

1-Some considerations to be aware of when working with refugees from Ukraine

Aim: To offer recommendations for teachers on issues relating to the background of refugees arriving from Ukraine and their most urgent needs

All staff, especially teachers and volunteers, need to pay special attention to the vulnerable emotional state of refugees arriving from Ukraine by following the recommendations below.

- Prepare your group of learners for the arrival of refugees from Ukraine by giving information about these refugees' background and having a discussion about their needs
- Welcome the new arrivals and try to reassure them. Aim to create an atmosphere in which refugees from Ukraine feel able to express themselves and to share whatever information they wish about themselves but expect different refugees to behave differently: one person may talk about his or her life in Ukraine or recent experiences, but this does not mean that all refugees will want to do the same
- In general terms, respect the privacy of the refugees you are working with and remind them of principles such as tolerance, equality, and respect
- In front of the other learners of your group, it is best not to ask personal questions about refugees' situation in Ukraine or the experiences they have had travelling to reach safety
- It is important to avoid discussing topics that may distress these refugees or make them feel uncomfortable. If sensitive issues are raised by other learners, they may upset individual refugees and cause them to withdraw from learning activities
- Refugees may spontaneously talk about their traumatic experiences. If they do, listen with empathy and show that you are interested in them as people. If you feel that some individuals are still suffering from the effects of these experiences, seek the help of a psychologist or counsellor
- Refugees suffering trauma may be disorientated and upset, and may have problems with concentration and memory, so they may need encouragement to participate in learning activities
- Consider carefully the following three main needs, and try to identify who is available to help with them:
 - the need for healthcare: refugees may be exhausted and distressed when they arrive. They may also be ill due to difficult conditions during their journey.
 - their welfare needs: depending on their accommodation, they may not have easy access to good food, suitable sleeping and bathroom arrangements, clean clothes, etc.
 - the need for orientation and information concerning their exact location, their timetable, etc.
- Discuss these and similar difficulties with the other members of your staff, such as healthcare staff, counsellors and social workers and those in charge of administrative procedures
- Dealing with traumatised refugees may itself be traumatic, so never try to handle serious cases alone: get help from other members of staff and discuss your experiences with an expert.



2-What is involved in providing language support for refugees arriving from Ukraine?

Aim: To stimulate reflection on the language support needed by refugees arriving from Ukraine and how it can best be provided

Learning the new language is probably not the most urgent problem or aim for refugees arriving from Ukraine. Other matters are likely to be more urgent and important for them. However, refugees arriving from Ukraine need elementary knowledge of the languages of the countries they find themselves in. Regular language courses with trained teachers may not be available, but support can be provided by teachers of any subject and by volunteers.

Bear in mind that the refugees in a group probably have different previous experiences, levels of education, social background, and knowledge of languages, and that various factors may affect their attendance, punctuality and their ability to concentrate, learn and remember.

Here are some recommendations.

- *Find out about the language skills refugees already have.* Their first language(s) should be valued, and, if necessary, they can be encouraged to offer language support to one another, for example with reading and writing.
- *Find out whether there is one or more common language that can be used to communicate with them.* Common languages may include the host country language or any other commonly spoken languages. However, any common language needs to be used sensitively: for example, some refugees may not be willing to use Russian even if they understand it. If necessary, some refugees can be asked to act as informal interpreters.
- *Focus on non-formal activities.* They can help to restore refugees' self-confidence and also help to pass the time.
- *Focus on social interaction.* Refugees arriving from Ukraine can more easily adapt to their life in the host country if learning activities provide opportunities for social contact, especially spoken interaction with people of the host community.
- *If possible, organize activities outside the learning environment.* In particular, social events are opportunities to meet persons and feel less alone. Activities involving people from the local community and members of local voluntary associations may also provide opportunities for enjoyable social interaction.
- *Let them speak as much as possible.* Refugees who are learning a language need as many opportunities as possible to use the language themselves. So, depending on the situation and your aims, you need to find the right balance between speaking yourself and giving the refugees opportunities to speak.
- *Avoid pressure.* Refugees arriving from Ukraine have experienced pressure on their journeys, and still be under pressure because of their current circumstances. Many language learners go through a so-called 'quiet phase', and some refugees may say nothing for weeks. Putting pressure on them to speak might lead to loss of motivation. It is important that they do not think learning a new language is an added challenge involving tests. Use your support activities as an invitation to enter the world of the new language and to enjoy it.
- *Allow refugees to help each other.* Their own languages are "islands of security" in a country where they do not understand the language and can be very helpful in learning situations. The first language can be



helpful in learning a new language. It may be difficult for you because you may not feel in control, but be patient and allow the participants time to think and to discuss things with each other. Also, show an interest in their languages, by, for example, asking them to mention words or expressions that are equivalent to those in the new language.

- *Limit interruption and correction.* Refugees may expect you to interrupt and correct their mistakes because you are seen as 'an expert'. In some cases, fairly correct pronunciation may avoid misunderstandings and enable other people to understand what they are saying. However, frequent correction may result in refugees losing confidence and keeping quiet to avoid making mistakes. It is important to strengthen their self-confidence by showing them that they can communicate successfully in the new language even if they make mistakes.

If you have never helped people learn a foreign language before – for example, if you are a subject teacher or volunteer - it is important to think about how it can best be done. Here are some points to remember:

- You do not need to follow a specific course programme or aim for a particular level of competence: focus on the refugees' most important language needs.
- You do not have to teach grammar because the aim is not for refugees to learn the new language correctly for an exam. The aim is to help them adjust to their situation.
- This means helping them learn enough of the language to communicate and to express their needs. In an urgent situation, useful expressions and vocabulary are more important than grammar.
- Even if you are not experienced in helping people with language you can explain things and provide useful information. You know how things work in your country and what kind of expressions and questions are useful for everyday situations: e.g. *what's that called? where can I find...? I don't understand, etc.*
- Using your language and/or a language that you and the refugees share, you can introduce them to the ways in which things work. Learning vocabulary, doing things with real objects, or, if permitted, visiting places together - walks in town, handicraft projects, music, sports and so on - are valuable ways of giving language support to refugees of all ages.
- You can be a 'communication partner' who has time and the patience and the willingness to listen and talk to them individually.
- You can act as a model when they need to repeat and practise useful words and expressions.
- You can offer praise and encouragement when they have language or other difficulties.
- Speak clearly and slowly and use pauses between sentences.
- Use body language such as gestures to aid communication but avoid speaking too loudly as this may be intimidating for some refugees. It may not always be possible to quickly establish an easy relationship until refugees feel reassured and supported.
- Repeat or paraphrase what you say whenever necessary, especially your questions.
- Avoid digression or sudden changes of topic.
- Use images, objects etc. in language activities and include games, movement, singing, and play.

3-Helping refugees to manage relations with people in a new context

Aim: To offer guidance on how to manage interactions with other people in a new context

Refugees arriving from Ukraine suddenly find themselves in unfamiliar surroundings in a place which they were not expecting to be. Their social life in the place where they settle, even provisionally, involves interacting with local people without knowing how these people communicate. This means using or developing competences and awareness of oral communication in an unfamiliar language environment.

Here are some things refugees can do **at the start of this process** of adjusting to their new social life:

- communicate in a language which they know and which they think the person they are talking to might understand
- learn one or two basic phrases for greeting and asking for help (e.g. “hello”, “excuse me”, “please”, “thank you” etc.)
- be willing to say things in a mixture of different languages
- use non-verbal means such as gestures and other kinds of body language, photos on a smartphone, etc. to aid communication
- use automatic translation apps available on their smartphones for important words
- get help, where necessary, from someone else who can act as a mediator
- make it clear when they do not understand something and ask the other person to repeat what they have said.

This kind of oral communication involving very limited language resources is useful for greetings, basic politeness, simple exchanges with new neighbours, buying goods and services or asking for information. This is because these kinds of communication are quite routine and predictable.

Difficulties that arise in this kind of communication are mainly due to not really knowing the words and expressions suitable in social aspects of the new environment different from those in the refugees’ country of origin, or are not referred to in the same way. Examples include administrative terms (such as English: ‘driving licence’, Italian ‘patente’), the names of places and people that are often used in street names, for example, the brand names of products, the different names of institutions in the new environment, street signs and notices, the significance of certain national or religious holidays, and so on. Where these are concerned, communication difficulties are very likely to lead to simple linguistic but not to personal misunderstandings.

