Lay > Teachers

Supporting non-professional teachers to introduce refugees to national languages

2018-1-ES01-KA204-050993

Intellectual Output 2:

LAY TEACHERS Online Platform of Open Educational Resources on introducing migrants and refugees to national language

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Introduction

Practical Activities are those "activities, dynamics, exercises or tasks in which students learn to apply knowledge, skills and responsibility and autonomy in order to a solve problem, find a solution or make a demonstration".

The practical activities have been designed to be applied during **face to face training** activities with the target beneficiaries of LAY TEACHERS project.

All practical activities include the following elements:

1. Activity title
2. Learning objectives
3. Activity description
4. Useful resources
5. Required material
6. Activity Evaluation

LAY TEACHERS Practical Activities are aimed at achieving some of the Learning Outcomes included in the respective Units of the Training Guide, first intellectual output of the project. That is why the Practical Activities have been structured according to the six Units of this Training Guide.

This document was developed taking into account the current situation. The Consortium of the project, during the pilot of these activities, realized that it was difficult to put the activities into practice because of the pandemic situation due to the COVID-19. Indeed, many Lay Teachers had to develop new activities, based on the practical ones created for the project platform, to be tested virtually (online) and not in presence. To do it, it was necessary to readapt all the practical activities, trying to maintain the main goal and the efficiency.

This document has the aim to offer **practical activities that can be developed in a virtual way**.

Lay Teachers

Unit 1: Introducing national language to migrants

Activity Title
Experiential exercise: develop listening skills of the migrant/refugee students

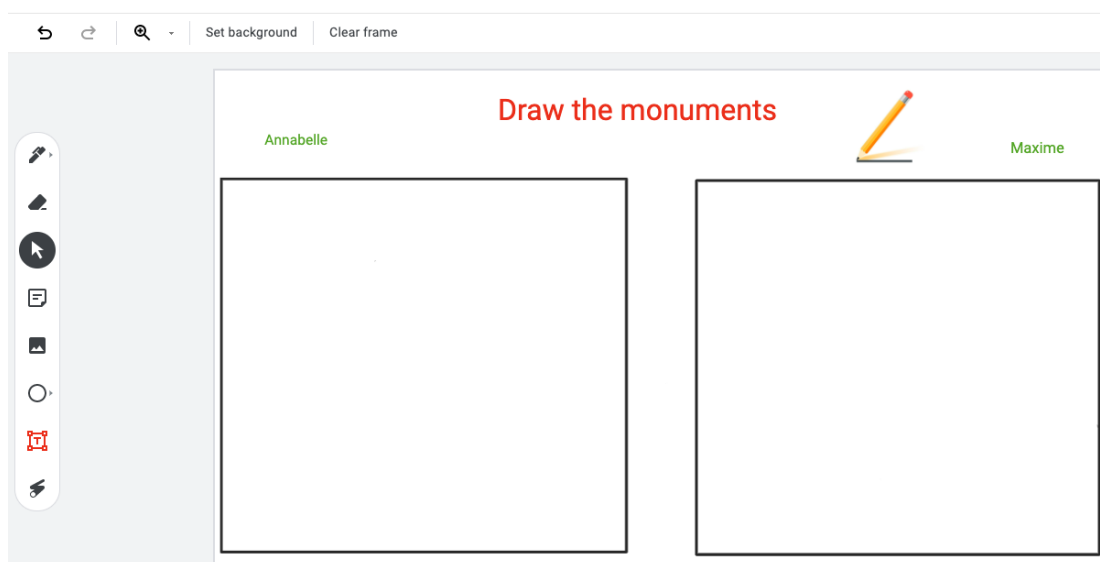| Learning objectives |
| --- |
| This experiential activity is aiming to help migrant/refugee students to develop some initial skills in basic listening and comprehending a second language. Its goal is also to bond the members with each other and build the trust and the sense of belonging in a group.
Many adjustments have been made in order to make it feasible virtually (online). |

Practical activity
Experiential learning is a teaching method that provides an opportunity for students to learn in a manner that shifts them from a passive to an active participant in the learning process. The exercise given below is a good example: **SHORT DESCRIPTION**: The Lay Teacher gathers together the participants in the selected platform (e.g. TEAMS). If students are more than 10, the Lay Teacher can decide to create two different groups. Don't forget to have the same number of Lay Teachers for the group you have (if you have three groups, you must have three Lay Teachers). The Lay Teacher starts showing the electronic whiteboard and how it works. Remember to prepare previously the pages or boxes that students will fill with the drawing, as in the example below: The Lay Teacher(s) will describe the monument and the participants, listen the description,

will start to draw and subsequently guess the monument from the drawing that comes out.

