

VIDEO TIME

Unit 9 Let's Move!

Date:

Class:

Name:



A look at "Journeys to School" around the world

Titre de la vidéo*: A Look at "Journeys to School" Around the World – de Unesco

Lien : <https://youtube.com/watch?v=MxBfqd639BE>

Durée : 1'51"

Sous-titres : non

*à saisir dans le moteur de recherche si le lien ne fonctionne pas

Part 1 Watch the video in full with the sound off.

■ Choisissez la bonne affirmation.

a. Le document est :

☐ un extrait de film ☒ un diaporama ☐ un clip vidéo.

b. Le sujet du document est :

☐ le modernisme des transports scolaires ☒ les difficultés et dangers sur les trajets scolaires.

Part 2 Watch the video from the beginning to 1:10 with the sound on.

■ Cochez ce que vous voyez.

- | | | |
|--|--|---|
| a. <input checked="" type="checkbox"/> many children and teens | <input type="checkbox"/> many working people | <input type="checkbox"/> tourists |
| b. <input type="checkbox"/> a big city | <input checked="" type="checkbox"/> many different landscapes ¹ | <input type="checkbox"/> the seaside |
| c. <input type="checkbox"/> everybody is on a bus | <input checked="" type="checkbox"/> there are many means of transports | <input type="checkbox"/> everybody is walking |
| d. <input type="checkbox"/> there are futurist buildings | <input checked="" type="checkbox"/> some places are in ruins | |
| e. <input checked="" type="checkbox"/> some look very poor | <input checked="" type="checkbox"/> the children carry a backpack ² | <input checked="" type="checkbox"/> some are well-dressed |
| f. <input type="checkbox"/> they are playing in a film | <input checked="" type="checkbox"/> they are on their way to school | |

1. des paysages; 2 un sac à dos

■ Cochez les moyens de locomotion utilisés par les différents enfants.

- | | | | | |
|--|---|--|---|--|
| <input checked="" type="checkbox"/> by train | <input type="checkbox"/> by car | <input checked="" type="checkbox"/> by bus | <input checked="" type="checkbox"/> on foot | <input type="checkbox"/> by scooter |
| <input checked="" type="checkbox"/> by boat | <input checked="" type="checkbox"/> by bike | <input type="checkbox"/> by underground | <input type="checkbox"/> by tram | <input checked="" type="checkbox"/> on animal back |

Part 3 Watch the video again from the beginning to 0:40.

■ Complétez cet extrait de la vidéo avec les éléments suivants.

braving – ethnicity – natural hazards – icy wastes – an education – neighborhoods – set off on their journeys – stand in the way

Every day, in their quest to get **an education**, children **set off on their journeys** to school. For some, it is just a stroll around the corner; for others, it means **braving** deserts, rivers, **icy wastes** or **neighborhoods** marked by conflict.

These children want an education. Poverty, gender, **natural hazards**, conflict or **ethnicity** should not **stand in the way**.

■ Reliez les équivalents.

- | | | | |
|-------------------------------------|---|---|---------------------------------------|
| les risques naturels | ○ | ○ | a. braving |
| dans leur désir de suivre des cours | ○ | ○ | b. in their quest to get an education |
| des déserts de glace | ○ | ○ | c. ethnicity |
| être des obstacles | ○ | ○ | d. neighborhoods |
| faire face à | ○ | ○ | f. set off on their journeys |
| l'identité ethnique | ○ | ○ | g. natural hazards |
| des quartiers | ○ | ○ | h. stand in the way |
| se mettent en route | ○ | ○ | i. icy wastes |

Part 4 Watch the video from 0:41 to 01:26.

■ Reportez les informations concernant le trajet des enfants pour se rendre à l'école.

	Geographic origin	Means of transports	Journey time
Elizabeth	East Africa	on foot	1 hour
Hamel	Lybia	on foot	
Fabricio	Brazil	on donkey back	over an hour
Esmeralda and Patricia	Mexico	on foot	2 hours (4 hrs per day)

■ Classez les détails de ce que chacun des enfants affronte sur le chemin de l'école.

slum³ – bombed houses – desert – canyons – forests (3. bidonville)

	Elizabeth	Hamel	Fabricio	Esmeralda & Patricia
Poverty	slum			
Natural hazards			desert	canyons, forests
conflict		bombed houses		

Part 5 Watch the video from 1:31 to 1:50.

■ Encadrez les termes que vous entendez pour compléter la conclusion du document.

These photos remind⁴ us of the **importance** / imbalance / impertinence of inserting / informing / **ensuring** that children every way **everywhere** / anywhere are able to ignore school / **go to school** / give up school.

Edition / Duplication / **Education** is a human right.

As Nelson Mandela once said "Education is the most **powerful** / colourful / stressful weapon⁵ you can use to range / **change** / arrange the world." 4. rappeler ; 5. une arme

SCRIPT

A look at “Journeys to School” around the world

Every day, in their quest to get an education, children set off on their journeys to school. For some, it is just a stroll around the corner; for others, it means braving deserts, rivers, icy wastes or neighborhoods marked by conflict.

These children want an education. Poverty, gender, natural hazards, conflict or ethnicity should not stand in the way.

In Kibera, east Africa’s largest slum, Elizabeth embarks on a dangerous hour long walk to school.

In Lybia, eleven-year old Hamel passes bombed out houses on her way to school. In Septan, Brazil, Fabricio saddles up his donkey every morning to ride for over an hour across desert to a small village school.

In Tal Omahra, Mexico, Esmeralda and Patricia negotiate canyons, forests and barbed wire fences to reach school. It takes them four hours a day.

These photos remind us of the importance of ensuring that children everywhere are able to go to school. Education is a human right.

As Nelson Mandela once said: “Education is the most powerful weapon you can use to change the world”.