



Lycée Sainte Anne, Brest - CDM overview 2002 - 3

Key Contact for CDM: Nicola Nield nield@sainte-anne-brest.net

- We have developed a course for students in Première aimed at familiarisation with the 'declinaisons' and developing their research and presentation skills through in-depth exploration of a few elements from the 'declinaisons' (chosen by CDM teachers depending on their interests but including at least one element from each of the 3 'declinaisons').
- By the end of the year, they will have chosen and refined their research question and started making contact with their partner.
- In Terminale, focus will be on developing their project and preparing the final presentation, the teachers taking on more of a mentor role. Presentation skills and reflective discussions will also be worked on.
- We will review and adapt at the end of the year and as more information becomes available.
- Students have 2 hours per week and are taught by the LVA teachers (replacing their LVA lessons). They have 2h CDM, 4h ACL and 4h HG (2 in English, 2 in French) so 10h Inter.
- There has been one formal assessment per semester in Première (oral presentations).
- Access offered to ASIBA masterclasses and UNIFROG webinars and MOOCS as opportunities arise.
- 1ère trips to UK have been developed with many CDM focused opportunities in mind.

Student booklet:

Students are regularly encouraged to use their booklets for reference to 'declinaisons' and mark scheme and to log sources of information. This will be an online folder next year.

Positive points:

- Development of autonomy in thought process
- Better research skills/discrimination of reliable information
- Little pressure if timeline respected over the 2 years
- Students can follow their own fields of interest

An idea of the scheme for 1ère:

CDM Scheme 2022-23 Brest

1	Presentation of CDM. Look at the booklet - déclinaisons, timeline, expectations, outcome
2	Brainstorming: What comes to mind when thinking about “the British Isles”? -> the UK? Creation of British Isles map with stereotypes.
3	What does it mean to be British? (pupils’ opinion / Brits’ opinion)
4	Timeline game: waves of immigration to Britain
5	Poem “The British” de Benjamin Zephaniah
6	Presentation theme Fake News (song/video from Ellen DeGeneres). Work on vocabulary linked to theme
7	(Fake) News game - sorting and determining what is fake news and how to find reliable sources
8	Feedback on research and reliable source finding
9	“InfoZones” lesson from “News Literacy Project”
10	industrialisation / welfare state / deindustrialisation / urban regeneration (theoretical) [case study: Manchester] - creation of model industrial towns
11	Research technique: Research to develop on a British town with industrial background, conservation of buildings or not...
12	ORALS: presenting your results - explaining techniques used to find results (critical analysis of the process)
13	British identities - links with brexit / multiculturalism...links to déclinaisons
14	Solo Exploration by students - create a google doc to be shared with teacher listing sources, themes and questions
15	Thematic videos available for students to watch and develop questions.
16	Looking at how to formulate and re, re, re, re formulate thesis statements
17	Preparing a plan - how can they respond to their thesis statement, what message do they want to pass, list possible pitfalls and solutions
18	research phase - confirm (or not) question chosen (teacher available for support and advice)
19	project - start thinking contacts too