Remember to prepare, before of the activity: description and some historical and cultural reference.

EXAMPLE: If the chosen monument is the COLOSSEUMS, the Lay Teacher can describe it as follows:

DESCRIPTION

1. It is a big monument;
2. It has an oval shape;
3. It was built in the era of the Roman Empire;
4. On it, there are three rows of windows;
5. It is ruined in the upper part;
6. When it rains, it gets wet because it doesn't have a roof;
7. It was used to host various games such as: fights between animals, fights between gladiators;
8. It is the main symbol of the capital of Italy.

HISTORICAL AND CULTURAL REFERENCE

The Colosseum or Flavian Amphitheatre, located in the centre of the city of Rome, is the largest amphitheatre in the world. It is the important Roman amphitheatre as well as the most impressive monument of ancient Rome that has come down to us, known throughout the world as a symbol of the city of Rome and one of the symbols of Italy. Its construction was started by Vespasian in 70 A.D. and inaugurated by Titus in 80 A.D., with further changes made during Domitian's empire. The building forms an ellipse of 527 m in perimeter, with axes measuring 187.5 and 156.5 m.

After guessing the monument, the Lay Teacher with the students will comment the drawings made and he/she will give some historical and cultural references of the designed monument. At the end, show a real picture of the monument.

PREVIOUS PREPARATION: It would be appropriate on behalf of Lay Teacher:

- To prepare previously the electronic whiteboard in order to make it immediately exploitable by the participants ;
- To prepare descriptions of the monuments ;
- To prepare historical and cultural references of the monument described;
- To prepare an image of the monument described.

The instructions are the following:

- Step 1: The Lay Teacher invites everyone to do a group exercise, in order to develop their listening skills and comprehension of the new language.

- Step 2: The Lay teacher divides the students in groups (if participants are more than 10).

- Step 3: Explain how the electronic whiteboard works, in order to be used by

students to draw.

- <u>Step 4</u>: The Lay Teacher takes on the role of the Speaker, and the Migrants/Refugees students play the part of the Listeners;

- <u>Step 5</u>: The Speaker describes a monument (e.g. the Colosseum) in his/her native language, but in a really easy and comprehensive way.

NOTE: There should not be given any hint, on behalf of Lay teacher, about what is the monument selected. The Lay Teachers should describe the monument in steps. Between each step, a small gap should be given to the Students, so that they can all have the time to talk with each other and draw what was asked.

- <u>Step 6</u>: At the end, the Speaker should give historical-cultural references of the chosen monument;

- <u>Step 7</u>: The Listeners collaborate at the end of every step of the description of the image, in order to turn this description into a drawing. Since the language skills are really basic or none, the migrants/refugees will help each other, in order to achieve the completion of the monument.

- <u>Step 8</u>: The Listeners can also collaborate with the Lay Teacher (Speaker), if they want something to be repeated or rephrased. The Speaker then should do as asked.

- <u>Step 9</u>: The Students in their groups present their drawings and the feedback is given. If the Lay Teacher has a drawing himself (which was described), s/he can show it to the students, so that they can check if they missed or misunderstood something. Otherwise, the Lay Teacher can check the drawings and say if something is missing. The feedback can be given by the Lay Teacher, but also from the other students. The feedback is mostly about the listening skills and how well the oral description of the image was turned into a drawing.

- <u>Step 10</u>: After that, the Lay Teacher can ask the Students some reflective and evaluation questions (*See Assessment Tools*).