At a more advanced level, refugees will probably have acquired language skills that enable them to go beyond such stereotypical basic exchanges. They can talk about subjects which are more personal and may involve other kinds of misunderstanding or incomprehension between speakers. This may be because:

- The intentions behind what the speaker is trying to say are not fully understood
- Certain facial expressions or hand gestures are misinterpreted
- The newcomer does not understand the ‘rules’ of conversation in the new environment, for example ways of addressing people, how to interrupt someone politely and so on.
- The meaning of or intention behind certain fixed phrases is not understood, for instance in English “are you joking?”, “It’s not my fault”, “I’m fed up” etc.



- The refugee does not know how to offer advice, make a request, refuse politely etc.
- He or she does not know how to express an opinion in a subtle way
- She or she raises a subject which is usually avoided, such as asking about someone's age, their income, their political views (especially if these involve national pride), social questions such as abortion, the death penalty, or subjects to do with religious beliefs.

Topics such as those mentioned above as well as more personal issues can be raised with people one is beginning to get to know. In these cases, it is normal for disagreements - which are not the same as misunderstandings - to occur, and, if they do, they need to be handled kindly and respectfully on both sides. If the person being spoken to shows signs of hesitancy, embarrassment or shock it is important to find out the reasons and to clarify things.



4-Helping refugees arriving from Ukraine to adjust to their new situation

Aim: To suggest ways of helping refugees arriving from Ukraine to make sense of their first reactions to their new circumstances and surroundings and move on from them

It is normal for refugees who suddenly arrive in a new country from Ukraine to feel various sorts of anxiety and apprehension about their unfamiliar surroundings. From an educational point of view, this 'culture shock' needs to be managed by institutions or people involved in the refugees's welfare.

Managing the unexpected reactions and curiosity that they may experience when encountering new and different circumstances should be an integral part of intercultural education. The 'shock' refugees experience may be a reaction to new discoveries about the host community and their living conditions. These may include:

- the different educational culture.
- food, the organisation of meals, mealtimes etc.
- the clothes people wear
- the favourite kinds of sports, games or pastimes
- the media, such as local or national TV
- the organisation of leisure time, including national holidays
- and so on.

Some general guidelines

Refugees's reactions to these kinds of discoveries are normally immediate and spontaneous. They often take the form of a judgement such as 'that's good' or a comparison ('it's better than where I live'). To prevent these discoveries being rejected as 'foreign' or accepted uncritically, they need to be dealt with as an integral part of your language support. This is best done in a language the refugees know well. The following are some suggestions about how to do this:

- Identify refugees's reactions to their new circumstances and/or organise some time to enable them to talk about their feelings.
- Try to get them to express their views verbally in their own language (although there are likely to be problems understanding them) or in the language of the host community, although their knowledge of the language may be too limited.
- Gather some reliable information about the subject in question or ask the learners to do some basic research on it.
- Be careful not to over-generalise, not to talk about 'national characteristics' or to under-estimate the diversity that exists within the host community.
- Avoid direct comparisons between the characteristics of the host community and those of the country of origin as these could be misleading. Bring in at least one other point of comparison.
- Organise group discussion so as to bring the participants'' various different points of view to the fore.
- When leading the discussion, avoid trying to change learners' reactions; try instead to make them aware of the complexity of the phenomena being discussed and why more thoughtful reactions are therefore required.
- Give examples of the ways in which such reactions can affect the harmony of democratic life, including in educational and/or job environment.



5-Handling initial meetings with refugees arriving from Ukraine

Aim: To offer guidance on how to interact with refugees arriving from Ukraine during initial meetings with them

Before planning language support, it is important to have an informal conversation with the refugees, for example in pairs or small groups. Here are some general guidelines.

- Talk to them in a friendly and supportive way: finding out about their language and literacy skills must not seem like an exam or a test.
- If you can use a language which they understand even a little, begin with a simple conversation about their interests, their favourite activity, where they are living in the community etc.
- It is important to remember that some of these refugees:
 - may be able to speak other languages and can understand words in another Slavic language
 - may have well-developed literacy in their own language, but the Roman script may be new to them.
- Respect refugees' privacy by not asking detailed questions about their family, their home in Ukraine, their journey to the host country etc.
- If you share a language with the refugee who you are meeting, or if you speak a language that has some similarities with Ukrainian, use that language to aid communication. For example, in the shared or related language you can explain what you are doing and why.
- If you don't share a language and don't speak a related language, and the refugee is a beginner in the target language, keep everything as short and simple as possible. Use simple gestures and repeat or rephrase what you say if necessary. It may be helpful to have someone with you who speaks Ukrainian.

Hello! I'm _____ I'm a teacher/volunteer. I want to help you with (target language).

Start with a few very simple questions until you find out how much the refugee can understand and say. Ask only one question at a time. You can use yourself as an example:

My name is _____. And you? What's your name? How old are you?

I come from _____. Where do you come from?

I speak _____ and a little _____. Which languages do you speak?

Can you tell me something about your studies/education?

What about your job? Can you tell me something about your working experiences?

What do you like to do in your free time? Can you tell me something about your interests?

- If you are still not sure about the refugee's speaking and listening skills in the target language, you can use some simple drawings or pictures of everyday life. Be sensitive to the refugees' feelings and choose pictures carefully. Only use online pictures (photos etc.) which are free to download and share. Ask open-ended questions to encourage them to talk.

After this informal conversation, it will be important to find out more about the 'language profile' of the refugees you will be working with (see 'Finding out about the language profiles').



6-Finding out about the language profiles of refugees arriving from Ukraine

Aim: To help those needs to gather information about the competence of refugees arriving from Ukraine in the languages which they know and about their interests and priorities

Teachers and volunteers offering language support to refugees from Ukraine should try to obtain any information already gathered about them (e.g., previous schooling, health and other special needs etc.) before meeting them to discuss their language needs.

On the next page you will find a short questionnaire for use with the refugees who have recently arrived from Ukraine. This will help you to gather information about each refugee 'language profile'. A language profile is a description of a person's language and literacy competences. It includes their level of competence in the different languages which they know and their ability to use the languages in different communicative situations, etc.

- Ask each refugee simple questions like those in the form on page 2 and make notes on the same form. Add any other information you have about them.
- Before asking the questions, explain why you are doing this, e.g. *"This is not an exam. It is just an informal conversation. We need this information to be able to organise our language activities"*.
- If refugees arriving from Ukraine know a little of the host country language, speak clearly and slowly.
- If they do not speak the language of the host country or are not ready to do so, try to use another language related to Ukrainian such as Polish, Slovak, Czech etc, or a language they might have learned, such as English.
- Do not oblige them to answer all the questions: depending on the circumstances of the individual, certain questions may be too sensitive.
- Remember that what they say about their language competences is based on their own opinion, so it may be different from your own perceptions.
- If you can, share the information you gather with other people who are in contact with them.



Language profile





When talking to each refugee use the questions suggested in the form or similar questions, then write brief notes.

“What is your first name? And your family name?”	First name:	Family name:	“How old are you?”	Age
“Tell me about your interests”				
(Ask the refugee if s/he can read a short sentence in e.g. English or the host country language – to find out if s/he can read the Roman script)	Yes, s/he can read Roman script		No	

(Try to estimate his/her competence in the language **of the host country** on the basis of the previous answers, and by asking other simple questions)

Ability to speak and understand the host country language	Beginner	Elementary	Above elementary

First/preferred language “What language(s) do you speak at home?”	
Other languages: “Do you know any other languages -even just a few words? How much can you say, understand, read etc. in language X, language Y etc?”	

WHICH OTHER LANGUAGES?	 Speaking	 Understanding the spoken language	 Understanding the written language	 Writing

7- First steps in the host country language

Aim: To help volunteers who are beginning language support activities to gather information beforehand about refugees' proficiency in the host country language and their level of literacy.

Using this tool will help you to define a linguistic and literacy profile for each refugee and enable you (where possible) to form groups with shared interests and similar [linguistic and literacy](#) profiles.

