





Annexes

Appendix 1.

QUESTIONNAIRE OF A PUPIL RETURNING FROM ABROAD TO THE NATIVE EDUCATION SYSTEM

Pupil personal information

Pupil's name:		
Mother's name:	Father's name:	
Contact (phone, email):	Contact (phone, email):	
Previous country of residence:		
Date and place of birth (country):		
Family situation:		
The reason for the family's return to home country:		







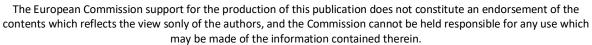
PART I

Prior education

Prior education of the pupil in a school abroad (in the context of the foreign education
system)

Competences

Academic achievements:	
	Level
Mathematical skills	1-2-3-4-5-6-7-8-9-10
Logical-abstract reasoning	1-2-3-4-5-6-7-8-9-10
Spatial imagination	1-2-3-4-5-6-7-8-9-10
Verbal abilities (speaking and writing	1-2-3-4-5-6-7-8-9-10
in native language)	
Linguistic skills (using and learning foreign languages)	1-2-3-4-5-6-7-8-9-10
Musical abilities	1-2-3-4-5-6-7-8-9-10
Artistic abilities	1-2-3-4-5-6-7-8-9-10
Manual skills	1-2-3-4-5-6-7-8-9-10
Mobility	1-2-3-4-5-6-7-8-9-10
Interpersonal skills	1-2-3-4-5-6-7-8-9-10
Unique skills and talents:	

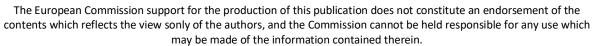








Interests:	
PART II	
Pupil's functioning	
Health condition	
Theatan Gonardon	
	Personality traits
Strengths:	Weaknesses:
Social functioning:	
Emotional sphere:	
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Summary - pupil's competences favo	ouring adaptation at school:
Summary - pupil's competences ravo	ournig adaptation at school.









Cultural habits and practices important to understand the attitude of the child
Parents' needs and expectations
Parents' needs in the process of child adaptation at school:
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Parents' expectations towards the school management:
Parents' expectations towards the class teacher:
Parents' expectations towards the remigrant family assistant:
Parents' expectations towards the teachers:







Parents' expectations towards the school specialists (psychologist/pedagogist)		

Date	Head teacher's signature
Date	Parent/parents' signature
Date	Remigrant family assistant's signature







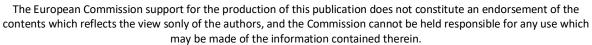
Appendix 2.

INDIVIDUAL PLAN OF THE ADAPTATION OF A PUPIL

Model of Working with a Pupil Returning from Abroad to the Native Education System

Pupil personal information

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Pupil's name:
Previous country of residence:
Age:
Class:
Class teacher's name:
Remigrant family assistant's name:
Classmate-guardian's name:
Abbreviated description of the pupil's prior education at a foreign school:









Anticipated barriers, difficulties,	Ways to minimise or resolve them:
problems, critical points associated	
with the process of pupil's adaptation	
in new school:	







Part I

Pupil's adaptation in social, emotional and cultural dimension	
Activity	Responsible party







Part II

Pupil's adaptation in academic/school dimension		
А	activity	Responsible party
Date	Head teacher's signature	
Date	Parent/parents' signature	







Appendix 3.

Lesson scenario No. 1: We are getting ready for your arrival

Duration: 45 min.

General objective: familiarising pupils with the country from which the new pupil is coming; **Specific objectives**: indication of the most important information related to culture and customs; preparing the class to welcome the new classmate; developing empathy in pupils. **Methods of conducting the class**: lecture (presentation, demonstration), chat, brainstorm. **Forms of work**: work with the entire class, group work (homogeneous and heterogeneous). **Necessary props and aids**: interactive board/projector, presentation of greeting gestures and polite phrases in different languages; map, video presenting the pupil's previous country of residence, sheets of paper, markers, felt-tip pens, Internet, coloured cards.

The course of the lesson/class	Duration:
I. Introduction / Introductory stage	
Multimedia presentation of greeting gestures and polite phrases in different languages (of your choice). Ask the pupils if they can identify the country and the language. After assigning the language to the country, introduce the pupils to the topic of the lesson. Tell the pupils that a pupil who lived in another country is joining the class and that he/she needs help in adjusting to the new school reality.	10 min.
II. Activities / Implementation Stage	
Show the pupils a world map and point to the country where the new pupil used to live. Ask pupils if they know anything about that country and its culture. In the case of various statements from pupils, systematize their knowledge.	25 min.
Show a video about the new pupil's country. When watching the film, tell them to pay attention to how people are dressed, what they do, what the climate is, what the most important religious principles are. After watching the video, the pupils reply to the previously asked questions. In conclusion, highlight the most significant differences between our culture and the culture of that country.	







