

# TRAINING TOOLKIT

## - pupil adaptation

### EXERCISES MODEL 2



*School Adaptability*

as a key to develop a child's potential



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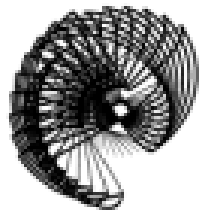
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# TYPES OF MATERIALS

The Toolkit's main goal is to provide a practical integration to the two models in terms of tools, study materials and guidelines. It provides the possibility to practice with the tools included in the Models and new materials provided in this document, in order to serve as a training for the teachers and also a training for trainers, that is, those teachers who will be spokespersons for the Models in their school.

## The Toolkit materials include:



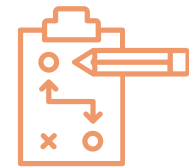
### Factsheets:

theoretical and practical contents for the development of specific skills/mindset.



### Case Studies:

contents to give teachers the possibility to learn from different experiences and actions and to reflect on how they could use or change them in their real circumstances.



### Learning scenarios:

they provide the teachers with the possibility to interact with a possible situation and imagine how they could apply the tools and knowledge of the Models.



### Activities:

specific materials to achieve goals with the class.



### Monitoring and Evaluation tools:

questionnaires, checklists, evaluation tools and methods to check the progress and measure the effectiveness of the actions taken.



# EXERCISES MODEL 2

The model of working with a foreign pupil coming to a new country is an inclusive educational model to facilitate the challenging experience of migration-adaptation process of children (6-14 years old), support inclusive school communities for all students and reduce the risk of school failure and drop-outs.

The material in this session focuses on the 4 stages needed to best facilitate the integration of the student into the new school system. For each step, a practical aspect will be described to support the theoretical material presented in the Model 2. Again, the materials will be of different nature: factsheets, case studies, learning scenarios, activities, monitoring and evaluation tools.

**Below is a navigation table of the materials in this session, broken down into the work steps according to Model 2, topic and type of material:**

STAGE 1

TOPIC

**Before admitting the foreign pupil to school**

Preparing the parents: Moving to Paris

The first meeting  
(planning a poster and planning lesson topics)

TYPE OF MATERIAL

Case study

Learning Scenario

REFERENCE PAGE TO THE MODEL

**STAGE 1 Pages 38, 44-54**



STAGE 2

**Arrival to the foreign country, the first contact with school**

Getting off on the right foot

Questionnaire

**STAGE 2 Pages 39, 55-60**



STAGE 3

**The first day at school**

Are you more like...?

Including information about the new pupil's home country in the lesson content

Foam Ball Discussion

Activity

Learning Scenario

Activity

**STAGE 3 Pages 40, 61-62**



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STAGE 4

TOPIC

**Subsequent days of adaptation at school**

Meeting of the team of teachers – developing IPAP

Snowball Toss

Bafa Bafa

Conducting the process of the pupil's adaptation in class and school

Evaluation meeting of the teachers of the foreign pupil's class

IPAP evaluation

TYPE OF MATERIAL

Learning Scenario

Activity

Activity

Checklist

Evaluation tool

Evaluation tool

REFERENCE PAGE TO THE MODEL

**STAGE 4 Pages 41, 63-68**





# 1. Before admitting the foreign pupil to school

The following Case Study and Learning Scenario will help you to practice with a possible situation and to reflect on the best outcomes and how to make sure the best results for the child are achieved. Before Using this tools please go back and revise Stage 1 of Model 2 at pages 38, 44-54.



READ IN MODEL 2:

STAGE 1 Pages 38,  
44-54







## TITLE

# PREPARING THE PARENTS: MOVING TO PARIS

### Short description

Maria and Antreas are parents of a 10-year-old boy name 'Philippos'. Antreas works in the Ministry of "Εξωτερικών» and he has to move to France, to work on the Cyprus Embassy in Paris. He and his wife, Maria, are scared that Philippos won't be adapting to the French educational systems since he is not familiar with the language.

