



Séquence 1

Let's Be a Team!



1. Let's talk about feelings

2. Feelings at school

3. Teamwork, Empathy and Active listening

4. Resolving conflicts peacefully

Dans cette séquence vous allez apprendre à :

-
- ⇒ Parler des émotions en général
 - ⇒ Exprimer des émotions en lien avec l'école
 - ⇒ Parler du travail en équipe
 - ⇒ Comprendre ce que sont l'empathie et l'écoute active
 - ⇒ Gérer les conflits grâce à la CNV (Communication Non Violente)

Tâche intermédiaire : En petits groupes, créer une affiche présentant **8 règles d'or** pour bien coopérer en classe

Tâche finale : Par binôme, créer une planche de bande dessinée avec l'application BDnF (développée par la Bibliothèque Nationale de France) qui mettra en scène une situation de communication non violente entre élèves.

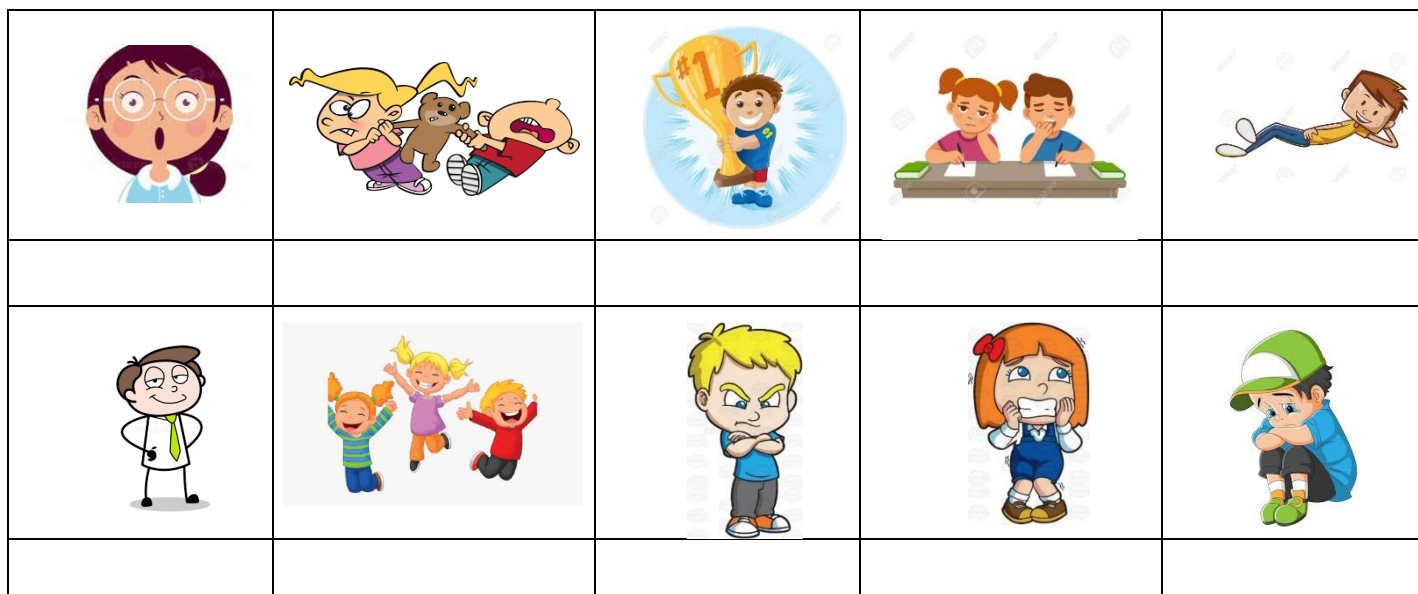
Séance 1 – Let's talk about feelings

Objectif : Identifier et exprimer ses émotions en Anglais

1) How are you feeling?

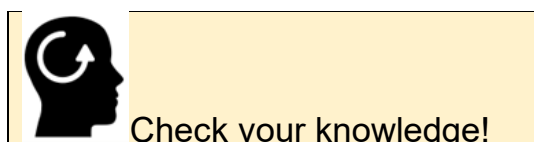
a- Write the adjective below the corresponding picture.

List of adjectives : scared - excited - sad - jealous - proud - angry - bored - surprised - relaxed - confident



b- Match the adjectives with their French equivalents.

English 	French 
frustrated •	• seul
embarrassed •	• inquiet
stressed •	• soulagé
shy •	• gêné
lonely •	• frustré
ashamed •	• reconnaissant
worried •	• timide
grateful •	• déçu
relieved •	• stressé
disappointed •	• honteux



Niv 1



Niv 2



2) Emotion families

Put the adjectives above in the correct emotion families.

