



Podcasts for teachers working in multicultural classrooms

Transcripts of interviews from Czechia, prepared by PELICAN, s.r.o.

Podcast 1

Title: Motivating children with a migration background: How to foster an appetite for learning?

Description: This podcast focuses on the importance of motivation for children with a migrant background. It explains why these children may lack motivation and offers practical tips from Czech schools on how to build it. Key strategies include an individual approach, providing opportunities for rapid success, informal language support and creating a safe and accepting environment where the children's home culture is also respected.

Podcast 2

Title: Fair assessment: how to objectively test the knowledge of pupils with different mother tongues?

Description: This episode explores the challenge of fair assessment for non-native speakers of English. It highlights the need to separate language skills from subject knowledge to avoid unfair assessment. The podcast presents best practices from Czech schools, such as adapting assignments, using visual and oral forms of testing, and focusing on the content of answers instead of grammatical correctness.

Podcast 3

Title: Cultural diversity as an asset in education

Description: The third podcast shows how to see cultural diversity not as a problem, but as an opportunity to enrich teaching. It provides concrete examples from Czech schools on how to actively work with students' cultural backgrounds, for



example through multicultural days, world map work or sharing stories and fairy tales. The aim is to build an open and tolerant classroom climate where every child feels valued.

Podcast 4

Title: Teachers' mental well-being: How to take care of yourself and prevent burnout?

Description: This episode is dedicated to teachers and their mental well-being. It highlights the specific pressures of working in a multicultural environment and offers practical self-care strategies to prevent burnout syndrome. Topics include the importance of setting professional boundaries, the power of collegial support, and simple techniques for daily relaxation.

Podcast 5

Title: Working with parents with a migration background: How to build trust and partnership?

Description: This podcast focuses on the crucial but sensitive topic of working with parents of children with a migrant background. It provides practical advice on how to build trust and overcome language and cultural barriers. Listeners will learn about the first steps in communication, the importance of respecting cultural differences and concrete examples of successful cooperation from Czech schools.

Podcast 6

Title: Preventing bullying in multicultural classrooms

Description: This episode explores the serious topic of bullying prevention in multicultural contexts. It explains why children with a migrant background may be more vulnerable and offers strategies for creating a safe classroom environment. It includes both long-term prevention, based on building a positive atmosphere and clear rules, and advice on how to respond sensitively and effectively when a problem arises.

Podcast 7



Title: Working with the emotions of children with a migration background: How to understand and support?

Description: This podcast looks into the emotional world of children with a migration background. It describes common emotions they may experience, such as fear, sadness or frustration, and advises teachers on how to recognise them. It also offers practical tools for working with emotions in the classroom, such as creating routines, using an 'emotion glossary' or establishing a safe place to express feelings.

Podcast 8

Title: The role of the teacher in the integration of children with a migrant background

Description: This episode highlights the key role of the teacher in the integration process. It introduces the teacher not only as a deliverer of learning, but also as a guide, facilitator and support. The podcast presents approaches that help to create a safe environment where the child is not afraid to make mistakes and feels like a valid member of the classroom, which is the basis for his motivation and successful integration.

Podcast 9

Title: How to motivate local children to integrate classmates with a migrant background?

Description: This podcast focuses on how to create an inclusive environment by motivating local children to actively engage their peers with a migrant background. It offers strategies for building bridges between children, such as joint projects, cooperative games and the use of role models. It also looks at how to work with any fears or prejudices local children may have through education and open discussion.

Podcast 10

Title: How to motivate children to learn the local language and participate in school life? **Description:** The final podcast provides tips on how to motivate children with a migration background to learn the local language and actively participate in school



life. It presents a variety of approaches, from interactive teaching methods such as gamification to creating a supportive environment where mistakes are seen as learning opportunities. The importance of involving children in extra-curricular activities and communication with parents is also emphasised.

1. PODCAST 1: Motivating children with a migration background: How to foster an appetite for learning?

Welcome to the Motivating Children to Engage AK Learning podcast produced by the wellcome project co-funded by the European Commission.