### Description of the case

The parents did extensive research on schools in Paris that Philippos could attend. They were very lucky, since the Embassy of Cyprus suggested several schools with foreign students, but they had their concerns since Philippos had some adaptive difficulties in the past.

After they agreed on the school, they have decided to email the principle to ask a couple questions so they can prepare themselves and their son as well.

Fortunately, the school principle was very helpful and he provided the parents with all the necessary information regarding their school, their education system and their teaching approach. The principle named the teacher whom will be responsible for Philippos and he suggested as soon as they arrived in the country to arrange a meeting between him, the parents and the teacher. He also sent a questionnaire for them to complete as a form of preliminary assessment of Philippos behavior, actions, activities he likes and all the necessary information the school should know (health issues, contact persons, address, etc.)

Maria and Antreas felt very relieved after that email because the principle answered all their concerns and they thought his approach was very suitable for their situation.







## Reflection questions



The first thing the parents did as soon as they arrived to France, was to communicate with the school to arrange the meeting. Within two days they had a positive answer and the appointment was set immediately.

Maria and Antreas arrived at the school without Philippos, as to have their first discussion with the principle and the teacher.

Both the principle and the teacher were very helpful and friendly and they immediately helped them to feel comfortable. They bothe spoke English very well and they also suggested some extra free French language lessons that the school provides to all the foreign students, as to help Philippos adapt more effectively into the new education system.

The parent completed all the necessary paperwork and they left the school feeling relived and happy with their decision.

1. What do you think helped the parents feel relief and happy after the first meeting?
2. What were the most important things the principle did to help the parents?
3. Were there any trust issues throughout their communication? Do you think at some point the parents haven't felt comfortable?



Learning Scenario

**TITLE**

**THE FIRST MEETING  
(PLANNING A POSTER AND PLANNING LESSON TOPICS)**

**Short description**

**Description of the scenario**

**Reflection questions**

**Feedback**

On the poster there will be important information for the school (eg. working hours, school's premises, number of teachers, map of the school). The poster will be a helpful tool for the foreign pupil for a smooth adaptation on the first days.

Before admitting the foreign pupil to school, the school can send the parents a poster that will include important information in bullet points and in a friendly design for a student. Information that can be included, should be the school's premises, school's working hours, number of teachers, a small map of the school, subjects' name that pupil will do etc.

Why do you think is important to include the school's premises?  
What if we do not add the working hours of the school?

Giving that information to the family and their child will be beneficial for the student to have a smoother adaptation as he/she will know in advance the key aspects of the school.



## 2. Arrival to the foreign country, the first contact with school



The following set of questions will help the teacher to get to know the new student in order to ease their adaptation in the new school.

Please revise the content in Model 2 dedicated to this Stage: Pages 39, 55-60.

READ IN MODEL 2:

STAGE 2 Pages 39,  
55-60





## TITLE

## GETTING OFF ON THE RIGHT FOOT

### Goals for the school

### Questions

Carefully observe and gather information in all areas of the student's life

1. How would you describe the child in 5 words?
2. What are his/her best abilities? What, on the other hand, are their difficulties?
3. What are the things they are most interested in? Which ones do they avoid the most?
4. How is your relationship with them? with their siblings?
5. How does he/she get along with their peers? do you know their best friend? what interests do they have?
6. What subjects in school have been most interesting to him/her? Which ones were the least attractive?
7. Are there any anecdotes you want to tell us that describe well what the child is like?



# 3. The first day at school

The following Activities are designed to support the teachers in the adaptation process and help them achieve the best results for the single child and the classroom.

Before Using this tools please go back and revise Stage 3 of Model 2 at pages 40, 61-62.

Please remember that the following activities are just templates and can be adapted to the situation in your specific classrooms.



READ IN MODEL 2:

STAGE 2 Pages 40,  
61-62





## TITLE

## ARE YOU MORE LIKE...?

### Description of the activity

Teacher gives instructions to the classroom that they will have an activity. The purpose of the game is to learn about their classmates. Teacher will ask a question / show the question on a A3 paper. Then will show the 2 possible answers and students must go and stand on the area that their choice is.

