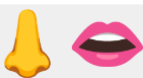


SENSE	TITLE	TIMING
	Le Nez de La Réunion (The Nose of Reunion Island)	 65 minutes

AUTHORS	KEY WORDS	LANGUAGE
Barbara Klimek Adelajda Patyk Renata Klimek-Kowalska	Réunion Island, Scent market, perfume	French/English

LEVEL	TARGET GROUP	AGE
A2	Secondary school students	15-19

COMPETENCES			
•	Global	•	Oral Production
•	Oral comprehension	•	Written Expression
•	Oral expression	•	Written Comprehension

OBJECTIVES	
COMMUNICATIVE	Express opinions: Give simple personal opinions about various scents using structures like <i>J'aime, J'adore, Je n'aime pas, and Je préfère...</i> Describe sensations: Describe a smell using simple adjectives and expressions (e.g., <i>ça sent bon/mauvais, c'est sucré, c'est fort, c'est doux</i>).
FUNCTIONAL	Identify and name: Recognize and name 5–7 key scents/products from Reunion Island in French (e.g., <i>la vanille, l'ylang-ylang, le litchi, le géranium rosat, le vétiver</i>). Apply language structures: Correctly use key grammar structures (<i>C'est..., Il y a..., Ça sent...</i>) combined with appropriate nouns and descriptive adjectives.
CULTURAL	Cultural awareness: Understand that Reunion Island is a French overseas department famous worldwide for its high-quality vanilla and perfume industries. Sensory exploration: Explore the geographical and cultural identity of Reunion Island by engaging the students' sense of smell (real or imagined).

METHODOLOGY	This lesson engages students' sense of smell (real or imagined) to explore the culture of Reunion Island, build descriptive vocabulary, and practice expressing opinions.
TECHNIQUES	- Classroom Management & Interaction Think-Pair-Share: Students get 20 seconds of silent smelling (Think), discuss impressions with a neighbor using target adjectives (Pair), and then share with the class (Share). This maximizes speaking time and builds confidence. The Mingle ("Speed Dating"): Students stand up and interview 3 classmates about their scent preferences ("<i>Tu aimes l'odeur du litchi ?</i>"), promoting movement and natural language repetition. - Instructional & Scaffolding Language Chaining: Build sentences progressively using visual board frames: <i>La vanille - C'est doux - Ça sent la vanille - J'adore la vanille parce que c'est doux</i>. TPR / Gesture Cueing: Use physical actions for key phrases (e.g., a deep inhale and smile for <i>ça sent bon</i>; a thumbs down for <i>je déteste</i>) to prompt students without translating. - Experiential & Engagement The Blind Test (Inductive Learning): Present numbered, hidden scent jars first. Students must smell, describe, and guess the ingredient <i>before</i> seeing the written word or photo.

	• Guided Imagery: Have students close their eyes while you read a brief, descriptive script of a Reunion Island market to trigger their imagination and cultural curiosity.
RESOURCES	• The Scent Samples (Real or Essential Oils): ◦ Vanilla: A real vanilla pod, vanilla extract, or vanilla sugar. ◦ Exotic Fruit: A fresh litchi (or a can of litchis in syrup). ◦ Floral/Perfume: A few drops of Ylang-Ylang or Geranium essential oil on cotton pads placed inside small, opaque containers (numbered jar 1, jar 2, etc.). ◦ Spices/Earth: Cinnamon sticks or cloves (often found in Réunion's cuisine) or a woody scent to substitute for <i>le vétiver</i>. • A Map of the World / Indian Ocean: To physically locate <i>La Réunion</i> relative to France and Africa, establishing its status as a <i>DROM</i> (Overseas Department). • A Short Video Clip (1–2 minutes): e.g., <i>le marché de Saint-Paul</i>, showing the colorful stalls of fruits, spices, and flowers. • Visual Flashcards / Slide Deck: High-quality images of the plants in their natural form (e.g., how vanilla orchids grow, what an ylang-ylang flower looks like) to match with the scents.
ICT TOOLS	• AI, APPS, Google Earth, Padlet, Genially, Canva, Flip, Blooket

