

# Lay > Teachers

**Supporting non-professional teachers to introduce  
refugees to national languages**

2018-1-ES01-KA204-050993

## PRACTICAL ACTIVITIES

**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 solve a 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.



## Unit 1: Introducing national language to migrants

### Activity title

**4 TASKS: enhance the speaking skills of the migrant/refugee students on a weekly basis**

### Learning objectives

This experiential activity is aiming to help the migrant/refugee students to develop some initial skills in speaking in 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.

### Practical activity

All of these activities are really fluid and subjective, regarding their duration and their theme. Generally, the duration of these activities is not really long and they do not last more than 10-20 minutes each. However, the Lay Teachers can incorporate them into the teaching method for developing the speaking skills, and it is absolutely fine to convert these exercises in any way that they think they would be more beneficial to the migrant/refugee students.

So, every week, a new task is being given to the students. The Tasks become gradually more advanced. The Tasks are four, which means four weeks (one month). The activities can be repeated every month, week by week.

#### **WEEK 1: Question of the day.**

For the first week, during each teaching day's opening activities, incorporate the "Question of the day", in other words, ask a question to encourage talk. The Lay Teacher can also write the question on the board, so that the students can read it and start thinking about their answer as soon as they come in. Better start with simple one-part questions like "What is your favourite colour?".

If a student is not able to reply in a complete sentence, the Lay Teacher can model an example of a complete sentence and ask the student to repeat that example.

e.g. *What is your favourite colour?*

*My favourite colour is blue.*

If the students are successfully answering these simple questions in complete sentences, you can move to questions that require more complex answers, with more sentences:

e.g. *What did you do yesterday?*

*I went to work, then I came back, I cooked, we ate with my family and then I went for a walk.*

However, if the students face difficulty in answering, the Lay Teacher can stay with the simple questions.

### **WEEK 2: Group presentations on a completed project.**

It would be a nice idea to have weekly classroom project. The students can be divided in small groups of 3-4 people and they can have a task. For example, one task can be to find information about a famous singer. If the students have an interesting idea, which they want to incorporate into the week's project, encourage them to do so. The students can write down some notes and at the end of the week they can present these notes orally in front of the classroom. Another task, but more advanced, can be to describe a picture in detail. The group of students can find a picture they like and each one can describe in simple language a part of the picture.

### **WEEK 3: Chained storytelling**

This is a nice way to engage all the class of migrant/refugee students. This exercise can happen in the beginning or before the end of the teaching day. In this activity, the Lay Teacher starts with a sentence, preferably a simple one. Each student says one more sentence, in order to add and make a complete story. The Lay Teacher should help the students, if they do not know a word or a sentence to continue. However, if the Lay Teacher says a sentence to assist the student, the latter should be encouraged to repeat it as said, in order to boost the speaking skills.

This activity is not structured, by the meaning that the story is not structured. Every student can add something new to the story, depending that this new information is somehow in accordance with what previous was said. Also, a proper ending should be given to the story.

The instruction about when this ending is going to be given depends on the Lay Teacher. For example, the Lay Teacher can say before starting that as soon as everyone has said a sentence to add to the story, s/he will give the sentence that will end the story.

### **WEEK 4: Role-playing**

For this week, the Lay Teacher can organise a small role-play between the students, in order to develop their speaking language skills. The role-play can be an everyday situation, where the students should pretend to act in a specific way, as their role requires. Either the whole class can participate in the role play, or a group of students each time, which will change gradually until everyone has participate in this kind of activity. This role-play can happen

once every teaching day. The Lay Teacher will be always there to observe and help the students.

As mentioned above, the role-play can be a simple everyday situation where the students will have to talk with each other and communicate. An example of a role play can be:

- All students participate or a small group student participate in this role-play and the others are the observers.
- The students are a group of high-school students who want to organise their annual trip to a Greek island.
- The students have a small chat about it, e.g. which island they think is better to go, how many tickets they need, how much money are they going to need etc.
- They can agree and disagree with each other, until they'll make a decision.

So, it is a fact that oral language is one of the most important skills, which the students should master. Learners use this skill throughout the day to process and deliver instructions, ask questions, receive information and interact. The teaching exercises mentioned above can help the migrant/refugee students communicate in a second language and they can boost their speaking and language skills, too. Also, these exercises contribute not only to the improvement of the speaking language skills of the students, but also to the creation of a secure bond within the team, as most of the activities are happening within the team.