### Goals for the teachers

Teacher will learn:

1. the interests / hobbies of the new pupil compare with other students,
2. similarities / differences between students.

### Goals for the classroom

1. Group building activity,
2. Students will bond with each other,
3. Students will learn about their classmates

### Instructions

Ask students to stand in the middle of the room, then have them move to either side to indicate their choice (they must pick one).

More of a book or a song?

More a food or dessert?

More of a saver or a spender?

More like a cat or a dog?







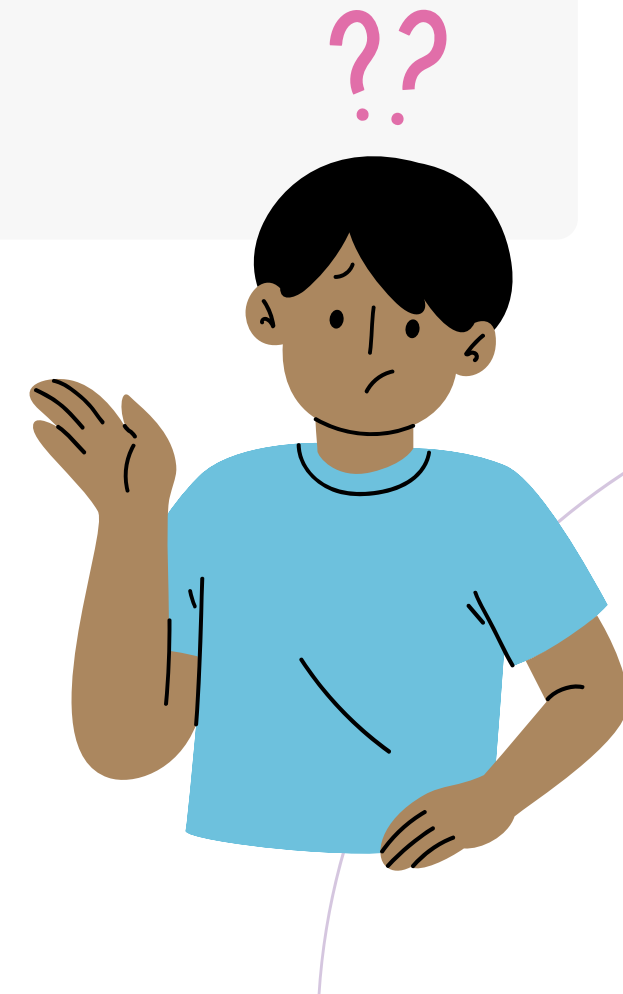
Activity



More like the present or future?  
More football or more basketball?  
More like a planet or star?  
More like a morning person / night person?  
More like adidas / nike?  
More like xbox / playstation?  
More like hoodies / shirts?  
More like animations / thrillers?  
More like tik tok / snapchat?  
More like videogames / outdoor games?  
Etc.

**Materials**

Indoor or outdoor, marker/s, A3 paper for writing the questions if you wish.







## TITLE

# INCLUDING INFORMATION ABOUT THE NEW PUPIL'S HOME COUNTRY IN THE LESSON CONTENT

### Short description

Ideally, teachers need **icebreakers** that are low in social risk, matched to your class's proficiency level, and perhaps just a bit light. A good activity will encourage bonding, participation, motivation, and allow the new student and not only, to relax both mentally and physically.

### Description of the scenario

#### Icebreaker activities

##### 1. Blobs and lines

This activity is easy, quick, keeps students moving and talking, plus helps them discover what they have in common. The idea is for students to listen to their teacher's prompts and organize themselves in a line (for example, in alphabetical order of last name) or in blobs according to something they have in common (birth month).