Hello, dear listeners. Today, we are going to look together at how we can encourage motivation in the classroom for children with a migrant background, that is, children who come from other countries, cultures or linguistic backgrounds.

We want to support their motivation precisely so that they are actively involved in the classroom and want to learn. Therefore, we will show specific tips on how to build their intrinsic motivation and how to tap into their unique potential. Part 1, why is motivation key?

Motivation is an essential prerequisite for effective learning for children with a migration background, but we need to take into account that they are coming into an environment that is completely unfamiliar to them and often very stressful not knowing the language of another cultural norm. The uncertainty of being in a new group can all detract from their motivation, so it is important that children feel safely accepted and understood. And that's step 1 to making them want to engage and learn.

Part 2, what works in Czech schools?

The experience of Czech teachers shows that several simple but very effective approaches work.

For example, an individual approach, that is, notice the child's interest, find out what the child enjoys. A child who loves drawing, for example, can process tasks in an artistic way. A child who likes sports can be given a task linked to movement.

Let the child experience a quick sense of achievement.



Children need to experience that they can do something, even if they are not yet good at signing, short simple activities where they can succeed will give them courage.

Don't forget about language support informal language support in lessons, for example in the form of gesture pictures working in pairs with a Czech classmate and so on, helps to overcome barriers so children are not afraid to join in. Don't be afraid to incorporate their home culture too, when a child can show something from their culture, such as a favourite food, story or holiday, they feel important and respected.

This boosts his or her self-esteem and relationship with the school.

Part 3, what do the teachers say? Now I will give you quotes or paraphrases from the experience of Czech teachers?

We had a boy from Ukraine in our class who didn't speak a word at first, but when we did a project about his home countries, he proudly showed us pictures of his city. From then on he started to get more involved.

We thought the girl from Mongolia wasn't enjoying teaching at all, but when we gave her the role of translator for a new student, she lit up. Suddenly she had a place and importance.

Part 4 Tips for Practice.

Create a structured and predictable environment. Give children clear instructions, follow routines and use visual supports. Ask pupils what they enjoy and look for connections to the curriculum accordingly.

Allow engagement through non-verbal or creative activities such as drawing, building or music. Also give space for multilingualism, for example presentations in Czech and the native language. Acknowledge even small progress.

Praise has great power.

Every child has the potential and desire to learn, they just sometimes need a different key to unlock it. If we support children with a migrant background sensitively and creatively, we can turn them into confident and motivated learners who enrich not only our classroom but the whole school. Thank you for listening to the next episode of the podcast bringing more practical advice for working in a multicultural classroom.

This podcast was produced as part of thealcon project co-funded by the European Commission. For more information and materials, visit the EU welcomed school period project website.



2. PODCAST 2: Fair assessment: how to objectively test the knowledge of pupils with different mother tongues?

Welcome to the podcast on how to objectively test the knowledge of children with a different mother tongue, produced by the welcome project co-funded by the European Commission.

Hello, dear listeners. Today we are going to talk about how we can fairly and objectively test the knowledge of children in Czech schools who do not have Czech as their first language, how to ensure that testing and assessment is not biased by language barriers. Part 1, why fair assessment is important Assessment affects not only school performance, but also motivation, self-esteem and attitude towards school. For children with a migration background, it is crucial to separate language level from proficiency level. For example, a child may understand a mathematical principle but be unable to answer because he or she does not understand the assignment. Such situations can lead to unfair assessment and frustration. 2. Part of what has worked well in Czech practice Czech schools are trying different approaches to objectively testing knowledge.

If possible, give the child the assignment in his or her native language or use a visual assignment.

Test knowledge in ways other than writing, for example by talking through a picture test or working with real objects. Pupils can also work in pairs with a Czech classmate. They can therefore express themselves more easily and are also supported by their peers set clear assessment criteria do not assess grammar unless it is a language exam, but focus on the content of the answer.

3. Part of the examples from schools, a mathematics teacher from a primary school in Pilsen shares an experience during a geometry test we gave Ukrainian children the same problems, but without the word assignment just a picture and a question, how many angles do triangles have? The results were much more accurate because the children did not get lost in the Czech language.