### Useful resources

Methods of Enhancing Speaking Skills of Elementary Level Students →

<https://translationjournal.net/journal/63learning.htm>

11 Ways to Improve Your Students' Oral Language Skills →

<https://blog.brookespublishing.com/11-ways-to-improve-your-students-oral-language-skills/>

### Required material

Most of these activities do not require material resources. However, regarding the group project, maybe the students will not have access to find the information needed. So, the Lay Teacher can give them books or a laptop with access to the Internet, in order to find the information. Also, they will need A4 papers and pens, in order to keep the notes, which they are going to present in the classroom.



### Assessment tools

#### Observation:

The Lay Teacher should observe the group of migrant/refugee students during the activities. In this way, s/he can carry out a basic evaluation of the following aspects:

- Different levels of speaking proficiency skills amongst the students.
- Level of engagement in the activity.
- Level of active participation.

At the end of each month, the Lay Teacher can keep notes about the progress of the students, regarding their oral language skills. In a group, the whole class can also discuss about the progress of their speaking skills, also regarding the exercises.

Furthermore, the Lay Teacher may ask the students about the usefulness of the activities:

1. *How useful was this activity for you?*
2. *Did you find it difficult?*
3. *How did this activity make you feel?*

*What would you like to change in this activity, for the next time?*

### Activity title

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

### Learning objectives

This experiential activity is aiming to help the 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.

### Practical activity

Experiential learning is a teaching method that provides an opportunity for the student 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 should pair-off the students and describe an image to them. The students then should turn the description of the image into a simple drawing. For this activity, we need an even number of participants so that everybody can have a partner. If that is not possible, then maybe one group of 3 students can be made.

**PREVIOUS PREPERATION:** It would be appropriate on behalf of the Lay Teacher to have the drawing in front of her/him during the description. Therefore, the Lay Teacher can also draw a simple image beforehand and then describe it. If that is not possible, the Lay Teacher can write down in a piece of paper the description steps of the image (e.g. Step 1: Describe the



sea, step 2: The sand etc). This will help the evaluation of the image later.

**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 pairs.
- Step 3: Once people have paired off, they sit next to each other.
- Step 4: The Lay Teacher provides every pair of students with only one paper and two pencils (one pencil for each student).
- Step 5: The **Lay Teacher** takes on the role of a **Speaker**, and the **Migrant/refugee Students** play the part of the **Listeners**.
- Step 6: For approximately 5 minutes, the **Speaker** describes an image (e.g. a beach) in his/her native language, but in a really easy and comprehensive way.

**NOTE:** There should not be given a hint before, on behalf of the Lay Teacher, about what the image is going to be about. The Lay Teacher should describe the image 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. For example:

*"Today, we are going to draw a beach. Firstly, please draw the sea.(GAP) Now, please draw the sand. (GAP) Now, on this sand I imagine that some people are sunbathing. (GAP) Also, some umbrellas are there. (GAP) Also, some birds are flying on the sky (GAP)..."*

- Step 7: 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 image.
- Step 8: 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.
- Step 9: 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.
- Step 10: 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.

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, it will 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 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

A4 papers

Pens/pencils/markers

The image made by the Lay Teacher or the notes

### 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?*



## Unit 2: Active Learning Pedagogies

### Activity title

The Long, Mysterious Adventure

### Learning objectives

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

### Practical activity

Make task cards with different activities, like the following.

- sing a song
- spell a word
- have a short conversation
- answer a riddle
- do a simple math problem

Each of these task cards should get more specific than this, though. On the task card for “sing a song,” you would write “sing ‘Heads, Shoulders, Knees and Toes.’” For “spell a word,” write “spell ‘barnyard’.”

For the brief conversation, try something like “ask your partner the time—tell your partner the time,” the riddle could be the classic “what’s black and white and read all over?” and the math problem could be “what’s 123 plus 456?”

Put one task card in each envelope. In the blue envelopes put five different task cards from each of the five different types of tasks. Then in the red envelopes, put another five different tasks from the five categories you have chosen. Continue with the other coloured envelopes. Each colour group of envelopes will now contain one card from each category.

### Description of the process., including different steps or phases

Push all the tables to the edges of the room and set your teacher’s chair in front.