Suggested use:

- Inform refugees about the goal of the activity ("*This is not a test. I need this information in order to better organize our language activities*").
- If refugees have difficulty with reading and writing activities, focus on speaking and listening skills, in line with their literacy profile (see Tool 27 [Refugees' linguistic profiles](#)).
- In the activities section of the Toolkit some language activities are identified as being suitable for refugees with low competence in reading and writing, and with whom a sensitive approach is likely to be needed. In this case, it could be useful to take into account some suggestions, as follow:

In reading activities

- Make sure letters of the alphabet are separated
- If printed, use a large font - if possible, 16 or 18 points and a clear font such as Tahoma or Arial
- Try not to include more than 6-10 words on a single page
- Where necessary, guide participants in reading from left to right.

In speaking activities

- Help participants to learn the pronunciation of letters of the alphabet so that they can, for example, spell their own names.

In writing activities

- Offer guidance, where necessary, in the use of writing conventions (from left to right, with lines, separation of words, etc.)

Please, answer these questions

- Can you talk about yourself? Your name, your country, your age, whatever you like
- Can you describe what you did this morning?

Please, read and say the following words

NOW		AM		IN		[COUNTRY]
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Please, read and copy the following words

THIS

IS

MY

DOCUMENT

(This activity is designed for use with refugees with low levels of literacy)

Please match the words in the box with a picture



A

I see some fruit in the picture



B



A

The train is in the station



B



A

This is a picture of the sea



B

Please, read and complete the following

My name is: _____

My family name is: _____

I was born in (place of birth): _____

8-Getting refugees arriving from Ukraine to talk about themselves

Aim: To suggest ways of giving refugees arriving from Ukraine opportunities to talk about themselves and their experiences

It is very important that refugees who have arrived from Ukraine should be able to say who they are and talk about or share what they have recently been through if they are willing to. In addition, other learners you might have in your group can be asked to introduce and talk a little about themselves.

1. You can invite refugees who have recently arrived from Ukraine to do this in their own language after a preparatory session with you. As preparation, you could produce some accompanying PowerPoint slides in which what they refugees wish to say in their own language is translated into the language of the host community. If available, a means of automated translation can be used for this.

You could also help refugees find relevant photos, images and other kinds of documents to illustrate their brief talks.

The refugees' short talks can be about their family, their studies, work situation or their friends in Ukraine, the area of town or the village they live in and their journey from Ukraine to the new country, etc. Each presentation can be followed by a group discussion and can be repeated with other refugees. It is important, however, not to put pressure on refugees to give such a talk if they do not want to.

2. These kinds of exchanges can also be used to help refugees learn expressions in the language of the host country that they need for this purpose with the aid of a table like the one below.

1.1 Introducing oneself

They need to be able to state their names and to be aware that their names might cause certain reactions or be mispronounced.

		EXPRESSIONS	UKRAINIAN
1.1.1	Saying who you are. Introducing yourself. <i>Take account of the structure of names (here, the structure of English names is used).</i>	<i>I am</i> first name. First name, family name. <i>My name is</i> first name, family name. <i>I am</i> first name, family name.	«Я» - ім'я. Ім'я, прізвище. «Мене звати» - ім'я, прізвище. «Я» - ім'я, прізвище.
1.1.2	Spelling, pronouncing (<i>possibility of starting to learn how to say the letters of the first and second names</i>).	Spell. <i>... it is spelled ...</i>	Вимова. <i>...це вимовляється...</i>
1.1.3	Correcting a person's pronunciation (<i>when the name is mispronounced</i>).	<i>..., no, ...</i> <i>..., sorry, ...</i>	<i>...,Ні,...</i> <i>...,перепрошую,...</i>

1.2 Talking about oneself

Refugees need to explain who they are, what they did before they left their country; they need to be able to tell their story in a simple way.

		EXPRESSIONS	UKRAINIAN
1.2.1	Describing. <i>Requires mainly vocabulary.</i>	Verb phrase. The verb <i>to be</i> + [adjective].	Дієслівне словосполучення. Дієслово «бути» + [прикметник].
1.2.2	Telling a story. <i>Requires mainly vocabulary.</i> <i>At this level, using basic verb forms in statements like “me go through Greece” is acceptable.</i>	[Verbs (past tense)] + <i>and, and then, after that.</i>	[Дієслова (в минулому часі)] + <i>i, a потім, після цього.</i>

1.3 Expressing emotions and feelings

Due to the difficulties faced by refugees, the personal feelings they wish to express, especially when talking about themselves, their loved ones, their country, etc., are more predictable than would normally be the case.

		EXPRESSIONS	UKRAINIAN
1.3.1	Expressing pleasure, joy.	<i>That's great/fantastic!</i> <i>Wonderful!</i>	<i>Це чудово/фантастично!</i> <i>Чудово!</i>
1.3.2	Expressing sadness.	<i>I am sad / unhappy.</i> <i>Things are bad/not good for me.</i>	<i>Я сумний/нещасливий.</i> <i>Для мене все погано/не добре.</i>
1.3.3	Expressing hope.	<i>I hope (that) ...</i>	<i>Я сподіваюся (що) ...</i>
1.3.4	Expressing disappointment.	<i>What a pity!</i>	<i>Шкода!</i>
1.3.5	Expressing fear, anxiety.	<i>I am scared.</i> <i>I'm worried about + [noun].</i>	<i>Я наляканий.</i> <i>Я хвилююся за + [іменник].</i>
1.3.6	Expressing relief.	<i>Phew!</i> <i>I feel better!</i>	<i>Фух!</i> <i>Я відчуваю себе краще!</i>
1.3.7	Expressing physical pain.	<i>Ouch!</i> <i>My [part of the body] hurts.</i>	<i>Ой!</i> <i>У мене болить [частина тіла].</i>
1.3.8	Telling someone you like something.	<i>Ah! Oh!</i> <i>Wonderful! Great! Fantastic!</i> <i>Good!</i> <i>I like + [noun/verb].</i> <i>What a great + [noun]!</i>	<i>Ах! Ой!</i> <i>Неймовірно! Чудово!</i> <i>Фантастично! Добре!</i> <i>Мені подобається + [іменник/дієслово].</i> <i>Який чудовий + [іменник]!</i>
1.3.9	Saying you do not like something or someone.	<i>I hate + [noun/verb].</i> <i>I don't like + [noun].</i> <i>That is not + [adjective].</i>	<i>Я ненавиджу + [іменник/дієслово].</i>

			<i>Мені не подобається + [іменник]. Це не + [прикметник].</i>
1.3.1 0	Expressing satisfaction. Expressing dissatisfaction, complaining.	<i>Perfect! Great! I'm so pleased! I don't like + [noun].</i>	<i>Ідеально! Чудово! Мені так приємно! Мені не подобається + [іменник].</i>
1.3.1 1	Expressing surprise.	<i>Ah? Oh! What? Really? No!</i>	<i>Ах? Ой! Що? Справді? Ні!</i>
1.3.1 2	Expressing lack of surprise.	<i>(Yes) I know.</i>	<i>(Так) я знаю.</i>
1.3.1 3	Expressing thanks, gratitude.	<i>Thank you (very much) for + [noun]. It's kind of you to + [verb].</i>	<i>Дякую (дуже) за + [іменник]. Люб'язно з вашого боку + [дієслово].</i>

1.4 Sharing emotions

Refugees need to have the language skills to share emotions during their day-to-day social interaction but also to talk about themselves and to talk to other refugees/migrants.

		EXPRESSIONS	UKRAUKRAINIAN
1.4.1	Asking about feelings.	<i>Are you OK/all right? What's the matter? What's going on?</i>	<i>З тобою все гаразд/добре? Що трапилось? Що відбувається?</i>
1.4.2	Asking about satisfaction or dissatisfaction.	<i>What's the problem? Is everything OK/all right?</i>	<i>У чому проблема? Чи все в порядку/добре?</i>
1.4.3	Consoling, encouraging, comforting.	<i>It/everything will be all right!</i>	<i>Це/все буде добре!</i>
1.4.4	Expressing sympathy.	<i>I understand. You poor thing!</i>	<i>Я розумію. Бідолаха!</i>
1.4.5	Reassuring.	<i>It's nothing. It's nothing to worry about.</i>	<i>Нічого. Нема про що турбуватися.</i>

9- Ideas for learning basic vocabulary: everyday life

Aim: To provide resources for activities to teach everyday vocabulary.