The experience is also shared by a science teacher from Brno.

The child from Vietnam did not know how to answer in writing, but when we talked about it orally and he could point at the pictures, it was clear that he knew the material.

Part 4 Practical tips, modify the assignment shorten the sentences use simple language, add



visual supports take into account the child's stage of language development, that is, have different requirements for a child who is a month old and another for one who is a year old let the child choose. Method of answering e.g. spoken form drawing or sorting cards be patient, sometimes the child needs more time to process the question.

Work with teaching assistants or native speakers.

If available.

Objective assessment of children with a different mother tongue is a challenge but also an opportunity. It allows us to really get to know what a child knows and can do without being disadvantaged by the language barrier. With sensitivity, patience and a willingness to look for alternative ways, we can be both fair and supportive as teachers.

This podcast was produced as part of thealcon project co-funded by the European Commission. For more information and materials, visit the welcomed school project website.

3. PODCAST 3: Cultural diversity as an asset in teaching

Welcome to the Cultural Diversity as a Benefit in Education podcast produced by the Welcome project co-funded by the European Commission.

Hello, dear listeners. In today's episode, we are going to focus on how we as teachers can actively use the cultural diversity of the children in our classroom. To enrich the collective learning and personal growth of our students.

We will show why it is important not only to integrate children, but also to listen to what they bring and how to work consciously with this richness. Part 1, why cultural diversity is beneficial Children with different cultural and linguistic backgrounds bring new perspectives, experiences and values to the classroom. They make the school a more open, tolerant and stimulating environment.

Diversity promotes critical thinking as we learn to see the world from a different angle cross-cultural understanding as children learn empathy and respect.

A bohatší výuku, protože osobní příběhy, tradice a zvyky mohou obohatit běžné učivo.

2. Část jak kulturní rozmanitost začlenit do výuky. Zde jsou konkrétní nápady z české školní praxe.

Multikulturní dny nebo týdny děti představují zvyky jídla, písně či oblečení ze své kultury.



Práce s mapou světa, kde má každé dítě svou špendlíkovou a může vyprávět o své zemi.

Příběhy a pohádky z různých kultur, které můžeme srovnávat s českými a hledat společné motivy, jazykové aktivity, děti učí spolužáky pár slov ve své mateřštině. Například dnes si řekneme, jak se řekne, děkuji ve 4 různých jazycích témata jako migrace, domov, identita, která vybízí k diskuzím, literárním pracím nebo výtvarným projektům.

A teacher from Prague shares an experience 1 week we had a mini lesson in class 1 child taught the others something from his country. She prepared it with her parents at home. The class loved it and the children grew before their eyes.

3. Part of what children with a migrant background gain from this is experiencing a sense of importance and acceptance not just as recipients of help, but as those who have something to offer. Other children develop tolerance, openness and curiosity.

Teachers get the opportunity to make lessons more varied and engage pupils in a more active way.

In addition, team cohesion is naturally built. Children learn that difference is not a problem, but an asset.

4. Part practical types, ask questions and let children talk about themselves for example in civics or art classes work with cultural symbols, sensitively, AS, respectfully, avoid stereotypes, give space to the child's real experience. Involve parents can offer activities, recipes, talk about traditions.

Don't be afraid to improvise, sometimes a simple question is enough and how is it at home?

Cultural diversity is a huge potential, if we learn to see it as an asset and not a hindrance, our teaching will not only be more equitable but also more vibrant, deeper and more human as children learn with and from each other. And that is education for the future.

This podcast was produced as part of the welcome project co-funded by the European Commission. For more information and materials, visit the projects website.

4. PODCAST 4: Teachers' mental well-being: how to take care of yourself and avoid burnout?

How to take care of yourself?

Welcome to the Teachers' Mental Wellbeing, How to Care for Yourself podcast produced as



part of the Welcome project co-funded by the European Commission.

Hello, dear listeners. Today's podcast will be different from the previous ones. We won't be focusing on the children, but on you teachers, the work in education is both beautiful and challenging.

And if you work with children who come from different backgrounds, often traumatic pressures can be even greater. So today we're going to look at how to look after your own mental wellbeing, so that you can function long-term without burnout and while maintaining your enjoyment of your work.