Put all the blue envelopes on one table. Put all the red envelopes on another table. Follow through with the other colours.

Pair the students up, using a dice or playing cards to keep the pairings random.

Give each pair a coloured token. Students will go to the table with envelopes of the same



colour and choose one at random.

Couples, each one with a task envelope, should form a line in front of you. The first pair is ready to perform.

Open the envelope and read out their task.

The pair performs the task.

A satisfactory performance earns a token drawn randomly from a bag or hat.

While that pair rushes to the next table to get another task, evaluate the next pair's task.

An unsatisfactory performance sends the pair back to the same table to choose another task. They can't get a new token until they've done a task to your satisfaction.

Keep the tasks quick to perform and make sure they aren't terribly tricky. That is, the students should be familiar with most of the tasks from regular class activity.

The activity can last the entire class if you make enough tasks, or it can end when one of the pairs of students has managed to get one token of each of the available colours.

### 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](http://www.queensu.ca/teachingandlearning/modules/active/12_exmples_of_active_learning_activities.html)

### Required material

Several coloured envelopes (five or six envelopes of all different colours)

Task cards

Several tokens of the same colour as the envelopes

### Assessment tools

While that pair rushes to the next table to get another task, evaluate the next pair's task.

An unsatisfactory performance sends the pair back to the same table to choose another task. They can't get a new token until they've done a task to your satisfaction.

### 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 phases

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 to....?"

Give your students a couple of sessions to complete their posters. One entire class could be devoted to this, but it's more fun to spend a small chunk of time in multiple classes leisurely making crafty posters. It gives them something cool and low-pressure to look forward to each day.

Once the posters are finished, hang them around the room. Have one member of each group stand by their posted to give a quick explanation to anyone who comes to look. Have the rest of the class move from poster to poster while the creators explain the points on the poster and answer any questions from the others.

### 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](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

A number of pulp magazines with pictures to cut out

Local newspapers to cut out letters or words

Poster board, crayons or markers, scissors, paste or glue

### 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?



## 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, count out one card for each student from a regular deck of playing cards. Then, from a second deck, make a pile of those exact same cards. If you have 20 students, for example, you should have two identical piles of 20 cards—made from two different decks. (Note: For smaller groups, you can use a single deck. An ace of hearts in the first pile would correspond to the ace of diamonds in your second pile, as they're both red aces.)

Put the students in a semi-circle with space in the middle for the charade.

Have on hand:

- Noun, verb and adjective flashcards (one word per card)
- Two decks of playing cards (per above instructions)
- Egg timer

#### Description

From the first prepared deck, randomly hand out one playing card to each student. You should have the same cards in your own, second prepared deck. Shuffle your cards, take the first card from the stack and call out the card. The student with that card is the first up to act.

Hand that student a flashcard. 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 act out 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 being acted out. 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 card from your deck to choose the next student to act. By using the playing cards, you are making sure everyone gets a chance to act out a word

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, for example. 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\\_a\\_constructed\\_participatory\\_culture](https://www.researchgate.net/publication/259640360_Collaborative_language_learning_in_a_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)
- Two decks of playing cards (per above instructions)
- Egg 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?



### Activity title

Name Six

### Learning objectives

Vocabulary review

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

Push all the chairs and tables back and have students sit on the floor.

Have on hand: A beanbag or a squishy toy.

#### Description

Choose one student to stand in the middle of the circle. This student closes his eyes and turns around slowly, counting to ten. Meanwhile, the circle is passing the hot potato around as fast as possible so as not to burn their hands.

When the centre student reaches ten, he or she calls out "stop," opens his or her eyes and points at the student with the hot potato. You will then give a category, such as "Six words that begin with 'p'!" If the language you're teaching uses pictographs instead of an alphabet, you can use a reference word, like "Six colours!," "Six adjectives!" or "Six occupations!"

The hot potato begins to pass around the circle again while the chosen student has to say six words that begin with the letter "p" before the potato comes back to him or her.

If the student succeeds, there's no change and the activity begins again. If the student does not succeed, then they become the student in the middle who turns and counts. Repeat the sequence. You can adjust the number of words to be said, or the number of times the hot potato is passed, according to the number of students in your class and their level to give a fair amount of time for producing the words.

