

Annexes

Appendix 1.

QUESTIONNAIRE OF A FOREIGN PUPIL COMING TO A NEW COUNTRY

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:	
Reason for migration from the home country:	

PART I

Prior education

Prior education in the home country (in the context of that country's educational 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:

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 intercultural assistant:
Parents' expectations towards the teachers:
Parents' expectations towards the school specialists (psychologist/pedagogist)

Date	Head teacher's signature
Date	Parent/parents' signature
Date	Intercultural assistant's signature

Appendix 2.

INDIVIDUAL PLAN OF THE ADAPTATION OF A PUPIL

Model of Working with a Foreign Pupil Coming to a New Country

Pupil personal information

Pupil's name:
Home country:
Age:
Class:
Class teacher's name:
Intercultural assistant's name:
Classmate-guardian's name:
Abbreviated description of the pupil's prior education at school in the home country:



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

Pupil's adaptation in academic/school dimension	
Activity	Responsible party

Date	Head teacher's signature
Date	Parent/parents' signature

Appendix 3.

Lesson scenario No. 1 "Before we get to know you"

Topic: "Before we get to know you."

Duration: 45-60 min.

General lesson objective: familiarizing pupils with the culture and customs of the country of the pupil joining their class and shaping openness towards culturally different people.

Specific objectives: presenting the most essential information about the country of origin of a new classmate: geographical location, history, religion, customs; indication of the most important differences resulting from cultural differences; demonstrating ways to show respect and kindness to people of different cultures; learning the basic useful and polite phrases in the foreign pupil's native language; developing empathy in pupils.

Methods of conducting the class: discussion, brainstorm, device enabling translator usage, elements of drama, elements of an illustrated lecture or a multimedia presentation;

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

Necessary props and aids: Internet access, bilingual dictionaries with phonetic notation, world map, 10 pictures showing the pupil's country of origin and country to which they have arrived, coloured self-adhesive sheets, flip chart, markers.

The course of the lesson/class	Duration:
I. Introduction / Introductory stage	
Presentation with photos (props) related to the culture of the country to which the foreign pupil has arrived and the pupil's home country. After viewing, ask the pupils what differences they noticed and whether some of the pictures did not suit their country. Write their answers on the board. When pupils realise that the presentation was about two cultures, introduce them to the topic of the lesson.	10 min.

II. Activities / Implementation Stage

Hang the map and point out to the country that you are going to talk about during the lesson. Tell them where it is. Emphasize that the country their new friend comes from has a different culture and customs. Show photos, video clips on natural environment, religion, customs, cuisine and talk about as they are displayed on screen. Point out to the pupils that sometimes the same gestures have different meanings, often even offensive. When discussing the most important elements of culture, indicate the resulting differences in: behaviour, clothing. Ask pupils two questions:

- How might a friend who joins the class for the first time feel?
- What can we do to make them feel good in our class?

Ask the pupils to write the answers down on coloured cards (one answer per one card) and stick them on a flip chart. In the case of younger pupils, the teacher puts the answers down on the cards. After completing the task, pupils read the answers to the questions by grouping similar answers into groups. The teacher helps younger pupils in this task. Summarizing the task, say that the fact that we accept a new friend in the class will affect their well-being and his further assimilation at school.

Divide pupils into 4 groups, whose task is to prepare a mini-dictionary in the native language of the foreign pupil in the following groups (the number of phrases, words to be translated depends on the task duration and the pupil's age):

Group I - cardinal numbers from 0-10 and names of 5 school supplies

Group II - polite phrases - 5-10 phrases selected by the class

Group III - basic school phrases - 5-10 selected by the class

15-20 min.

15-20 min.

<p>Group IV - the most important places at school - 5-10 names</p> <p>Inform the class that they have 10 minutes to complete the task. When they finish their work, the selected leader presents the results and shares their impressions. Suggest using on-line translators and bilingual dictionaries.</p> <p>In the case of younger children who have not yet mastered the art of writing and using dictionaries, you can limit the number of words to 3-5.</p>	
<p>III. Summary / Ending / Final Stage</p>	
<p>Willing pupils summarize the activities by answering the questions prepared by the teacher. The most important thing is to complete the first two tasks. When time permits, pupils follow the rest of the instructions.</p> <ol style="list-style-type: none"> 1. Greet and say goodbye in the language of the foreign pupil's country. 2. Choose three ways that will help in the adaptation of a new classmate in our class. 3. Pick the location of the foreign pupil's country on the map. 4. Among the presented illustrations, indicate those related to the culture of the foreign pupil's country. <p>Thank the pupils for their commitment. Emphasize that the knowledge and skills acquired in class are essential in building friendly contacts with the new classmate.</p>	<p>5-10 min.</p>

Appendix 4.

Lesson scenario 2 "We create our class team"

Topic: We create our class team

Duration: 90 min. (2 x 45 min.)

General lesson objective: integration of pupils with the foreign pupil and teaching him/her the rules of the class.

Specific objectives: getting to know the foreign pupil and acquainting him/her with the class; reminding pupils of the applicable rules; shaping shared responsibility for relations between classmates; strengthening the foreign pupil's sense of belonging to the class;

Methods of conducting the class: brainstorm, guided discussion.