This exercise contributes not only to the improvement of the language skills of the students, but also to the creation of a secure bond within the team. More specifically, carrying out this experiential activity also checks the Listening skills of the migrant/refugee students, as well as their comprehension of the new language they are being taught. So, this is a way for the Lay teacher to check the level of understanding among the students. Furthermore, this activity wants to give historical-cultural references f the country where the student lives.

This exercise also has the power to enhance the attitudes towards learning, since the personal nature of this experiential exercise engages the students' emotions as well as their knowledge and skills. Moreover, i twill offer an opportunity for creativity to the students, since the latter will have a better chance to learn that lesson when they get to interact with

real life experiences. Let's not forget, also, that it offers opportunities for reflection.

The exercise of course can be repeated in other online lessons, too. It can be attached also to the content of each lesson. For instance, if one lesson was about introducing to the migrant/refugee students the names of electronic devices in the new-native language, the image can describe a kitchen, which includes most of the devices that were learnt.

Also, as the listening skills of the students are being improved, the difficulty level of the description of the image can raise. For example, after a while, the Lay Teacher can describe a more complicated image and use more advance vocabulary.

Useful resources

7 Experiential Learning Activities to Engage Students

Available at: https://www.prodigygame.com/blog/experiential-learning-activities/

Required Material

Jamboard (or any electronic whiteboard)

Pictures of 5 monuments of your country

Clues to identify the monuments chosen

Description (in the host country language) of the monuments

Assessment tools

Furthermore, teacher may ask the students some reflective and evaluative questions, like:

1. *How useful was this activity for you?*
2. *Did you learn any new words?*
3. *Did you find it difficult?*
4. *How did this activity make you feel?*
5. *Did you work well in your small group?*
6. *What would you like to change in this activity, for the next time?*

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Unit 2: Active Learning Pedagogies

Activity Title
Travel Agency Posters

Learning Objectives

- Learn language through active learning
- Earn communicative language competences: Linguistic (lexical, grammatical, etc.)
- Interculturality.

Practical activity

Explain different types of traditions celebrated in the local culture. Give several examples and do your best to compare local traditions to your students' own cultures. What are some good similarities to look out for? This will help create a cultural connection.

Description of the process, including different steps or phrases

To carry out the online activity, you will need to create several rooms on the platform you will use (e.g. TEAMS platform).

Give or randomly choose one tradition for each pair or small group to cover.

Tell the students that they're making destination posters for a travel agency to attract tourists.

Posters should include the name of the tradition and pictures that represent the tradition.

As students prepare their posters, you should walk about the room, sharing more details of each of the traditions. Make sure students know how to ask you well-made questions in the target language, such as: "How do they dress?" "Where do they meet?" "How much does it cost…?"

Since it is online, the Lay Teacher should be able to change online rooms and therefore intervene in each small group. To make this activity easier, you can involve local people (volunteers or colleagues), in order to allow the presence of one person in each group of students.

To make the activity as concrete as possible, the Lay Teachers can decide to organize several sessions (maybe once a week for four weeks), to allow to the students to deepen the topics on the culture they are analyzing.

To do this, it would be useful to provide to the students new ideas and readings from which they could draw inspiration.

Once the posters are finished, dedicates a part of the last online lesson to give to the students the opportunity to explain to the whole group what they have learned from the

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cultures analyzed.

Have one member of each group stand by their posted to give a quick explanation to anyone who comes to look. Since it is an interactive online session, each student can intervene through questions.

Useful resources

https://www.fluentu.com/blog/educator/foreign-language-activities/

http://www.queensu.ca/teachingandlearning/modules/active/12_exmples_of_active_learning_activities.html

Required material

A list of target language traditions, such as wedding ceremonies, coming of age ceremonies or specific local celebrations.

Useful links to get information from.

An interactive whiteboard (jamboard).

Assessment tools

Self-assessment:
- What have I learnt? (outline at least 3 new things)
- What have I found easy?
- What have I found difficult?
- What do I want to know now?