### 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\\_c](https://www.researchgate.net/publication/259640360_Collaborative_language_learning_in_c)





[o-constructed participatory culture](#)

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

### Required material

- A beanbag or a squishy toy.

### Assessment tools

- 1- Did you enjoy doing the exercise?
- 2- Did you find it difficult to think on a specific range of words in such a short time?
- 3- Would you remember some word or phrases that someone else said during the exercise?
- 4- Do you think the exercise represent a way to increase your vocabulary?
- 5- Would you change something in the exercise to make it more effective in language learning?

## Unit 4. Cultivating language acquisition in advance of classroom learning

### Activity title

Activating the vocabulary in your work space

### 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. Populate the Google drive with the following folders; visual images to activate your workspace and images for common processes.

Description of the 3 processes for linguistically activating your work space

Step 1: Place learners in groups of 4, distribute the handouts about the early stages language learners and request that learners 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.



Step 3: Invite learners to share their lists and write them on the whiteboard. Do not add

duplicates.

Step 4: Divide the contents of the class list between the groups. Now using some free visual image sites eg. [www.pixabay.com](http://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 and write them on the whiteboard. Do not add duplicates.

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, laminating and installing them.

Step 9: Now invite each group of learners to consider information they need to obtain regularly from Silent Stage or CEFR A1 Level learners. Ask that each group make a list.



Step 10: Ask that each group share their lists and write them on the whiteboard, do not add duplicates.

Step 11: Now provide each group with a small A3 sized whiteboard.

Step 12: 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 13: Now ask each group to reflect on their experience.

Step 14: Invite each group to share their experience with the class.

### Useful resources

[www.pixabay.com](http://www.pixabay.com)

### Required material

In class; a large wall mounted whiteboard, 5 to 6 small A3 sized whiteboards, 7 markers, an internet connection, a Google drive folder, a computer, a projector and the learners mobile phones.

Follow on outside of class; a colour printer, a lamenter and thumb tacks or/blue tack.

### 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 multiple lamented picture books of common processes pertaining



to your organisation and commonly asked questions?

3. 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?
4. Have you made a visual bring a friend poster and placed it in prominent place, 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?**

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

#### **What can't a Silent Stage Learner do?**

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



		<b>A1</b>
<b>U N D E R S T A N D I N G</b>	<b>Listening</b>	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.
	<b>Reading</b>	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.
<b>S P E A K I N G</b>	<b>Spoken Interaction</b>	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.
	<b>Spoken Production</b>	I can use simple phrases and sentences to describe where I live and people I know.
<b>W R I T I N G</b>	<b>Writing</b>	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?

### Activity title

Accessing the level of Early Stages Language Learners

### Learning objectives

To familiarize and fostering empathy amongst Lay Teacher for the capabilities and competencies of the early stages language learners stages A1 to B1 of the Common European Framework Reference for Languages

### Practical activity

**Duration:** 1 Hour 15mins

Previous preparation: Teachers must familiarize themselves with the early stages of language learning and the Common European Framework Reference for Languages and the associated assessment questions.

#### Description:

Step 1: Split the class in into four groups.

Step 2: Write the following roles on the whiteboard; A1 = Silent Stage/Beginner, A2 = Early Production Stage/Pre-Intermediate, B1= Speech Emergent Stage/Intermediate and assessor.

Step 3: Distribute Group 1 with the handout of assessment questions to verbally assess the level of an early stages language learner then place this group so they cannot see the other

3 groups. Instruct that they familiarize themselves with the questions and process for the identification of different levels.

Step 4: Distribute Group 2 with the handout of the capabilities of the Silent Stage and the CEFR descriptors Levels A1.

Step 5: Distribute Group 3 with the handout of the capabilities of the Early Production Stage and the CEFR descriptors Levels A2.

Step 6: Distribute Group 4 with the handout of the capabilities of the Speech Emergent Stage and the CEFR descriptors Levels B1.

Step 5: Tell the learners that they must read and familiarize themselves with level of language learner and role play that level in a mock assessment with a member of group 1.

Step 5: Distribute Group 2 with the handout of assessment questions to verbally assess the level of an early stages language learner.

Step 6: Allow 10 to 15 minutes for learners to read and familiarize themselves with the material.