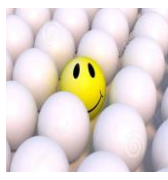
Family 1  JOY	Family 2  ANGER	Family 3  SADNESS	Family 4  FEAR

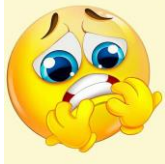
3) Let's play!

a- Dominoes game

Play with one or two classmates. Match the words with the pictures to make a chain. Try to place your tiles as quickly as possible.

Degré 1 : 6 tiles

EXCITED		LONELY		NERVOUS	
DIFFERENT		JEALOUS		STRONG	

TIRED		ANGRY		RELAXED	
SAD		ASHAMED		DISAPPOINTED	
BORED		SCARED		SURPRISED	
HAPPY		PROUD		IN LOVE	
SORRY		REVENGEFUL		WORRIED	
GRATEFUL		RELIEVED		FRUSTRATED	

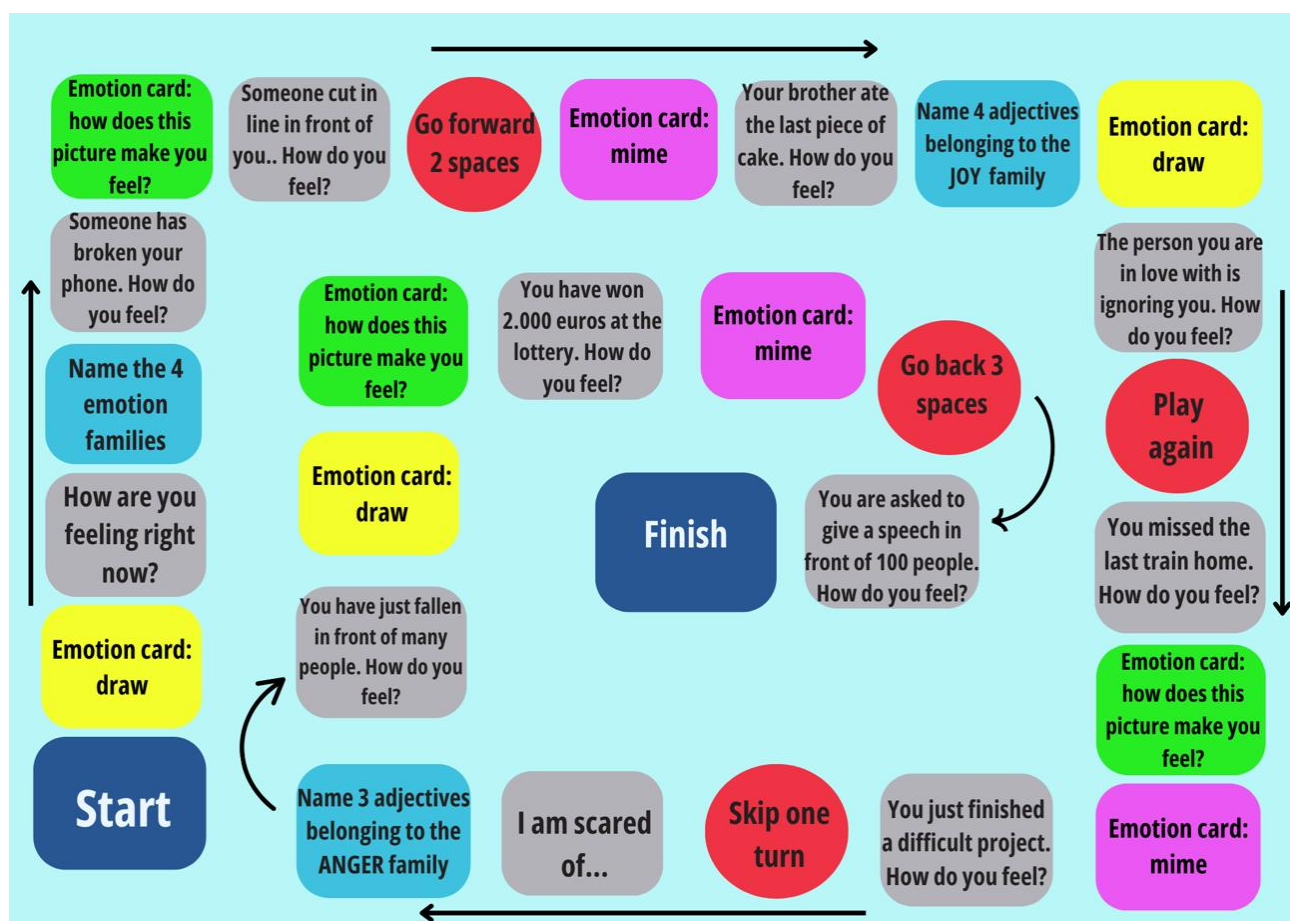
b- Board game

Roll the dice, move your token and answer the question or act: pick a card and draw, mime or express how you feel.