Divide the pupils into groups and assign tasks to them.

Group I- How to help a new friend find their way in our class?

Group II - What do the pupil's previous country of residence and the home country have in common? - the group works on the basis of the knowledge gained in part I of the lesson and the information obtained on the Internet.

Group III - What are the most significant differences between the culture of the pupil's previous country of residence and the home country? - the group works on the basis of the knowledge gained beforehand and the information obtained on the Internet.

For younger pupils, prepare photos to show the similarities and differences between the pupil's previous country of residence and the home country.

Group IV - What can we gain by getting to know and cooperating with a pupil who went to school in another country?

Inform the groups that they have 15 minutes to complete the task, then the group leader or group members present their answers.

III. Summary / Ending / Final Stage

Hand out coloured cards to the pupils. Tell the pupils to imagine that they are the ones who left for another country and are now coming to the new school. Ask them to write down what would make it easier for them to function during their first weeks in the new school. Once the pupils have read their notes, emphasize that the new classmate may be expecting the same from them.

10 min.







Appendix 4.

Lesson scenario No. 2: Get to know me - get to know us

Duration: 45-60 min.

General objective: introducing the pupil returning to the native education system with his/her new classmates and with the rules of conduct in class.

Specific objectives: getting to know one another and integrating pupils; reminding and consolidating the rules of conduct in class, assessing them and introducing modifications; developing the ability to talk about oneself (self-presentation).

Methods of conducting the class: demonstration-presentation, guided discussion, integration game: "Spider web", didactic (decision-making) game, brainstorm, integration game: "The wall".

Forms of work: work with the entire class (homogeneous), group work (heterogeneous). **Necessary props and aids**: a video "From the life of our class", a ball of string, coloured postit notes, a flip-chart, markers.

The course of the lesson/class	Duration:
I. Introduction / Introductory stage	
Introduce pupils to the new classmate, then hand post-it notes to	10 - 15 min.
the pupils and ask them to print their name on them, and then to	
introduce themselves to the new classmate. Tell them to sit in a	
circle. Explain the rules of the game: you call the name of one of	
the pupils sitting in the circle and roll a ball of string/yarn to them.	
The pupil should grab the ball and say something about his	
interests, what they like, what they consider important for	
integration with the class. Note that each pupil should keep their	
piece of string until the end of the game. Once all pupils have been	
called up, they form a spider web and the game is over. Ask the	
pupils what they learned about one another? Do they have	
common interests? Emphasize the importance of collaboration in	
creating the spider web and that each pupil has contributed to the	
task. Such cooperation is also needed to achieve other goals set for	
the class. Point out that regardless of what we are like, we create	
a whole, and a pupil who has returned from another country,	
through his experiences, can diversify our class life. After listening	
to the pupils' statements, familiarise them with the topic of the	
lesson. Note that the fact that a new pupil who previously lived in	
another country is joining the class provides an opportunity to get	
to know one another better, recall the rules of conduct in class,	







and consider whether everyone feels good in it.	
II. Activities / Implementation Stage	
Show the pupils the video "From the life of our class". Ask the pupils the following questions: "what did you feel like while watching the video?," "what are your memories associated with the class?," "would you like to repeat or improve something?" Then ask the pupil returning to the native education system to talk about their previous year. Ask what they would like to transfer to the new class.	10 min.
Divide the pupils into 3 groups, hand out felt-tip pens and card stock sheets. Explain that the task of each group is to prepare a poster on a specific topic:	15-20 min.
Group 1 – Our class rules of conduct.	
Group 2 – How do we integrate: customs, trips, etc.	
Group 3 - What can we do to make every pupil in the class feel good?	
Inform the class that they have 10-15 minutes to complete the task. When they finish their work, the selected leader presents the results and shares their impressions. In the group of the pupil who has returned to the native education system, and who does not have a communicative knowledge of the native language, suggest using on-line translators and bilingual dictionaries.	
III. Summary / Ending / Final Stage	
Divide the class into 2 teams. Each tram forms a circle. One person from each team is outside the circle. Their task is to get into the circle, and the task of the people in the circle is not to let them inside. Make sure that the exercise is carried out in a safe place with sufficient space. It is important that each pupil takes their turn of being outside the circle. After completing the task ask the pupils what it felt like not being able to become part of the circle, how this situation relates to the life of the class.	10-15 min.







Appendix 5.

Lesson scenario No. 3: Meet our school

Duration: 60-90 min.

General objective: familiarising the pupil returning from another country with the history, customs, rules and organisation of work in the new school and consolidating this knowledge in other pupils.

Specific objectives: presenting the most important information on the school's customs, rules and regulations; acquainting the pupils with the most important facts from the history of the school; discussing the organisation of work, with particular emphasis on the calendar of the school year (holidays, winter break, other days off) indicating the differences between the country where the pupil returning to the native education system went to school before and the home country.

