



A.Helping children arriving from Ukraine to manage their relations with people in the new context

Aim: To offer guidance on how to help children arriving from Ukraine to manage their interactions with other children and people from the locality

Children 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 if only provisionally, involves interacting with children, teachers and other people from the locality. This means developing some awareness and language skills in oral communication for the new language environment.

Here are some things that teachers and volunteers can do **at the start of this process** to help the children adjust to their new social interactions:

- communicate with them, and ask them to communicate with you, in a language which they know a little of and which they think you and other people they talk to might understand
- teach them one or two basic phrases for greeting people and asking for help (e.g. “hello”, “excuse me”, “please”, “thank you” etc.)
- tell them that it is all right for them to:
 - say things using words from two or more 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 to translate important words if they have smartphones
 - get help, when necessary, from another child or from an adult who can act as a mediator
 - make it clear if they do not understand something and ask the other person to repeat what they have said.

Because this basic kind of oral communication is quite routine and predictable and involves only limited language resources, it is very useful for greetings, simple exchanges with other children at the school or in the neighbourhood, for buying things or asking basic questions. Difficulties arising in this kind of communication are likely to be mainly because the child does not really know the right words or expressions or way of communicating in the new country. For example, there may be problems pronouncing words or the names of places and of people (which are often used in street names), problems understanding street signs and notices, and so on. These can lead to simple linguistic - but not personal - misunderstandings.

After a few weeks or months, the children will probably have sufficient language skills to talk about subjects which are more personal and interesting, and this may result in other kinds of misunderstanding or incomprehension between speakers:

- The child’s intentions may not be fully understood
- Certain facial expressions or hand gestures might be misinterpreted
- The child may not yet
 - understand the ‘rules’ of interaction in the new environment, for example ways of addressing people, how to interrupt someone politely and so on.
 - understand the meaning of certain fixed phrases used by someone else, for instance in English “are you joking?”, “It’s not my fault”, “I’m fed up” etc.
 - know how to make a polite request, refuse politely, ask for help etc.



A good way of addressing potential breakdowns of communication with children arriving from Ukraine is to make it clear that the learning environment is a safe space in which everyone is allowed to express themselves freely. This means that everybody is expected to be open and to show respect towards others, and to be aware that differences, including differences in the ability to use language, are normal and can be overcome with patience and help.

B. Some considerations to be aware of when working with children from Ukraine

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

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

- Prepare the students in your normal classes for the arrival of children from Ukraine by giving information about these children's background and having a class discussion about their needs
- Welcome the new arrivals and try to reassure them. Aim to create an atmosphere in which children from Ukraine feel able to express themselves and to share whatever information they wish about themselves but expect different children to behave differently: one child may talk about his or her life in Ukraine or recent experiences, but this does not mean that all children will want to do the same
- In general terms, respect the privacy of the children you are working with and, depending on their age, remind them of principles such as tolerance, equality, and respect
- In class, it is best not to ask personal questions about children's situation in Ukraine or the experiences they have had travelling to reach safety
- It is important to avoid discussing topics that may distress these children or make them feel uncomfortable. If sensitive issues are raised by students from the host community, they may upset individual children and cause them to withdraw from learning activities
- Children 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
- Children 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 in the school is available to help with them:
 - the need for healthcare: children 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, the layout of the school, their timetable, etc.
- Discuss these and similar difficulties with the other school staff members, such as healthcare staff, counsellors and social workers and those in charge of administrative procedures
- Dealing with traumatised children 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.

C. What is involved in providing language support for children arriving from Ukraine?

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

Learning the new language is probably not the most urgent problem or aim for children arriving from Ukraine (or their parents). Other matters are likely to be more urgent and important for them. However, children 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 children 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 children 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 children may not be willing to use Russian even if they understand it. If necessary, some children can be asked to act as informal interpreters, and a teacher or parents from Ukraine may also be willing to help.
- *Focus on non-formal activities.* They can help to restore children's self-confidence and also help to pass the time.
- *Focus on social interaction.* Children 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 children and adults from the host community.
- *If possible, organize activities outside the learning environment.* Sports, games, social events etc. are opportunities to meet children of the same age, to make friends 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.* Children 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 children opportunities to speak.
- *Avoid pressure.* Children 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 children 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 children 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.* Children 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 children 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 children's most important language needs.
- You do not have to teach grammar because the aim is not for children 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 children 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, especially children.
- 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 children. It may not always be possible to quickly establish an easy relationship until children 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.

D. Handling initial meetings with children arriving from Ukraine

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

Before planning language support, it is important to have an informal conversation with the children, 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 sport or activity, where they are living in the community etc.
- It is important to remember that some of these children:
 - may be able to speak other languages and can understand words in another Slavic language
 - may be able to speak a language that their parents speak
 - may have done well at school in Ukraine and may be missing being at school with their friends
 - may have well-developed literacy in their own language, but the Roman script may be new to them.
- Respect children's 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 child 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 child 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 child 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?