1 part of why well being teacher is key a teacher is often the one who gives time energy, emotions, support, but if he himself does not have enough energy, there is nothing to give from Mental hygiene is not a luxury but a necessity for the sustainability of the profession wellbeing affects our ability to handle crisis situations, empathy and patience with children, quality, teaching and relationships in the congregation.

And also personal satisfaction and health. Part 2, what specifically burdens teachers in a multicultural environment?

According to Czech teachers, it is the uncertainty of how to react to cultural differences or language barriers. The pressure on the child's performance and adaptation, which the teacher also transfers to himself.

The emotional demands of working with a child who has experienced war or separation, and the feeling that they cannot do enough, and the regrets if the child does not adapt as quickly, can all be invisible but very powerful stressors.

3 part how to take care of yourself here are practical and proven strategies.

Set boundaries, not everything is your responsibility. Sometimes you need to say, this is where my role as an educator ends, share with colleagues, talk about what is weighing on you. Group support is often the greatest relief.

Consciously stopping during the day to take 2 to 3 minutes of complete stillness of breath and pause. It helps more than it seems.

Don't underestimate the small pleasures, a good coffee, a favorite playlist, a walk between classes.

The rub rule encourages acceptance of care. This applies not only to children, but also to



you.

Seek help early, it is not a weakness, professional help such as a school psychologist or supervision is a tool not a stigma.

Part 4 of the practice story.

A teacher from Ostrava shares. For a long time I thought I had to be strong all the time, when I had children from Ukraine in my class I felt like helping, but I felt overloaded. It was only when I dared to tell a colleague that I needed someone to talk to about it.

A stone fell from my heart. I've been trying to speak out ever since, and it helps us all.

Teachers are the heart of the school, but the heart also needs care, there is no weakness in taking a break to ask for help or simply admitting that something is challenging mental health and teacher wellbeing is fundamental to good teaching and a humane approach to all children, including those with a migrant background. Thank you for being there and don't forget. No need to be perfect, just be good enough and be here with your heart.

This podcast was produced as part of the welcome project co-funded by the European Commission. For more information and materials, visit the website for.

5. PODCAST 5: Working with parents with a migration background: How to build trust and partnership?

Welcome to the podcast Working with migrant parents, how to build trust and partnership, produced by the I com project co-funded by the European Commission.

Hello, dear listeners. In today's episode we are going to focus on 1 of the key but often very sensitive aspects of working with children with a migrant background, working with their parents. How do we make contact when we are separated by language, culture or even parents' previous experience with authority figures, and how do we build the trust that will lead to a true partnership?

Part 1, why is cooperation with migrant parents specific? Parents of children with a migrant background may find themselves in uncertainty sometimes even fearing they do not understand the Czech education system.

They fear that their child will be disadvantaged They themselves may have had traumatic



experiences of war, migration or life in their country of origin, and do not always speak Czech and the language barrier can inhibit open communication. But at the same time, most of these parents are very concerned about their children succeeding and participating in society. 2. Part of how to build confidence here are 1 steps to help. 1 contact important is acceptance and understanding, this means a smile a calm tone, help navigating school 1. Impression is key, use visual materials and translations, e.g. offer parents basic information about the school in several languages.

Be proactive in communicating, don't wait for parents. The initiative should come from the school. Respect cultural differences, for example in how parents are involved, as they are not always used to partner communication with the school.

Quoting a teacher from Brno, it helped me to start the meeting by asking how do you feel here? Suddenly it wasn't just about grades, it was about the relationship.

Part 3 Practical Tips for Collaboration Use a communication facilitator, such as an interpreter, assistant, teacher, or older sibling. Even a short phone call can make a big difference Invite parents to school events, such as open house celebrations or class projects.

Recognise parents as experts on their child and give them the space to talk, ask questions and make suggestions.

Prefer clear and simple communication. Instead of long emails, write short and clear messages. Respect a different style of education and offer sharing instead of evaluation, for example, this is how it works in our school. We did a tea and cake evening where parents brought food from their country.

