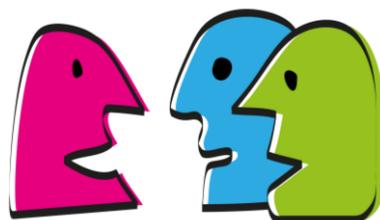




# Multilingual Families Clubs

**LET'S PLAY WITH LANGUAGES!**

Manual of activities and games for children and parents,  
designed specifically to promote multilingualism.



## Multilingual Families Clubs

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Dear Teacher,

Thank you for choosing this publication. Please rest assured that we have put in hours of research and practical work in order to deliver the best possible solution for modern needs. Our team strongly believes in preserving languages and culture of immigrants living in the EU and in promoting multilingualism among the European societies. These people represent a linguistic treasure for Europe; one that must be preserved to enhance the linguistic and multi-cultural diversity of Europe. For this purpose we have created the notion of 'Multilingual Families Clubs', community-based language clubs in which both children and adults can engage in various activities acquiring multiple languages simultaneously. It involved the preparation of selected language practice games that will allow for multilingual families to engage in common activities in order to retain the multiculturalism factor amongst parents and their children. We believe that the preservation of this heritage among both children and adults can be achieved by allowing them to engage in various activities, allowing them to acquire multiple languages simultaneously and thus create a sense of national identity.

- We want to help parents bring their children up in a multilingual environment;
- We want to help teachers deal with multilingual children more effectively;
- We want to help both children and parents to preserve their own languages and culture;
- We want to promote multilingualism among the European society.

Quite simply, there are multiple advantages to being multilingual and multicultural.

- It makes you more open minded to other cultures;
- It allows you to feel a connection to different cultures;
- It gives you the ability to understand culturally different points of view;
- Individuals develop a greater vocabulary size over age;
- Individuals show increased ability to apply more reading strategies effectively;
- Individuals become better language learners in institutionalized learning contexts.

The activities presented here are designed to lead to the development and practice of different language skills. It is a process the effects of which we believe are long-lasting. Practice helps to consolidate the acquired knowledge in memory, thus it creates a new experience and consequently a skill. The activities in this collection can be used as they stand, however, they can also serve as an inspiration to create your own ideas so that they suit your own context. The exercises aim both at fostering motivation and achieving cultural competence. They are meant to motivate children and to promote 'self' discovery. This involves game-based learning, learning with mobile and handheld devices, media like podcasts, videos, or slideshows; yet when choosing activities please consider differences in age and ability. We wish you and your students' success in working with the activities, much mutually enriching experiences, and fulfilment with the result achieved.



This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.



Associated Partner



# INTRODUCTION TO THE ACTIVITIES

The *Multilingual Families Clubs* project activities are designed to help teachers to maximize the motivation of the children from families with more than one language to communicate in their parents' languages. They are also meant to encourage parents (who may accompany their children in *MF Club* activities) to raise their children to learn and retain their family languages. Our main goal is to go along with the premise that *multiple language families should aim for retaining bilingualism and multilingualism among their children so as to foster the retention of their parents' culture through language.*

When choosing the exercises we put our focus on the development of so-called *21<sup>st</sup> century skills*. This requires an innovative approach centering on the increase of soft skills (that is the ability to communicate successfully) through a methodology that makes it possible to exploit available tools used in everyday life (internet, portable devices) and create an environment for teaching skills that will be necessary in the future. Separate categories have been created for the '0-6' and the '6-10' group. The idea behind this is that the younger group will be focused on the development of their cognitive skills, while the older age group will focus on the development of soft skills. The criteria for choosing activities also involved their *culture supporting effectiveness*.

All activities have the same structure. We define the age group that the activity is suitable for, its duration, keywords, and objectives. The procedure for the implementation of each activity is carefully described step by step, to allow for simple use in the classroom. You will also find the expected skills that the activity builds and strengthens. The activities can easily be integrated into the educational daily routine of the nursery groups and preschool and early school children who choose to spend time in a *MF Club*.

To make it easy to find your favourite language supporting activity, all the activities in this document follow the presented structure:

**DURATION:** estimated time needed for each activity. If you see that your children are particularly enjoying an activity, it is almost always possible to extend it over the suggested time, or repeat it.

**AGE RECOMMENDATION:** points to the main target groups of all activities, which are 0-6 and 6-10 years.

**KEY WORDS:** indicate the contents, objective, and important concepts for each activity.



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PELICAN



MBMCenter  
TRAINING & DEVELOPMENT



Associated Partner



**LANGUAGES OF THE ORIGINAL SOURCE:** the materials are authentic “good practice” exercises, collected by all partners of the *Multilingual Families Clubs* project and therefore they have different languages of origin; however, they are suitable to be used in any language.

**MATERIAL NEEDED:** The materials required for carrying out an activity.

**AIM OF THE ACTIVITY:** The main objectives of the activity, also the expected outcomes of the activity, with the focus on skills that the activity builds and strengthens.

**PREPARATION FOR THE ACTIVITY:** lists all preparatory steps necessary, before conducting the activity.

**PROCEDURE:** describes stages to be followed when using the given activity.

**SIGNIFICANT BENEFIT OF THE ACTIVITY:** refers to the added value of the activity and sometimes it includes a link to theoretical information on why this activity/category is supportive to family language development.

We hope that the activities will act as examples on how to support multi-language acquisition and will make the children excited and motivated about communicating in multiple languages, including their family language. We assume children spending time at the *MF Club* will often be accompanied by parents, who may join in the activities and support the children’s active participation. All the activities and games can easily be integrated into the *MF Club* routine. Let’s start learning together!

The *Multilingual Families Clubs* Team



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# INDEX OF ACTIVITIES



Age group: 0-6



Listening



Speaking



Age group: 6-10



Reading



Writing

NO.	TITLE	AGE GROUP	KEY WORDS	LANGUAGE SKILL	DESCRIPTION
A1	ALPHABET A TO Z - LEARN COLOURS		drawing, colours, alphabet, music		Comparing the alphabet and names of in different languages.
A2	BEEP!		attentive listening, correcting mistakes, noticing, exposure to foreign languages		Raising awareness of foreign languages spoken within the group.
A3	CHI CHI WAH		video, dancing, singing, language awareness	 	Developing listening skills in combination with concrete actions (dancing).
A4	COOKING, LANGUAGES AND CULTURES	 	food, cooking, word recognition, CLIL		Learning vocabulary related to food and cooking; cultural aspects.
A5	CRAZY FACE		vocabulary learning, drawing, body parts, face		Teaching vocabulary related to parts of body and face.
A6	CREATIVE LANGUAGE PAINTING	 	feelings, attitudes, moods, language use		Reflections on children's attitude towards their parent's languages.
A7	CULTURAL TALE		culture, understanding, narrative, story	 	Developing ability to reflect on one's own and different cultures.
A8	DOING SPORTS	 	sports, word recognition, CLIL	 	Learning words and expressions related to sports, combined with playing.
A9	FAIRY TALES CHAOS		creativity, teamwork, communication, role playing, emotional intelligence		Introducing fairy tale characters from various cultural backgrounds.