Step 7: Now pair each assessor with 1 A1 = Silent Stage/Beginner, 1 A2 = Early Production Stage/Pre-Intermediate and 1 B1= Speech Emergent Stage/Intermediate and remind the learners not to reveal their level.

Step 8: Now ask each group to begin the assessment process. Remind the assessor to wait until they have assessed all of the 3 levels to give their prognosis.

Step 9: Once the exercise is completed distribute the handout of the capabilities of the A1 = Silent Stage/Beginner, 1 A2 = Early Production Stage/Pre-Intermediate and 1 B1= Speech Emergent Stage/Intermediate and the assessment test as 1 document.

Step 10: Ask each group to reflect on their experience.

Step 11: Invite the each group to share their reflections with the class.

Step 12: Allow a brief open class discussion and finish.

### Useful resources

The Common European Framework of Reference for Languages

<https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>

The Stages of Second Language Acquisition – Jane Hill

<https://www.youtube.com/watch?v=vNDNNW6LgWM>





### Required material

Whiteboard, markers and handouts

The Silent Stage / Level A1 CEFR

(0-6 months exposure)

What can a Silent Stage Learner do?

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

What can't a Silent Stage Learner do?

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

The Early Production Stage / Level A1 - A2 CEFR

(6 months to 1 year exposure)

What can an Early Production Stage Learner do?

- I can use approximately 1000 words of vocabulary
- I can use 1 words responses
- Answer "yes" or "no" questions
- I rely heavily on the present tense
- I make lots of grammatical errors

What can't an Early Production Stage Learner do?

- Don't understand complex greetings
- Make multi-clause sentences
- Use accurate grammar
- Can't always find the word they want to say

The Speech Emergent Stage /Level B1 CEFR.

(1-3 years exposure to the host language)

What can a Speech Emergence Stage Learner do?

- I can use approximately 3000 words of vocabulary
- I can use short phrases, sentences and questions
- I can read and write a little
- I can ask why and how questions
- I still make lots of grammatical error

- I have developed some personal strategies for language learning

What can't a Speech Emergence Stage Learner do?

- They still don't get your jokes
- They still struggle with slang
- They can't use academic vocabulary

		A1	A2	B1
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.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
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.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
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.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

Early Stages of Language Learning (A1-B1 CEFR) Assessment Test

Mark the following questions; No response (NR), Some comprehension but unsure response (SCUR) or Response indicating comprehension (RIC)

1. What's your name?
2. What's your age?
3. What language do you speak at home?
4. Where do you live?
5. How many people do you live with?
6. What is your job?

Only proceed to question 7 if the learner has answered all questions 1 – 6 correctly

7. How did you come to (name of your organisation) today?
8. Where are you going after here today?
9. Tell me about the last meal you had.
10. What do you do in your free time?
11. Tell me about what you do for a living?
12. Are you considering taking (insert name of your language) classes?
13. Where would you like to be in 1 year?

Answers:

Questions 1 to 6 - No real response / Little to no response – Silent Stage / CEFR A1

Questions 1 to 8 – Answers most questions with many mistakes – Early Production Stage / CEFR A2

Questions 1 -13 – Answer most questions with mistakes – Speech Emergent Stage / CEFR B1

### Assessment tools

Did you enjoy this exercise?

Do you think you have a better idea of the capabilities of the early stages of language learning or the CEFR A1-B1 stage?

Will you use some or all of this process with the users of your organisation?

Was it easy to identify the different stages of early stages of language learning or the CEFR A1-B1 stage?

Do you think you will treat early stages language learners differently as a result of engaging in this exercise?



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

### Activity title

#### Discovering the city

### Learning objectives

- Learning linguistic tools to ask for directions and to show directions to reach a place; lexicon concerning the city and culture;
- Improving communication skills, fluency in the oral use of the language;
- Improving competencies in the written language; skills to face real-life situations in the language of the host country;
- Improving intercultural communication; awareness of the host country culture (attitudes, habits, food); awareness of the cultural differences.

### Practical activity

**Duration:** 3 lessons. 2 hours in the classroom (one hour before and one hour after the outdoor activity), and a morning spent outdoor.

**Advice:** activity suggested for learners from the A2 level according to the Common European Framework Reference for Languages.