It was an informal event but brought strong relationships.

A teacher from Olomouc says I communicated with my mother, who did not speak Czech, through a translator and pictures. At first I was worried, but today she is 1 of the most active moms.

Working with migrant parents requires patience, respect and a willingness to go the extra mile, but when it is done it brings huge benefits to the child's family and the school. Parents are not obstacles but partners in the child's journey to success and every small step towards understanding counts.

This podcast was produced as part of thealcon project co-funded by the European Commission. For more information and materials, visit the Welcome School website.



6. PODCAST 6: Preventing bullying in multicultural classrooms

Welcome to the Bullying Prevention in Multicultural Classrooms podcast, produced as part of the Welcome project co-funded by the European Commission.

Hello, dear listeners. Today we are going to deal with a topic that may be uncomfortable but is extremely important. Namely, bullying in the school environment and specifically how to prevent it in classrooms where children of different cultures, languages and backgrounds meet, what can a teacher do to make the classroom a truly safe place for all, how to identify risky situations early and how to respond sensitively?

Part 1 Why is bullying in a multicultural environment?

Specific.

Children with a migration background may be more vulnerable because they do not understand the language and do not know how to defend themselves. They are different in name, appearance, behaviour or religion, for example, do not always have parental support to know where to turn and can be the target not only of verbal attacks but also of isolation and silent rejection.

At the same time, the teacher may not notice problems because the child is unable or afraid to confide.

2. Part of prevention starts with the atmosphere.

Bullying prevention is not a one-time intervention, it is a long-term work with the classroom atmosphere.

Tips from Czech practice, rules of coexistence created with children, in which it is clearly stated what is tolerated in the classroom and what is not. Ideally, this should also be visually illustrated.

Build relationships between children through group work, pair work activities or by drawing pairs for conversation.

Involve new children by selecting a new child's classmate as a partner. Set a clear daily routine and explain your expectations.

Incorporate learning about diversity as a value by organising themed weeks of project days or exchanges.

Look out for subtle signals about who is often alone, who is a laughing stock and who is unresponsive.



Part 3 How to react when there is a problem? Don't underestimate minor ridicule; cultural or linguistic differences must not be an excuse for ridicule.

Act quickly but calmly, not only towards the aggressor but also in support of the victim.

Explain and do not moralise. Children often do not understand the consequences and need to talk about them.

Involve the school counselling team, including the prevention methodologist.

Work sensitively with parents of all parties, with an emphasis on child protection.

Quotes from a school psychologist from Pilsen.

The child from Mongolia complained for a long time only at home.

The parents didn't know what to do, but when we made contact, we managed to get the classmates to apologize. The main thing that helped was that we spoke on time and without fear of recrimination.

4. Part of how to support victims i. The class as a whole.

Build the child's confidence, give him/her room to excel, recognize his/her efforts.

Encourage language integration, as language is a tool for defence and expression, encourage reflection in the classroom, for example, working with emotions, discussing acceptance or role play situations.

Bullying is not a common phenomenon to put up with. It is to disrupt the safe environment that every child has a right to in multicultural classrooms our role is all the more important because it is the teacher who can set the tone of the rules and boundaries early prevention and trusting relationships are the best protection.

This podcast was produced as part of the welcome project co-funded by the European Commission. For more information and materials, visit the welcomed school project website.

7. PODCAST 7: Working with the emotions of children with a migration background: How to understand and support?

Welcome to the podcast Working with children's emotions with a migrant background, how to understand and support, produced as part of the wellcome project co-funded by the



European Commission.

Hello, dear listeners. In today's podcast we focus on a topic that is perhaps less visible than language barriers, but all the more important the emotions of children with a migration background. How might they feel when they arrive in a new country?

What do they carry with them from previous experiences and how can we as teachers help them to name, manage and use these emotions as a natural part of the adaptation process.

1. Sadness and loss because he or she misses home loved ones, language and culture shame and insecurity when he or she does not understand or is different, and anger.

As a defensive reaction to powerlessness or injustice.

In addition, emotions often manifest themselves indirectly, for example through silence, defiance, passivity, or conflict

Part 2 How to recognize emotions and not see them as a problem Emotions are not weakness, they are a natural response.