Try these prompts:

- Line up in chronological order of your birthdays
- Line up in order of how many siblings you have
- Find those who are allergic to the same things as you
- Gather with those who have the same colored clothing as you
- Line up in alphabetical order of your fathers' names
- Gather in four blobs: those who traveled by car to class, those who traveled by bus, and those who traveled another way
- I am allergic to ... (e.g. chocolate)
- I travelled with aeroplane more than three times.





## 2. Two truths and a lie

Students write down three sentences with information about themselves, however, one must be a lie. Other students then ask them follow-up questions to discover which statement was a lie.

Tip: This is a great way for teachers to give information about themselves on the first day of class. Ask students to think of follow-up questions in pairs.

## 3. Speed dating

This activity allows students to talk to a maximum number of classmates in a short time. To begin, have your class form two concentric circles facing each other. Ask an icebreaker question and tell them they have a minute to discuss it. After one minute, the outer circle rotates counter-clockwise one position – and the activity is repeated with another student and another question. Continue until students have returned to their original partners.

Questions: What is your favourite food? Where did you grow up / Where you born? What is your favourite thing to do around your town? What is something good that happened to you today? What is something you wish you could change in today's world? What are some little things that bring happiness to your everyday life? If you were any superhero, who could you be? If you could visit any place in this world, where you would you go and why? Imagine you are in a restaurant, and you find a hair in your food. What do you do?

## Reflection questions

Why is it necessary for teacher and students learn about each other?  
What the new student will gain from these icebreakers?





## Feedback

Doing icebreakers in the first days and not only will give the opportunity to students to comfortably interact with each other.

A teacher may use an ice breaker:

### **1. To fill the awkward silence or discomfort in the room.**

To break the awkwardness or silence.

It's never fun to sit in a room full of people you may not know. Sometimes in these awkward situations, students tend to stare at our desk, but do nothing. Other times student fidget uncomfortably and look around until the lesson begins.

**2. Get students to know one another.** Who doesn't like to network? Or even make new friends! When in a classroom or at a playground, icebreakers are helpful because you get to know others better. When doing icebreakers, you may learn something important about a peer you may have not known of before.

**3. Get new student to interact with the group.** When interacting with others and getting to know them on a more personal basis, it strengthens the connection and meeting as a whole. An individual is more likely to talk to someone they know or have something in common with than they would with a stranger.

**3. To have fun!** They are just fun! For some students, icebreakers are the only thing they have to get to know others. Not everyone is good at making conversation on their own. They need a little pick-me-up game or event that is going to help them open up.



## TITLE

# FOAM BALL DISCUSSION

### Description of the activity

Prepare a set of topic-related questions and activities. On a foam ball, write the two options "Question" and "Activity." During the lesson, the ball can be thrown to the students. The student who catches it chooses whether to answer a question or perform an activity related to the topic you are presenting. Once the option has been chosen, reveal the question or activity for the content presented. If the student needs help with the task, use the foam ball to select another student. You can also write these tasks or questions on the foam ball and ask the student to perform whichever option the student is touching.

### Goals for the teachers

Teacher will summarise if the student understands the lesson

### Goals for the classroom

Create a friendly learning environment

### Instructions

Questions that you can use:

What do you do in your free time? What will you miss from your home country the most? How was the first day in your current school? Did your classmates help you at all? Were you alone during the breaktime? Who is your role model? What book are you currently reading? Tell us about an obstacle that you faced in school and how you overcame it? Tell us about your favourite teacher in school? What do you like about them? Have you ever help someone who was feeling stressful? Do you like to meet new people or do you prefer to hang out with people you already know?