Board game



Flashcards





proud



surprised



**shy/
embarrassed**



**angry/
frustrated**



sad



in love



relieved



tired

Draw

Draw

Draw

Draw

Draw

Draw

Draw

Draw



grateful



bored



worried



scared



lonely



excited



relaxed



jealous

Mime

Mime

Mime

Mime

Mime

Mime

Mime

Mime

**How does it
make you feel?**

**How does it
make you feel?**



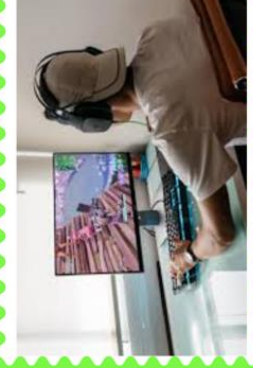
**How does it
make you feel?**

**How does it
make you feel?**



**How does it
make you feel?**

**How does it
make you feel?**



**How does it
make you feel?**

**How does it
make you feel?**



4) How to cope with your emotions.

a- Watch this video (début → 1.36) and answer the questions.

https://www.youtube.com/watch?v=Pe_C32idpzi



1. How old are the children?

2. What are some different feelings kids might have?

Tick the words you hear (Cochez les mots que vous entendez)

- | | |
|-------------------------------------|---------------------------------------|
| ☐ lazy | ☐ scared |
| ☐ angry | ☐ disappointed |
| ☐ lucky | ☐ embarrassed |
| ☐ happy | ☐ shy |
| ☐ agitated | ☐ disgusted |
| ☐ ashamed | ☐ jealousy |
| ☐ frustrated | ☐ fantasy |
| ☐ annoyed | ☐ kindness |
| ☐ stressed | ☐ loneliness |



Grammar focus : La nature des mots

La grande majorité de ces mots sont des

Mais les 4 derniers sont des

3. How do they express their feelings? Fill out the chart.

fist closed - face slouched - running around, wiggling and giggling -

Feelings	How they express them
sad	
excited	
annoyed	
angry	

4. When they're having uncomfortable feelings, what are some things they do that help them feel better?

Select the words to complete the sentences.

a. The first girl suggests to _____ :

- ☐ talk to your family, not your friends
- ☐ talk to your friends and relax in your bedroom
- ☐ talk to someone and hang out with friends and family

b. And also to snuggle with ____ :

- ☐ your friends
- ☐ a pet
- ☐ a toy

c. A boy says you can try to relax and ____ :

- ☐ have a quiet time
- ☐ spend some time with your family
- ☐ watch TV

d. Next, the girl says she ____ and takes a few deep breaths (des grandes inspirations) :

- ☐ goes to the bathroom
- ☐ goes into her room
- ☐ goes outside

e. Finally the boy advises to breathe (respirer) and try to ____ that make you feel happy :

- ☐ do things
- ☐ play sports
- ☐ think of things



Now, with a classmate, sum up in French what the kids do to feel better.

5. Who can they share their feelings with?

.....

.....

** anyone you trust = toute personne en qui tu as confiance*

Conclusion :

This video is about kids' feelings and how they cope with their emotions.

What does "To cope with your emotions" mean?

- A) To ignore your feelings completely
- B) To understand and manage your emotions
- C) To share your emotions on social media

4) How to cope with your emotions.

a- Watch this video (début → 1.36) and answer the questions.

https://www.youtube.com/watch?v=Pe_C32idpzi



1. How old are the children?

2. What are some different feelings kids might have?

Find the 10 feelings they mention:

.....

.....

.....



Grammar focus : La nature des mots

Les 8 premiers mots énoncés par les enfants sont des

Et les 2 derniers sont des

3. How do they express their feelings? Fill out the chart.

Feelings	How they express them
sad	
excited	
annoyed	
angry	

4. When they're having uncomfortable feelings, what are some things they do that help them feel better?

What do the kids suggest? Tick true or false.

- Relax ☐ T ☐ F
- Play video games ☐ T ☐ F
- Go into your room ☐ T ☐ F
- Hang out with your friends ☐ T ☐ F
- Go out and eat an ice cream ☐ T ☐ F
- Talk to someone ☐ T ☐ F
- Snuggle with a pet ☐ T ☐ F
- Spend some time with your classmates ☐ T ☐ F
- Breathe ☐ T ☐ F
- Watch TV ☐ T ☐ F
- Think of things that make you feel happy ☐ T ☐ F



Now, with a classmate, sum up in French what the kids do to feel better.

5. Who can they share their feelings with?

.....

.....

.....

Conclusion :

This video is about kids' feelings and how they cope with their emotions.

What does "To cope with your emotions" mean?

- A) To ignore your feelings completely
- B) To understand and manage your emotions
- C) To share your emotions on social media

Degré 3

4) How to cope with your emotions.

a- Watch this video and answer the questions.

https://www.youtube.com/watch?v=Pe_C32idpzi



1. How old are the children?

2. What are some different feelings kids might have?

Find the 10 feelings they mention:

.....

.....

.....