Tips for Teachers Observe changes in the behaviour of a child who is withdrawing or being markedly active, perhaps just looking for security.

Be aware of non-verbal cues, facial expressions, physical restlessness, stiffening or tears, do not compare children to each other. Everyone has a different experience and a different backpack to carry.

Don't take the emotional outbursts personally; they are not against you, but the pressure is oozing out of the child. Give kids space, sometimes you just need to be free of pressure to perform or incorporate quickly.

Part 3 : practical approaches, routines and predictability. A child feels safer when they know what to expect.

Emotional glossary, simple pictures or expressions for sadness, joy or help with naming emotions.

A safe corner or an emotional diary, a place or tool where the child can express what he or she is feeling?

Sharing emotions in the classroom short morning rounds like how are you feeling today will calm the atmosphere and develop empathy.



Working with the school psychologist, if a child has deeper difficulties it is important to involve a professional.

Part 4 of the practice story.

A teacher from Mladá Boleslav shares, we had a boy from Afghanistan who didn't speak for 1 month, didn't disturb, but you could feel the tension. We had him draw what he was feeling and after a couple of weeks he brought a picture of himself where he was a sad and happy boy.

Side by side, that was our beginning. Today he's laughing, answering, working emotions we didn't push out, we gave them space.

Emotions are not a problem to be fixed. They are a signal that the child is experiencing something important in an environment where the child feels accepted and can relax and begin to grow humanly and academically. The teacher is often 1. Who can offer this confidence to people by understanding patience?

This podcast was produced as part of thealcon project co-funded by the European Commission. For more information and materials, visit the Welcome School website.

8. PODCAST 8: The role of the teacher in the integration of children with a migrant background

Welcome to the podcast The teacher's role in the integration of children with a migrant background, produced as part of thealcon project co-funded by the European Commission.

Hello, dear listeners. In today's episode, we're going to focus on how the teacher plays a key role in the integration of children with a migrant background.

We will see that the teacher is not only a deliverer of the curriculum, but often also a guide, a mediator and a support in a new world. We will look at specific approaches that help children feel safe, understood and motivated to engage in learning at school. Even though they are in a completely new environment.

Part 1, why is the teacher's role in integration crucial? The teacher is often the 1st adult that a child with a migrant background meets regularly in a new country.

And it is on him/her that it can stand and fall whether the child feels welcome or the



invisible child who does not understand the language needs not only patience but also trust. Motivation to learn only arises when the child feels secure and it is this that the teacher has a direct influence on through relationship, communication, attention and attitude.

Motivation is therefore not about pressure to perform, but about creating conditions where the child is not afraid to make mistakes.

Part 2, what works in Czech schools? Experience from practice shows that teachers can significantly support integration even with simple everyday steps.

For example, clear communication and structure with clearly given instructions, visual support such as pictures or pictograms, clear board routines. All this gives the child support.

It also includes being attentive to the needs of the teacher, who asks what the child needs or how they are feeling, often revealing hidden barriers. Although the child understands writing, he or she is afraid to speak. It is also important to encourage cooperation between children, pairs or groups where the child works with a Czech classmate.

They not only facilitate language progress but also build relationships.

Another important point is also valuing and boosting self-esteem praise for making an effort to engage or having the courage to speak Czech is of great value. This helps the teacher to perceive the child's own progress and thus the motivation to continue learning.

Part 3 of the practice story.

A teacher from Brno shares an experience An 8-year-old girl from Kazakhstan came to my class, she was quiet, didn't want to talk, often just looked out the window. But I noticed that after class she drew beautiful pictures in her notebook. I asked her if she could draw a comic for a story we read in class, and when she showed it to her classmates, they were thrilled.

Suddenly she had a reason to interact, she started talking more, she joined the AO group. A few weeks later, she wanted to read aloud.

The others.

Part 4 Practice Tips.

Be attentive to non-verbal signals. A child can be lost even when silent, watch facial expressions, reactions, contact with others.



Establish routines and structures. Regularity gives a sense of security and thus promotes motivation.