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Unit 3: Participatory Training methodology and techniques

Activity title
Fun Drama Activities for Dynamic Language Learning: Charades

Learning objectives
Reinforcement of the connection between body language and spoken language. The activity is especially useful for vocabulary review. To combine verbal and non-verbal communication To focus on contextual meaning To increase learner's motivation and interest To shift responsibility of practicing from the teacher to the learners

Practical activity

Preparation

Beforehand, the Lay Teacher should assign an animal to each student. He/she can do it via private message in the chat in the platform you are using for the activity. Always keep the assigned animal in mind and ask participants (always privately) if they know the animal's name in the local language. To do it, it is necessary that the Lay teachers are more than one.

Description

To select the student who will play first, ask to a volunteer to say a number. That number will correspond to an animal, following the list prepared previously. Call the animal that corresponds to the chosen number, in order to start the game. As a preliminary activity, ask each student to spell the assigned animal and identify the name of that animal's call (e.g. dog → barking).

Deliver privately to the student designed, the word that he/she has to describe to other participants. If the student chosen doesn't know the word, explain it to him/her. The student should begin with an agreed gesture to indicate noun, verb or adjective. For example, "noun" could be miming "hold a ball." "Verb" could be represented by knocking one wrist on the other. "Adjective" could be pointing to their own smiling face. Set these gestures from the beginning.

Give the student one or two minutes to let guess the word and use your timer to do this. The student can't make a single sound while miming. The rest of the group should try to figure out the word mimed. Remind your students to use complete sentences, like "Is it a ball?" or "Are you sad?" rather than simply shouting out words.

If someone guesses the word before the time's up, lead the applause and then pick another "animal" that correspond to a student and let him/her to mime the word.

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A variation might be combining two or three flashcards together. For example, an adjective with a noun, or a noun with a verb. "Is it a big ball?" or "Is the toaster running?" might be winning guesses in an ESL class. It doesn't matter if the words match exactly, that's part of the joy and should lead to good, fun laughter.

Useful Resources

https://www.facultyfocus.com/articles/teaching-and-learning/tips-for-creating-a-participatory-classroom-environment/

http://www.fao.org/3/ad424e/ad424e03.htm

https://www.researchgate.net/publication/259640360_Collaborative_language_learning_in_co-constructed_participatory_culture

https://www.fluentu.com/blog/educator/drama-activities-for-language-learning/

Required material

- Noun, verb and adjective flashcards (one word per card)
- List of animals to be assigned to the students
- Timer

Assessment tools

- Are the learners improving their vocabulary through this activity?
- Are the learners expressing themselves properly in terms of language even if under a pressure situation?
- Is this activity increasing learner's motivation and interest to improve language skills?
- Are learners using more verbal or non-verbal communication?

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Unit 4. Cultivating language acquisition in advance of classroom learning

Activity title

Activating the vocabulary in your workspace

Learning Objectives

The learner will understand a range of simple actions, which can be employed in the work space to activate the learning of vocabulary for the early stages language learner (A1-B1 CEFR) and methods to facilitate better communication for all parties.

Practical Activity

Duration**: 1 hour and 15 minutes**

In advance of class: Create a document to collect the email information of your class group and a Google drive folder for the class. Create into the Google Drive, different groups, based on the number of participants you expect in the online lesson. Populate the Google Drive of each group the following folders: visual images to activate your workspace and images for common processes.

Describe to the students, thanks to the help of short explicative slides the 3 processes for linguistically activating your workspace.

Step 1: Divide the students in groups of 4 people and assign to each group the handouts, presented in the Google Drive and ask to one representative person of each group to read the handout.

Step 2: Ask each group to consider and discuss the parts of their workspace that early stages language learners (A1 -B1 CEFR) interact with in particular written signs and areas of welcome and reception and ask that they create a group list.

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Toilets
Bathrooms
Gents
Ladies
Man
Woman
Where are the toilets please ?

Step 3: Invite learners to share their lists and write them on the electronic whiteboard (jamboard). The Lay Teacher should take care to put together the same words.

Step 4: Divide the contents of the class list between the groups. Now using some free visual image sites e.g. www.pixabay.com and ask the groups to select an appropriate picture for each item, to label it and upload it to the Google drive folder; Visual Images to Activate your workspace.

Step 5: Now ask each group to consider and discuss processes, which are commonly explained in their workspace to early stages language learners (A1 -B1 CEFR) interact with in particular written signs and create a group list.

