF and French Club work together to support our French program in many ways, including a joint service project. For several years, we have had the honor of partnering with a registered nurse, to support private medical missions to Haiti that provide family healthcare and emergency services in underserved areas.



Here is our plan of action:

- ◆ We like to schedule the Hearts for Haiti fund drive near Valentine's Day – fitting for an appeal to open hearts to the needs of others.
- ◆ We begin publicizing the fund drive a week in advance with fliers designed by a French student and midday announcements by our members that may include fun facts or current events about Haiti.
- ◆ We request a \$2 donation from interested students, faculty and staff in exchange for a dress-down day on a designated future date. (In past years, we challenged each grade to compete in collecting supplies, but found that transporting supplies to Haiti was not cost-effective.)
- ◆ Our registered nurse partner visits our campus during the fund drive to share her experiences in the field ... some heart-warming, some harrowing, all reflecting a spirit of outreach, love for the patients and appreciation of Haitian culture – including its famous Soup Joumou, a symbol of Haiti's independence.

121212

This grass roots fundraiser opens the students' eyes to francophone culture in and near the United States and has inspired several students to pursue French along with medical studies.



**TEACHER:** Stephanie Chamberlain

**SCHOOL:** Clear Creek HS, League City, TX

**PROJECT:** Serving the Community

As teachers, we value the lessons and sense of worth our students gain in getting outside of themselves and serving others.

This year, our charter joined forces with our high school's French Club, Spanish Honor Society and a local non-profit organization called 4B Disaster Response Network. Our service project was to help elderly couples to replace the floors in their homes that were impacted by Hurricane Harvey in 2017.

Although it has been three years since Harvey hit our area, there are still people who are struggling to recover from the devastating floods.

Together, we were able to serve our local community, and I saw the joy that my students had in their faces while they volunteered their Saturday to help others. The vice president and president of our *Société Honoraire de Français* organized this service project on their own with little facilitation on my part. They stepped up as leaders and allowed their peers to rise and serve. Following the service project, I organized an outing to a local French-themed restaurant so that we could end the day on a fun note and bond together.

Looking back, our vice president said, "Any group that helps contribute to the betterment of our community is one I am proud to be part of and SHF really embodies that ideal." Look into your own community and see how your charter can serve. You won't regret it!



**TEACHER:** Laura Emmer  
**SCHOOL:** Westlake HS, Westlake, OH  
**PROJECT:** Community Food Drive

Our SHF chapter hosted a non-perishable food drive in the Spring of 2019. The goal of this project was to help students realize that people everywhere need help putting food on the table, including locally. We contacted a local food bank and asked for specific items that would be helpful to them, and once we had a list, we were able to publicize the drive.



Our SHF chapter made posters to advertise and encouraged students in the entire French program to donate items. To provide incentive to contribute goods, we created a competition between all of the high school French classes to see who could donate the most items in

hopes of earning a class party. Because some classes are considerably larger, we calculated each class total by dividing the number of non-perishable items by the number of students in the class to compare percentages and make the totals more equitable. Each day of the drive, a shared Google Sheets was projected to track contributions from each French class. The friendly competition between classes in our French program got everyone excited to participate and definitely impacted the total contributions in a positive way! At the conclusion of the weeklong drive, SHF officers counted and delivered the contributions to a local food bank.

We are proud of the motivation of our students and their desire to serve their community in such a relevant capacity. As we continue this food drive tradition, we look forward to growing our contributions and spreading the good in our community in future years.