NO.	TITLE	AGE GROUP	KEY WORDS	LANGUAGE SKILL	DESCRIPTION
A10	FANTASY WORLD		imaginary, fantasy world, senses, translanguaging		Boosting children's creativity skills and interest in new languages.
A11	FEED THE MOUSE		colours, group activity, language sensitivity		Introducing names of colours in different languages.
A12	FIND THE RIGHT COLOUR		colours, guessing game, toys	 	Teaching names of colours in different languages; increasing sensitivity to foreign languages.
A13	FLASHCARD GAME		flashcard, expressions, vocabulary, matching, language awareness	 	Extending children's vocabulary through flashcards and pictures.
A14	FUN WITH A RHYME		rhymes, pronunciation practice, intonation	 	Working with rhymes/poems in different languages.
A15	GREETING CARDS	 	vocabulary, family names, cards, greetings		Creating a greeting card for a family member, in his/her language.
A16	GUESS THE WORD		guessing, language sensitivity, imagination, vocabulary in context	 	Developing the feeling and sensitivity for foreign languages.
A17	GUESS WHAT IT IS		vocabulary in context, communication, guessing game, translanguaging	 	Teaching every-day vocabulary in different languages through a guessing game.
A18	HANDS-ON PLAY		imagination, playtime, curiosity, tactile experience, sand		Connecting tactile experience – playing with sand - with language learning.

NO.	TITLE	AGE GROUP	KEY WORDS	LANGUAGE SKILL	DESCRIPTION
A19	HAT	 	intercultural understanding, language sensitivity, music, folk songs		Making children familiar with well-known folk songs of other cultures.
A20	HEART OF OUR GROUP		confidence building, emotional intelligence, empathy		Stimulating inclusive behaviour; developing trust and empathy within the group.
A21	HIDDEN WORDS		guessing, intercultural understanding, inclusion, translanguaging		Developing interest in intercultural communication, teaching vocabulary.
A22	IS IT SIMILAR IN YOUR LANGUAGE?		vocabulary, word recognition, every-day objects, language awareness		Comparing words in different languages.
A23	IDENTITY SWAP		role playing, introductions, intercultural communication, names of countries		Teaching children to introduce themselves, teaching names of countries.
A24	LET'S DISCOVER WORDS	 	images, vocabulary, fun, memory, relationship		Learning words in foreign languages through a guessing game.
A25	LET'S SING ALONG	 	singing, fun, retention, vocabulary in context, language awareness		Singing the same song in different languages.
A26	MEMORY		guessing, memory, vocabulary in context		Playing with cards, speaking.

NO.	TITLE	AGE GROUP	KEY WORDS	LANGUAGE SKILL	DESCRIPTION
A27	MEMORY GAME WITH SOUNDS	 	memory, game, describing, extending language, storytelling, online	 	Describing sounds to develop the lexicon.
A28	MULTILINGUAL BIRDS		watching film, painting, drawing, solving riddles	 	Watching the movie and retelling its plot.
A29	MULTILINGUAL CHILDREN		watching film, answering questions	 	Watching the movie and answering the questions.
A30	MULTILINGUAL VIDEOS	 	watching film, answering questions	 	Watching the movie and answering the questions.
A31	MY DOG MAKES WANG	 	languages, animal sounds	 	Describing sounds the animals make to develop the lexicon.
A32	ONCE UPON A TIME	 	finger puppet, storytelling, listening skills, vocabulary	 	Telling stories with the use of finger puppets as the main characters.
A33	OUR DIARY	 	writing, words recognition, lexical acquisition	 	Preparing a diary collecting important events

NO.	TITLE	AGE GROUP	KEY WORDS	LANGUAGE SKILL	DESCRIPTION
A34	PANTOMIME		expression, body language, guessing, vocabulary		Showing emotions with body language and guessing them
A35	PAPER PLATE LION	 	Speaking, repeating, listening	 	Listening to the pronunciation of the names of animals in different languages and repeating them.
A36	PASTE YOUR HOUSEHOLD		sticking, natural learning, tags		Reading the names of the objects' names on notes
A37	PERFUME SEARCH	 	perfumes, spices, cooking, culture		Guessing the names of the scents.
A38	PICTURE – MUSIC – COLOR - WORD		Sign, colour		Identifying the names of various colours and signs
A39	RULES OF MY HOME	 	Rules, values, similarities, differences	  	Preparing cards with diverse home rules
A40	SECOND SKIN	 	Cultures, clothes, words, disguises		Learning vocabulary connected with clothing
A41	SCULPTURE OF CULTURES	 	Culture, self-awareness, sharing		Group work. Preparing boxes full of students works.

NO.	TITLE	AGE GROUP	KEY WORDS	LANGUAGE SKILL	DESCRIPTION
A42	SHADOW GAME		creativity, communication, role playing, emotional intelligence, intercultural development		Role-playing. The participants act as characters of a previously written story.
A43	SHOPPING LIST – WRITING IN THE FAMILY LANGUAGE		writing, naming, lexicon acquisition		Preparing shopping lists and role-paying.
A44	SONG FROM MY FAMILY'S COUNTRY		singing, language sensitivity, intercultural understanding, respect of diversity, emotional intelligence		Singing songs and guessing their meaning.
A45	SUNNY THE CAT		intercultural understanding, language sensitivity, communication		Preparing dialogues.
A46	TEDDY BEAR FAMILY		multicultural family, embracing differences, celebrating diversity		Preparing dialogues.
A47	TODAY IS THE DAY		calendar, festivities, cultural knowledge, traditions		Sharing knowledge on the main festivals in various countries.
A48	TRAVELLING BOOK	 	intercultural understanding, confidence building, responsibility, trust		Preparing a common diary. Each participants writes entries during one week before handing the diary to the next member of the group.
A49	WHO IS THAT? START A FAMILY ALBUM	 	family matters, writing, doing handicrafts, creativity, vocabulary	 	The participants create their own family albums with pictures.
A50	WORLDWILDE RADIO STATIONS	 	listening, radio, online, music		Listening to diverse radio stations.

# ALPHABET A TO Z – LEARN COLOURS

A1



20'-30'

<b>Key words</b>	drawing, colours, alphabet, music
<b>Language of the original source</b>	any language
<b>Material needed</b>	paints or crayons, sheets of paper, external speakers
<b>AIM OF THE ACTIVITY</b>	The aim of the activity are to explore cultural differences and similarities related to alphabet and colours, to help children recognize different languages and to make the children have fun saying the alphabet in different languages
<b>PREPARATION FOR THE ACTIVITY</b>	Prepare white sheets of paper and paints or crayons. Prepare a microphone that the children will use to repeat the letters of the alphabet and the names of the colours that will be used.
<b>PROCEDURE</b>	<ol style="list-style-type: none"> <li>1. The teacher takes a sheet of paper, draws a letter of the alphabet and colours it.</li> <li>2. The teacher uses the microphone to say the name of the letter of the alphabet drawn and the name of the colour used.</li> <li>3. Subsequently, the teacher will have all the children present one by one the name of the letter and the colour.</li> <li>4. The game can be repeated using a different language.</li> </ol>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	The children have fun talking on the microphone trying to pronounce the name of the letter and the colour, they have fun listening to the other children doing the same, they recognize and compare the colour adjectives in different languages.
<b>SOURCE OF THE ACTIVITY</b>	<p><a href="https://www.youtube.com/watch?v=ey4RiGEJrKE">https://www.youtube.com/watch?v=ey4RiGEJrKE</a></p> <p>Adapted by <i>Innovamentis</i></p>