What school subjects do you like? Which are you good at?

What do you like to do in your free time?

What do you want to do when you finish school?

- If you are still not sure about the child's speaking and listening skills in the target language, you can use some simple drawings or pictures of everyday life. You can find pictures in children's books and in



magazines etc. Be sensitive to the children's feelings and choose pictures carefully. Only use online pictures (photos etc.) which are free to download and share.

- For beginners, use real objects or pictures of only one subject so that the meaning is clear. 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 refugee children you will be working with (see 'Finding out about the language profiles').



E. Finding out about the language profiles of children arriving from Ukraine

Aim: To suggest how to gather information about the competence of children arriving from Ukraine in the languages which they know and about their interests and priorities

Teachers and volunteers offering language support to children 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 children who have recently arrived from Ukraine. This will help you to gather information about each child's '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 child 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 children 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 at school, 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 child 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 child 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

F. Getting children arriving from Ukraine to talk about themselves

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

It is very important that children 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, children from the host community can be asked to introduce and talk a little about themselves.

1. You can invite children 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 the children 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 children find relevant photos, images and other kinds of documents to illustrate their brief talks.

The children's short talks can be about their family, their school and 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 class discussion and can be repeated with other children. It is important, however, not to put pressure on children to give such a talk if they do not want to.

2. These kinds of exchanges can also be used to help children 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</i> is first name, family name. <i>I am</i> first name, family name.	«Я» - ім'я. Ім'я, прізвище. «Мене звали» - 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. ...це вимовляється...
1.1.3	Correcting a person's pronunciation (<i>when the name is mispronounced</i>).	..., <i>no</i> ,, <i>sorry</i> ,,ні,... ...,перепрошую,...

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, а 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].</i> <i>Це не + [прикметник].</i>
1.3.10	Expressing satisfaction.	<i>Perfect!</i>	<i>Ідеально!</i>



	Expressing dissatisfaction, complaining.	<i>Great!</i> <i>I'm so pleased!</i> <i>I don't like + [noun].</i>	<i>Чудово!</i> <i>Мені так приємно!</i> <i>Мені не подобається + [іменник].</i>
1.3.11	Expressing surprise.	<i>Ah? Oh!</i> <i>What?</i> <i>Really?</i> <i>No!</i>	<i>Ах? Ой!</i> <i>Що?</i> <i>Справді?</i> <i>Ні!</i>
1.3.12	Expressing lack of surprise.	<i>(Yes) I know.</i>	<i>(Так) я знаю.</i>
1.3.13	Expressing thanks, gratitude.	<i>Thank you (very much) for + [noun].</i> <i>It's kind of you to + [verb].</i>	<i>Дякую (дуже) за + [іменник].</i> <i>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	UKRAINIAN
1.4.1	Asking about feelings.	<i>Are you OK/all right?</i> <i>What's the matter?</i> <i>What's going on?</i>	<i>З тобою все гаразд/добре?</i> <i>Що трапилось?</i> <i>Що відбувається?</i>
1.4.2	Asking about satisfaction or dissatisfaction.	<i>What's the problem?</i> <i>Is everything OK/all right?</i>	<i>У чому проблема?</i> <i>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.</i> <i>You poor thing!</i>	<i>Я розумію.</i> <i>Бідолаха!</i>
1.4.5	Reassuring.	<i>It's nothing.</i> <i>It's nothing to worry about.</i>	<i>Нічого.</i> <i>Нема про що турбуватися.</i>

G. Helping children arriving from Ukraine to adjust to their new situation

Aim: To suggest ways of helping children 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 children 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 the school and by the other institutions or people involved in the children'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' children experience may be a reaction to new discoveries about the host community and their living conditions. These may include:

- the different educational culture: the way time at school is organised, the layout of the school premises, the way the teachers behave, the content of lessons, the methods of evaluation used, playground games and activities, the dress code at school etc.
- food, the organisation of meals, mealtimes etc.
- the clothes people wear
- the favourite kinds of 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

Children'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 schooling including with reference to the range of school subjects. This is best done in a language the children know well. The following are some suggestions about how to do this:

- Identify children's reactions to their new circumstances and/or organise some lesson 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 students 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 classroom discussion so as to bring the students' various different points of view to the fore.
- When leading the discussion, avoid trying to change students' reactions; try instead to make students 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 a classroom or school.

H.Helping children arriving from Ukraine to adjust to the language in which school subjects are taught

Aim: To provide guidelines for teachers helping children from Ukraine to adjust to the language used in the teaching of school subjects

Refugee children entering the school system in their host country will be taught school subjects in the language used in the school in question. This language is more or less identical to the language used in social communication, but it has specific features that are used to transmit knowledge and develop competences related to the various subjects. These features are not often found in everyday communication, so it is important to ensure that they are fully understood and used by all students, including those who are refugees.

