

**PLANNING FOR COLLABORATIVE WORK  
DNL PROJECT ON AUTISM**

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<p><b>STEP 1 : STARTING WITH THE NOVEL : THE CURIOUS INCIDENT OF THE DOG IN THE NIGHT TIME</b></p> <ul style="list-style-type: none"> <li>- Anticipation from the book cover: what sort of a story do you expect?</li> <li>- Discovery of the narrator and his psychological traits through the study of the first page</li> </ul>		EOI CE
	<p><b>STEP 2 : INTRODUCTION TO AUTISM : MIND MAP</b></p> <ul style="list-style-type: none"> <li>- In pairs: What do you know about autism? (brainstorming, mind-maps)</li> <li>- Group A watch the video about Brandon / group B watch the Dutch animation video</li> </ul> <p><a href="http://www.youtube.com/watch?v=Jy2C1VrWSd8">http://www.youtube.com/watch?v=Jy2C1VrWSd8</a>  <a href="http://www.youtube.com/watch?v=s8umwjLiOF8">http://www.youtube.com/watch?v=s8umwjLiOF8</a></p>	EOI CO
<p><b>STEP 3 : COMPLETING THE MIND MAP</b></p> <ul style="list-style-type: none"> <li>- Debriefing on the 2 videos Pair work : one pupil from group A with one from group B. Both fill in their mind-maps with other colors</li> <li>- Check if their ideas on the initial mind-map were correct.</li> <li>- Common mind-map drawn on the blackboard</li> <li>- Listening to the 2 videos again to check if nothing has been left aside</li> </ul>		EOI CO
	<p><b>STEP 4 :</b></p> <p><b>AUTISM SPECTRUM DISORDERS</b> Look at 2 figures about autism: triangle (communication, social, behavioral): adapted from <i>Science in School</i>, issue 24: autumn 2012</p> <p><b>SUSPECTED RISK FACTORS</b> - CO: Autism in the US <a href="http://www.breakingnewsenglish.com/0912/091221-autism.html">http://www.breakingnewsenglish.com/0912/091221-autism.html</a></p>	CE CO

<p><b>STEP 5 :</b>  <b>MORE ABOUT ASD</b></p> <ul style="list-style-type: none"> <li>- Correction of the listening exercise (autism in the US)</li> </ul> <p><b>LINK WITH THE NOVEL</b></p> <ul style="list-style-type: none"> <li>- Using the diagramme about the different subtypes of autism, say which one you think Christopher suffers from</li> <li>- In groups, make a list of the clues you can find in chapters 3, 5, 7.</li> </ul>		<p>EOC  EOI  CE</p>
	<p><b>STEP 6 :</b></p> <p><b>THE CAUSES OF ASD</b> (GROUP 1 – 25min)</p> <p>Biological basis of autism / biological roots : reading of part of the article (p.19 +p.20) ASD heritability <i>Science in School, issue 24: autumn 2012</i>  Making notes (2-column diagramme)</p> <p><b>ABOUT SYNAPTIC PLASTICITY</b> (GROUP 2 – 25min)</p> <p>About neurons, brain, synapses: explanations with diagrams and figures  N°1 : CO + fill in the blanks :  <a href="http://www.sciencemuseum.org.uk/WhoAmI/FindOutMore/Yourbrain.aspx">http://www.sciencemuseum.org.uk/WhoAmI/FindOutMore/Yourbrain.aspx</a></p> <p>Swapping the 2 groups after 25mn</p>	<p>CO  EE</p>
<p><b>STEP 7 :</b></p> <p><b>BACK TO THE NOVEL</b></p> <ul style="list-style-type: none"> <li>- Accounting orally for what has been found in chapters 3, 5, 7 about Christopher’s autistic symptoms</li> </ul> <p><b>MODELING</b></p> <ul style="list-style-type: none"> <li>- In groups: using the information seen in DNL about synaptic plasticity, model what happens in a working brain.</li> <li>- Make suggestions about what dysfunctions in the brain of an autistic person</li> </ul> <p>For next time: read from chapter 11 to 71 and make notes about the way autistic persons are treated / dealt with.</p>		<p>EOC  EOI</p>

	<p><b>STEP 8 :</b></p> <p><b>ORIGINS OF AUTISM + RISK FACTORS</b></p> <p>2 workshops:</p> <ul style="list-style-type: none"> <li>- inner workings of autism (<a href="http://cen.acs.org/articles/90/i10/Inner-Workings-Autism.html">http://cen.acs.org/articles/90/i10/Inner-Workings-Autism.html</a> )</li> <li>- Videos: New genetic findings, Stephen Scherer, June 2010 <a href="https://www.youtube.com/watch?v=iEy2Py2R2BY">https://www.youtube.com/watch?v=iEy2Py2R2BY</a> 2013:<a href="https://www.youtube.com/watch?v=0MqDkYcww88">https://www.youtube.com/watch?v=0MqDkYcww88</a></li> <li>- The MMR vaccine controversy (if any time)</li> </ul>	CO
<p><b>STEP 9 :</b></p> <p><b>AUTISM ABROAD</b></p> <p>Different workshops:</p> <ul style="list-style-type: none"> <li>- Article about autism rates in the world : <a href="http://sfari.org/news-and-opinion/news/2011/researchers-track-down-autism-rates-across-the-globe">http://sfari.org/news-and-opinion/news/2011/researchers-track-down-autism-rates-across-the-globe</a></li> <li>- Video : nest school US : <a href="http://vimeo.com/103338827">http://vimeo.com/103338827</a></li> <li>- BBC article about a school in the UK: <a href="http://www.bbc.com/news/blogs-ouch-23617911">http://www.bbc.com/news/blogs-ouch-23617911</a></li> </ul> <p>Pair work: one student from one group accounts to a student from another group.</p>		CE EOC
	<p><b>STEP 10 :</b></p> <p><b>FUTURE TREATMENTS</b></p> <p>Web search in groups</p> <ul style="list-style-type: none"> <li>- <a href="http://www.cdc.gov/NCBDDD/autism/facts.html">http://www.cdc.gov/NCBDDD/autism/facts.html</a></li> <li>- <a href="http://healthland.time.com/2012/12/04/top-10-health-lists/slide/hope-for-reversing-autism/">http://healthland.time.com/2012/12/04/top-10-health-lists/slide/hope-for-reversing-autism/</a></li> <li>- <a href="http://www.autismspeaks.org/">http://www.autismspeaks.org/</a></li> <li>- <a href="http://autism.org/">http://autism.org/</a></li> </ul> <p>Debriefing and recap together to have all the different info from all groups</p>	

**INTERMEDIATE TASK : WRITTEN REPORTS** (with the help of expert documents)

- ➔ Letter from Christopher's mum to his dad after she has met her son again after a long time. She writes about what has impressed her in the way he has evolved.
- ➔ Medical report from Christopher General Practitioner after a routine examination at the age of 1 year old.
- ➔ First school report after Christopher's admission to school (age 3)
- ➔ Guidelines from an autism specialist addressed to all the persons who have to share Christopher's everyday life
- ➔ Siobhan's report on the impact that writing a novel had on Christopher's development

**FINAL TASK : TV TALK SHOW-** Christopher's life from the birth of an autistic person to the birth of a writer

Spoken Interaction with role playing: In groups of 5, with 1 actor from each group composed for the previous task

- The presenter
- Christopher's dad
- Christopher's mum
- Siobhan
- Christopher's GP
- Christopher's editor
- A specialist of ASD