# BEEP!

**A2**


20'

<b>Key words</b>	attentive listening, correcting mistakes, noticing, exposure to foreign languages
<b>Language of the original source</b>	English
<b>Material needed</b>	set of stories, songs and rhymes in 3 of the most spoken languages in multilingual children`s group
<b>AIM OF THE ACTIVITY</b>	The aim is to advance native language skills, while at the same time raising awareness of foreign languages spoken in class.
<b>PREPARATION FOR THE ACTIVITY</b>	Choose a familiar story, song, or rhyme that the children in your group have heard often. Make sure you have a line for each and every child in order to ensure that they can all participate on an equal basis.
<b>PROCEDURE</b>	<ol style="list-style-type: none"> <li>1. Teacher reads or recites the story, song, or rhyme, substituting wrong words or names in obvious places. For example: '<i>Old MacDonald had a car</i>' or '<i>Mary had a little dog.</i>'</li> <li>2. The children listen for the incorrect words and say 'Beep!' when they hear one.</li> <li>3. Parents may help (if present).</li> <li>4. Variation of the activity: teacher says numbers in a foreign language, substituting wrong ones; children say 'beep'.</li> </ol>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	The activity helps to raise children`s awareness of other languages and helps to advance the native language skills.
<b>SOURCE OF THE ACTIVITY</b>	<a href="http://babybilingual.blogspot.com.es/2007/02/language-relatedactivities-for.html">http://babybilingual.blogspot.com.es/2007/02/language-relatedactivities-for.html</a>



## CHI CHI WAH

A3



10'

<b>Key words</b>	video, dancing, singing, language awareness
<b>Language of the original source</b>	English, Spanish, German, French and Dutch
<b>Material needed</b>	<i>YouTube</i> video
<b>AIM OF THE ACTIVITY</b>	This activity helps develop listening skills and combine them with actions, i.e. dancing.
<b>PREPARATION FOR THE ACTIVITY</b>	Download <i>YouTube</i> video – the first LINK provides you with words in the above-mentioned languages, the second shows search results in <i>You Tube</i> and LINKS TO THE VIDEO IN DIFFERENT LANGUAGES.
<b>PROCEDURE</b>	<ol style="list-style-type: none"> <li>1. The children watch the video.</li> <li>2. Children identify the instructions and moves, with the teacher's help</li> <li>3. Children dance and sing along.</li> <li>4. The activity can be repeated, watching the video in a different language like: <i>Chi Chi Wah Spanish, Tsjoe Tsjoe Wa Nederlands</i></li> </ol>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	Listening and singing to a video and dancing is fun, makes the language input more interesting and broadens language awareness.
<b>SOURCE OF THE ACTIVITY</b>	<p><i>Multilingual Families Project</i></p> <p>"Chi Chi Wah", lyrics (in English, Spanish, German, French and Dutch) and video, <a href="http://ihsgut.org/chichiwa.htm">http://ihsgut.org/chichiwa.htm</a>.</p> <p>"Chi Chi Wah Song" in different languages – see search results, <a href="http://www.youtube.com/results?search_query=chi+chi+wa+chi+chi+wa+song&amp;oq=chi+chi&amp;gs_l=youtube.3.0.0110.1681.2452.0.5420.7.7.0.0.0.197.658.2j3.5.0...0.0...1ac.1.11.youtube.yv_eylmonko">http://www.youtube.com/results?search_query=chi+chi+wa+chi+chi+wa+song&amp;oq=chi+chi&amp;gs_l=youtube.3.0.0110.1681.2452.0.5420.7.7.0.0.0.197.658.2j3.5.0...0.0...1ac.1.11.youtube.yv_eylmonko</a></p>



# COOKING, LANGUAGES AND CULTURES

**A4**


30'

<b>Key words</b>	food, cooking, word recognition, CLIL (content and language integrated learning )
<b>Language of the original source</b>	English; it can also be used in any language.
<b>Material needed</b>	food, cooking utensils, paper
<b>AIM OF THE ACTIVITY</b>	<p>The aims of this activity are to learn words and expressions related to cooking and food and to learn about culture aspects connected to cooking.</p> <p>Another important aim of the activity is to offer the child a multisensory experience, where many senses are activated: touching, listening, seeing, smelling, tasting.</p>
<b>PREPARATION FOR THE ACTIVITY</b>	It is necessary to have access to the kitchen and basic cooking equipment. Bring some food products.
<b>PROCEDURE</b>	<ol style="list-style-type: none"> <li>1. Teacher plans a simple meal with the children.</li> <li>2. They prepare a shopping list together; older children can write it down.</li> <li>3. Teacher brings the food products to the club (the same day or next day).</li> <li>4. They prepare the meal together, talking about all the activities in one language or in different languages, naming the products and the equipment.</li> <li>5. The learning aspect is automatically integrated in the act of cooking, in the naming of products and cooking equipment and in the work.</li> </ol>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	Cooking is a wonderful and creative way to bring the child into contact with the family language and culture. It provides an opportunity to learn vocabulary connected to ingredients and kitchen utensils in a playful way and to remember them.
<b>SOURCE OF THE ACTIVITY</b>	<i>Multilingual Families Project</i> Idea and inspiration: Multilingualliving.com. Learning a Second Language with Dad – 10 Minutes at a Time. Tomasello M., 2003, <i>Constructing a language. A usage-based theory of language acquisition</i> , Cambridge Massachusetts: Harvard University Press.

# CRAZY FACE

**A5**



20'

<b>Key words</b>	vocabulary learning, drawing, body parts, face
<b>Language of the original source</b>	any language
<b>Material needed</b>	sheets of paper, felt-tip pens or colour markers
<b>AIM OF THE ACTIVITY</b>	The aim is to teach vocabulary related to parts of body by drawing pictures and to learn the pronunciation of body parts in different languages.
<b>PREPARATION FOR THE ACTIVITY</b>	<p>Find pictures showing the meaning of face parts in different language.</p> <p>Bring sheets of paper and colour markers. Children find it helpful if there is one thing already done, such as outline of a head, so you can print papers with a head.</p>
<b>PROCEDURE</b>	<ol style="list-style-type: none"> <li>1. Teacher gives each student a piece of paper with the outline of a head on it.</li> <li>2. Each child is asked to pick their favorite colour marker.</li> <li>3. Teacher tells the children to draw one thing, such as 'nose'.</li> <li>4. Children pass their papers to the person next to them when they have finished.</li> <li>5. They are all asked to draw another part of the face, such as 'hair', and they pass the papers again.</li> <li>6. When the drawing is finished, children give a name to their face and show them to the class.</li> </ol>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	The activity encourages the children to draw in any style they want. For example, they can draw an animal face part instead of a human one. Children's creativity is supported.
<b>SOURCE OF THE ACTIVITY</b>	<a href="http://www.ingilizcekulubu.com/crazy-face/">http://www.ingilizcekulubu.com/crazy-face/</a>

# CREATIVE LANGUAGE PAINTING

**A6**


30' – 40'