#### 1st phase: Introduction and preparation of the outdoor activity

The first phase has a preparatory function. Show the learners the map of the city you will go to visit during the outdoor activity. You can project it or print it and distribute it to each learner. Focus on the places you will visit (that you have selected before according to what your city offers), mark them on the projection or on the distributed maps. Then, split the class in couples and ask learners to work in pairs: they have to ask each other for directions to reach one of the places that you are going to visit, starting from a start-point that they can choose on the map. This is a role-playing task, where learners have to simulate within the couple a real-life situation. They have 10 minutes to do this task, changing roles once, i.e. the first-time learner A ask for directions and learner B answers and the second time vice-versa.

Then, ask them the phrases that they have used to play this situation, correct them if necessary and write them on the whiteboard. Before the lesson ends, schedule an appointment for the trip, establish a meeting-point and the time of departure.

#### 2nd phase: Discovering the city

The trip in the city should be done by foot: it is, in fact, the best way to discover the

environment and get in touch with locals. During the walk to the place you have planned to visit (a museum, a monument, a symbolic place of the city), encourage learners to ask other people for directions. It is a challenging task that permits to experience real-life situations and to apply linguistic rules learned in the classroom. Moreover, this task highly improves communication skills and cultural awareness because it forces the learner to face the cultural habits and communicative attitudes of local people. Encourage shy learners to try to do better than the others: competitiveness is always a winning factor in the acquisition process.

Once reached the destination, explain them the history of the place, provide them cultural information regarding the city that you consider important, draw attention telling them anecdotes or strange curiosities. Let them feel free to ask questions and promote interactions among them and with you.

If the budget planned by the language course permits it, it would be a good idea to make them try a typical food of the city, for example street food.

### **3rd phase: Reflection**

During this last phase carried on in the classroom in the next lesson after the outdoor activity, split the class in couples and ask them to express their feelings and best memories about the trip to their pair-mate. They have 15 minutes to discuss in pairs. After that, ask if a couple wants to present to the class what has been discussed. If not, pick a couple. During the presentation, all the learners can interact and participate asking questions or expressing their opinions. To stimulate the communication, ask questions such as the following ones: what is your best memory of the trip? Did you like the place? Did you meet nice/bad people? How were local people towards you? Was it hard to understand their way to speak? How was the street food? Do you have similar places/similar food in your country? What did you learn from the trip?

After the oral discussion, ask them to write individually a brief letter where they tell a friend about the trip they did. They can use dictionary and they can ask you for help.

### **Useful resources**

<https://www.spectrumspeech.ie/blog/outdoor-activities-to-develop-speech-and-language-skills>

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

### **Required material**



In the classroom: whiteboard, markers, projector, pens, notebooks.

Outdoor: a place to visit and food to try

A map of the city that they are going to visit

### Assessment tools

Teachers can monitor the evolution of the activity throughout the lesson and the outdoor activity, 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 among them and with the people they meet in the city
- 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,
- if they think it was useful,
- if they learned something new.

### 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 (15 minutes)

Use a whiteboard and write the word *Stereotype* in the middle. Ask learners if they know the meaning of the word and, if not, explain it with simple words and clear examples. 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 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. If the group of learners is not too large, learners can get up and write their ideas by their own hand on the whiteboard. If the group is larger, the teacher can collect the ideas and write them in the spider diagram.

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

After the introducing phase, distribute small post-its, two for each learner. Ask them to write: on the first post-it, three stereotypes that are commonly attributed to their own original cultural/ethnic community; on the second post-it, three stereotypes attributed to the host country community. They have 5 minutes to end this task. After that, split the learners in two groups (6 or 7 people for each group) and ask them to compare the things they wrote and to discuss about it within the assigned group. They have other 5 minutes for this task. Then, give a flip chart paper to each group. On it they have to make the Tree of stereotypes as follows:

- Drawing the 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 supported.

When the trees will be ready, they can put on the bottom of the flip chart paper all the post-its written during the previous phase. They have 20 minutes to complete this task.

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

### Required material

A whiteboard, post-it, markers, a flip chart paper for each group

### 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.





## Unit 6: Lay Teachers competence identification and evaluation

### Activity title

#### Identify your competences

### Learning objectives

This practical activity allows participants:

- to introduce themselves and get to know each other at the beginning of the classes.
- to create a harmonious atmosphere that will help increase the cohesion of the group.
- to break the ice at the beginning of the course or session.
- Presentation of the competences of self-knowledge and communication.