Using images to support basic vocabulary learning

Pictures, as well as real-life objects (realia), are an excellent resource for very low-level language learning. When you have a good bank of pictures you can use them for a number of different but basic activities. The pictures below provide examples of the type of images that are suitable for basic language learning. For more information about selecting pictures and realia see Tool 22 [Selecting pictures and 'realia' for language activities](#). Pictures can be used to support many different language-learning activities as well as providing support when there are communication difficulties.

Some suggested activities for using pictures

1. Flashcards to learn new words

Make flashcards with the word on one side and the picture on the other side. Focus on a particular theme related to a scenario. For example, 'shopping' or 'health'. The theme should be relevant to the group.

Place the cards with the *word down* and the *picture visible*.

Learners must pick a card and say the word in the target language. Then they check on the back to see if they are correct.

The card is then put to one side.

This activity can be organized as a team-based competition. The team with the most correct items of vocabulary wins the competition.

Learners could write or copy the words into their vocabulary files, providing a translation in their mother tongue.

The words could be revisited in a later session to see how many words have been remembered.

2. Using a mix of flashcards to organize words

Place a number of flashcards from different thematic areas with the *pictures down* and the *words visible*.

First the cards must be sorted by the refugees into the themes represented only by looking at the word and without looking at the picture.

Then the refugees read a word and say what it is. For example 'apple' is fruit/food, 'inhaler' is medicine or doctor.

Then the refugee looks at the back to check the picture. If the answer is not correct, the card is mixed in with the other cards again with the picture down and the word visible. Another refugee can try to identify the correct word.

3. Using pictures to create spoken (or written) text

Place flashcards on the table with the pictures visible.

Check that everybody knows what the words are and what the pictures relate to. They should belong to the same theme.

Learners work as a single group or in smaller sub-groups to create some phrases or sentences based on the pictures. For example, 'I go to the market and I buy vegetables'. They can speak their sentences or, if possible, one member of the group could write them.

Food



food



water

Expand: milk, coffee, tea, etc.

Health



medicine



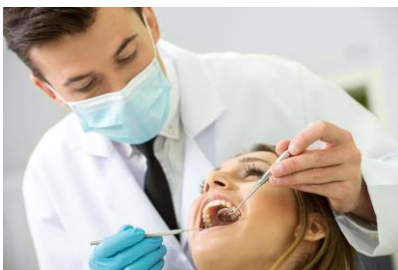
injection



inhaler



doctor



dentist



temperature /fever

Clothes



clothes



shoes

Expand: trousers; jumper; skirt; jacket, ...

Hygiene



toilet



shower



nappy/diaper



soap



toothbrush /toothpaste

Telephone



mobile phone



internet



charger



WiFi

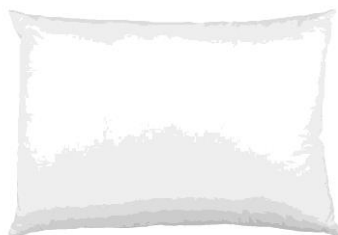
Furniture / Home



bed



blanket



pillow

Family



family



grandfather / grandmother



father / mother



son / daughter



brother / sister

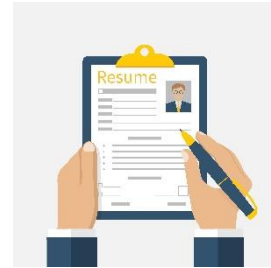


baby

Other important words



prayer room



documents



interpreter



legal advice



teacher



volunteer



10- Basic vocabulary to express opinions and emotions

Aim: To provide resources for activities to help refugees express basic opinions and emotions.

The importance of expressing opinions and feelings

It is important that refugees can express opinions and feelings in the target language. However, it is often an interculturally and personally delicate task to discuss or demonstrate feelings, particularly in a group situation. It is not intended to ask refugees to talk about their feelings but to be able to express their feelings when they choose to do so. For example it is a good idea to ask a group how they feel at the end of a session. Are you happy? Confused? Tired? Energised, etc. It is also good to be able to enquire how a person feels if they have been absent from sessions due to illness.

Introducing the vocabulary for feelings and emotions

It is useful to begin by introducing adjectives such as 'happy', 'sad', 'surprised', 'confused' and so on. Then the refugees choose pictures or symbols to indicate feelings. Smiley faces, which are commonly used in texting, allow you to introduce the concept at a very general level.


For example:

- distribute a set of pictures (gathered from magazines, newspapers, internet etc.) which show faces expressing either pleasure and joy or sadness and ask the refugees to match pictures with an appropriate smiley face/ word.
- ask the refugees to choose other pictures to illustrate these feelings.
- everyone can help to explain, mime or use shared languages to help with any words that may not be understood or recognized.
- refugees then practise further in pairs by picking up random cards, saying the word and demonstrating the opinion/feeling.
- some of the group may be able to make simple sentences (*I feel happy; she is sad*).


Indicating feelings without any language

Refugee language learners who have no competence in the target language and for whom language learning is a great challenge can become excluded from a language support group as others make progress in learning. It is good to include such learners by asking them how they are feeling. For example, use a 'question mark card' and show this to the refugee. Mime your question and indicate on a card how you are feeling – happy or tired or hot etc. Then indicate that the refugee should choose a card to show his or her feelings.

1. Expressing pleasure and joy

<p>That's wonderful I'm very happy for you Fantastic</p>		<p>happy</p>
--	---	--------------

2. Expressing sadness

<p>I am sad / unhappy That is bad news</p>		<p>sad</p>
--	---	------------

Examples of smiley faces for different feelings:



scared



surprised



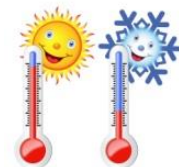
tired



angry



confused



hot / cold

To find more images

Magazines, newspapers (particularly sports images), comics and the internet are all good sources of pictures that show feelings or emotions. If searching on the internet look for 'faces with feelings'. Remember to check copyright before copying any images for use in activities.

For more expressions

See Tool 33 [A list of expressions for everyday communication](#) for a collection of useful expressions.

11- Techniques for learning vocabulary

Aim: This tool offers suggestions for helping refugees to learn and use new vocabulary and to review and reflect on their learning.

People have different learning preferences (see Tool 14 *Diversity in working groups*) and it is important to offer refugees different pathways to learning the target language. This tool illustrates some different ways that refugees can begin to assemble a personal resource for newly-learned vocabulary and use this to practise new words and phrases.

Vocabulary learning

Material

- between five and ten words/expressions, e.g. from last meeting / week / month or about a certain topic (e.g. food, health, ...): vocabulary cards, notebooks.
- other learning material, e.g. texts, notes...
- template (see below).

Aims

- to become aware of vocabulary in the new language.
- to revise vocabulary.
- to organise notes so that they will be useful outside the learning situation.

Description

Refugees note new words/phrases then indicate by a tick ✓ how they have remembered/used the words.

As a group:

Make the words visible, e.g. produce a poster / pictures with these words or write them on cards.

Each time refugees come across or use one of them, they mark it with a little sign – an asterisk, a smiley face, a coloured dot. In this way it is possible to see how often the words are used and how familiar they become.

Next steps

- Revisit the words/phrases.
- Encourage learners to use post-its, cards, vocabulary apps etc. as an aid to learning the words
- Remember that learning new words takes time and it is most important to create opportunities for new vocabulary to be put to use.

Making a personal vocabulary collection

Using a notebook

When learning a new language, many learners collect vocabulary in a list or notebook. As the number of words, phrases and expressions encountered grows very rapidly, it is important to organise a vocabulary collection from the very beginning, and it is motivating for the learner to see how their bank of vocabulary grows.

For example, a notebook can be organised by scenario or topic so that all words connected to that topic would be written down in the same place. Each page in the notebook should be divided so that the refugee can add additional information. A loose-leaf binder is very useful for this purpose as it is more flexible and allows for pages to be removed when the vocabulary has become familiar and additional pages can be added.




Example:

Topic:		
Word or phrase	In my language	Where I can use this word or phrase

Using a grid to record, revise and think about new vocabulary

Below is an example of a grid which could be reproduced and used in a loose-leaf binder. Vocabulary for a particular scenario, topic, purpose etc. should be organised in the binder so that it can be accessed easily. When refugees return to the grid from time to time, they can indicate their progress in using the item of vocabulary until it becomes a natural part of communication. In the example below, one or more ticks (✓) are used to indicate this gradual process of learning. Each time refugees review the words a tick is inserted to indicate where the vocabulary was used and how well they were able to remember or use it.