Activity





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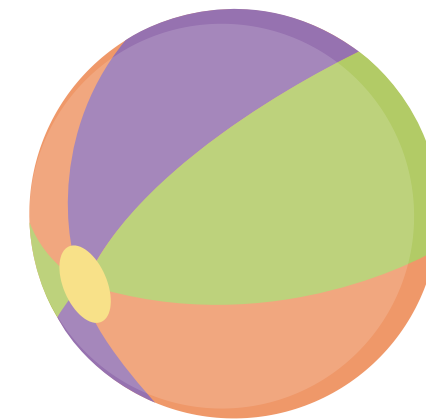
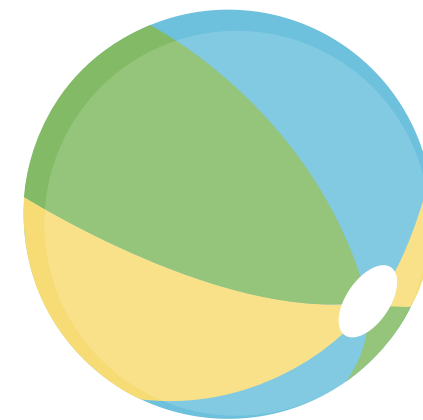
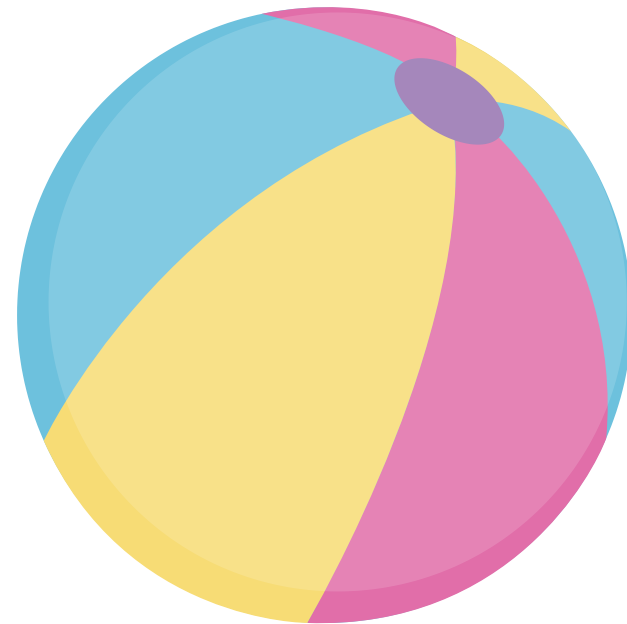
Activity



Do you have anyone you can talk to when you are worried? If you had to choose only one word to describe yourself, what would you choose? When was the most stressful time in your life? Did you learn anything from that experience? What is your first memory of your current school? Describe a disagreement you have had with a family member? How did you resolve it? What are some things you should not ask people you just met?

### Materials

Markers, 2-3 foam balls



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Project No. 2020-1-PL01-KA201-082096






# 4. Subsequent days of adaptation at school

The following Learning Scenario and Activities will help you to practice with possible and real situations and to reflect on the best outcomes and how to make sure the best results for the child are achieved.  
Before using this tools please go back and revise Stage 4 of Model 2 at pages 41, 63-68.



READ IN MODEL 2:

STAGE 2 Pages 41,  
63-68. 



**TITLE**

**MEETING OF THE TEAM OF TEACHERS – DEVELOPING IPAP**

**Learning Scenario**



**Short description**

**Description of the scenario**

Language barrier

New student might worry about how to communicate with his/her classmates and teachers. The language should be a topic that teachers will work on and plan their lessons regarding that situation.

The new student struggles during the lesson and finds himself/herself not following the instructions as he /she seems not understand the language. In order, to avoid that scenario teachers that teach that student meet each other and create a general plan of how they can help their student during the lesson. One idea that came out was to stick on student's desk a vocabulary with common questions / routines in English language and mother tongue of the child to help to follow during the lessons. Furthermore for every unit that student will cover in his subject, they decided to prepare a vocabulary in both languages and to stick it in his/her notebook every time to get familiar with the words that will appear in conversations and not only during the lesson/s.

**Reflection questions**

What does the new student gain by having that vocabulary on his/her notebook?  
How beneficial will these meetings be for the group of teachers of this student?