Methods of conducting the class: guided discussion, elements of an illustrated lecture or a multimedia presentation; lesson conducted in regular classroom or in the regional/memorial chamber - if the school has one.

Forms of work: group work, work with the entire class (homogeneous and heterogeneous work).

Necessary props and aids: a video presenting schools in different regions of the world, presentation of slides "Who works in our school", school statute, rule and regulations of the school, canteen, gym; optionally - presentation of the history of the school, exhibits in the regional chamber/memorial chamber.

The course of the lesson/class	Duration:
I. WI. Introduction / Introductory stage	
Show pupils a video presenting schools in different regions of the world. After watching, ask about their feelings, what caught their attention. Once they have indicated differences, e.g. different school working hours, pupils' clothes, different names of subjects, introduce the topic of the lesson.	10 min.







II. Activities / Implementation Stage	
Ask the pupil who has returned to the native education system to briefly talk about the education system in the country where they lived, the organisation of work and the most interesting customs of the school they attended (you can ask the pupil to prepare a presentation, photos in advance).	10-15 min.
Present a brief history of the school. You can use a presentation prepared in advance. If the lesson takes place in the memorial/regional chamber, use the collected exhibits: chronicles, photos, boards. Summing up, emphasize that the school is proud of its achievements and continues its traditions. The people responsible for taking care of the school's legacy are: the head teacher. teaching staff, administrative and technical staff as well as pupils.	
Show a presentation prepared in advance by pupils about teachers and other school staff members.	5-10 min.
Presentation of the school's banner and anthem. Invite the flag bearers to the presentation. They can describe the school banner, discuss the rules of behaviour when carrying the banner in and out. After presenting the school banner, ask pupils if they know the school anthem. Ask them to sing it. Then ask how we should behave while singing the school or national anthem. Encourage pupils to identify events, holidays, when the school banner is carried in, the school anthem or the national anthem is sung. Ask a question: "what other customs do we cultivate in our school?." Suggest that pupils ask the new classmate if the school they attended had similar customs.	10-15 min.
Divide the class into 4 groups and assign the following tasks:	
Group I - Appropriate behaviour during classes, breaks, in school canteen, the gym.	20-30 min.
Group II - School outfit worn every day and on special occasions.	
Group III - Pupil - teacher relations.	
Group IV - Pupil's rights and obligations.	







Inform the class that they have 20 minutes to complete the task. When they finish their work, the selected leader presents the results and shares their impressions. Older pupils may use of the school statute, school canteen regulations, rules of using other facilities - the gym, sports fields.

In the case of younger pupils in grades 1-3, it is necessary for the class teacher to be more involved in helping individual groups. You can also prepare a bank of ready-made sentences that pupils must find and assign to their groups.

III. Summary / Ending / Final Stage

Invite pupils to a wrap-up round. Let pupils take turns in saying what they found most interesting during the class, what new things they learned, what they would like to tell their parents at home. Ask the pupil who has returned to the native education system if something has caught his or her attention, which rules were in force in the previous school, and which are completely new to them.

5-10 min.







Appendix 6.

Lesson scenario No. 4: Our talents - how similar are we?

Duration: 45 min.

General objective: learning about common interests.

Specific objectives: developing the ability to present your interests and hobbies, developing interests and passions, integrating the class, especially with the pupil returning from abroad.

Methods of conducting the class: discussion, chat, brainstorm.

Forms of work: work with the entire class, group work.

Necessary props and aids: props showing interests, e.g. ball, flower, musical instrument, paintbrush, coloured sticky notes, flip-chart, photo of a famous person, coloured markers, large sheet of paper.

The course of the lesson/class	Duration:
I. Introduction / Introductory stage	
Ask pupils to sit in a circle and show them a photo of a world-famous person that pupils know and admire, e.g., Lewandowski, Messi, etc. Ask if they have anything to do with this person? When pupils answer that they have, for example, playing sports, football, music, computer, travelling, introduce the topic of the lesson.	10 min.
II. Activities / Implementation Stage	
Place various props in the classroom: phone, tablet, ball, book, camera, musical instrument, flower, etc. Ask pupils to stand by each item and say why they are interested in the item. Pupils who are not interested in any of the props can identify their hobby by drawing or writing on a piece of paper. After completing the activity, ask pupils if they have noticed that they share common interests and how they can develop them together. Ask pupils to provide examples of specific interest-developing activities that they can do together at school. Write them down on a large sheet of paper with coloured felt-tip pens and hang them in a visible place to motivate the pupils to work together.	20 min.
Ask the pupil who has returned to the native education system to talk about how the pupils spend their free time in the country of their previous stay and what hobbies they have.	5 min.







III. Summary / Ending / Final Stage	
Finally, ask the pupils what new things they have learned about their classmates, what they like about the interests of children in the country their new classmate has talked about.	10 min.