Grammar focus : La nature des mots

Les 8 premiers mots énoncés par les enfants sont des

Et les 2 derniers sont des

3. How do they express their feelings? Fill out the chart.

Feelings	How they express them
sad	
excited	
annoyed	
angry	

4. When they're having uncomfortable feelings, what are some things they do that help them feel better?

What did you understand? (you can answer in French)

.....

.....

.....

.....

.....

.....



Now, check your answers with a classmate (in French).

5. Who can they share their feelings with?

.....

.....

.....

Conclusion :

This video is about kids' feelings and how they cope with their emotions.

What does "To cope with your emotions" mean?

- A) To ignore your feelings completely
- B) To understand and manage your emotions
- C) To share your emotions on social media

Séance 2 – Feelings at school

Objectif : Parler des émotions dans le cadre de l'école

1) At school, how do you feel when...?

Degré 1



Here are some school situations. Answer the questions with the emotions you feel when you encounter these situations.

Work in pairs and take turns asking questions.

At school...

A • How do you feel when you have a test? → **B •** *When I have a test, I feel....*

B • How do you feel when you have a good mark? → **A •** ...

A • How do you feel when you have a bad mark?

B • How do you feel when you have an argument with one of your friends?

A • How do you feel when you have an appointment with the headmaster?

B • How do you feel when you don't understand a lesson?

A • How do you feel when you have too much homework?

B • How do you feel when somebody makes fun of you?

A • How do you feel when your best friend has a laugh* with someone else? (*rigole)

B • How do you feel when a teacher wants to speak to you at the end of a lesson?

Degré 2



Writing: Complete the following sentences with situations you may encounter at school.

At school,

1. I feel nervous when

.....

2. I feel angry when

.....

3. I feel sad when

.....

4. I feel proud when

.....

5. I feel relaxed when
6. I feel bored when
-

Degré 3



Writing: Now complete the following sentences with situations you may encounter at school.

At school,

1. I feel annoyed when
2. I feel relieved when
3. I feel embarrassed when
4. I feel grateful when
5. I feel disappointed when
6. I feel ashamed when
-



2) How do you cope with these feelings? (pour tous)

a-Think of a situation and describe how you felt, why you felt this way, and what you did to feel better.

Situation	[Précisez le moment], I was in when
How I felt	I felt ...
Why I felt this way	because
What I did	I decided to

b- Back in class: Share this experience with the class.

Séance 3 – Teamwork, Empathy and Active listening

Objectif : Comprendre l'importance de la coopération, pratiquer l'écoute active

1) Cooperation and teamwork



a- Listening comprehension

Watch the following videos and answer the questions.

<https://www.youtube.com/watch?v=ag1V76oBMkM>

Introduction

Anticipation : vocabulary ⇒ match the English words with their French equivalents

together	faire notre part (du travail)
get along	accomplir
do our share	ensemble
accomplish	bien s'entendre



Listening comprehension :

• Teamwork teaches us to :

- ☐ get along ☐ be alone
- ☐ protect others ☐ respect others
- ☐ accomplish our goals together ☐ complete our grids together

• Teamwork is all about working ____ in a group,

- ☐ forever ☐ together ☐ never

Being ____

- ☐ helpful ☐ playful ☐ respectful

And ____ our share.

- ☐ doing ☐ being ☐ going

• When do we have to work in a group to accomplish our goals?

- ☐ for professional projects ☐ for school projects ☐ to plan trips
- ☐ for sports ☐ for educational programs ☐ for family decisions

• It's usually :

- ☐ always easy ☐ not always easy ☐ never easy

What do we need to do to be great team members?

(4 groups, each group works on one video – individually first, then together)

Video 1



- 5 min : Visionnage. Regarde la vidéo seul.e, plusieurs fois, et prends des notes.
- 10 min : Mise en commun. Rejoins les élèves qui ont travaillé sur la même vidéo que toi et partagez ce que vous avez compris de la vidéo (en français). *Fiche aide + enseignant si besoin.*
- 5 min : Partage. Un élève de chaque groupe prend la parole pour expliquer à toute la classe ce que son groupe a compris de la vidéo.

Video 2



- 5 min : Visionnage. Regarde la vidéo seul.e, plusieurs fois, et prends des notes.
- 10 min : Mise en commun. Rejoins les élèves qui ont travaillé sur la même vidéo que toi et partagez ce que vous avez compris de la vidéo (en français). *Fiche aide + enseignant si besoin.*
- 5 min : Partage. Un élève de chaque groupe prend la parole pour expliquer à toute la classe ce que son groupe a compris de la vidéo.

Video 3



- 5 min : Visionnage. Regarde la vidéo seul.e, plusieurs fois, et prends des notes.
- 10 min : Mise en commun. Rejoins les élèves qui ont travaillé sur la même vidéo que toi et partagez ce que vous avez compris de la vidéo (en français). *Fiche aide + enseignant si besoin.*
- 5 min : Partage. Un élève de chaque groupe prend la parole pour expliquer à toute la classe ce que son groupe a compris de la vidéo.