DESCRIPTION OF ACTIVITIES		
Appetizer Warm up	5'	Partie 1: Introduction – "Où est La Réunion?" • Objectif: Situate the island and activate the theme of "senses." • Outil TIC: Google Earth or Google Maps (Satellite View). Activité 1 1. Project Google Earth and "fly" from your country (Poland, Spain, etc.) to Reunion Island. 2. Show the volcano (<i>le Piton de la Fournaise</i>), the forests, and the beaches. 3. Ask simple questions: « <i>C'est où? C'est une île? Il fait chaud ou froid? Qu'est-ce qu'on peut voir?</i> » (Where is it? Is it an island? Is it hot or cold? What can we see?). 4. Introduce the theme: « <i>Aujourd'hui, on va VOYAGER à La Réunion avec notre NEZ (nose).</i> »
		Partie 2: "Le Marché aux Senteurs" (The Scent Market) • Objectif: Introduce and describe the key vocabulary of scents. • Outils TIC: Padlet or Genially (interactive presentation). • Activité: 1. The teacher prepares a Padlet board with 4-5 columns. Each column has a title and a picture of a key product: La Vanille, L'Ylang-Ylang, Le Litchi, Le Géranium Rosat. 2. Activité Sensorielle (Optionnelle): If you have them, prepare 4 "mystery boxes" or jars with cotton balls soaked in these scents (e.g., vanilla extract, ylang-ylang essential oil, lychee juice, rose/geranium water). 3. Activité Padlet (Interaction): The teacher presents each product, focusing on the A2 description. <i>Exemple: « Voici la vanille. Regardez l'image. C'est noir. L'odeur est sucrée et douce. J'adore la vanille dans les gâteaux! »</i> Students listen and look. • Tâche (Task): Students must post a comment (written) on the Padlet under each scent, answering the question: « <i>Vous aimez cette odeur? Où trouvez-vous cette odeur?</i> » (Do you like this smell? Where do you find this smell?). <i>Exemple (Student A2): "Oui, j'aime la vanille. On trouve de la vanille dans la glace (ice cream)." or "Je ne connais pas (I don't know) l'ylang-ylang."</i>
Main Dish	25'	Partie 3 - Production – "Crée ton Parfum!" (Create Your Perfume!) • Objectif: Use the new language productively (speaking or writing). • Outils TIC: Canva (for writing) or Flip (Flipgrid) (for speaking). Activité: 1. Explain the task: « <i>Vous êtes un "nez" (a perfumer). Vous allez créer un nouveau parfum de La Réunion.</i> » 2. Students must choose 2 or 3 "ingredients" from the Padlet list. 3. They must give their perfume a creative name. Option A (Écrit - Writing with Canva): Students use a simple Canva template to design a poster for their perfume. The poster must include: Le Nom du Parfum, Les Ingrédients (e.t., <i>de la vanille et des litchis</i>), and Une description simple (e.t., <i>C'est un parfum sucré et frais, floral, boisé, épicé, fruité etc.</i>). Option B (Oral - Speaking with Flip): Students record a 30-second "advertisement" for their perfume. <i>Script (Exemple): « Bonjour! Mon parfum s'appelle "Soleil de l'île". C'est un parfum pour les vacances! Il y a de l'ylang-ylang et du litchi. C'est frais et ça sent très bon! J'adore! »</i>

		Students share their Canva posters or watch their classmates' Flip videos and leave a simple comment (e.g., <i>J'aime ton parfum!</i>).
Dessert	10'	Partie 4: Résumé (Wrap-up) Objectif: Consolidate learning. • Outil TIC: Kahoot! or Blooket. • Activité: A very quick 5-question quiz. ○ <i>Question type:</i> Show an image (e.g., a vanilla pod) and ask: « <i>Qu'est-ce que c'est?</i> » (a. Le litchi, b. La vanille). ○ <i>Question type:</i> Show an adjective: « <i>"Sucré" (sugary) c'est pour...</i> » (a. La vanille, b. Le géranium).
Smile	5'	Pro-Tip for Maximum Sensory Impact • If you cannot bring in the real scents, play an audio file of a "Reunion market" (sounds of people, tropical birds) from YouTube in the background during the Padlet activity. • This combines the sense of Hearing with the (imagined) sense of Smell to create a more immersive experience.