Through these activities, Lay Teachers will be able to identify and evaluate their social, interpersonal and civic competences and communication skills.

### Practical activity

These activities can be done in the first session of the course, to present participants and to create an atmosphere suitable for the rest of the course.

**PARTICIPANTS:** Migrants; facilitator

**SUGGESTED DURATION:** Around 20-30 minutes each activity.

**MATERIALS AND RESOURCES:** Flipchart or paper, cariocas, pens, scissors, worksheet Tree of Life and more magazines.

#### 1. First presentations – Assembly images of the participants

This is a good activity to break the ice and lower the pressure when someone is in a group in which he does not know anyone.

The facilitator asks the participants to form a circle and present themselves using movements: they assign a gesture to their names and, one by one, executes the respective movement by saying their name at the same time. Each time one of the participants says their name, the rest of the group and the facilitator, repeat the movement.

After assigning a gesture to their names, participants will receive an empty sheet that they will have to write or draw their name in a way they want to be remembered by the rest of the group.

The facilitator will provide them with colorful slides, pens and scissors to personalize their name. Under their name, participants can note the date of their arrival in the host country,

as well as the name to other countries where they have lived.

In the meantime, the facilitator will hang a blank piece of paper on the wall and draw a series of bubbles, each of them identifying a participant, and then each will hang what drawings represents their name. At the end of this activity, the participants will tell the group how they want to be called.

## **2. What am I like? With what do I identify?**

The facilitator gives the participants several magazines that illustrate aspects of daily life (eg. different people in daily situations, performing various tasks, alone or with other people). Then the participants will choose the images that they think are related to their life, to what they have, what they like, with what they are, with their past and present experiences, with future ones, etc. After choosing the images, they will cut them out and make their own collages; they can add next to them, in writing, sentences and expressions. When the collage is ready, participants will explain it to the group and hang it on the group's wall in their personal bubble.

## **3. Who am I?**

The facilitator will give each participant a white paper and a pen to write - clear and read - their names and five skills that everyone thinks they have, answering the question:

Who am I? Participants will hang their paper to their chest so that others can see who they are. The facilitator tells the participants to form groups to introduce themselves and for everyone to read the abilities of others.

They will answer within the group a series of questions such as:

How did I feel when I wrote: Who am I? And how do I feel when they know?

At the end of the activity, the group will share comments on important issues discussed and will reflect on the similarity of the mentioned emotions.

## **4. The train**

The activity consists of building a train made of people, including a locomotive and wagons. The facilitator will be the locomotive, and the participants will be wagons.

The facilitator (locomotive) will go in a circle following the shape of a circle painted on the floor. While running, the facilitator will say the name of a continent, and the participant on that continent will join the train as wagons. Then the facilitator will shout the names of all the continents while running in a circle and all participants will join the train.

The same exercise can be done with other topics (eg Religion, favorite dishes, etc.).

## **5. A place, an ideal moment**

The participants sit separately and the lights are off.

The facilitator tells the participants to think about an ideal place or a time when they lived it or what will happen in the future. Then the facilitator asks, 'where will they be?', 'With who?', 'what would it be there?', 'what music would you listen to?', 'how do you feel?', etc.

Gradually the room lights turn on. Now, the participants must draw on a paper what they had in mind. In conclusion the participants will share their emotions, will confess if the activity was easy or difficult, if they were surprised at some point, etc.

#### Useful resources

<http://forwardproject.eu/wp-content/uploads/2014/01/traducere-toolbox-rev62.pdf>

#### Required material

Flipchart or paper, cariocas, pens, scissors, paper, worksheet Tree of Life and more magazines.

#### Assessment tools

The tools were designed to be applied by migrant trainers, to support migrants learning to identify, develop and validate skills acquired in informal, non-formal and lifelong learning contexts, both in the country of origin and in the migration process.

These action and reflection activities should serve to identify and implement competencies in different contexts;

**The evaluation will take place during the activity. The following can be evaluated:**

- Active participation
- Communication skills
- Increased awareness of issues related to gender, interculturality and equal opportunities.