Tick (✓ or ✓✓ or ✓✓✓ etc) as appropriate or note the date / context

Word / expression	Recognized it in a conversation, TV programme, SMS, a sign, ...	Remembered its meaning without clues using vocabulary card, notes etc.)	Remembered how to say this in the new language*	Used it: said it / wrote it*	
Good morning!	✓✓	✓✓✓✓	✓✓	✓	
Timetable.	✓✓	✓✓	don't need to.	don't need to.	
Bus.	✓				
Ticket.	✓				

* might not be necessary with some expressions.

Using vocabulary cards

Cards are used by many learners to remember new words and information. It is possible to use index cards or cards made by cutting up sheets of thick paper. The example below shows how refugees can use cards to record their learning of vocabulary as it progresses.

Method

Write only one word or expression on each card.

Use the back of the card for translation into another language(s) as appropriate.

Refugees can draw small rectangles or boxes at the top of each card. These spaces can be used as follows:

1. Tick the first box when you first recognize the word (in a conversation, a text, a sign, ...).
2. Tick the second box each time you remember its meaning independent from context (i.e. by just looking at a vocabulary card).
3. Tick the third box each time you can remember this without looking at the card*.
4. Tick the fourth box each time you use the word or phrase when speaking or writing*.
5. Tick the 😊 box when you feel you know and can use this word/expression.

You can print this template or simply make up your own cards.

* might not be necessary with some expressions

Example:

This refugee has been receiving medical treatment. The word 'doctor' is becoming very familiar and he can recognise it when he hears it.

He has also learnt the word 'prescription' but has a problem remembering it. He can identify it when the doctor or nurse says it to him and gives him a prescription.

He knows the word 'pharmacy' because that is similar to the word used in his home country.

✓	✓	✓		😊	✓				😊	✓	✓	✓	✓	✓😊
doctor					prescription					pharmacy				
				😊					😊					😊
				😊					😊					😊

12- Helping refugees to think about their learning

Aim: To help refugees reflect before and after a language support activity.

How to use this reflection activity

By thinking about the session in advance of doing any learning activities, the refugee has an opportunity to activate all the knowledge that he or she already has about the topic/scenario being studied: knowledge in the first language, or in any other language, knowledge gained from experience or observation, or questions that need to be answered to help the refugee understand more about the environment in which he/she is living.

Use this activity regularly

It is important to repeat this activity before each learning activity so that predicting and reflecting become natural parts of the learning process. Some refugees may not be familiar with reflection in the context of learning as this may not be typical of educational practice in their countries. In addition, those refugees who have lower levels of previous education and/or literacy may find the activity challenging.

When a refugee cannot write

If it is not possible for an individual refugee to write information, it is recommended that the questions should be discussed orally and, where possible, a linguistic mediator could be used.

For more reflection activities see the following pages in the *European Language Portfolio model for migrants* (www.coe.int/lang-migrants → Instruments → European Language Portfolio).

- Page LB1(8) *How I learnt in the past.*
- Page LB2(2) *My personal expectations of this language course.*
- Page LB2(5) *How well do you know yourself as a learner.*
- Page LB2(12) *My approach to learning.*
- Page LB2(13) *Planning my learning now.*
- Page LB2(14) *Thinking back on what I have learnt today.*
- Page LB2(16) *Learning Diary.*





Reflection tool to support learning

Scenario or topic.	
--------------------	--

Before the learning activity

What do I expect to learn from this activity?	
What do I expect from the volunteer?	
What do I expect from myself?	

Complete at the end of the activity

In this activity, we talked about...	
I could do some things in the language [put a circle O around YES or NO.]	 YES - NO  YES - NO
	 YES - NO  YES - NO
I found this activity useful because ...	
The most useful moment/s (part/s) were when I/we ...	
I found this activity easy/hard because...	
I can now do the following things:	
This learning experience was: [put a circle O to show what you think].	<div style="display: flex; justify-content: space-around; width: 100%;"> Bad Good </div>



13- Starting to socialise

Aims: - Present key-expressions for introducing oneself.
- Enable refugees to say something about themselves.

Communicative situations

- Introducing themselves, spelling and pronouncing their own name.
- Talking about themselves, their life etc.

Materials

- Example text (A) of someone introducing herself (see next page).
- Sheet of key expressions and phrases (see Tool 33 *A list of expressions for everyday communication*).

Language activities

Activity 1

Elicit what refugees know about introductions in their own language and culture by asking (for example): *What information is important when we want to talk about ourselves?* Acknowledge their contributions.

Activity 2

Read text (A) aloud. Check refugees' understanding by asking questions such as: *How old is she? Where does she come from? When was she born? Where does she live?* Continue with other examples.

Activity 3

Use the information in the table (B) (see next page) to check refugees' understanding. Print it out and cut it up, then shuffle the pieces on a table and ask refugees to match key expressions with related headings (in bold).

Then ask refugees: *What's your name? When were you born? Where do you come from?* Continue with other examples.

Invite refugees to write down their answers.

Activity 4

Introduce a sample dialogue like this:

- A. *Hello, I am John Miller. I am a neighbour.*
- B. *Hi, I'm Mir Samir.*
- A. *Sorry, could you repeat that?*
- A. *Mir Samir: M, I, R – then S, A, M, I, R.*
- B. *Nice to meet you!*

Check comprehension, and then organize a role play using the information in the table used in activity 3. Then invite refugees to imagine meeting people in a place they like (allow time for preparation). In the first role play, you take the role of A, using information about yourself; then refugees work in pairs, following



the model given (focus their attention on spelling their names, and on key expressions used to ask someone to repeat something).

Ideas for learners with low literacy

Invite learners with low literacy to say something about themselves, e.g. *My name is Haweeyo.*

- Write this clearly in large letters on a strip of card.
- Read it aloud several times pointing to each word as you say it.
- Invite refugees to read it aloud with you and then alone.

Cut up the sentence into several pieces and ask them to put the pieces back in the correct order and read the sentence aloud again.

Repeat the process using a similar or new sentence given by refugees, e.g. *I come from Somalia.*

Sample materials

A: Introducing oneself

My name is Adeba Desta. I'm twenty-four years old. I was born in Ethiopia, in Addis Ababa on March 5, 1993. I have been married for four years and I have two children: one is three years old and the other is four. We have lived here for six months and we rent a house. My husband works in a machine shop. I don't have a job yet.

B:

Name.	My name is Karen.
Nationality.	I'm Irish.
Place of birth.	I was born in Dublin.
Marital Status.	I'm unmarried.
Age.	I'm 31 years old.
Date of birth.	I was born on April 13th, 1985.
Contact.	My e-mail address is karen@gmail.com.
Occupation.	I'm unemployed.

14- Using a mobile phone

Aims: - Introduce some key-words and expressions related to phone calls.
- Enable refugees to cope with simple telephone conversations in the target language.

Communicative situations

- Understand a name or telephone number they hear on the telephone.
- Receive and understand simple SMS messages in the target language.
- Send a simple message.

Materials

- Picture of a mobile phone keypad.
- Picture of SMS.
- Recordings of phone calls.

Language activities

Activity 1

Refugees listen to a recording of a phone call between two friends, then read a dialogue like this.

- A. *Hello?*
- B. *Hi Tom, it's Samira. I'm calling to ask for help: I'm looking for a job. Do you know anyone who needs a babysitter?*
- A. *You can ask my friend Patricia: I know she is looking for a babysitter.*
- B. *Great. What's her phone number?*
- A. *356789225.*
- B. *OK. Thank you. Bye!*
- A. *Good luck! Bye.*

Use simple questions to check refugees' understanding of key words and expressions, e.g. *Who is speaking? Why is Samira phoning Tom? Does Tom help her?* Check refugees' understanding of numbers: e.g. *What is Patricia's phone number?* Invite refugees to write down the number they hear and to read it aloud.

Activity 2

Refugees with low literacy can take it in turns to type their own numbers on the picture of a mobile phone keypad or on a real mobile phone. Then they can write down their own telephone number.