**Feedback**

The new student will find those tips very useful. Firstly, by sticking the vocabulary in advance to the student's notebook for the new glossary of every unit that student will cover, will help the student following the lesson as he/she will be familiar with the words/definitions that the teacher will use during the lessons. Secondly, the group of teachers, by having the meeting for their new student, will be able to discover the pros and cons of the techniques that they have used and further they will be secured that they are not alone in that difficult task that they have ahead of them.





## TITLE

## SNOWBALL TOSS

### Description of the activity

Students anonymously write down one of their stressors on a piece of paper, crumple it up, gather in a circle, and throw their paper balls in a mock snowball fight. When that's done, they pick up a snowball and read it aloud.

“The idea is that we’re moving around. We’re able to have fun, laugh, scream, be loud, and then have that discussion about stress.”

### Goals for the teachers

Teacher will learn the worries of his/her student

### Goals for the classroom

To be friendly and help each other

### Instructions

Given in the description above

### Materials

Sticky notes, pencils

Activity





## TITLE

## BAFA BAFA

### Description of the activity

As a very brief overview, the game sees participants divided into two cultures: Alphas and Betas. Each culture goes to a separate room near to each other and is given instructions simultaneously by two organisers. The Alphas and the Betas have very different cultures from each other.

### Goals for the teachers

By participating in this cultural simulation designed to foster cross-cultural awareness, students will come to experience the development and impact of stereotypes. By developing a deliberately narrow and stereotypical view of a 'foreign culture', and subsequently examining their own reactions to this culture, and of the other culture's stereotypical reaction to them, students come to appreciate the negative impact of stereotypes and of the need to foster greater tolerance and understanding of others in all spheres of life.

### Goals for the classroom

1. To help students come to understand the meaning and impact of culture
2. To demonstrate how one's feelings of attachment to a given culture are learned through the processes of socialization, and that one's tendency to judge other cultures is based on one's own cultural perspective.
3. To demonstrate the potential for misinterpretation that arises when one evaluates another cultures solely from the perspective of one's own values
4. To build awareness of the extent to which cultures can vary (cultural difference) and to help students work through these differences
5. To help students to come to appreciate cultural diversity and to examine their attitudes and behaviors towards others who are 'different' than themselves.





## Instructions

### Introduction

Randomly assign students into two groups to two artificial cultures: “Alpha” and “Beta” cultures. Each group is introduced to a different set of cultural values and allowed to practice playing a card game according to these values. The Alpha culture is a relationship oriented, strong in-group out-group culture. It is patterned on closed "high-context" cultures where interpersonal relationships and physical closeness are prized values. As a non-competitive culture, its card game has no winners or losers. The Beta culture is a highly competitive "time is money", "you are what you earn" trading culture. It has its own specialized "trading language".

### Activity

Participants are introduced or “briefed” about the rituals, customs and language of their culture and given time to practice and live in their new culture (Rules/instructions can be modified as appropriate). Observers and visitors are exchanged on a “tourist-like” basis for very brief periods of time. It is forbidden to explain the rules of either culture to visitors so the only means of understanding is observation and trial and error participation. Before the Alphans talk to each other, for example, they must first touch each other. Thus, Betans will not be immediately aware that in order to speak with an Alphan, they must first touch the other person, and will be ignored by the Alphans when they try to speak to them. Sanctions are imposed when cultural norms are violated. After repeated attempts by the Betans to talk to the Alphans, the Alphans will offer the Betan visitor a card, which lets other Alphans know that the visitor has been sanctioned.

### Discussion

1. What does BAFA BAFA teach us about how we judge, represent, understand, and communicate with those who are different from us?
2. What assumptions about “others” are reflected in the design of the BAFA BAFA simulation? What did you learn about yourself and others during the simulation?





3. What does it teach us about social processes and social structures?
4. What is the impact of not knowing about another culture on your impressions of this culture?  
How might this be changed?

## Materials

Most importantly, you need the actual BaFa BaFa box itself, which contains a lot of game pieces and the instruction book. There should also be a photocopy of the instruction book and, if not, you should make one. It's important that the organiser/leader of each culture (you and someone else) have a copy during the game, especially if you're reading the transcript of the tapes.