Video 4



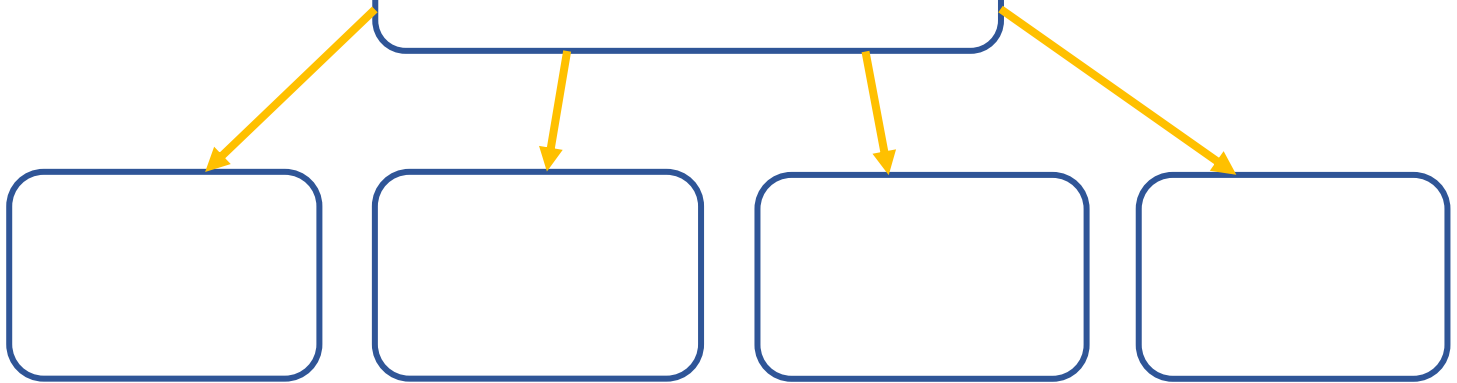
- 5 min : Visionnage. Regarde la vidéo seul.e, plusieurs fois, et prends des notes.
- 10 min : Mise en commun. Rejoins les élèves qui ont travaillé sur la même vidéo que toi et partagez ce que vous avez compris de la vidéo (en français). *Fiche aide + enseignant si besoin.*
- 5 min : Partage. Un élève de chaque groupe prend la parole pour expliquer à toute la classe ce que son groupe a compris de la vidéo.

Conclusion: What is cooperation?

Watch the last video and complete:



COOPERATION



b- Group project : “The teamwork toolbox”

In the computer lab: in groups of 2 or 3, create a poster with 8 **golden rules** for cooperation in class.

COOPERATION IN CLASS

Useful vocabulary

Sentences starters :

We must... = Nous devons...

We should always... = Nous devrions toujours...

We shouldn't forget to... = Nous ne devrions pas oublier de...

It's important to... = Il est important de...

It's essential that we... = Il est essentiel que nous...

Let's try to... = Essayons de...

A cooperative classroom needs... = Une classe qui coopère a besoin de...

Verbs :

To listen = écouter

To help = aider

To share = partager

To respect = respecter

To work together = travailler ensemble

To speak calmly = parler calmement

To stay focused = rester concentré.e

To take turns = parler chacun son tour

To support each other = se soutenir

To compromise = faire des compromis

To be kind / polite / patient / respectful / open-minded / fair / reliable

= être gentil.le / poli.e / patient.e / respectueux.se / ouvert.e d'esprit / équitable / fiable

2) What is empathy?

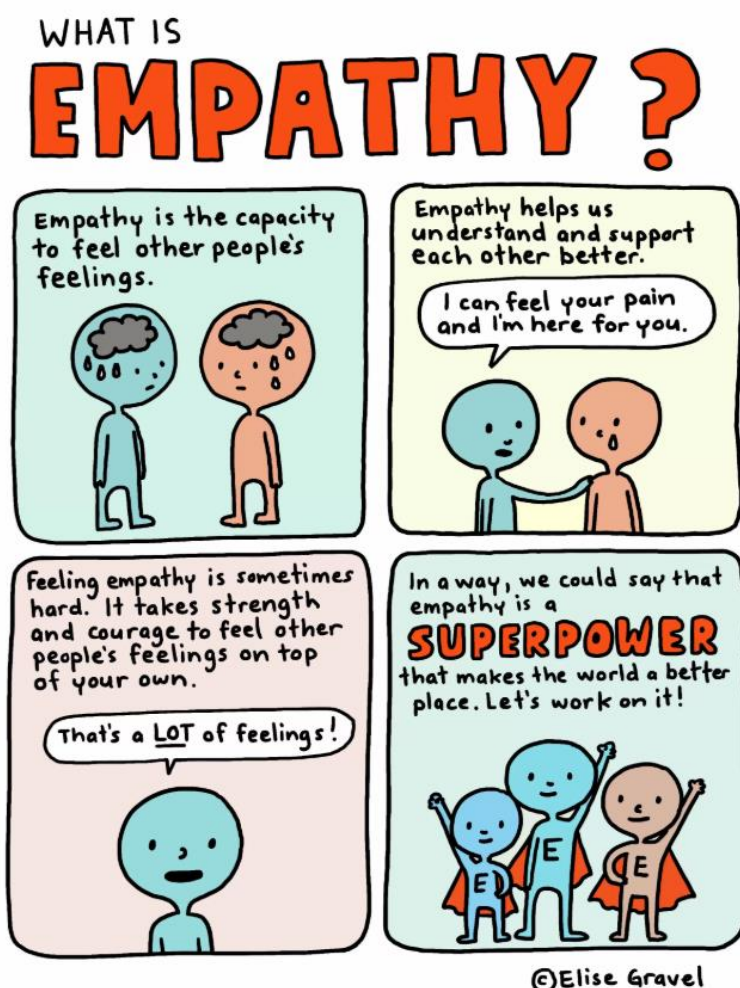
a- Brainstorming: According to you, what is empathy?