Activity 3

Refugees imagine that Samira is calling Patricia and listen to another recording:

- A. *This is 356789225. I am not available to take your call at the moment. Please, call later or leave a message after the BEEP.*
- B. *Hallo Patricia. This is Samira, a friend of Tom's. He gave me your number because I am looking for a job as a baby sitter. My number is: 328965200. Please, call me back or send me a text. Thanks. Goodbye.*

To check comprehension, ask questions like: *Was Samira able to speak with Patricia? Why not? What is Samira's phone number? What did Samira ask Patricia to do?*

Activity 4

- Ask refugees to read the text message from Patricia.
- Check comprehension, and then ask refugees to write a reply to confirm the meeting.

Ideas for learners with low literacy

Refugees with low literacy can copy a simple text message provided by you before replying to confirm an appointment.

- Write the message clearly on a strip of card.
- Read it aloud several times pointing to each word as you read.
- Invite refugees to read it aloud with you and then alone.

Cut up the sentences of the first dialogue and ask them to put the pieces back in the correct order and read the sentences aloud again.

Sample materials



Picture of a mobile phone keypad.

Hallo Samira, I am going for a coffee with Tom at Kings Cafe. If you want, we can meet there at 5 p.m.
Patricia

Picture of SMS.

15- Finding out about social services

- Aims:** - Present some key expressions relating to using social services.
- Inform refugees about key social services.
- Enable refugees to begin to communicate with social services staff.

Communicative situations

- Understand signs in social services buildings.
- Ask for simple information about social services.
- Understand simple instructions.

Materials

- Pictures of people, places, and signs related to social services.
- Role-play cards.

Language activities

Activity 1

Use the pictures (a) to:

- Introduce and help refugees to understand the relevant notices and signs relating to support and assistance, e.g. for the elderly, children, women, etc.
- Check their understanding of notices and signs by asking them to match words with pictures.

Activity 2

- Give refugees, for example, a family counselling centre leaflet (preferably with illustrations) containing information about this service.
- Use simple questions to check understanding: e.g. *When is the centre open? Do they have interpreters? Must I go there with someone else?*
- Ask refugees to exchange information about the leaflet in pairs.
- Invite refugees to report back to the group on some of the information they have found.

Activity 3

- Refer to the leaflet again, asking (for example): *Do you know where this place is? Is there a similar service in your country? Who do people talk to in these centres?*
- Then ask how they would manage this kind of interaction in their own languages. Introduce a dialogue like the following:
 - A: *Excuse me, can you help me?*
 - B: *Yes?*
 - A: *I'm looking for the family counselling centre. What floor is it on?*
 - B: *It's on the second floor.*
- Check comprehension focusing on 'excuse me, can you help me?' etc.

Activity 4

- Organize role plays combining the pictures and the role-play cards, so that A has a card and B has a picture illustrating the place where the interaction takes place. Invite refugees to request information and respond to the request in an appropriate way.

Ideas for learners with low literacy

- Invite refugees with low literacy to copy the main words that occur in the activities onto cards. Then ask them to identify the words on the cards on signs and in leaflets etc.
- Ask them to read signs and notices related to social services.

Sample materials

(a) Pictures of people, places, and signs related to social services.



Family counselling



Disability



Helping children



Helping elderly people

(b) Role-play cards.



I'm pregnant



My son needs help

16 - Using health services

Aim:

- Inform refugees about the most important health services.
- Activate vocabulary, combining words and concepts.
- Enable refugees to talk about health, using some key healthcare expressions.

Communicative situations

- Understand simple instructions.
- Answer direct questions.
- Ask for information and understand the answer.

Materials

- Pictures of people, places, signs from health services.
- Role-play cards.

Language activities

Activity 1

Elicit what refugees already know about health services using a spider gram or mindmap (see the example in 'sample materials' below).

Write the keywords on cards (e.g.: first aid, doctor, hospital, Red Cross, pharmacy, medicine).

Activity 2

Use pictures like those at (a) to present some key signs related to healthcare (H, Red Cross, etc.).

Invite refugees to:

- Note the key words on the signs.
- Read the same words in other pictures (e.g. a picture of a street with pharmacy signs).
- Check understanding by asking refugees to match words with pictures and symbols.

Activity 3

Invite refugees to draw a human figure in their notebooks.

Point at part of your own leg and ask: "What's this called?" Continue with other examples.

Write the words on the board and ask the learners to copy them onto the human figure in their notebooks.

Activity 4

Use the pictures showing illness to contextualize the parts of the body.

Show the group the cards and ask 'Where does he/she feel pain?'

Then, introduce some phrases indicating wellness and illness or physical pain (e.g. "Today I'm fine", "I feel sick", "I have a backache"), and ask refugees for similar expressions in their own languages.

Activity 5



Give an example of spoken interaction like the following (e.g. with a pharmacist):

- A. *Good morning.*
- B. *Good morning, can I help you?*
- A. *Yes, I have a backache.*
- B. *Have you tried stretching exercises?*
- A. *What do you mean?*
- B. *Specific exercises for the back.*
- A. *Yes, but they didn't help.*
- B. *Right. I suggest you go to see the doctor.*
- A. *Do you know when the doctor is available?*
- B. *Every day, but on Wednesday and Friday only from 2 pm to 5 pm.*

Check comprehension, focusing in particular on the key expression used to ask for clarification.

Then organise a role-play between refugees: one has a card and another has a picture of the place where the interaction takes place. On the first occasion, the volunteer takes the 'patient' role, then refugees work in pairs. Allow time for preparation.

Ideas for learners with low literacy

Invite refugees with low literacy to copy the main words used in the activities onto cards for use in further activities.

Ask them to describe the illness cards.

Sample materials:

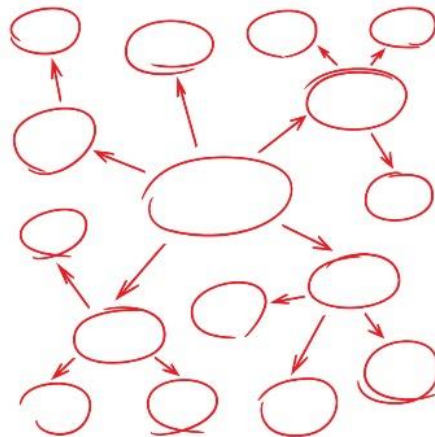
Pictures of people, places, signs from health services



Role-play cards



Example of a spider gram





17- Shopping: buying clothes

Aims: - Activate vocabulary and key expressions related to clothing.
- Enable refugees to speak about clothes.

Communicative situations

- Express a need and understand the answer.
- Talk about clothing.

Materials

- Pictures related to clothes.
- Pictures of the host country in different seasons.

Language activities

Activity 1

Use the pictures related to clothes to talk about:

- clothes in their own country (traditional clothes, most common clothes, etc.)
- similarities and difference between the way people dress in the host country and in their own countries.

Activity 2

Use the pictures or better, real clothes to

- introduce some key vocabulary related to clothes.
- ask refugees to write these words on cards.
- Check their comprehension of words by asking them to match words with pictures or items of clothing.

Activity 3

Show refugees the pictures of seasons (if possible, using pictures of the nearest city/town/village) and check their understanding of the four seasons asking e.g. *What season is shown in this picture? How do you know?*

- Then ask them to describe these pictures in more detail.
- Next ask refugees to talk about the four seasons in their own countries (temperature, rainfall and the clothes needed).

Activity 4

Use both sets of pictures together. Spread out the pictures of the four seasons. Then ask refugees to put the various pictures of clothing that they consider most appropriate for each season in the right place. This activity is suitable for use with refugees with low levels of literacy.

While doing this, refugees explain their choices in a very simple way, e.g. *this jacket is warm. It's good for winter.*



Activity 5

Introduce a dialogue like the following:

- A. *Good morning.*
- B. *Good morning, how can I help you?*
- A. *It is very cold. I need a coat for the winter.*
- B. *What size are you?*
- A. *Medium.*
- B. *Ok, come this way. The coats are over here.*
- A. *Can I try this one on?*
- B. *Yes, the fitting room is over there.*

Check comprehension, especially of:

- the key expression *I need*.
- the word *size* (write on the board the various sizes: small, medium, large etc.).

Refugees then do a role play adapting and extending the model dialogue. Allow time for preparation and repeat the activity using the different pictures of seasons to contextualize the role play.