<b>Key words</b>	feelings, attitudes, moods, language use
<b>Language of the original source</b>	any language
<b>Material needed</b>	large paper, pens and crayons
<b>AIM OF THE ACTIVITY</b>	This activity is aimed at improving children's attitude towards their parent's languages.
<b>PREPARATION FOR THE ACTIVITY</b>	Prepare a large sheet of paper, pens and crayons.
<b>PROCEDURE</b>	<ol style="list-style-type: none"> <li>1. Teacher places a large sheet paper on an easel, the floor, a table or a desk, depending on availability.</li> <li>2. Teacher asks the children to paint what they feel when they think about speaking in their parents' language.</li> <li>3. If needed, support and guidance is given to children. For example if the child does not know what to paint, the teacher (or parent) can say: how does the language sound to you, is it dark colours, happy colours, what do you feel?</li> <li>4. Music in the native language can be played in the background, to set the mood for the exercise.</li> <li>5. If time allows, teacher, children and parents can talk about the paintings afterwards and children say what they were feeling.</li> </ol>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	This activity helps to improve children's attitude towards their parents' languages. It also helps parents – if they are present during the activity - to better understand their children's feelings towards the language.
<b>SOURCE OF THE ACTIVITY</b>	<i>Multilingual Families Project</i>

# CULTURAL TALE

**A7**



30' – 60'

<b>Key words</b>	culture, understanding, narrative, story
<b>Language of the original source</b>	English
<b>Material needed</b>	objects, photographs, images of one's own culture
<b>AIM OF THE ACTIVITY</b>	The activity is meant to present a particularity or an aspect of the child's native culture, to develop the ability to find similarities and differences between different cultures and to make participants reflect on their own identity.
<b>PREPARATION FOR THE ACTIVITY</b>	Ask the participants (children, parents) to bring a photograph or an object which could be related to their culture.
<b>PROCEDURE</b>	<ol style="list-style-type: none"> <li>1. The participants are divided into groups of 5-7; there must be enough space for them to be able to work.</li> <li>2. Each participant tells the story of the object or photograph to the other members of his group.</li> <li>3. After listening to all the presentations, the group build a joint story that includes the objects/photographs of each participant.</li> <li>4. The stories are then narrated in the participants' joint session.</li> </ol>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	Children (and their parents, if they are present) get to know stories about different cultures, find similarities and difference, diversity, learn to value diversity.
<b>SOURCE OF THE ACTIVITY</b>	<p>Inspired by 'Realize' project – '<i>Transcultural Biography Work</i>'</p> <p>Adapted by Monica Garbani - CFC Conferenza della Svizzera italiana per la formazione continua degli adulti, Lugano</p>

## DOING SPORTS

A8



<b>Key words</b>	sports, word recognition, content and language integrated learning (CLIL)
<b>Language of the original source</b>	English, any language
<b>Material needed</b>	equipment needed to play children's favourite sports
<b>AIM OF THE ACTIVITY</b>	The aim of this activity is for children to learn words and expressions related to sports and to combine the learning with playing.
<b>PREPARATION FOR THE ACTIVITY</b>	Prepare equipment necessary to play a given sport.
<b>PROCEDURE</b>	<ol style="list-style-type: none"> <li>1. Teacher devotes some time to teaching/revising with the children and the parents the basic rules of their favourite sports, in the family language.</li> <li>2. Children participate in playing the game, at the same time saying aloud expressions connected with the game.</li> <li>3. When playing the given sport is finished, participants talk about their feelings, funny situations, etc.</li> <li>4. New players can repeat the rules and play the game.</li> </ol>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	This activity combines movement, explaining sport rules in specific languages, and brings visible results, i.e. instant feedback.
<b>SOURCE OF THE ACTIVITY</b>	<p>Idea and inspiration:</p> <p>Multilingualliving.com. Learning a Second Language with Dad – 10 Minutes at a Time:</p> <p><a href="http://www.multingualliving.com/2013/03/07/learning-a-second-language-with-dad-10-minutes-at-a-time/">HTTP://WWW.MULTINGUALLIVING.COM/2013/03/07/LEARNING-A-SECOND-LANGUAGE-WITH-DAD-10-MINUTES-AT-A-TIME/</a></p>

## FAIRY TALES CHAOS

**A9**



30' – 40'

<b>Key words</b>	creativity, communication, teamwork, role playing, emotional intelligence
<b>Language of the original source</b>	Czech; can be used in any language
<b>Material needed</b>	cards with pictures or names of different fairy tale characters (e.g. dwarf, troll, king, witch, etc.)
<b>AIM OF THE ACTIVITY</b>	The aim is to introduce different fairy tale characters from various cultural backgrounds, to encourage the teamwork, and to stimulate participants' imagination.
<b>PREPARATION FOR THE ACTIVITY</b>	Prepare the cards of characters (name and / or a picture of the character). The characters should belong to different cultural backgrounds (e.g. European, American, Middle Eastern, etc.).
<b>PROCEDURE</b>	<ol style="list-style-type: none"> <li>1. Divide the participants into groups of 4-6 members.</li> <li>2. Each participant takes a card from the deck (it can be e. g. wolf, witch, princess and dragon in the same group). If they do not recognize a character, teacher can give them hints.</li> <li>3. Each group tries to make up the best story featuring characters they have taken from the deck. Teacher observes the work and intervenes if there is any difficulty.</li> <li>4. After the preparation of the scenarios, each group presents their scenario to the "jury" (teacher and parents) and to other participants.</li> <li>5. Prizes are awarded; both individual efforts and collective output should be appreciated.</li> </ol>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	Participants have a chance to observe differences and similarities between stories from different countries and cultures. The activity also develops the ability of teamwork and efficient communication, even if participants do not share the common language.
<b>SOURCE OF THE ACTIVITY</b>	Hranostaj.cz – Sbírnka nejen skautských her. On-line: <a href="https://www.hranostaj.cz">https://www.hranostaj.cz</a> . Adapted by PELICAN

# FANTASY WORLD

A10



45'

<b>Key words</b>	imaginary, fantasy world, senses, translanguaging
<b>Language of the original source</b>	English
<b>Material needed</b>	flipchart papers (one for every couple of students), markers, sound system to play background music
<b>AIM OF THE ACTIVITY</b>	It is a multilingual class activity, aimed at boosting children's creativity skills, increasing interest and awareness of new languages, helping to learn words related to senses.
<b>PREPARATION FOR THE ACTIVITY</b>	Prepare flipcharts with graphs depicting the senses and relaxing background music; divide children into couples.
<b>PROCEDURE</b>	<ol style="list-style-type: none"> <li>1. Teacher introduces task: "Imagine you could walk through your wardrobe into a fantasy world...what might you see?"</li> <li>2. One child in each couple starts to describe the adventure into the Fantasy World she/he just entered. He names the objects and living beings she/he sees, hears, smells, touches.</li> <li>3. The child writes down on the flipchart paper, placing the words at the right place of the graph. Questions: <i>What do you see/hear/smell/touch?</i></li> <li>4. Now, the child puts under each word the name for it in his/her second (third) language</li> <li>5. The words are read to the partner in each couple and repeated.</li> <li>6. The procedure is repeated with the second child in the couple. Parents help, if present.</li> </ol>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	The activity is based on 'translanguaging': Incorporating multilingual practice in the classroom; it also develops creativity.
<b>SOURCE OF THE ACTIVITY</b>	<a href="http://www.brighthubeducation.com/preschool-lessonplans/89669-create-a-bilingual-preschool-room/">http://www.brighthubeducation.com/preschool-lessonplans/89669-create-a-bilingual-preschool-room/</a>

# FEED THE MOUSE

**A11**



10'