Allow alternative forms of expression through drawing, pantomime pair work or visual journals. Value communication in any form, even if it is imperfect, it is progress.

Link teaching to the child's native culture. Engaging the home world reinforces identity and reduces stress.

Work with aides, guidance counselors and school psychologists; they have additional tools and insights that can help.

Teachers are often the ones who can show a child that he or she has a place in school, even if they come from another world. When a teacher responds in a sensitive, individual, open-minded way, he or she can be a major motivator for a child who is still learning to navigate a new environment.

This podcast was produced as part of the I kam project co-funded by the European Commission. For more information and materials, visit the welcome s project website.

9. PODCAST 9: How to motivate local children to integrate classmates with a migrant background?

Welcome to the podcast on how to motivate local children to include migrants in their activities, created within the framework of the Ica project co-funded by the European Commission.

Hello, dear listeners. Today's episode focuses on 1 of the big themes that concerns not only school classrooms with children from different cultures, but also our ability to create an open and welcoming environment. How do we motivate local children to include their migrant classmates in their activities?

Many teachers and educators face the challenge of building an environment among children that is not divisive, but instead fosters mutual cooperation, empathy and respect.

How can local children approach these?

Who are in a new country and can't always express themselves or adapt.

Part 1 of why it is important to integrate migrants into the collective is crucial for their adaptation and for building mutual respect among children. Local children can be the ones



who open doors for children from other cultures not only in the classroom but IV.

Everyday life.

The benefits of such integration are mutually enriching, as the migrant brings a different world view, a different language, a different culture, which can benefit everyone.

Promoting migrants' self-confidence, if a child knows that he/she is part of a collective, this is important for his/her psychological well-being and motivation. Another positive is the connection on a personal level, that is, friendship, common experiences and shared values. This is the foundation on which to build a community that not only doesn't reject to the bone, but instead welcomes it as enrichment.

Part 2, how to involve local children in the inclusion of migrants, so how to motivate local children to include migrants in their activities? I will present several strategies and approaches.

Creating joint projects, organising project days where children can work together to create something that connects them, for example an exhibition about different cultures or a story written together.

Role models, involving older children or model classmates to show how to treat migrants and how to include them in activities.

Collaborative activities that build on mutual cooperation games, competitions or sports activities where the involvement of each team member is essential for success.

Create classroom rules that encourage openness Set clear rules that include that everyone has the right to be part of the collective. Children need to know that exclusion is not tolerated.

A teacher from Brno shared in our project, when children from different countries participated in the creation of a school exhibition about traditions and customs, we saw how children from the local community started to talk more with those who came from other countries. The language barrier disappeared as they began to create together.

Part 3 How to overcome barriers and fears local children may have about the unknown. What to do about it?

Education and outreach A child who learns more about the culture and traditions of



migrants will lose their prejudices. The teacher can prepare thematic lessons or invite a migrant guest to the school to share his/her experience with the children.

Creating a safe environment for children to express their views Children need to be confident that they can express their fears or concerns about the unknown without being criticised.

The teacher can moderate discussions about cultural diversity and help children understand each other.

Fostering friendships, connecting children in the classroom by pairing local children with migrants to create a common space to share interests and help each other.

Accepting otherness as part of everyday life. Children should know that everyone is different, but that doesn't mean they are inferior, or a foreign teacher can lead the class to think about what it actually means to be different.

Part 4 practical examples from practice.

Examples from Czech schools at a primary school in Pilsen created a language coffee where children presented a country or culture each week. The migrant children had the opportunity to talk about their country, show traditional food or clothes and the local children were actively involved.

At a primary school in Olomouc they organised a sports day together, where teams were mixed and competed in different disciplines. The children supported each other and found that working together helped them to get to know each other better.

Inclusion of migrants is not a one-off process, it is a job that requires patience, openness and creativity. Local children have a big role to play, they can show migrants what home is like, what the community is like, and they can also learn from migrants values that are new and enriching for them.

If educators focus on shared activities, openness and education about cultural diversity, it can create an environment where everyone is welcome and where children from different backgrounds have a chance to grow together.

