

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 in native language)	1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10
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

Personality traits

Strengths:

Weaknesses:

Social functioning:

Emotional sphere:

Summary - pupil's competences favouring 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:

Parents' expectations towards the school management:

Parents' expectations towards the class teacher:

Parents' expectations towards the remigrant family assistant:

Parents' expectations towards the teachers:

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

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.	



<p>Divide the pupils into groups and assign tasks to them.</p> <p>Group I- How to help a new friend find their way in our class?</p> <p>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.</p> <p>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.</p> <p>For younger pupils, prepare photos to show the similarities and differences between the pupil's previous country of residence and the home country.</p> <p>Group IV - What can we gain by getting to know and cooperating with a pupil who went to school in another country?</p> <p>Inform the groups that they have 15 minutes to complete the task, then the group leader or group members present their answers.</p>	
III. Summary / Ending / Final Stage	
<p>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.</p>	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 post-it notes, a flip-chart, markers.

The course of the lesson/class	Duration:
I. Introduction / Introductory stage	
<p>Introduce pupils to the new classmate, then hand post-it notes to 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,</p>	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.

<p>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.</p> <p>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.</p>	
<p>III. Summary / Ending / Final Stage</p>	
<p>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.</p>	<p>5-10 min.</p>



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.