Write 5 to 10 words that make you think about EMPATHY

→ Create a collaborative word cloud with all their suggestions with WordArt

b- Definition

Read this cartoon, then explain in your own words what empathy is in FRENCH.



L'empathie, c'est

.....

.....

.....

A possible definition in English:

“Empathy is the ability to understand and share the feelings of someone else by imagining what it would be like to be in that person’s situation”

Empathy = • Understanding how someone feels

- Imagining being in their situation
- Showing care and listening



c- Mini-debate : “Is it easy to put yourself in someone else’s shoes?”

Useful vocabulary

easy ≠ hard : facile ≠ difficile

natural : naturel

kind : gentil, bienveillant

empathetic : empathique

compassionate : compatissant, plein de compassion

supportive : encourageant, qui apporte un soutien moral ou émotionnel

It depends : Cela dépend

To imagine : imaginer

To judge : juger

To care (about) : se soucier (de)

To relate : comprendre ce qu’une personne ressent

To feel the same : ressentir les mêmes choses

To go through something similar : traverser quelque chose de similaire

To hide true feelings : cacher de vrais sentiments/ dissimuler de vraies émotions



3) Active listening

a- Read the text.

What is active listening?

Active listening means really paying attention when someone is speaking.

It’s more than just hearing the words – it’s showing that you care about what the person is saying and that you want to understand them.

When you listen actively, you:

- **Look** at the person who is talking (make eye contact).
- **Stay quiet** and don’t interrupt.
- **Nod*** your head or say small words like “yes” or “I see” to show you are listening.
- **Repeat** or **ask questions** to understand better.

Active listening is important because it helps people feel heard and respected.

It helps build trust* and good relationships.

**to nod : hocher la tête*

**trust : confiance*

Adapted from *SkillsYouNeed.com*

Degrés 1 et 2

b- Tick the right answers.

L'écoute active, c'est :

- ☐ écouter ce que dit l'autre personne sans forcément chercher à la comprendre
- ☐ être vraiment attentif à ce que dit la personne
- ☐ regarder la personne lorsqu'elle parle
- ☐ rester discret
- ☐ interrompre la personne pour poser des questions
- ☐ écouter attentivement la personne
- ☐ laisser la personne s'exprimer puis poser éventuellement des questions
- ☐ faire répéter la personne si l'on souhaite davantage d'explications
- ☐ ne pas faire répéter la personne afin de ne pas l'embarrasser
- ☐ entendre les mots prononcés, ni plus ni moins
- ☐ montrer que l'on se soucie de ce que la personne nous raconte
- ☐ montrer que l'on souhaite vraiment comprendre la personne
- ☐ hocher la tête et dire des petits mots pour montrer que l'on est à l'écoute

Pourquoi est-ce importante de pratiquer l'écoute active ?

- ☐ La personne écoutée se sent aimée
- ☐ Le personne écoutée se sent respectée
- ☐ La personne se sent gênée
- ☐ Cela participe à une relation de manipulation
- ☐ Cela participe à une relation de confiance

Degré 3

b- Answer in French.

C'est quoi, l'écoute active ?

4) Role play: listening carefully and giving advice



PAIRWORK :

Student A : sharing a problem • You pick a situation card • You share your problem • You express how you feel about it (your emotion)	Student B : active listening • You listen carefully to your classmate • You rephrase his words • You give him/her some encouraging or advice (=conseils)
--	---

(un élève pioche une carte « situation ». Il partage son problème et exprime comment il se sent. L'autre élève pratique l'écoute active = il écoute attentivement son camarade, reformule ses propos et lui donne un conseil ou un mot d'encouragement ? Puis on inverse les rôles)

Useful sentences for student B:

Repeat/Rephrase : « So you feel... because... »

« I hear that you are feeling... »

« What I am understanding is... »

Advice : « **You could** maybe try to... »

« Next time, **you should**... »

« Have you thought about... ? »

Situation 1:

You had a bad mark in History although you had revised your lesson.