**TEACHER:** Vanessa Spallone

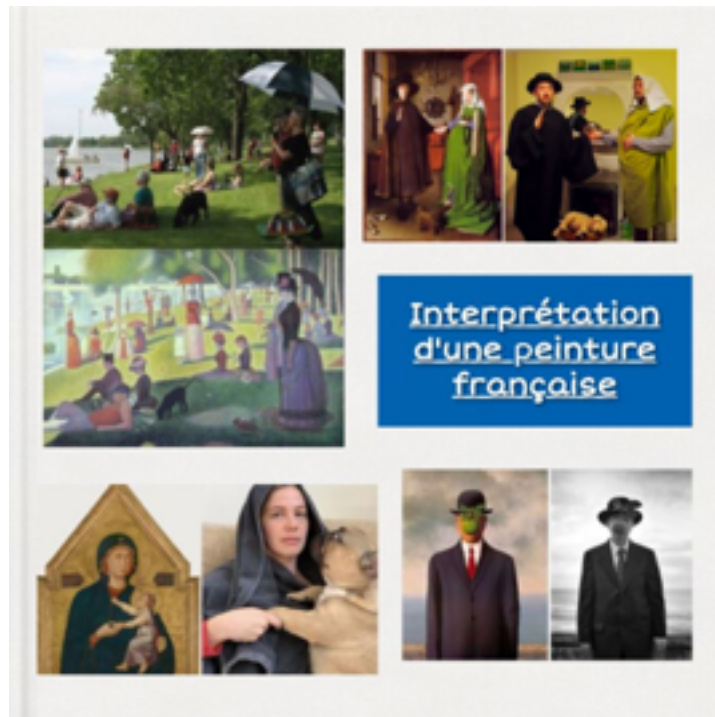
**SCHOOL:** Trinity Preparatory School, Winter Park, FL

**PROJECT:** Book Creator

Remote learning certainly brought its challenges as many teachers can attest to. Deciding to switch gears and do something different and creative to keep my students engaged, I developed a project using BookCreator and inspiration from a colleague in the Fine Arts department who shared pictures of her students posing as characters in famous paintings. I incorporated a bit of grammar, French reading, writing and speaking practice mixed with technology integration, history, art and creativity!

The project took approximately two block days and time outside of class for the reenactment of the painting. I created one book for the entire class, made each student a collaborator and gave each one a page to complete. I encouraged some mischievous students to create their own book and make me a collaborator. This was easily combined into one book with unwanted edits!

First, I asked each student to select a French painting that was appealing. They had to read about the painter and the story behind the work of art (preferably on a French website). Next, they wrote in the target language in a shared Googledoc an explanation of why this work was chosen using a conditional sentence as the introduction: “*Si j’étais une peinture française, je serais...*” The attraction could have been scenery, colors, style, humor, characters, etc. This was a painless way for students to review novice vocabulary.





While students worked individually on their writing, I met individually in breakout rooms where I gave personalized feedback on the essays. They were able to review their work and record the finished product on BookCreator.

Finally, *la cerise sur le gâteau*, they recreated the painting with whatever they could lay their hands on at home (we were quarantined), took a picture and then added it to their page in BookCreator.

End of the year questionnaires attested to the fact that they LOVED doing it; so did their parents and the administration appreciated my sharing of it. A great way to promote your program!!

**Our final product can be accessed [here](#):**

**TEACHER:** Fanny Clonch

**SCHOOL:** Curie HS, Chicago, IL

**PROJECT:** Surviving Covid-19

Comme beaucoup d'entre nous pour esquiver cette pandémie de la COVID-19, j'ai sauté à pieds joints dans le confinement, tout en respectant les directives de notre maire et de notre gouverneur ainsi que celles de l'équipe médicale et scientifique de notre état de l'Illinois. J'ai également comparé notre situation avec celle de la France et de l'Italie. Ainsi, je savais que le confinement n'allait pas être de courte durée. C'est sur les chapeaux de roues que j'ai démarré les cours en ligne sans bien savoir quelle plateforme utiliser hormis google classroom. Pas question de lâcher prise, il fallait continuer à préparer les élèves aux examens du baccalauréat international et du AP.

En me rendant compte de la difficulté de maintenir le contact, j'ai proposé à mes élèves des défis hebdomadaires qu'ils devaient accomplir si possible en famille. Avec l'aide des amis et de ma famille pour les idées de recettes, celle de mon mari pour le tournage et celle de ma fille pour le montage, j'ai créé des vidéos de recettes françaises faciles à réaliser. J'ai baptisé la série "A table avec Madame Clonch". J'ai aussi proposé aux élèves des exercices de sport, pilate, danse et méditation au choix. En moyenne, j'ai eu 75% de participation.