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

Necessary props and aids: felt-tip pens, a large sheet of paper, device enabling translator usage, Internet, bilingual dictionaries, blackboard/flip chart.

The course of the lesson/class	Duration:
I. Introduction / Introductory stage	
<p>Hand out coloured cards to the pupils. Ask them to imagine that they are on a ship and are surprised by a storm. The ship crashes and they land on a desert island with only forests and animals. Ask the question: what must be done to survive?</p> <p>Brainstorm - pupils write suggestions on cards and stick them on a prepared large sheet of paper or the blackboard. Read the pupils' responses and group them. Summarize the task by emphasizing that one of the conditions for coping with difficult situations is to jointly establish the rules of action and cooperate in their implementation.</p> <p>Introduce the topic of the lesson.</p>	15 min.

II. Activities / Implementation Stage

Ask pupils to form a circle with their chairs and take a seat. Place one chair next to you. Introduce the rules of the game. Say that you will invite a pupil who has attracted your attention to sit there. Then this pupil asks another friend to take an empty seat. Pupils can say, e.g. "the chair on my right side is empty, I invite Janek, who is nice to me". The play continues until everyone changes places.

15 min.

Divide the pupils into 4 groups, and then give each of them a sheet of paper, coloured markers, felt-tip pens. Ask each team to divide their worksheet in half and have them write down all the positive situations about the class on one side and all the negative situations on the other. When finished, ask the groups to present their work. The groups can discuss positive situations first, then negative situations. Inform the pupils that they have 10 minutes to complete this task.

25 min.

After presenting the results of the work, ask how the unpleasant situations identified by the pupils can be eliminated. Ask the foreign pupil what he liked about his class in previous school, what they would like to see in the new one. Present the next exercise to the previously created teams. Their task will be to prepare a class code. Suggest that the group with the foreign pupil should include the experiences and expectations of the foreigner in their proposal.

25 min.

After completing the task, pupils present the results of their work, and then create a unified code from separate ones. Emphasize that the code developed by pupils serves to build a friendly atmosphere in the classroom, based on mutual respect, tolerance, and adherence to rules. Display the code in a visible place. Communicate to pupils that it is very important to follow the provisions of the code as it will be beneficial for contacts and cooperation between



classmates.	
III. Summary / Ending / Final Stage	
Ask what the pupils liked about the lesson, what they would like to tell their parents about it at home.	10 min.

Appendix 5.

Lesson scenario No. 3 "What are we interested in and what do we have in common?"

Topic: What are we interested in and what do we have in common?

Duration: 45 min.

General lesson objective: getting to know common passions, interests and strengthening the integration of the foreign pupil with the new class.

Specific objectives: getting to know one another better, especially the foreign pupil; developing interests; developing self-presentation skills.

Methods of conducting the class: discussion illustrated with film or photos.

Forms of work: work with the entire class (homogeneous).

Necessary props and aids: video, photos or illustrations showing various interests, sheets of paper with the outline of the human body, a device with the ability to use the Internet, bilingual dictionaries with phonetic notation, a large sheet of paper, cards with contours of a suitcase, washing machine, waste container.

The course of the lesson/class	Duration:
I. Introduction / Introductory stage	
Provide pupils with illustrations, photos or a video showing different interests, e.g. sports, reading books, cycling, chess, playing an instrument. Then ask what a hobby is and whether they find their interests among those listed. Once the pupils have responded, introduce the topic of the lesson.	10 min.

Appendix 6

Lesson scenario No. 4 "We get to know beautiful places in our country"

Topic: We get to know beautiful places in our country

Duration: 45 min.

General lesson objective: talking about the most interesting places in our region and presenting them to the pupil from another country;

Specific objectives: presentation of places with historic or natural values; planning excursion routes; making pupils, especially the foreign pupil, aware why the places we have been talking about are important to us.

Methods of conducting the class: mini-lecture, discussion illustrated with a map.

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

Necessary props and aids: map of the region, photos, illustrations, albums about the region, Internet, interactive board/projector, art supplies (crayons, paints, markers, etc.), a device enabling translator usage, bilingual dictionaries.

The course of the lesson/class	Duration:
I. Introduction/Introductory stage	
Provide pupils with a map of their region displaying historical and natural attractions. Highlight which places deserve special attention. Ask pupils if they know these places. Then ask the foreign pupil to indicate the places that attracted their attention and why. Ask the foreign pupil to indicate the most interesting places in the region he or she comes from (you can ask the pupil in advance to bring photos and illustrations of the region where they lived). Once the pupils have spoken, present the topic of the lesson.	7 min.
II. Activities / Implementation Stage	
Divide the pupils into groups. Each group selects a historical or natural attraction to prepare an information folder about it. Inform the groups that they have 20 minutes to complete the task. After	30 min.



<p>task completion, pupils present the prepared folders that will be placed in the school newsletter or the wall newspaper.</p>	
<p>III. Summary / Ending / Final Stage</p>	
<p>Provide pupils with 10 pictures of the places pupils discovered in the second part of today's lesson. The task of the pupils is to guess what the place or monument presented in a given picture is and to explain to the class, especially to their foreign friend, why this place is important to us.</p>	<p>8 min.</p>