<b>Key words</b>	colours, group activity, language sensitivity
<b>Language of the original source</b>	Turkish; can be used in any language
<b>Material needed</b>	mouse hand puppet, thick paper, coloured pens, scissors, external speaker, music related to colours
<b>AIM OF THE ACTIVITY</b>	The activity aims to introduce names of colours in different languages.
<b>PREPARATION FOR THE ACTIVITY</b>	Find music with lyrics related to colours in different languages. Find the meaning of 'colours', for example purple, blue, yellow, red, black, white in different languages. Hang on the wall a chart with the names of the colours are written in different languages.
<b>PROCEDURE</b>	<ol style="list-style-type: none"> <li>1. Teacher with the children prepare small triangles of "cheese" in various colours, using thick paper, coloured pens and scissors. (Parents might help with the scissors.)</li> <li>2. Teacher shows the mouse hand puppet.</li> <li>3. Teacher throws the paper 'pieces of cheese' into the air, one at a time, calling out the colour.</li> <li>4. The children try to catch the pieces of paper and 'feed' the mouse, by putting the cheese into its mouth. Children say the colours in their languages.</li> </ol>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	It is a simple but effective game for introducing the colours, useful for young learners. Students become sensitive to the pronunciation of the colours in different languages.
<b>SOURCE OF THE ACTIVITY</b>	<a href="https://elt.oup.com/catalogue/items/global/teacher_development/primary_resource_books_for_teachers/9780194372244?cc=tr&amp;sellanguage=en&amp;mode=hub">https://elt.oup.com/catalogue/items/global/teacher_development/primary_resource_books_for_teachers/9780194372244?cc=tr&amp;sellanguage=en&amp;mode=hub</a>



## FIND THE RIGHT COLOUR

A12



15' – 20'

<b>Key words</b>	colours, guessing game, toys
<b>Language of the original source</b>	any language
<b>Material needed</b>	objects in different colours
<b>AIM OF THE ACTIVITY</b>	This activity teaches names of colours in different languages and helps to make children sensitive to foreign languages.
<b>PREPARATION FOR THE ACTIVITY</b>	Bring and display various colourful objects (toys, books, etc.) in the room.
<b>PROCEDURE</b>	<ol style="list-style-type: none"> <li>1. Children can be anywhere in the room.</li> <li>2. The teacher says the name of a colour.</li> <li>3. The children start moving in the room trying to find an object of that colour as fast as they can and touch the object.</li> <li>4. Children say the name of the colour in their language and in the foreign language(s).</li> <li>5. The game can be repeated several times, changing the name of the colour the children have to find.</li> </ol>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	Children have fun while recognizing colours in a foreign language; they learn new words
<b>SOURCE OF THE ACTIVITY</b>	Developed by <i>Innovamentis</i>



## FLASHCARD GAME

A13



15'

<b>Key words</b>	flashcard, expressions, vocabulary, matching, language awareness
<b>Language of the original source</b>	English; can be used in any language.
<b>Material needed</b>	flashcards with 15 expressions in the family languages
<b>AIM OF THE ACTIVITY</b>	The objectives are to extend the child's vocabulary in the relevant languages and to strengthen the awareness of foreign languages.
<b>PREPARATION FOR THE ACTIVITY</b>	Create 30 cards, containing 15 words or expressions in two languages which are family languages (or the family language and the dominant language of the country). Expressions must be selected carefully, taking the age and interests of the children into account.
<b>PROCEDURE</b>	<ol style="list-style-type: none"> <li>1. Teacher shuffles all the separate cards, regardless of the language.</li> <li>2. The first task for the children is to sort all 30 cards into two groups, one for each language.</li> <li>3. When the cards are correctly divided, children are asked to match the same expression in two languages, leading to 15 pairs of cards.</li> <li>4. Parents may help, if they are present.</li> <li>5. After the activity any problems or doubts are explained.</li> </ol>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	The children's vocabulary is enriched. Children become better aware of the relationship between words and expressions in different languages.
<b>SOURCE OF THE ACTIVITY</b>	This activity was inspired by: Shin S.J., 2008, Bilingualism in Schools and Society: Language, Identity, Policy, New York: Routledge

# FUN WITH A RHYME

**A14**


15' – 20'

<b>Key words</b>	rhymes, comprehension, pronunciation practice, intonation
<b>Language of the original source</b>	English
<b>Material needed</b>	selected rhymes in different languages
<b>AIM OF THE ACTIVITY</b>	The aim is to widen linguistic awareness and to develop the basic idea of a foreign language, in a natural and fun way, through short rhymes in a foreign language.
<b>PREPARATION FOR THE ACTIVITY</b>	Ask the children to choose a rhyme in their native language. They should know what it is about, so they can explain the general meaning to other participants. It is best to use short and simple rhymes. Parents may help to select them.
<b>PROCEDURE</b>	<ol style="list-style-type: none"> <li>1. All children are given copies of a rhyme in the foreign language, which one child had chosen and given to the teacher earlier.</li> <li>2. The child briefly describes to the others what the rhyme is about. Parent can help, if present.</li> <li>3. Then, the child reads the text aloud several times and the group follows, until the pronunciation is clear.</li> <li>4. Children try to copy the intonation and pronunciation of the foreign language as accurately as possible.</li> <li>5. Another child may assume the role of a 'teacher' and the activity is repeated.</li> </ol>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	Psychologically, the multilingual child will feel pride in his/her language being at the centre of the activity. They are in the role of the teacher telling other children how to pronounce correctly. Other children try to copy the intonation and pronunciation of the language they are not accustomed to, which can be funny.
<b>SOURCE OF THE ACTIVITY</b>	Léglu, C., 2010, Multilingualism and mother tongue in medieval French, Occitan, and Catalan narratives, University Park, Pa.: Pennsylvania State University Press

# GREETING CARDS

**A15**



<b>Key words</b>	vocabulary, family names, cards, greetings
<b>Language of the original source</b>	any language
<b>Material needed</b>	paper, coloured pencils
<b>AIM OF THE ACTIVITY</b>	The objectives are to practice vocabulary related to family and to connect members of families with specific languages.
<b>PREPARATION FOR THE ACTIVITY</b>	Prepare sheets of paper, coloured pencils, or markers.
<b>PROCEDURE</b>	<ol style="list-style-type: none"> <li>1. The children can choose the relative to whom the greeting card should be written or drawn.</li> <li>2. The children decide what to draw and/or write on the card in the language of the relative.</li> <li>3. For age group 0-6: The children draw and plan the accompanying text, the teacher (or parent) can do the writing.</li> <li>4. For age group 6-10: Teacher or parent can help to write the text and to correct mistakes.</li> </ol>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	Preparing the cards contributes to strengthening the family relations. Writing, also if only short texts, gives children practice in planning and performing. Doing revision work and correcting mistakes is necessary for this process and is an important step in developing the writing skill.
<b>SOURCE OF THE ACTIVITY</b>	<p>Multilingual Families Project</p> <p>This activity was inspired by: Pinker S., 1996, The language instinct: how the mind creates language, New York: Harper Perennial.</p>

# GUESS THE WORLD

**A16**


15' – 20'