ASSESSMENT / EVALUATION

Two types of evaluation:	Annexe 1
1. Formative evaluation (during the lesson – quick checks).	
2. Summative evaluation (after the lesson – tasks you can collect and grade).	



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ANNEXES

Two types of evaluation:

- **Formative evaluation** (during the lesson – quick checks).
- **Summative evaluation** (after the lesson – tasks you can collect and grade).

EVALUATION TASKS FOR THE LESSON

Part 1 – Warm-up: “Où est La Réunion ?” (Formative Evaluation Tasks)

A. Oral Comprehension Check (5 quick questions) (Students answer orally or by raising colour cards (A/B):

1. La Réunion est...
☐ a. une île ☐ b. une montagne
2. Le climat à La Réunion est...
☐ chaud ☐ froid
3. On peut voir...
☐ un volcan ☐ des pyramides
4. Le Piton de la Fournaise est...
☐ un volcan ☐ une forêt
5. Où est La Réunion ?
→ Expected answer: *près de Madagascar / dans l’océan Indien.*

B. Mini-Task (A2): Students produce one simple sentence:

→ “À La Réunion, on peut voir...” (volcan, plage, forêt).

Part 2 – Marché aux senteurs : Vocabulary of Scents (Formative Evaluation (during Padlet)

A. Vocabulary Matching Cards / Give students small cards or show images:

Match the correct word:

- La vanille → _____
- L'ylang-ylang → _____
- Le litchi → _____
- Le géranium rosat → _____

(Students match to pictures or to adjectives: *sucré / floral / fruité / doux.*)

B. A2 Identification Questions (Oral)

Students answer with one word:

- Quelle odeur est florale ?
- Quelle odeur est sucrée ?
- Quel produit est un fruit ?
- Quelle odeur est forte ?
- Quel produit est rouge ou rose ?

Summative Mini-Task (Padlet)

Checklist for evaluation of student comments: Criterion	
Student posts a comment under each scent.	<u> </u> /3
Uses “J’aime / Je n’aime pas / Je ne connais pas” correctly	<u> </u> /3
Mentions a place where the smell is found	<u> </u> /3
Uses simple A2 sentence structure	<u> </u> /3

Part 3 – Production: “Crée ton parfum !” (Summative Evaluation – Student Product/ You can grade the Canva poster OR the Flip video.)

- A. Rubric for Canva Poster (Writing A2)
- B. Rubric for Flip Video (Speaking A2)

Part 4 – Wrap-up: Kahoot/Blooket Evaluation Create 5–8 questions.

1. Qu’est-ce que c’est ? (image: vanille)
a. Le litchi b. La vanille
2. « Sucré » c’est pour...
a. La vanille b. Le géranium rosat
3. L’ylang-ylang est...
a. floral b. Fruité
4. Le litchi est...
a. un fruit b. une fleur
5. Qu’est-ce qu’on peut voir à La Réunion ?
a. Un volcan b. Une pyramide

OPTIONAL: Final Summative Evaluation (for grade or portfolio)

A short A2 worksheet you may give at the end or next lesson:

Part A: Vrai ou Faux (True/False)

- Le géranium rosat a une odeur fruitée.
- La vanille est noire.
- À La Réunion, il fait humide.

Part B: Choisis la bonne réponse

- Le litchi sent...
☐ floral ☐ fruité
- L’ylang-ylang est une...
☐ fleur ☐ épice

Part C: Production écrite (4–5 lignes)

Écris une petite description de ton parfum.

Inclue: un nom, 2 ingrédients, 2 adjectifs, une phrase A2 (“C’est un parfum...”)