

# Welcome at school

## A9: Tandem learning +



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# Deliverable Factsheet

Project Number:	2022-1-PL01-KA220-SCH-000085478
Project Acronym:	Welcome!
Project Title:	'Welcome! - Preparatory online school for children with migration background'
Title of Document:	WP2A9: Tandem learning +
WP:	WP2: design and release of a platform to valorize (migrant) children repertoires and experiences facilitating language socialization and plurilingual and pluricultural integration
Due date according to contact:	31/1/2024
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Approved by:	All Partners
Abstract:	WP2 aims to deliver a tool whose purpose is to serve as a digital playground for migrant and refugee children in their integration trajectory in the host country. WP2A9 offers pedagogical scenarios around tandem learning as one of the 7 pedagogical themes (music workshops, digital storytelling, cross-cultural cooking, dreamland, arts workshops, sensorimotor workshops, tandem learning).
Keyword list:	Learning scenarios, innovative pedagogies, technology enhanced learning, plurilingualism, pluriculturalism, intercultural education
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## Tandem learning workshop – Tandem language learning through creating bilingual classroom flashcards

Activity inspired by [Buddy Box](#)

<b>Tandem learning workshop – Tandem language learning through creating bilingual classroom flashcards</b>	
<b>Target group:</b>	Students aged 10-14 (but adaptable for other age groups)
<b>Duration:</b>	3 sessions, 45 minutes each
<b>Learning objectives:</b>	
<ul style="list-style-type: none"> <li>• Enhance vocabulary in both languages.</li> <li>• Foster creativity and artistic expression.</li> <li>• Encourage cooperative learning and mutual understanding.</li> </ul>	
<b>Organization:</b>	<ul style="list-style-type: none"> <li>• Students will be paired up, one Ukrainian student with one host country student.</li> </ul>
<b>Strategies:</b>	<ul style="list-style-type: none"> <li>• Collaborative brainstorming.</li> <li>• Artistic representation of vocabulary.</li> <li>• Peer-to-peer teaching.</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>• Blank cards (or sturdy paper cut to size).</li> <li>• Colored markers, pencils, and paints.</li> <li>• Bilingual dictionaries (hard copies or online dictionaries).</li> </ul>
<b>Before the workshop:</b>	
<ul style="list-style-type: none"> <li>- A selection of common classroom objects or themes for which flashcards can be made.</li> <li>- Arrange the classroom into workspace stations with all materials ready.</li> </ul>	
<b>Teacher's instructions</b>	
<b>Session 1</b>	
Introduction:	5 min
<ul style="list-style-type: none"> <li>- Explain the aim of the session and provides pairs with a list of common classroom objects or themes.</li> </ul>	
Discussion and word selection:	25 min
<ul style="list-style-type: none"> <li>- Pairs discuss and select words they'd like to depict, ensuring an equal mix of words from both languages.</li> </ul>	
Pronunciation and meaning:	15 min
<ul style="list-style-type: none"> <li>- Partners assist each other with pronunciation and delve deeper into the meanings, ensuring mutual understanding.</li> </ul>	
<b>Session 2</b>	
The design process:	5 min
<ul style="list-style-type: none"> <li>- Briefly explain and show a sample flashcard to guide students in the design process.</li> </ul>	
Flashcards preparation:	40 min
<ul style="list-style-type: none"> <li>- Pairs work together to design their flashcards. One side of the card should have the word illustrated in a fun, creative way with the Ukrainian</li> </ul>	

word. The reverse side should have the host country language equivalent. For instance, for the word "book," one side could illustrate a colorful book with the word "книга" and the reverse might say "book" (or its equivalent in the host country language).	
<p><b>Session 3</b></p> <p>Flashcard Presentation:</p> <ul style="list-style-type: none"> <li>- Pairs take turns presenting their flashcards, teaching pronunciation and meaning in both languages.</li> </ul> <p>Feedback:</p> <ul style="list-style-type: none"> <li>- Classmates can ask questions or provide feedback on the presented flashcards.</li> </ul> <p>Classroom decoration:</p> <ul style="list-style-type: none"> <li>- Flashcards are distributed and students, with guidance from the teacher, hang them around the classroom in prominent positions.</li> </ul>	<p>30 min</p> <p>5 min</p> <p>10 min</p>
<p><b>Note:</b> Session 3 may take more time depending on the number of students.</p> <p><b>Adaptation and Extension:</b> The workshop can be themed, e.g., flashcards can be about classroom objects, nature, places around the city, festivals, certain subjects (Maths, Science, PE, etc.).</p>	
<p><b>Tips for teachers:</b></p> <ul style="list-style-type: none"> <li>- Create a positive and encouraging environment for students to express their creativity.</li> <li>- Ensure that both languages are equally represented in the flashcard designs.</li> <li>- Rotate the flashcards periodically to keep the learning environment fresh and stimulating.</li> <li>- Consider using these flashcards for fun quizzes or language games.</li> </ul>	