Step 6: Invite learners to share their lists on the online whiteboard (jamboard). The Lay Teacher should take care to put together the same words.

Step 7: Divide the processes on the class list between the groups. Now using some free visual image sites ask the groups to select the minimum number of pictures necessary to visually explain their groups process and to label the process and upload it to the Google drive folder; Images for Common Processes.

Step 8: As a follow on after class instruct that learners activate their workspace with the images and processes by selecting those which are appropriate, colour printing, lamenting and installing them.

Step 9: Invite learners to share their lists and write them on the electronic whiteboard (jamboard). The Lay Teacher should take care to put together the same words.

Step 10: Now, thanks to the help of the electronic whiteboard (jamboard), assign a page to each group.

Step 11: Ask each member of the group to take a turn of using the whiteboard to draw as opposed to say what information they wish to obtain from the group, select information required from your common processes list. The members of the group not drawing must guess what the drawing means.

Step 12: Now ask each group to reflect on their experience in the different rooms.

Step 13: Invite each group to share their experience with the group.

Useful Resources
www.pixabay.com

Required Material
- An electronic whiteboard - Internet connection - A Google drive folder for each group - A computer - Student phones - Images that refer to the students' work environment

Material 1

Checklist for activating your workspace

1. Have you place visual images next to signs and areas of reception to activate all the vocabulary in your workspace?
2. Have you made several visual posters of how to download a dictionary application in the target language and placed them in prominent places which the users of your organisation frequent?

Material 2

The Silent Stage / Level A1 CEFR
(0-6 months exposure)

What can a Silent Stage Learner do?

o   I can draw, point and mime to express myself ;
o   I can use my body to agree and disagree ;
o   I am paying greater attention to body language of my Lay Teacher.

What can't a Silent Stage Learner do?

o   I can't speak the host countries language ;
o   I don't understand what you are saying ;
o   I don't know slang or contracted words.

		A1
U N D E R S T A N D I N G	**Listening**	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.
S P E A K I N G	**Spoken Interaction**	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.
W R I T I N G	**Writing**	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.

Assessment tools

- Will you activate your workspace?
- Which of the 3 practices to activate your workspace is most useful?
- Do you think that activating your workspace will foster better communication in your organization?
- Do you feel you have a better understanding of how it feels to be a silent stage language learner or pre CEFR A1 level?
- How will this exercise have an effect on how you engage with language learners at this level in future?

Unit 5. Non-formal methods for introducing culture and language

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Activity Title

Tree of Stereotypes

Learning objectives

- To be aware of the concepts of cultural diversity, stereotypes related to culture, intercultural society.
- To understand how stereotypes can damage people.
- To analyse stereotypes of the own culture and of the host community.
- To find common stereotypes among different cultures to demonstrate that they are false.
- To develop communication and interpersonal skills through the interaction with other learners, the discussion and reflection.
- To improve the fluency in the spoken language.
- To enlarge the lexicon concerning culture.

Practical activity

Duration**: 1 lesson of 60 minutes**

Advice: Given the tasks included in the activity and the previewed linguistic needs, it is suitable for B1-B2 learners according to the Common European Framework Reference for Languages.

1st phase: Brainstorming/motivational phase (30 minutes)