Here are some points to bear in mind when teaching subjects such as maths, science, history, art etc.:

- Be aware that students' difficulties in learning may be to do with language rather than with cognition.
- It is useful to find out about the subjects taught and ways of teaching in Ukraine; this can be done, for example, by looking at textbooks that the students may have brought with them.
- Do not limit learning to vocabulary which is specific to the subject (e.g. angle, cell, bulb etc.): take opportunities to go beyond the more specialised terms.
- Be very clear when presenting and explaining factual knowledge and instructions about tasks etc., for example using PowerPoint slides or a similar aid, using both Ukrainian and the host country language if possible.
- Make frequent use of pictures, diagrams, graphics, maps, signs, symbols, icons, real objects etc. as aids to students' understanding of explanations.
- Take advantage of similarities between certain abstract terms, particularly, words of Greek or Latin origin.
- Organise practical classroom activities in pairs or groups where one member of the group can be a long-term 'language companion' for a recently arrived refugee student.
- Find an effective way of enabling refugee students to use the relevant textbooks, for example with the support of their parents or other family members.
- Give refugee students opportunities to describe things, talk about experiences, demonstrate things etc.
- Apart from their personal notetaking, limit the amount of writing refugee students need to do.

Specific steps that can be taken to simplify oral explanations and make them easier for refugee children to understand include the following:

- Make sure that students understand what topic, process or phenomenon etc. is being explained or discussed.
- Speak slowly and clearly, and use pauses between each sentence, question, answer and change of topic.



- Repeat or paraphrase what you say whenever necessary, especially your questions and frequently used key terms, common expressions and new vocabulary.
- Use gestures and other body language such as facial expression and actions to help convey meaning.
- Include concrete examples in your explanations, especially examples related to students' daily life and experience.
- Avoid digression or sudden changes of topic.
- Limit the need for students to make inferences or deductions, and use questions such as 'who can tell me why/what...?' or 'why do you think... happens/happened?' etc.
- Use simple, short sentences and questions and common connectors, such as 'then', 'after that', 'so', 'because' etc.
- Avoid too much use of passive voice: for example, 'we heated the liquid to 100 degrees' may be easier to understand than 'the liquid was heated to 100 degrees'.
- When using pronouns such as 'it', 'they', 'we', 'she', make sure that students understand who or what they refer to.

This kind of approach to teaching and learning needs to be ongoing and long-term.

Teachers of the various school subjects should also encourage activities and resources that aid learning but are not specifically to do with language, such as singing, drawing, physical activities, video games, the internet, mobile phones, apps etc.

I. Planning language support activities in the community

Aims: To offer guidance on setting up activities which take refugee children arriving from Ukraine out into the community.

It is best if recently arrived refugee children from Ukraine can make visits like this with local children from the same school. In both cases, the children will need the permission of school authorities and/or their parents to go out in the community with you. This should be checked before any activities are planned.

Deciding where to go

Look at maps, local newspapers and websites, and, with the help of local children (if possible), make a list of local places which it would be interesting and helpful for refugee children to visit, e.g.:



playground



shopping center



market



park

You and the local and refugee children can plan a walk or look for information on the internet, local posters etc. to find free events in the area and make a list, including times and places. For example:



sports



fairs



crafts



music

Organizing the trip

Discuss questions like the following with your group, if possible, local children and refugee children can talk in pairs or small groups.



Where shall we go?



Where shall we meet?



What time shall we meet?

How will we get there?



on foot



by bus, tram, metro

Useful language for planning a trip: if possible, local children can ‘teach’ refugee partners expressions like the following (and ask them how to say the same thing in Ukrainian):

- *Let’s go to... Would you like to go to...?*
- *Good idea! / Let’s do that!*
- *Where is it? How far is it? It’s about one kilometer*
- *Let’s walk/go by bus/... Shall we go on foot...?*
- *Meet me at... [place] at [time]*
- *I will bring a bottle of water/a map/ an umbrella...*

Other language preparation: for example, useful phrases.

- *What is this called?*
- *Can I have half a ...?*
- *How much is it?*
- *Have you got... / Where can I get...*
- *Can I take a picture?*
- *Yes, please/No, thank you.*
- *Prices, cheap, expensive*
- *Would you like to try this?*

After the trip: talking or writing about the experience.

The children could:

- write a text message/SMS (or similar) about the trip in Ukrainian or another language, exchange photos or other items they have collected and/or
- work with the teacher/volunteer on language points, such as:
 - *New words you heard:*
 - *Things you said/wanted to say:*
 - *Describe the place: what was new/different? What was familiar? (pictures or objects could be helpful)*
 - *Would you like to go there again? Why? Why not?*

Trips and activities in the community can also be the focus of a language learning activity or scenario (<https://www.coe.int/en/web/language-support-for-adult-refugees/scenarios-for-language-support>).