This podcast was produced as part of the welcome project co-funded by the European Commission. For more information and materials, visit the welcomed school ted project website.



10. PODCAST 10: How to motivate children to learn the local language and participate in school life?

Welcome to the podcast on how to motivate children to learn the local language and get involved in school life, produced as part of the welcome project co-funded by the European Commission.

Hello, dear listeners. In today's podcast we will focus on the very important question of how to motivate children from migrant backgrounds to not only overcome language barriers but also to actively participate in school life. Children who come from different linguistic and cultural backgrounds face importance not only in the area of language, but also in integrating into a new social and school environment.

So how can teachers support their motivation to learn Czech and integrate into school activities?

What approaches work in Czech schools?

Part 1 of why motivation is key Motivation is 1 of the most important factors that influence success in learning a new language. And although learning a local language can be challenging for children from a migrant background, it is a key gateway to their success in a new environment.

Why is motivation so important?

Motivation gives a sense of achievement and the opportunity to communicate when a child begins to understand and speak the local language, gaining self-confidence and a sense of security in a new environment. Motivation also helps socialisation. Language is a tool not only for school success, but also for developing social skills and making friends.

Motivation also promotes integration; when a child actively communicates and participates in school activities, he or she shows that he or she is not just a passive recipient of education but part of the school community.

Motivation of migrants can come from different sides, it needs to be supported not only in school but also outside school.

2. Part of how to motivate children to learn a language, what can a teacher do to motivate a child to learn Czech? Here are some specific approaches that can help First, interesting and



interactive methods.

Teaching methods include, for example, gamification or working with real language.

Gamification of learning through games and competitions can get children excited and make learning fun, for example through flash card apps or interactive activities such as quizzes and language games.

Work with real language to take advantage of real situations where the child will need to actively communicate in group activities where children speak Czech, whether in an art activity, creating a story or making presentations together.

Secondly creating a safe and supportive environment this includes encouraging classmates and not shaming them for mistakes. Supporting classmates, placing children in mixed teams where they can support each other not only in language learning but also in other school activities. Older children can serve as mentors and language partners.

No shaming for mistakes. Children should not be afraid to make mistakes. Every mistake is an opportunity for learning, not punishment.

For 3. Use cultural diversity to involve children from different cultural backgrounds in sharing their traditions and languages. This will not only boost their confidence but also open the eyes of other children and teachers.

The topic of culture and languages can be very inspiring. For example, a storytelling presentation about the country of origin or an exhibition that connects children's cultural heritage with the Czech environment.

4. Practical tasks and challenges, creating project days.

Where language learning will be linked to other activities such as making posters together, theatre performances or open days involving parents.

A language coffee or debate room where children can share their thoughts in English on a variety of topics not only about school but also about their experiences.

3. Part of how to motivate participation in school life.

To ensure that the child is not just a passive participant in the classroom, it is important to



motivate him or her to become actively involved in school life. But how to achieve this?

First, creating an accessible school environment. A child who is integrating into a new community should feel that he or she has a place at school. You can use information materials that are accessible in other languages to help the child navigate school rules and activities.

Teamwork also plays a role. Children can be motivated when they see that they can bring their uniqueness to school, for example in the form of projects that bring together different languages, nations and traditions.

Second, involve them in school events.

Encourage children to participate in school activities such as clubs, sports tournaments or cultural events where they can get to know their classmates and interact outside the classroom. Allow migrant children to have a space in school performances where they can show what they can do, such as dancing, singing or storytelling.

For 3 communication with parents.

Cooperation with parents is important for the motivation of the child. The teacher can regularly update parents on their child's progress and offer opportunities for involvement in school life, such as help with school events or support with homework.

Motivation to learn Czech and participate in school life is not a process that happens overnight. It requires patience, creativity and ongoing support from teachers and the whole school community. Children who are encouraged not to be afraid to make mistakes will learn faster and be actively involved in school activities.

By focusing on their strengths, talents and backgrounds, you can not only motivate them to learn better, but also to engage with the wider school community.

This podcast was produced as part of the I com s project semi-funded by the European Commission. For more information and materials, visit the welcome s project website.