En ce qui concerne les oraux des examens du BI et de l'AP, il y a eu 100% de participation. Ouf, le plus dur était passé, mais comment reconnaître et célébrer ceux et celles qui se sont impliqués jusqu'au bout tout en maintenant d'excellents

résultats. L'idée m'est venue alors que je discutais avec mon amie Pascale, propriétaire de Bonjour Café, une excellente pâtisserie à Hyde Park. J'avais déjà commandé les certificats de la *Société Honoraire de Français* à l'AATF. J'ai décidé qu'une fois les certificats reçus, j'irai les livrer moi-même aux élèves. J'ai passé commande auprès de Bonjour Café. Histoire de marquer le coup, chaque élève allait recevoir une baguette, et un sachet de friandise dans lequel il y aura un macaron, un croustillant, un financier et un sablé aux pistaches. Il ne me restait plus qu'à prévoir une date et à téléphoner aux parents pour avoir leur accord et les prévenir de mon passage. Une collègue m'a suivi dans sa voiture, (distanciation et geste barrière obligeant) et a filmé la remise de récompenses aux élèves qui ont si bien travaillé.

J'aurais aimé féliciter autrement la réussite des lauréats, mais je suis contente d'avoir pu en revoir certains et leur dire au revoir une dernière fois avant que l'année ne soit terminée et avant qu'ils ne s'envolent pour les universités.

*(Editor's note: The series of recipes developed by Mme Clonch can all be accessed on [youtube](#) if you search for "A Table Avec Madame Fanny Clonch" And the video created to record home visits for induction can be viewed [here](#).*

**TEACHER:** Juanita Donnelly

**SCHOOL:** The King's Academy, Sunnyvale, CA

**PROJECT:** International School Partnership

Our *Société Honoraire de Français* has enjoyed a partnership with the Silicon Valley International School in Palo Alto for the last two years. Six to eight times per year, our members visit the school and read books in French to the kindergarten students. At the kindergarten teacher's suggestion last year, we chose books that followed the themes the kindergarten students were studying in class.

To prepare, our students select the books they want to read and practice reading them aloud with our French teachers who help with pronunciation, expression, and vocabulary. When we visit the school, the kindergarteners are divided into groups of 3-4 students for each of our members.



After reading the preselected books, the kindergarteners usually bring other books to our students to read. They also play games with them. This experience provides an excellent opportunity for our members to practice their French authentically and gives kindergarten students exposure to older students. It has been an excellent experience for everyone. We will look for ways to continue the partnership remotely this year.

**TEACHER:** Laura Faga

**SCHOOL:** Lewis S. Mills HS, Burlington, CT

**PROJECT:** Marché de Noël

In December 2019, our World Language department had a door decorating contest. I recreated the cathedral in Strasbourg on my classroom door. Using some brown kraft paper, my family and I sketched its outline. In school, I enlisted the help of students to continue the work. Students came by during free periods to continue to decorate the facade, stained glass windows, and the spire. Next to my door, I posted pictures of the famous cathedral and included a picture of the cathedral during the *Marché de Noël*. It was important that students see the real cathedral, as the one on my door had taken on a Disney-like quality and was more colorful than the actual cathedral!

Seeing the cathedral with its decorations for the holidays was the inspiration to organize a *Marché de Noël* in our hallway. On the last day before the holiday break, the WL Department and the National Foreign Language Honor Society (NFLHS), which includes a chapter of the SHF, invited all students and staff to join us at our *Marché de Noël*.



Outside each decorated door, we offered some sort of an activity like those found at Strasbourg's famous *Marché*. We had a "stand" with food and one with drink (*croissants, pain d'épices, chocolat chaud*). At another, students got face paint and temporary tattoos in the language of their choice. Throughout the event, students representing each of our languages sang holiday songs. Another stand sold (gave away!) language related holiday gifts such as ornaments,



handmade French notebooks, French pencils, and more.

This event had an overwhelming positive response from students and staff. Our principal and superintendent both attended as well as other members of the faculty. I overheard a student say to another in the hallway later in the day, “Were you in this hallway this morning? It was so fun!”. We had planned to improve on this event for 2020, but for now, this one will be on hold.



**TEACHER:** Nicole Tartaglia

**SCHOOL:** Manchester Regional HS, Haledon, NJ

**PROJECT:** Starting a New SHF Chapter

The year 2020 saw the first students at our school inducted into the *Société Honoraire de Français*. Enthusiastic student leadership and supportive administration have helped the SHF become a visible presence at school events, fundraisers and peer tutoring. Upper level students also became the first to sit for the New Jersey State Seal of Bi-literacy exam.