Use an electronic whiteboard and write the word *"Stereotype"* in the middle of it. Ask to the students what they think reading the word *"Stereotype"*. Give them the possibility to write some post-it with the meaning of the word, in the electronic whiteboard. Give to the students, at least, 10 minutes.
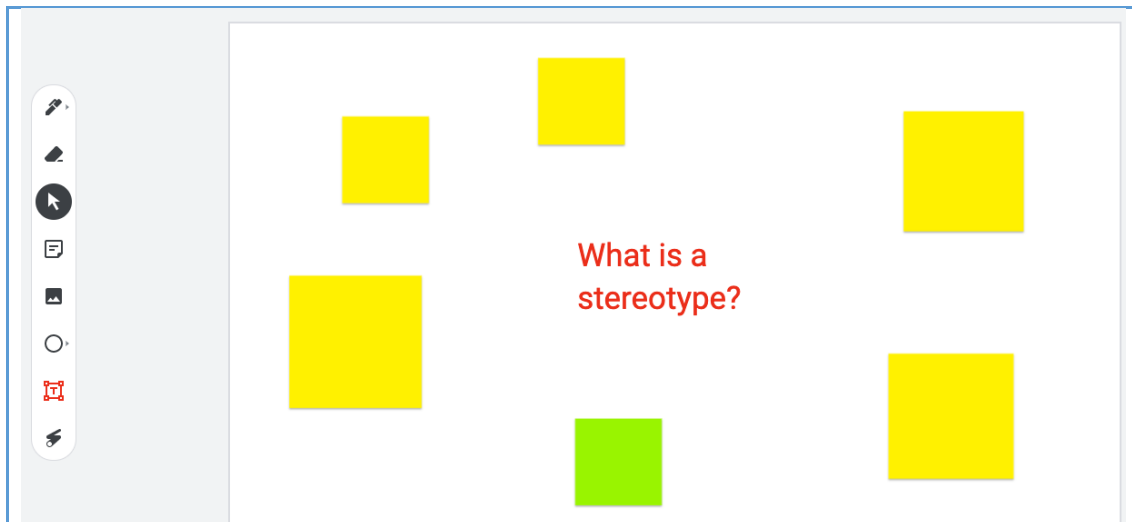
After this exercise, give to the students the definition of *"Stereotype".* Don't forget to use simple and clear words.

Once explained the meaning of the word, ask learners what comes to their mind in relation to the concept of Stereotype. Learners can get out their minds all the ideas they have, and they can write them down on the electronic whiteboard around the central word *Stereotype*. This technique is called *Spider Diagram* because the branches radiating out from the main concept resembling the legs of a spider. This kind of diagram is great to get ideas out of learners' heads and to give them a visual representation of the topic which they are dealing with.

2nd phase: Building the tree of stereotypes (30 minutes)

After the introducing phase, ask to the participants to try to write two post-its in the language of the national country: on the first post-it of the electronic whiteboard, ask to write a common stereotype in their country, while in the second one, ask to write a stereotype of the host country. Give them at least 10 minutes and don't forget to ask to participants to write in the local language and if they need to translate some words, they can ask to the Lay Teacher.

Later, comment together and try to find real examples.

Follow-up

If the participants are not tired, you can continue with the second part of the activity. In case students are too tired, you can keep this second activity for another session.

In your electronic whiteboard:

- Put the image of a tree;

- Writing in the roots those fears and prejudices that are usually manifested towards the people considered different ;

- In the trunk, writing down behaviours that people have towards minority groups/different culture communities ;

- On the crown of the tree, writing the wishes, the suggestions, the desire in relation to an intercultural society where all people are treated equally, are respected and

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supported.

Give to the students the possibility to complete the tree with their thoughts and feelings. Give them 20 minutes.

Throughout this second phase, learners can use the dictionary or can ask the teacher to help them to face linguistic obstacles.

3rd phase: Reflection (15 minutes)

When everyone is ready, ask to each group to present the tree, supporting learners with the words they don't know. Then, stimulate the reflection through some questions, for instance: what the trees have in common? How can we overcome stereotypes? How can we build a solidary intercultural society? Are there stereotypes attributed both to minorities and to the host community? What does it mean? How can we deal with cultural differences? How can we help people who are rejected?

Useful Resources

https://www.mindjet.com/blog/2019/10/201910using-spider-diagrams-brainstorming-planning/

https://extension.psu.edu/more-diversity-activities-for-youth-and-adults

https://www.salto-youth.net/downloads/toolbox_tool_download-file-2026/LEARNING%20ZONE%20GUIDEBOOK_EN.pdf

Required Material

- An electronic whiteboard

Assessment tools

Teachers can monitor the evolution of the activity throughout the lesson, checking in particular:
- learners' motivation
- if learners' linguistic skills are sufficient for the assigned tasks
- the differences of the proficiency level among the learners
- their interaction
- the active participation of all the learners

Moreover, it is possible to evaluate the activity asking participants:
- if they enjoyed it
- if it was too hard or too simple
- it they think it was useful
- if they learned something new