Feeling : angry

Student A :

Express how it affects you.

Student B : Listen carefully, ask questions, and suggest solutions.

Situation 2:

Some of your classmates sometimes make fun of you and you are often alone.

Feeling : sad

Student A :

Express how it affects you.

Student B : Listen carefully, ask questions, and suggest solutions.

Situation 3:

Your best friend is spending more and more time with another classmate.

Feeling : jealous

Student A :

Express how it affects you.

Student B : Listen carefully, ask questions, and suggest solutions.

Situation 4:

The Math lesson is too easy for you.

Feeling : bored

Student A :

Express how it affects you.

Student B : Listen carefully, ask questions, and suggest solutions.

Exemple :

<u>Situation</u>	<u>Student A</u> <u>Emotion/reaction</u>	<u>Student B</u> <u>Rephrasal/advice</u>
A nasty* person started rumours about you	"I'm really angry because..." "I'm disgusted with this person's behaviour*!"	"I hear that you are feeling very angry because someone spread rumours about you. Stay calm and mature and don't respond with anger, it's not worth it*. You could also talk to a teacher about it. And be proud of who you are!"
<i>*nasty = méchant, mauvais</i>	<i>*behaviour = comportement</i>	<i>*it's not worth it = cela n'en vaut pas la peine</i>

FEEDBACK FORM (Student A)

Your Name :

Partner's Name :

Situation Card Used :

PART 1 : Did your partner listen actively ?

He/she made eye contact ☐

He/she did not interrupt ☐

He/she repeated, rephrased* or summarized* what you said ☐

PART 2 : Did your partner give constructive feedback ?

He/she used kind and respectful words ☐

He/she avoided* (*éviter*) judgement ☐

He/she gave encouragement or advice ☐

PART 3 : Write one positive comment :

What did your partner do well ?

PART 4 : One thing to improve next time :

What could your partner do better next time ?

**rephrase = reformuler*

**summarize = résumer*

**avoid = éviter*

Séance 4 – Resolving conflicts peacefully

Objectif : Apprendre à gérer un conflit en utilisant un langage non-violent

1) Do you know NVC?



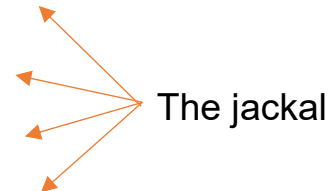
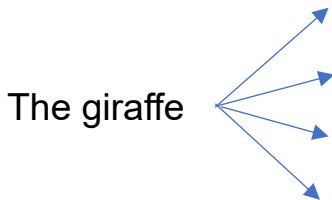
a- Listening comprehension

Watch the following video and complete.

<https://www.youtube.com/watch?v=ywHALUmpWjU&t=215s>



• 2 forms of communication:



• 4 steps:

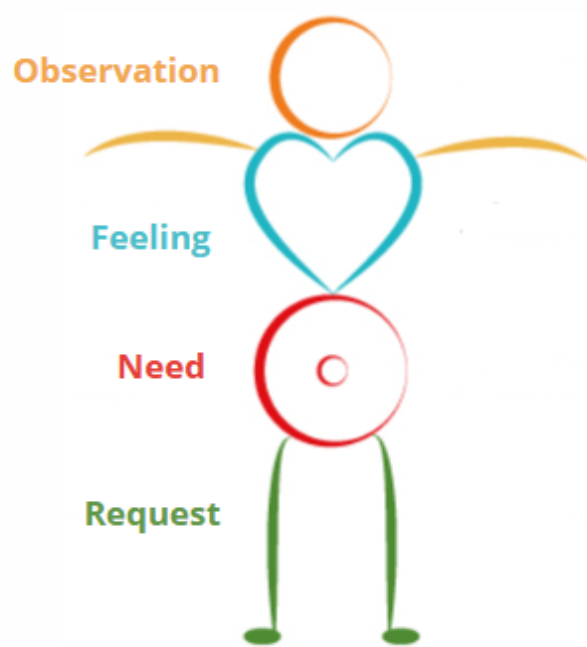
Step 1:	Step 3:
<u>Sentences :</u>	<u>Sentences :</u>
Step 2:	Step 4:
<u>Sentences :</u>	<u>Sentences :</u>

• Example:

Résumez (en français) l'exemple donné dans la vidéo, en détaillant les 4 étapes.

Situation : un collègue a demandé des jours de congé sans en avoir discuté avec vous au préalable, ce qui perturbe le planning que vous aviez minutieusement préparé. (*Vocabulary : overview = vue d'ensemble*)

b- Recap :



 **Observation**

 **Feeling**

 **Need**

 **Request**

When..... ,

I feel ,

because I need

Could you ?