Ideas for learners with low literacy

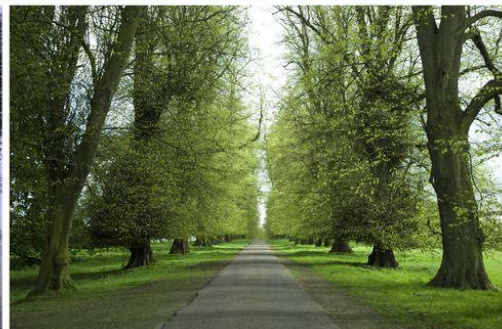
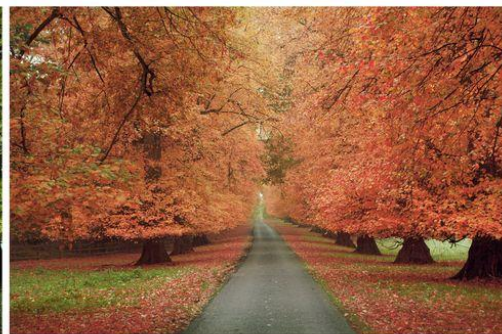
Invite refugees with low literacy to write or copy the names of the clothes.

Sample material

- Pictures related to clothes.



- Pictures of the host country in different seasons.



*

18 – Shopping and buying credit for a mobile phone

Aims: - Inform refugees about shops in the host country.
- Enable refugees to communicate in shopping situations.

Communicative situations

- Understand the signs indicating where the different sections or departments of a store are.
- Ask for an item that they want to buy.
- Ask about prices and quantities.
- Buy credit for a mobile phone (example).

Materials

Pictures of supermarkets, markets and shops.

Language activities

Activity 1

Ask refugees to describe a market in their country using questions like the following: How do you say “market” in your language? What time does the market start? What can you buy there?

Activity 2

Use pictures of shops etc. to:

- familiarize refugees with the most important signs in a supermarket, shop or market in the host country.

Elicit what refugees know about where to buy certain products.

Invite refugees to:

- Write the key-expressions from the discussion on cards.
- Note down the words on the signs.

Check comprehension by asking refugees to match words with pictures and signs.

Activity 3

Play a recording of an announcement that the supermarket is about to close, e.g.: This is a customer announcement: *the supermarket will be closing at 7:30. Please bring your shopping to the checkout now. Thank you!* Play the recording again if necessary. Then check understanding by asking questions, e.g.: *What time will the supermarket close?*

Activity 4

Show refugees the pictures again.

- Ask them to point to a place where it is possible to buy credit for a mobile phone in their country, and to compare these with the places in the host country where this can be done.
- Introduce a dialogue like the following:

A. Good morning, can I buy credit for my phone here?

B. Yes, you can.

A. How much does it cost?

B. You can pay 5, 10, 20 or 50 Euros.

A. Can I have 10 euros, please?

B. OK here you are.

A. Thanks.

- Check understanding focusing in particular on key expressions like *Can I buy ...? Do you sell ...? How much is it?* etc.
- Refugees do a role play following the example given (allow time for preparation).

Activity 5

Show pictures of banknotes (or use realia) for 5, 10, 20, 50 Euro.

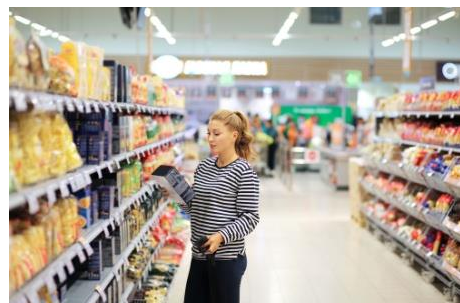
- Show some examples of receipts. Ask refugees: If you pay with a 20 euro note and what you buy costs 5 euro, how much change will you get? Continue with similar examples.

Ideas for learners with low literacy

Invite refugees with low literacy to copy a short shopping list. Then:

- Ask them to find easy words on the cards, in signs etc.
- Ask them to write a new shopping list for themselves.

Sample materials



19 - Finding your way in town: the local library

Aims: - Learn about local library services.
- Learn how to ask the way.

Communicative situations

- Understand simple directions.
- Understand simple instructions and information.
- Ask for information about transport.

Materials

Leaflet about the local library.

Language activities

Activity 1

Show some pictures of libraries, asking refugees to:

- describe the pictures in simple language.
- talk about libraries or similar places in their own country.

Activity 2

Show them the leaflet about the library nearest to where the refugees are living. Ask them to exchange information about the leaflet in pairs (when the library is open, what services are provided etc.).

Activity 3

Ask refugees to plan a trip to the local library, working in groups.

- Give each group a map showing the route to the library.
- In pairs, refugees exchange information about how to reach the library.

Activity 4

Introduce a dialogue like this:

A. *Excuse me, I want to go to the library in Europe Street. How can get there?*

B. *The train to the town centre takes you nearby.*

A. *Where is the station?*

B. *Go straight on, take the second turning on the right and walk about 150 metres.*

A. *Sorry, I don't understand. How many metres from the turning?*

B. *150.*

A. *Many thanks.*

B. *You're welcome.*



Check refugees' comprehension, focusing on expressions used to:

- ask for directions.
- tell the other person you do not understand.
- thank them.

Then organise a role play between pairs of refugees. To start with, you take one of the roles, then refugees work in pairs, following the example, but varying destinations – library, post office etc. (allow some time for preparation).

Activity 5

Play a recording of a station announcement like: *The train for the town centre is arriving at platform 5.* Then hand out a transcript of the announcement with some of the words missing (e.g. the number of the platform). Play the recording again, asking refugees to complete the text by filling in the missing words.

Suggested next step (see Tool 57 *Practising language in the real world*)

Depending on the context and the status of refugees, check whether they are eligible to join the local library. If so, give them the necessary information and explain what documentation they need to provide when applying to join. Help them to complete a library application form and prepare whatever documentation is needed.

Ideas for learners with low literacy

Invite refugees with low literacy to copy the main words that occurred in the activities so that they can use them again later:

- Ask them to find easy words on the worksheet and leaflet (e.g. library, book, computer, borrow ...).
- Ask them to read the information about library services and to fill in a simplified application form.

Sample material

RIVERDALE LIBRARY

- Adult study area.
- Photocopying.
- Free internet access and computer use.
- Dual language books.

Read the information about Riverdale library:

6. What services are available?
7. Which services would you like to use?
8. Which services would you like to know more about?
9. Ask about words/phrases you don't understand.
10. If you have used a library before, are these services different or similar to those at the libraries you know?



20 - Finding accommodation

Aims: - Inform refugees about housing in the host country.
- Enable refugees to communicate about accommodation.

Communicative situations

- Understand advertisements for apartments and houses to let.
- Understand and be able to give simple information.

Materials

- Pictures related to housing.
- Floorplans of apartments.
- Pictures of items of furniture.
- Advertisements for flats or houses to let (with pictures).

Language activities

Activity 1

Use the pictures related to housing to get refugees to talk about:

- Accommodation and housing in their own country.
- Similarities and difference between homes in the host country and in their own countries.

Activity 2

Use the pictures to introduce some key-words related to housing (e.g. *flat, apartment, house, bedroom etc.*).

- Ask refugees to write these words on cards.
- Check comprehension by asking them to match the words with pictures.

Activity 3

Show refugees one of the floorplans and introduce or check their knowledge of keywords by asking e.g. *Where is the kitchen? And the bathroom?* Then ask them to point to these rooms on the floorplan.

Activity 4

Ask refugees to draw a floorplan by following simple instructions, e.g. *an apartment with one large bedroom, a kitchen, a big living room, and a very small bathroom.* (This activity is suitable for use with refugees with low levels of literacy.)

Activity 5

- Hand out the two floorplans and describe one of the apartments.
- Ask refugees to indicate which is the apartment you described.
- Then, allowing time for preparation, ask them to describe the other floorplan in a simple way.

Activity 6

Find some advertisements (with pictures) of flats or houses to let in the area.

- Ask questions such as: *Have you ever tried to find an apartment or house to rent? Where did you look for advertisements? Was it hard/easy to find one? Why? etc.*
- Invite refugees to exchange information in pairs about the advertisements: the price, the location, the description of the apartment etc., recycling language from the previous activities.