You also need two fairly spacious rooms for the game. One should be large enough to hold all the participants for a brief introduction at the beginning and then for the final discussion at the end. Both rooms should have lots of free space allowing students to walk around unhindered by desks and chairs. However, for the final discussion participants are usually quite tired and want somewhere to sit. If desks and chairs are simply pushed to the back of the room, students can usually sit on those when the discussion begins. The rooms should each have either a chalkboard or a flip chart. These are important both for the final discussion but also during the simulation, because Alpha/Beta members returning from their cultural "exchange" might want to draw or write something on the board to explain to their fellow members what's happening in the other culture. Also, both rooms should be reasonably close to each other; this is important for the exchanges, so that time is not wasted ferrying people from one room to another.

### You also need:

**A cassette player** (unless you follow my advice and just read the transcripts in the instruction manual); **Nametags** – you will need a maximum of 12 badges per game (6 stating Alpha and 6 stating Beta); you will probably need less, but this is just to be sure. These are used by those on exchange and can be reused by each wave of successive visitors, so not everyone needs a badge, only those on exchange; **One roll of coloured tape** (can be black or white as well, but just not clear) – this is used to tape a circle on the ground of one culture (once you read the instructions, you will understand).





# The checklist

## “Conducting the process of the pupil’s adaptation in class and school”

The checklist “Conducting the process of the pupil’s adaptation in class and school” is a tool to support all key parties involved (i.e. parents, class teachers, intercultural assistant, school staff) in the implementation of the main tasks under Stage 4 of Model II, in order to further the pupil inclusion process in the new school.

This checklist should be used from the first meeting with the head teacher, the class teachers, the intercultural assistant and the parents. Each of the main parties involved (parents, class teachers, intercultural assistant, school staff) should fill it in, edit and update their checklist part to monitor and improve the actions taken to support the child during the adaptation process.

In addition, it can be an important tool to evaluate the effectiveness of the assistance provided to the foreign pupil.

Below are sample checklists with some of the possible tasks to follow and monitor.

STEP	TASK OF PARENTS	YES	NO	NOTES
1.	Attend the first meeting with the head teacher, the class teacher and intercultural assistant			
2.	Exchange contact information with the school			
3.	Exchange information about the pupil's educational background (Favorite subjects, past events, experiences, etc.)			
4.	Consider extracurricular activities (language lab, art, sports, etc.)			
5.	Establish rules with the school to facilitate the child adaptation process			
6.	Follow the rules established			
7.	Regular meetings with the class teacher and the intercultural assistant			

STEP	TASK OF INTERCULTURAL ASSISTANT	YES	NO	NOTES
1.	Attend the meeting with the head teacher, the class teacher and the parents			
2.	Support teachers in the inclusion process of the pupil			
3.	Help to overcome language barriers			
4.	Monitor the inclusion process and, if necessary, resolve conflicts			
5.	Stay in touch with parents			
6.	Cooperate with the school staff and the classmate-guardian			
7.	Cooperate with various entities in order to create a friendly school and local environment			



STEP	TASK OF CLASS TEACHER	YES	NO	NOTES
1.	Attend the meeting with the head teacher, the intercultural assistant and the parents			
2.	Monitor the pupil engagement during the class activities			
3.	Schedule meetings with the other teachers to share information about the pupil			
4.	Stay in touch with parents			
5.	....			

STEP	TASK OF TASKS OF THE SCHOOL STAFF AND THE TEAM OF TEACHERS OF THE FOREIGN PUPIL'S CLASS	YES	NO	NOTES
1.	Schedule meetings with the other teachers to share information about the pupil			
2.	Implement and monitor the process of adaptation of the pupil in the school			
3.	Create a friendly school environment			
4.	Assess the effectiveness of assistance provided to the foreign pupil during the adaptation process			
5.	....			

**The following forms are two evaluation tools that can support the teachers in assessing the adaptation process and how effective the actions taken were or were not, and therefore also what to improve.**