To hone their craft, advanced students wrote their own chapters to add a planet to St Exupéry’s classic, *Le Petit Prince*. Level II, III and IV students communicated with pen pals at Point Levy School in Québec. In November, they had the opportunity to meet these pen pals while spending five days in Québec and Montréal to immerse themselves in *le monde francophone*. In March they participated in French Day at Montclair State University with over 400 French students from around New Jersey.

During distance learning, Manchester’s French students have continued to thrive. Each gained and demonstrated proficiency using various apps and programs to enrich their listening, speaking and reading abilities and have proved themselves to be diligent and future

ready. New SHF inductees, their families and friends gathered virtually to celebrate their excellence and were honored in a video produced by staff and administration. Now, as Manchester evolves to meet the new normal, students will use their experiences to forge the next phase of their renaissance.

**TEACHER:** Sylvia Simard-Newman

**SCHOOL:** Cannon School, Concord, NC

**PROJECT:** Foreign Language Competition

Students at our school participate in a foreign language competition at UNC Chapel Hill called “Learning Through Languages Symposium”. Held every December, it offers students a unique way to conduct and present research in their language of study. Teams of two to three students choose from one of six research tracts (Contemporary Africa, Asia, Europe, Latin America, Middle East and North Africa, or Russia and East Europe) and write a two to three page informative paper on a topic related to the track of their choice. They then create a project to represent this. Last year they were recognized for their research on the topic of the plight of women emigrating through North Africa.



A similar opportunity is sponsored by Lenoir-Rhyne University and open to students across the state. All levels of French can participate giving the students the opportunity to showcase their language, research and presentation skills in a scholarly environment. Categories include poetry, theater play, culture trivia, extemporaneous speaking and group singing with specific rules given for each category. Depending on the category, costumes are sometimes permitted. There is a registration fee per student and all must register in advance and travel to the site. Many of my students are eager to participate and I always have many volunteers. The event is scheduled for April of each year.

**TEACHER:** Sarah Birdsall

**SCHOOL:** East Aurora HS, Aurora, IL

**PROJECT:** A Taste of France to Las Posadas

Each year at our school, it is a Christmas tradition to celebrate *Las Posadas*. This is a district-wide celebration of culture filled with dancing, live music, student performances, and food booths selling tasty treats. It is one of the most popular community events and is widely attended each and every year.

To bring the flavor of France to this event, SHF students decided to sell nutella filled croissants at their booth. The group used its funds and purchased croissants, Nutella, and strawberry jam from Costco. Students made posters, set up the festive booth, assembled the custom orders, and attracted customers throughout the day. Many attendees noted that this was their first time trying a croissant and they loved them! The SHF booth had the largest line (and biggest profit). It was certainly a successful fundraiser and one that this SHF chapter hopes will become a tradition for years to come.



**TEACHER:** Karen Waddill

**SCHOOL:** Hampton Roads Academy, Newport News, VA

**PROJECT:** Summer Review Session

Our backyard turned into a classroom on a couple of occasions this August when I invited a handful of students over for some afternoon fun. The purpose was threefold: to evaluate my first year students whose interest in learning diminished markedly when schools went online last Spring, to offer an opportunity to SHF students who enjoy tutoring, and to try out some new-to-me online platforms for teaching.

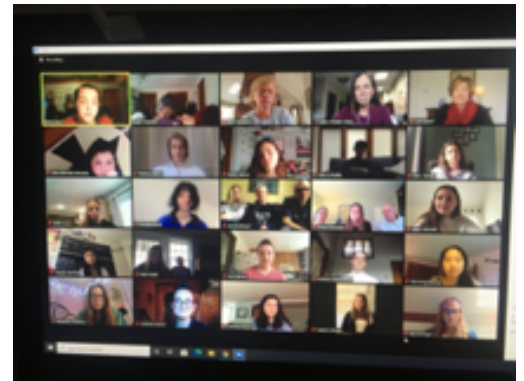




*Brioche au chocolat* and *limonade française* were the reward for a brief grammar review of subject pronouns, -er verb conjugations, and syntax which centered on actions associated with playing a game of cornhole: *affronter*, *jeter*, *gagner*, *s’amuser*, etc. Before play commenced, we brainstormed typical interjections such as: *Hop! Voilà! Ça y est! Dommage ! Zut !* There was more of the latter as teams struggled to send the petits sacs through the cornhole, but everyone had fun. This is an activity I definitely plan to repeat on the school grounds this autumn.