<b>Key words</b>	guessing, language sensitivity, imagination, vocabulary in context
<b>Language of the original source</b>	any language
<b>Material needed</b>	audio files of the stories, blackboard / flipchart
<b>AIM OF THE ACTIVITY</b>	The objectives of the activity are to enhance concentration ability and language analytic skills and to get the feeling for foreign languages by trying to reveal words in the text.
<b>PREPARATION FOR THE ACTIVITY</b>	Choose a suitable story, pick out one or more words for participants to concentrate on.
<b>PROCEDURE</b>	<ol style="list-style-type: none"> <li>1. Teacher explains to the participants that they are going to listen to a story in the language they do not know.</li> <li>2. Teacher chooses some words from the story and writes them on the blackboard or the flipchart. The participants try to read the words, and find them in audio file of the story.</li> <li>3. Teacher tells the participants to make a gesture (e.g. raise a hand, or stand up) when hearing the word in the recording. If more words were chosen, they can do a different thing for each word.</li> <li>4. The story is played; the participants perform the agreed movements when they think they have not heard any of the words chosen.</li> <li>5. The story is stopped each time the word is said or somebody performs a movement, and the word is repeated.</li> <li>6. After the story is finished, participants get back to the words written on the blackboard and try to guess what they can mean.</li> </ol>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	Participants try to decipher the meaning of unknown words, which makes them concentrate on the unknown language. The activity also encourages imagination and lets children use non-verbal signals for understanding the meaning of the words, which is fun.
<b>SOURCE OF THE ACTIVITY</b>	Inspired by activities of EuroLib project (What Could Be The Story About?)  Adapted by PELICAN

## GUESS WHAT IT IS

A17



20' - 30'

<b>Key words</b>	vocabulary in context, communication, guessing game, translanguaging
<b>Language of the original source</b>	any language
<b>Material needed</b>	none
<b>AIM OF THE ACTIVITY</b>	The activity aims to practice and improve the participants' listening and speaking skills.
<b>PREPARATION FOR THE ACTIVITY</b>	Tell the children to choose an object which is in the room and which they want to describe, but to keep it secret.
<b>PROCEDURE</b>	<ol style="list-style-type: none"> <li>1. A child begins to describe the chosen object: the colour, the shape, etc.</li> <li>2. The same description can be repeated by another child in another language.</li> <li>3. All children look for that object in the room.</li> <li>4. After a child has guessed correctly, he/she describes his secret object to the group.</li> </ol>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	Participants interact with each other, improve their listening and speaking skills, develop sensitivity for other languages.
<b>SOURCE OF THE ACTIVITY</b>	Developed by Innovamentis

# HANDS ON PLAY

**A18**


40'

<b>Key words</b>	imagination, playtime, curiosity, tactile experience, sand
<b>Language of the original source</b>	English
<b>Material needed</b>	sand boxes, sand toys in a variety of sizes, buckets, shovels
<b>AIM OF THE ACTIVITY</b>	The activity will foster playful curiosity and connect tactile experience with language learning.
<b>PREPARATION FOR THE ACTIVITY</b>	Prepare safe sand boxes and toys for all children in the group.
<b>PROCEDURE</b>	<ol style="list-style-type: none"> <li>1. Children practice filling the buckets with sand.</li> <li>2. Toys (such as plastic balls, cubes and dinosaurs) are hidden in the sand and the kids are encouraged to 'excavate' them.</li> <li>3. Teacher introduces the words for the hidden (and found) objects in the languages that the kids in the multilingual class speak.</li> <li>4. Each child says those names in their languages and then together they practice the repetition of the name of the found object.</li> <li>5. Teacher can ask questions, e.g. Which do you like best: dry or wet sand? How does the dry sand feel in your hand?.</li> <li>6. Children can be encouraged to make finger designs in the sand and name them.</li> </ol>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	It raises awareness of other languages, fosters playful curiosity, connects tactile experience with language learning.
<b>SOURCE OF THE ACTIVITY</b>	<p>Written by: Donna Cosmato - <a href="http://www.brighthouseeducation.com/toddler-activities-learning/62698-toddler-sand-and-water-table-activity-deas">http://www.brighthouseeducation.com/toddler-activities-learning/62698-toddler-sand-and-water-table-activity-deas</a></p> <p>Edited and adopted by: Bo Daskalova, MBM Training &amp; Development Center, Liverpool</p>

# HAT

**A19**


15' – 20'

<b>Key words</b>	intercultural understanding, language sensitivity, music, folk songs
<b>Language of the original source</b>	Turkish; can be used in any language
<b>Material needed</b>	funny hat, external speaker, laptop/radio, folk music recordings (optional: video recording)
<b>AIM OF THE ACTIVITY</b>	The activity is meant to widen linguistic awareness and language sensitivity, and to make children familiar with well-known folk songs of other cultures.
<b>PREPARATION FOR THE ACTIVITY</b>	Conduct internet search for well-known children's songs/ folk songs in different languages and download the songs appropriate to age group.
<b>PROCEDURE</b>	<ol style="list-style-type: none"> <li>1. Participants make a circle.</li> <li>2. Teacher places the hat on one child's head.</li> <li>3. Teacher turns on the music (audio or video recording) and the hat starts to be moved on the heads of the children, from left to right.</li> <li>4. When the music is stopped, a child with the hat on his/her head starts singing one of the songs characteristic for his/her culture. Then the music is played again and the game continues.</li> </ol>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	It is a simple and funny game. Children become familiar with the well-known songs of different nations. If a movie/video is supplied, students also get an idea of the body language related to the song.
<b>SOURCE OF THE ACTIVITY</b>	<a href="http://www.egitimhane.com/sinif-ici-oyunlar-k5631-0.html">http://www.egitimhane.com/sinif-ici-oyunlar-k5631-0.html</a> adapted by AMEM



# HEART OF OUR GROUP

**A20**

20' - 30'

<b>Key words</b>	confidence building, emotional intelligence, empathy
<b>Language of the original source</b>	any language
<b>Material needed</b>	pieces of paper (one for each participant), paper heart, markers
<b>AIM OF THE ACTIVITY</b>	The activity is supposed to strengthen the participants' mutual trust and confidence, to recognize each member of the group as its part, and to stimulate inclusive behaviour.
<b>PREPARATION FOR THE ACTIVITY</b>	Prepare a big paper heart (so each participant can write their sentence inside it).
<b>PROCEDURE</b>	<ol style="list-style-type: none"> <li>1. Teacher asks the participants to write their names on small pieces of paper. The papers are folded and jumbled up.</li> <li>2. Each child takes a piece of paper with a name of one of the group members.</li> <li>3. Children make sure that they all pulled out the name of someone else, and not their own. If it is their own name, they pick another piece of paper.</li> <li>4. The participants are shown the big paper heart, which is to be 'the heart of the group'.</li> <li>5. Each participant is asked to invent and say a nice sentence about the mate whose name they have picked.</li> <li>6. They write their sentences inside of the heart (e.g. <i>Jane always has good ideas, Tom always smiles...</i>).</li> <li>7. After the activity, the heart is used as club decoration.</li> </ol>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	Children learn to appreciate their friends/group mates and to focus on the positive features of their personalities. This stimulates empathy and inclusive behaviour.
<b>SOURCE OF THE ACTIVITY</b>	'Stronger Children - less violence' project Adapted by PELICAN



# HIDDEN WORDS

**A21**

20' - 30'