#### Activity title

**"The R.A.I. Method"**

#### Learning objectives

U6. Lay Teachers competence identification and evaluation

During and at the end of this activity, the adult learners will be able to:

- to define the key notions, specific to this activity;
- to use / operate with these concepts in various training contexts, methodologies, etc .;
- to argue the role of modern assessment methods and techniques in optimizing the

educational process;

- to analyze the modern methods and techniques of evaluation, from the perspective of the possibilities of application to the specialized discipline;
- to appreciate the efficiency of modern assessment methods and techniques;
- to develop, for a content of your choice, an evaluation strategy based on modern methods and techniques (alternative or complementary).

### Practical activity

Improving teaching practices through modern methods, techniques and instruments for evaluation

Duration:

This activity should take about 2-3 hours.

Evaluation is a fundamental component of the education process, its status within it being reconsidered, especially in the last decades, due to the numerous researches, studies, works elaborated on this subject. The school evaluation is perceived today as being organically integrated in the educational process, having the role of regulating, optimizing, streamlining the teaching-learning activities.

"Unlike the traditional methods that perform the evaluation of the school results obtained for a limited time and in relation to a greater or lesser area of content, but anyway defined - the alternative evaluation methods have at least two characteristics: on the one hand, they achieve evaluation of results closely related to training / learning, often concurrently with it; on the other hand, they look at the school results obtained over a longer period, which aim at building capacities, acquiring skills and especially changes in the plane of interests, attitudes, correlated with the learning activity." (Radu, 2000, 223-224 ).

**How do we evaluate?** In order to identify appropriate answers to this question it is necessary to orient our reflection on the methods, techniques and instruments that we value in the evaluation process, so that it (not only the act of teaching and learning) can be characterized by the attributes: attractive , exciting, stimulating, efficient.

The **"R.A.I. method"** - aims to "stimulate and develop students' abilities to communicate (through questions and answers) what they have just learned."

The name of this method comes from the combination of the initials of the words Answer - Throw - Ask.

It can be used at any time of the didactic activity, within a face-to-face or group activity. An evaluative approach made through this method involves following the next steps (in the case of a face-to-face activity):

- the content / theme to be evaluated is specified;
- a light ball is offered to the designated student to start the activity;
- he asks a question and throws the ball to a colleague who will specify the answer; in turn,

he will throw the ball to another colleague, asking him a new question;

- the student who will not be able to provide the correct answer to the question will come out of the "game", the correct answer being specified by the one who asked the question; he has the right to ask another question, and if he does not know the correct answer, he will leave the "game" in favor of the one to whom he asked the question;

- In the "game" only students who demonstrate that they have a solid knowledge in relation to the evaluated subject will remain;

- at the end, the teacher clarifies any problems / questions left unanswered.

During the activity, the teacher-observer identifies the possible deficiencies in the preparation of the students and can thus make the necessary decisions to improve their performances, as well as to optimize the teaching-learning process.

This alternative method of evaluation can be used in any study discipline, but the teacher warns students about the need to vary the types of questions and their grading as a difficulty. The following questions may also be suggested:

- How do you define the concept .....
- What are the key notions of the theme .....
- What are the central ideas of the theme?
- What is the importance of the fact that .....
- How do you argue that .....
- What do you think are the effects .....
- How do you think it would be better to ..... or .....
- How can you apply the concepts learned .....
- What did you find most interesting .....
- What relationships can you establish between.... and .....? etc ..

#### Useful resources

[https://www.academia.edu/10714940/3.5.\\_METODE\\_TEHNICI\\_%C5%9E\\_INSTRUMENTE\\_MODALITATE\\_DE\\_EVALUARE](https://www.academia.edu/10714940/3.5._METODE_TEHNICI_%C5%9E_INSTRUMENTE_MODALITATE_DE_EVALUARE)

#### Required material

Ball, Flipchart, cariocas, pens, paper.

#### Assessment tools



The advantages of the R.A.I method:

- it is, at the same time, an effective method of evaluation, but also a method of interactive learning;
- the game elements associated with this method transform the evaluative approach into a pleasant, attractive, stimulating activity for students;
- it does not imply the sanctioning by note of the students' performances, having a constant-ameliorative role, which eliminates the intensely negative emotional states;
- promotes inter-evaluation and learning;
- allows for operational feedback;
- Contributes to:
  - formation and consolidation of active listening skills;
  - training and developing reflective capacity;
  - developing relationship skills;
  - developing communication skills;
  - training and development of assessment and self-assessment skills;
  - development of argumentative capacity, etc.