Activity 7

Refugees practice language they may need for speaking to an estate agent or a letting agent

A. *Hello, I'm looking for a house/apartment to rent. Do you have anything suitable for me?*

B. *Where do you want to live and what sort of accommodation do you need?*

A. *I'd like an apartment near the centre with two bedrooms.*

B. *We have a number of properties that might suit you – have a look at these details.*

A. *I'll take these away and look at them. I'll come back tomorrow. Thank you.*

(Use expressions linked to facilities in Tool 35 - [Ideas for learning basic vocabulary: everyday life](#))

Ideas for learners with low literacy

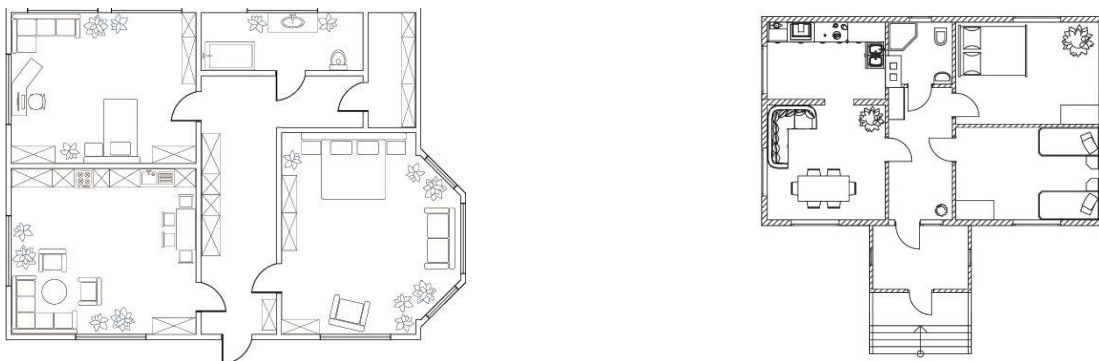
- Cut out pictures of furniture and of the most important rooms in a house. Ask refugees to match the pictures of furniture with the pictures of rooms. Invite learners with low literacy to copy down the names of the rooms and items of furniture.
- Invite them to write lists of furniture which they could find in the different rooms.

Sample materials

Pictures related to housing



Floorplans of apartments



21 - School and college

- Aims:**
- Introduce vocabulary and expressions relating to school.
 - Inform refugees about school services in the host country.
 - Enable refugees to communicate about some school services.

Communicative situations

Communicate with school administrative staff and teachers (with the help of a school mediator, where available).

Materials

Pictures of people and places related to schools.

Language activities

1. Use the pictures (below) to:
 - Elicit what refugees know about schools, the services offered, and jobs in educational institutions in the host country.
 - Ask questions to find out whether the education system in refugees' countries is similar to or different from that of host country: e.g. At what age do children start school? What kinds of schools are there in your country? etc.
 - Show refugees pictures of some places in a school (e.g. school office, classroom, corridor, playground, cafeteria) and elicit or introduce vocabulary.
2. Ask refugees to write the new words on cards (secretary, head teacher, teachers, cleaner: parts of the school, such as the cafeteria, classrooms, playground). Then ask them to describe the pictures you have just used.
3. Introduce a dialogue like the following between a parent and a member of staff in the school:
 - A. *Good morning. How can I help you?*
 - B. *I need to enrol my daughter in primary school. Can you tell me where the school office is?*
 - A. *Yes, go straight down the corridor, it's the second door on the right.*
 - B. *Sorry, can you speak more slowly please?*
 - A. *Sorry, yes of course. Go straight down the corridor, it's the second door on the right.*

Check comprehension, focusing especially on the key expressions for:

- Asking someone to speak more slowly.
- Apologizing.
- Giving directions.

Then organise a role play in which refugees imagine they are going to the school for the first time to enrol a child.

Suggested next step:

If possible, organise a visit with refugees to an adult college or school.

In the adult education college, the purpose would be to obtain information about free courses (e.g. language courses). The aim would be to make the refugees aware of opportunities to continue their learning in the host country.

Taking refugees, especially those who are parents, to a school would be an opportunity for them to understand how schools in the host country work, and, in relevant cases, to enquire about enrolling their children.

Ideas for learners with low literacy

Ask refugees with low literacy to find on a school timetable the time children begin and finish certain lessons, asking you for help if necessary.

If refugees have children, ask them to write down the times their child begins and finishes school every day.

Sample materials



22 - Socialising with the local community

Aims: - Engage refugees in social interaction.
- Enable them to share cultural information and opinions.
- Raise intercultural awareness in the local community.

Communicative situations

- Participate in real conversations.
- Talk about themselves, their lives, their cultures.

Materials

No material is needed. Depending on the context and the refugees' situation, try to organise a meeting with members of the local community with the help of local Institutions such as charities, the local authority, schools etc. It is useful if some of these people have experience of living in another country.

Before refugees arrive, have a short introductory meeting with the members of the local community who attend. Give them some basic information about the group of refugees, their language level and the work you are doing. Explain the plan for the meeting, ask for their cooperation, and answer any questions. Then bring in the group of refugees.

Intercultural language activities

Activity 1

Refugees and members of the local community sit in a circle in the space provided for the meeting. If possible, each refugee should sit between two members of the local community.

With the help of a mediator if one is available, ask refugees to introduce themselves. Then ask the members of the community to introduce themselves too.

Activity 2

Identify people in the group who can act as translators (this may only be possible if a mediator is present). After the introductions, refugees are invited to talk to one of the people next to them about their own language(s) and culture. The person they are speaking to should be ready to ask some questions, and then talk about their own culture, family etc.

Activity 3

Then, all the participants talk to another person about their traditions, favourite music, favourite city etc.

Activity 4

Draw a spider gram on the board (or use a projector). Write the word integration in the middle. Ask all participants to say something (a word or phrase) linked to or associated with 'integration'. Write these down on the 'legs' of the spider. Note: this activity will only work if members of the local community are willing. You only need a few people to answer).



Activity 5

Before the meeting help refugees to talk about a dish from their own country. At the end of the meeting refugees, who are able to, describe a typical dish they know to the whole group. Some members of the local community do the same thing. (Note: ideally at least some refugees and some members of the local community will bring some food to the meeting so that this can be shared in a relaxed way at this point).

A nice way to end the meeting would be to encourage refugees and members of the local community to sing a song in the language of their choice. If children are present involve them in the singing too.

23 - Planning language support activities in the community

Aims: To offer guidance on setting up activities which take refugees out into the community.

Note: the refugees that you are dealing with may not be able to leave the area of their accommodation centre. This should be checked before any activities are planned.

1. Deciding where to go

Make a list of places you typically go to in your everyday life, e.g.:



pharmacy



supermarket



market



park

Use the internet and local newspapers to look for free events in the neighbourhood or city. Look for information on posters and notices in the street. Make a list, including times and places. For example:



sports



fairs



crafts



music

2. Organizing the trip

Discuss the following questions with your refugee group:



Where shall we go?



Where shall we meet?



What time shall we meet?



How will we get there?



on foot



by bus, tram, metro



by bicycle



Useful phrases for planning a trip:

- Let's go to... Can we go to...?
- Good idea! / Let's do that!
- Let's walk/go by bus/... Shall we go on foot...?
- Where shall we meet? When shall we meet?
- I will bring my phone/a bottle of water/a map/ an umbrella/...

3. Getting ready - preparing language (see section "Scenarios" for language supports)

Example: useful phrases for a trip to the market.

- *What is this called?*
- *Can I have half a kilo of...?*
- *How much is it?*
- *Have you got... / Where can I get...*
- *Can I take a picture?*
- *Yes please/No thank you.*
- *Prices (1 Euro 10).*
- *Names of fruit, vegetables.*
- *Fresh.*
- *Cheap.*
- *Home-made, organic.*
- *Would you like to try this?*

Talking to people, here are some suggestions:

- *We are doing a project in our language class.*
- *Can we ask you some questions?*
- *Can we record this?*
- *How often do you come here?*
- *What is your favourite place in the city?*
- *What do you like about the market?*



4. After the trip: writing about the experience. Pictures or other items could be added.

- For those refugees who can write they could write a short text giving an account of the trip or giving their impressions of what they have seen.
- For those refugees who are developing literacy in the target language they could make notes on the basis of prompts like these:

Date and place:

- New words and expressions you heard:
- Things you said/wanted to say:
- Describe the place: what was new/different? What was familiar?
- Would you like to go there again? Why? Why not?