Example :

When you speak to me in class,

I feel stressed

because I need a quiet environment to concentrate.

Could you please stop talking to me when the teacher is explaining something?

2) Your turn!

FINAL TASK : “Let’s talk peacefully!”

→ Create a comic strip with BDnF (in pairs)

Your task :

- 1- Choose a small conflict
- 2- Show the problem
- 3- Use the 4 steps of NVC
 - = Observation (What happened ?)
 - = Feeling (How do I feel ?)
 - = Need (What do I need?)
 - = Request (What do I ask?)
- 4- Show a peaceful ending

Situations :

A- Adam lent* a pen to a classmate (Josh) last week, but Josh didn’t give it back. Adam needs it now and feels annoyed.

**lent : passé de lend = prêter*

B- In the palyground, Emily makes a joke about Julia’s new haircut. Some students laugh and Julia feels embarrassed.

**haircut = coupe de cheveux*

C- During a group work, Ethan scrolls through his mobile phone instead of* helping his classmates, which irritates Younes.

**instead of = au lieu de*

D- Amy waits for Sarah every morning before class, but Sarah is often late and Amy must wait alone. It makes her* sad and angry.

**it makes her = cela la rend*

1ère image : **exposition du problème** = une image qui montre la situation problématique entre l’élève 1 et l’élève 2 (Adam a besoin de son stylo mais Josh ne le lui a pas rendu / Emily se moque de la coupe de cheveux de Julia / Ethan est sur son téléphone pendant que Younes et les autres camarades s’efforcent de réaliser le travail demandé / Amy attend Sarah qui n’arrive toujours pas.)

2ème image : **observation/feeling/need** = à partir de la situation problématique factuelle, l’élève 1 exprime son ressenti et son besoin (Adam, Julia, Younes et Amy)

3ème image : **request** = l’élève 1 fait part de sa demande à l’élève 2

4ème image : **résolution du problème** = l’élève 2 reconnaît que son attitude a pu blesser l’autre et s’en excuse. Les 2 élèves trouvent une solution, ils sont apaisés.

élève 1 = élève qui vit mal la situation / élève 2 = élève responsable de cette situation

(Vous pouvez ajouter des cases à cette planche de BD si vous le souhaitez !)



Then vote for the best comic strip!

Grille d'évaluation

Tâche intermédiaire **“The teamwork toolbox”**

➔ Create a poster with 8 golden rules for cooperation in class.

Critères	Descripteurs (A2+)	Points
RESPECT DES CONSIGNES		
Structure de l’affiche	L’affiche comprend 8 règles	/2
COMPETENCES LINGUISTIQUES		
Expression en Anglais	La production est maîtrisée : syntaxe correcte, vocabulaire adapté	/7
Bonus lexique	Le vocabulaire est varié, les expressions enrichies	/2
COMPETENCES TRANSVERSALES		
Temps	Le groupe a respecté le temps imparti	/1
Volume sonore	Le groupe a travaillé dans le calme (volume sonore) et avec sérieux (la note ici peut être différente selon l'investissement des élèves)	/2
Ecoute/coopération	Le groupe a su coopérer, s’écouter, respecter les propositions de chacun (la note ici peut être différente selon l'investissement des élèves)	/2
Soin	L’affiche est soignée et bien lisible	/2
Bonus créativité	Présentation originale / illustrations	/2
TOTAL		/20

Grille d'évaluation

Tâche finale **“Let’s talk peacefully!”**

➔ Create a comic strip with BDnF

<u>Critères</u>	<u>Descripteurs (A2+)</u>	<u>Points</u>
RESPECT DES CONSIGNES		
Choix du conflit	Le conflit présenté correspond à l'une des situations proposées	/1
Structure de la BD	La planche comporte 4 cases (minimum)	/1
Exposition du problème	La 1 ^{ère} case expose la situation problématique	/1
Etapes de la CNV	Les 4 étapes de la CNV (Observation, Sentiment, Besoin, Demande) sont présentes et bien organisées	/1
Résolution du problème	La BD se termine sur une résolution positive, les 2 personnages trouvent un compromis ou une solution satisfaisante.	/1
COMPETENCES LINGUISTIQUES		
Expression en Anglais	La production est maîtrisée : syntaxe correcte, vocabulaire adapté	/4
Bonus lexique	Le vocabulaire est varié, les expressions enrichies	/2
COMPETENCES TRANSVERSALES		
Temps	Le binôme a respecté le temps imparti	/1
Volume sonore	Le binôme a travaillé dans le calme (volume sonore) et avec sérieux (la note ici peut être différente selon l'investissement des élèves)	/2
Ecoute/coopération	Le binôme a su coopérer, s'écouter, respecter les propositions de chacun (la note ici peut être différente selon l'investissement des élèves)	/2
Soin	La BD est soignée et bien lisible	/2
Bonus créativité	Présentation originale / humour / efforts visuels supplémentaires	/2
TOTAL		/20