## Tandem learning workshop – Expression Exchange: Bilingual Communication Cards

Activity inspired by [Buddy Box](#)

Tandem learning workshop – Expression Exchange: Bilingual Communication Cards	
<b>Target group:</b>	Students aged 10-14 (but adaptable for other age groups)
<b>Duration:</b>	3 sessions, 45 minutes each
<p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• Facilitate basic communication in both languages.</li> <li>• Enhance understanding of common expressions and phrases.</li> <li>• Encourage interaction between Ukrainian students and host country students.</li> </ul>	
<b>Organization:</b>	<ul style="list-style-type: none"> <li>• Students will be paired up, one Ukrainian student with one host country student.</li> </ul>
<b>Strategies:</b>	<ul style="list-style-type: none"> <li>• Collaborative brainstorming.</li> <li>• Visual representation of phrases.</li> <li>• Peer-to-peer teaching.</li> </ul>

<b>Materials:</b>	<ul style="list-style-type: none"> <li>• Blank cards (or sturdy paper cut to size).</li> <li>• <a href="#">Template cards</a></li> <li>• Colored markers, pencils, and paints.</li> <li>• Bilingual dictionaries or translation apps.</li> <li>• Laminator (optional)</li> </ul>
<p><b>Before the workshop:</b></p> <ul style="list-style-type: none"> <li>- Compile a list of common daily expressions, such as "How are you?", "Please", "Thank you", "I need help", etc.</li> <li>- Arrange the classroom into workspace stations with materials set up.</li> </ul>	
<p><b>Teacher's instructions</b></p>	
<p><b>Session 1</b></p> <p>Introduction:</p> <ul style="list-style-type: none"> <li>- Explain the aim: to bridge language barriers and foster understanding using communication cards.</li> <li>- Share examples of common expressions ("Thank you", "Excuse me", "Please help").</li> </ul> <p>Expression selection:</p> <ul style="list-style-type: none"> <li>- Students work in pairs to come up with a list of expressions they believe are essential for daily interactions.</li> <li>- Encourage pairs to consider both basic and culture-specific expressions.</li> </ul> <p>Clarification and Translation:</p> <ul style="list-style-type: none"> <li>- Pairs help each other with translations, using reference books or online dictionaries.</li> <li>- Students jot down both the Ukrainian and host language translations on draft paper.</li> </ul>	<p>10 min</p> <p>20 min</p> <p>15 min</p>
<p><b>Session 2</b></p> <p>Design brief:</p> <ul style="list-style-type: none"> <li>- Display a sample card, highlighting design considerations: clarity of text, illustrations, color use, and card durability.</li> <li>- Emphasize the importance of legibility.</li> </ul> <p>Card Creation:</p> <ul style="list-style-type: none"> <li>- Pairs work together to design the cards. One side in Ukrainian, the reverse in the host country language. Illustrations should depict the expression visually.</li> <li>- Remind students periodically about the time to ensure they're pacing themselves.</li> </ul> <p>Review:</p> <ul style="list-style-type: none"> <li>- Pairs swap their cards with another pair to get feedback on clarity and design.</li> </ul>	<p>10 min</p> <p>30 min</p> <p>5 min</p>
<p><b>Session 3</b></p> <p>Role-Playing:</p> <ul style="list-style-type: none"> <li>- Pairs take turns role-playing scenarios where they would use the cards. This reinforces the usage and pronunciation of expressions.</li> <li>- Invite a few pairs to demonstrate their role-play to the class.</li> </ul> <p>Classroom Integration:</p> <ul style="list-style-type: none"> <li>- Discuss with students where they think these cards could be most useful in the school environment. Suggestions might include the cafeteria,</li> </ul>	<p>25 min</p> <p>10 min</p> <p>10 min</p>

library, or playground.

- Decide on a common area to store the cards, accessible to all students.

Reflection:

- Reflect on the activity, asking students about their experiences and learnings.
- Encourage them to use the cards beyond the classroom, sharing them with friends and family.

**Note:** Session 3 may take more time depending on the number of students.

**Adaptation and Extension:** The workshop can be themed, e.g., communication cards can

**Tips for teachers:**

- Ensure all students are involved and collaborating equally. Monitor pair dynamics.
- For younger students or those struggling with design, provide [template cards](#) to simplify the process.
- Celebrate the multilingual environment, emphasizing the value each language brings to the community.