# ÉCHANGER >>> <<< POUR S'ENRICHIR

Imitation is the highest form of flattery! Let your colleagues inspire you!



**Susan Schmidt, Falmouth HS,  
Falmouth, MA**



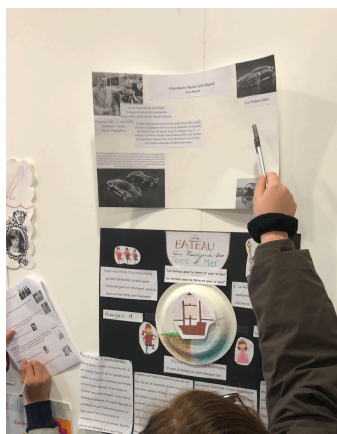
**Cindy Lepore, Liberty MS,  
Madison, AL**



**Fanny Clonch, Curie HS, Chicago, IL**

**Karen Waddill, Hampton Roads  
Academy, Newport News, VA**





**Brandy Davis, Lakenheath HS,  
Brandon, England**



**Elsa Conrad, Londonderry HS,  
Londonderry, NH**

## *Société Honoraire de Français — Jeunes Amis du Français*

2020 National Council Meeting  
Tuesday, August 4, 2020, via Zoom

*In attendance: Regina Symonds (President, SHF-JAF), Andrea Isabelli (Teacher Representative), Tracy Rucker (Teacher Representative), Jayne Abrate (Executive Director), Roseann Lorefice (Editor-l'Elan), April Anthony (SHF Secretary).*

Items discussed:

◆ Goals for 2020-2021:

- \*increase visibility within the AATF general membership
- \*increase in the number of teacher participants in the three SHF - JAF contests. Have a special article in the fall l'Elan; more mention of the contests in email deadline reminders; more mention on Facebook.

- ◆ Election:  
There will be a vacancy for teacher representative for 2021-2023.  
Information will be announced in the fall l'Elan.
  
- ◆ Our motto:  
Members will have the opportunity to vote on this.
  
- ◆ 2020 Travel Award Report  
Due to the COVID-19 pandemic, sadly almost all winners' trips were cancelled. As a result most have returned their \$1000 awards to AATF headquarters where the funds will be reserved in their name to be used at a later date for francophone travel.
  
- ◆ Facebook:  
Members 989 to date. Only requests made by members are accepted.
  
- ◆ Annual Reports:  
We received 1070.
  
- ◆ Online store:  
New products with the new AATF logo are available.
  
- ◆ Website: updated
  
- ◆ 2020 is AATF's 70th Anniversary.
  
- ◆ Headquarters Report:  
  
JAF —4 new charters, 60 active charters, 2 reactivated charter.  
SHF— 27 new charters, 2048 active charters, 47 reactivated charters.  
TOTAL ORDERS RECEIVED: 2384. Breakdowns were given to note increase and/or decrease of specific items ordered.

# CALENDRIER

November 4 - 10, 2020	National French Week
December 7, 2020	Deadline: JAF Creative Writing Entries
January 11, 2021	Deadline: Travel Award Entries
February 1, 2021	Deadline: SHF Creative Writing Entries
February 14 - March 1, 2021	Le Grand Concours, Grades 1 - 6 (FLES)
February 17 - March 31, 2021	Le Grand Concours, Grades 7 - 12 Levels 01 - 5
July 19 - 22, 2021	Annual AATF Convention New Orleans, LA

## **A noter: 2021 - l'Année de la Paix**

**2021** est proclamée Année Internationale de la Paix et de la Confiance pour mobiliser les efforts de la communauté internationale afin de faire régner durablement la paix, la solidarité et l'harmonie, a dit l'Assemblée Générale dans sa résolution





*The **AATF** is an inclusive association, which seeks to build, value, honor and cultivate diversity. Associations that are diverse in age, race, ethnicity, faith, gender identity, sexual orientation, physical or mental ability, and perspectives are better associations. To this end, we seek to create a community where educators from any background can promote francophone cultures around the world.*

*L'Elan, Bulletin de la Société Nationale de Français et des Jeunes Amis du Français, is a non-profit publication which operates under the auspices of the **American Association of Teachers of French**. It is published in the Fall and Spring as a service to its members and sponsors and other World Language professionals.*