<b>Key words</b>	guessing, intercultural understanding, inclusion, language sensitivity, translanguaging
<b>Language of the original source</b>	any language
<b>Material needed</b>	none
<b>AIM OF THE ACTIVITY</b>	The activity is hoped to make children sensitive to foreign languages, encourage and facilitate communication between people from different cultures, and help children to learn some words in other languages.
<b>PREPARATION FOR THE ACTIVITY</b>	No particular preparation is necessary.
<b>PROCEDURE</b>	<ol style="list-style-type: none"> <li>1. Children are asked to think of five common words in their family languages that are different from the majority language (e.g. <i>book, apple, mother, bus, dog</i>).</li> <li>2. All participants sit in a circle. One child volunteers to use the family language words in a conversation.</li> <li>3. Other participants ask questions or they simply chat with the main speaker. Their task is to detect the five foreign words that the speaker uses, mixing them with the common language (e.g. the common language is English and the speaker's language is French: <i>I usually go to school with my 'père'</i>).</li> <li>4. The participants keep the discussion going until most of them have detected all five foreign terms and suggested their meanings.</li> <li>5. If the participants fail to guess the words, the teacher (or parent) may give them a clue.</li> </ol>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	Participants may enjoy solving the puzzle, while they are observing the differences and similarities between languages. The activity is expected to awaken their interest in foreign languages and intercultural communication and to foster intercultural understanding.
<b>SOURCE OF THE ACTIVITY</b>	Multilingual Families project ( <a href="http://www.multilingual-families.eu">www.multilingual-families.eu</a> ) Adapted by PELICAN



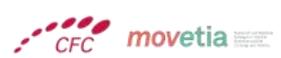
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## IS IT SIMILAR IN YOUR LANGUAGE?

**A22**


30' - 40'

<b>Key words</b>	vocabulary, word recognition, every-day objects, language awareness
<b>Language of the original source</b>	any language
<b>Material needed</b>	blackboard, markers, coloured paper sheets
<b>AIM OF THE ACTIVITY</b>	The aim of this activity is to provide children with the opportunity to discover similarities and differences between words in different languages.
<b>PREPARATION FOR THE ACTIVITY</b>	Select in advance typical common names of objects in the room. This activity does not require special preparation or equipment.
<b>PROCEDURE</b>	<ol style="list-style-type: none"> <li>1. Teacher writes the chosen words in the main language in a table on the blackboard. Pictures of the objects can be used instead of words.</li> <li>2. The teacher can leave free space where the participants can add more words of their choice.</li> <li>3. The word lists are filled in. The words in the main languages build headlines. The teacher lists the words that the pupils contribute.</li> <li>4. Once the table is filled, the class can compare the languages and the words. Which words are similar in which languages? Which are very different?</li> <li>5. The participants write the words with a marker on coloured sheets, which are then displayed in the room near the objects they describe.</li> </ol>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	The children act as 'language detectives', who point out resemblances and discover connections between languages. This acts as an eye opener to similarities between languages. The activity also helps to reduce worries related to language learning
<b>SOURCE OF THE ACTIVITY</b>	<p>Peters C.,2004, Comparative evaluation of multilingual information access systems: 4th Workshop of the Cross-Language Evaluation Forum, CLEF 2003, Trondheim, Norway, August 21</p> <p>-22,,: revised papers. New York: Springer</p>



# IDENTITY SWAP

**A23**



10' - 15'

<b>Key words</b>	role playing, introductions, speaking skill, intercultural communication, names of countries
<b>Language of the original source</b>	any language
<b>Material needed</b>	None
<b>AIM OF THE ACTIVITY</b>	The activity is meant to teach children to introduce themselves, to encourage children to talk in front of others, and to familiarize them with names of countries and nationalities.
<b>PREPARATION FOR THE ACTIVITY</b>	No preparation is necessary.
<b>PROCEDURE</b>	<ol style="list-style-type: none"> <li>1. All participants gather in the centre of the room. Teacher approaches one child and introduces himself/herself (for example: <i>'My name is Hacivat and I'm from Turkey'</i>).</li> <li>2. The child introduces himself/herself in the same way. (<i>'My name is Helena. I'm from England'</i>).</li> <li>3. Teacher moves towards another child and repeats the introduction, using the name of the first child: <i>'My name is Helena. I'm from England'</i>.</li> <li>4. The first child introduces himself/herself to another child with the teacher's name: <i>My name is Hacivat. I'm from Turkey.</i></li> <li>5. All the children mingle, walk around the room, and continue introducing themselves, always using the name of the child they have just met.</li> <li>6. After about 5-7 minutes the children are asked to stop and then to introduce themselves to the group with their new identities.</li> </ol>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	It is an intercultural activity which provides the opportunity for communication among children from different cultures. Children learn the names of different countries and develop their speaking skills.
<b>SOURCE OF THE ACTIVITY</b>	<a href="http://www.dilforum.com">http://www.dilforum.com</a>



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## LET'S DISCOVER WORDS

A24



10' – 20'

<b>Key words</b>	images, vocabulary, fun, memory, relationship
<b>Language of the original source</b>	any language
<b>Material needed</b>	cards with different pictures of clothing, animals, food, trades, means of transport, sports, etc.
<b>AIM OF THE ACTIVITY</b>	The activity should promote better Intercultural understanding and contribute to foreign language development.
<b>PREPARATION FOR THE ACTIVITY</b>	Prepare cards with images of animals, items of clothing, food, trades, means of transport, sports, etc. For each image one card with the corresponding words in several languages will be needed.
<b>PROCEDURE</b>	<ol style="list-style-type: none"> <li>1. The participants sit in a circle.</li> <li>2. Teacher/ trainer places the prepared picture cards in the centre.</li> <li>3. The teacher/trainer reads the name of the first object in a language of his choice (or decided previously), then continues with successive ones.</li> <li>4. Children must find the corresponding image. The child who was first to do it, keeps the picture card.</li> <li>5. All participants repeat the words chorally.</li> <li>6. This activity can be conducted as a competition game - the child who has managed to collect the greatest number of pictures is the winner.</li> </ol>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	It is beneficial for the learners to be exposed to different languages. The participants have fun and learn new words; they can have satisfaction if they do well in the game.
<b>SOURCE OF THE ACTIVITY</b>	Inspired by 'Lingo' Unicef. Adapted by Monica Garbani - CFC Conferenza della Svizzera italiana per la formazione continua degli adulti, Lugano



## LET'S SING ALONG

A25



5' – 10'

<b>Key words</b>	singing, fun, retention, vocabulary in context, language awareness
<b>Language of the original source</b>	any language
<b>Material needed</b>	none
<b>AIM OF THE ACTIVITY</b>	The activity is aimed at comparing similar meanings/ideas/concepts in different languages.
<b>PREPARATION FOR THE ACTIVITY</b>	Choose a well-known song which exists in more than one language, bring the recordings to the club.
<b>PROCEDURE</b>	<ol style="list-style-type: none"> <li>1. The teacher plays a song that exists in more than one language, e.g.: "Panie Janie" or "Old Mc Donald".</li> <li>2. Children listen and then try to sing along (together with the teacher and with parents, if they are present).</li> <li>3. The song is sung first in one language and then in the next.</li> <li>4. Possible sources for a variety of similar songs are lullabies from the EU project <i>LULLABIES OF EUROPE</i>, in 7 languages.</li> </ol>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	Singing is fun and it makes the language input more interesting. Noticing the similarities in the general concepts of the songs in different languages broadens language awareness. Songs are a generally approved technique used to support children's language acquisition.
<b>SOURCE OF THE ACTIVITY</b>	Additional sources: online collections of multilingual children's songs, e.g. <a href="http://www.multilingual-families.eu/repository">http://www.multilingual-families.eu/repository</a> , lullabies of Europe: <a href="http://www.lullabies-of-europe.org/">http://www.lullabies-of-europe.org/</a> , lullabies in 7 languages — Türkçe, Italiano, Σλληνικά, Română, Čeština, Dansk and English.



# MEMORY

**A26**

1 hour

<b>Key words</b>	guessing, memory, vocabulary in context
<b>Language of the original source</b>	This activity can be used in any language.
<b>Material needed</b>	paper, markers
<b>AIM OF THE ACTIVITY</b>	To help children learn and remember new words in a foreign language.
<b>PREPARATION FOR THE ACTIVITY</b>	Prepare cards with different drawings (car, house, dog, cat, bird, cloud, sun, flower, butterfly, sea, rain, stars, moon etc..) and make an exact same copy of each one of them.
<b>PROCEDURE</b>	<ol style="list-style-type: none"> <li>1. The teacher puts all the cards face down on the floor.</li> <li>2. The teacher mixes the cards.</li> <li>3. The student picks a card and turns it upward., then he/she says the name of the object he/she sees on it.</li> <li>4. Then chooses another one and sees if they match.</li> <li>5. If not, says the name of the different object and put them both face down again. Another child can start from 3).</li> <li>6. If the cards matches, removes them from the others on the floor. The student now has 1 point and can start again from 3).</li> <li>7. The game ends when all the cards are matched.</li> </ol>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	Children improve their memory by trying to remember where the match of the card they are holding was on the floor, if it was taken already. They also memorize new words.
<b>SOURCE OF THE ACTIVITY</b>	Multilingual Families Project

# MEMORY GAME WITH SOUNDS

A27



<b>Key words</b>	memory, game, describing, extending language, storytelling, online
<b>Language of the original source</b>	any language
<b>Material needed</b>	Internet access, speakers
<b>AIM OF THE ACTIVITY</b>	Train your sense of hearing. Combine images with audio. Strengthen narrative competence*.
<b>PREPARATION FOR THE ACTIVITY</b>	Open the AUDITORIX website, and explain to children what to do: "Listen to ten audios and find the matching images. On ten cards you will just see a symbol for a speaker, this is why you have to memorize the sound hidden behind the card. Which pictures and sounds match? Can you find out?" Click "Spiel starten" to start the game.
<b>PROCEDURE</b>	<p>The children play a memory game with sounds and pictures. The teacher transforms the memory game in to a language support game.</p> <p>The teacher describes the sounds in the children's languages. Together they start telling little stories using as many sounds as possible or start telling little stories using some of the sounds. They all try out different endings for your stories. Set your creativity free!</p> <p>Tip   A very good way to start a story is with a personal experience.</p>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	Describing sounds helps develop the lexicon*. Sounds are a wonderful way to start stories and storytelling. Story telling, revision of stories and retelling helps to develop narrative competence. (see Schulz 2012)
<b>SOURCE OF THE ACTIVITY</b>	<p>Multilingual Families Project This activity was inspired by:</p> <p>Auditorix – Welt des Hörens. <a href="http://WWW.AUDITORIX.DE/WELT-DER-GERAEUSCHE/GERAEUSCHE-MEMORY.HTML">HTTP://WWW.AUDITORIX.DE/WELT-DER-GERAEUSCHE/GERAEUSCHE-MEMORY.HTML</a></p> <p>Schulz L., 2012, Der Erzählkreis. Förderung von Erzählkompetenz in der Grundschule, Linse: Uni Duisburg-Essen.</p>



## MULTILINGUAL BIRDS

A28



5'

<b>Key words</b>	watching film, painting, drawing, solving riddles
<b>Language of the original source</b>	any language
<b>Material needed</b>	Internet access AND/OR prints out of the e-book, coloured pencils
<b>AIM OF THE ACTIVITY</b>	Work out the story of the video "Multilingual Birds" and retell. Deepen your engagement with art work and riddles.
<b>PREPARATION FOR THE ACTIVITY</b>	Download YouTube video "Multilingual Birds" ( <a href="https://www.youtube.com/watch?v=V254XSQEXDM">HTTPS://WWW.YOUTUBE.COM/WATCH?V=V254XSQEXDM</a> ) AND/OR the e-book for children 0-6 at <a href="http://WWW.MULTILINGUAL-FAMILIES.EU">WWW.MULTILINGUAL-FAMILIES.EU</a>
<b>PROCEDURE</b>	<ol style="list-style-type: none"> <li>1. Children watch the video "Multilingual Birds".</li> <li>2. Children do all activities they are interested in out of the e-book.</li> <li>3. The exercise is repeated by all the members finger- and/or handprint.</li> </ol>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	The activities in the e-book should encourage children to speak, describe, comment on their own playful work and motivate to use family and other languages.
<b>SOURCE OF THE ACTIVITY</b>	Multilingual Families Project

# MULTILINGUAL CHILDREN

**A29**



5'

<b>Key words</b>	watching videos, speaking (about) languages, find words in your own language
<b>Language of the original source</b>	any language
<b>Material needed</b>	Internet access
<b>AIM OF THE ACTIVITY</b>	Watch the video, sound and/or imitate the languages, find words in your own language.
<b>PREPARATION FOR THE ACTIVITY</b>	Download the e-book for children 6-10 at <a href="http://WWW.MULTILINGUAL-FAMILIES.EU">WWW.MULTILINGUAL-FAMILIES.EU</a>
<b>PROCEDURE</b>	<ol style="list-style-type: none"> <li>1. The teacher lets children watch the videos in the e-book in the way the children like.</li> <li>2. The teacher asks questions about the videos:             <ol style="list-style-type: none"> <li>a) How do the languages sound to you?</li> <li>b) Which video do you like best and why?</li> <li>c) What do you see? What do you think?</li> <li>d) Which languages do we hear?</li> <li>e) Can you find different scripts? What do you know about scripts, what do you already know about the script of your family languages?</li> </ol> </li> </ol>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	The activities in the e-book should encourage children to speak, describe, comment and motivate to use family and other languages.
<b>SOURCE OF THE ACTIVITY</b>	Multilingual Families Project

## MULTILINGUAL VIDEOS

**A30**



<b>Key words</b>	video, YouTube, watching, online
<b>Language of the original source</b>	any language
<b>Material needed</b>	a video in the family languages and DVD player or computer and Internet access
<b>AIM OF THE ACTIVITY</b>	Viewing a video in the family languages in order to understand and to identify with the languages. Also that the same video can be watched in different languages showing that multilingualism is "real". Work on child's narrative competence*.
<b>PREPARATION FOR THE ACTIVITY</b>	It is possible to use multilingual versions of video on DVD; however, it is recommended to use the YouTube website as this allows the child more freedom to access the desired language and videos that are of particular interest to the child personally.
<b>PROCEDURE</b>	<p>The procedure for the activity is very straightforward. The teacher's role is restricted to mentioning the possibility of watching the child's favourite movie in a different language. The freedom of choice of language is very important here.</p> <ol style="list-style-type: none"> <li>1. The teacher lets the children make their own decision which language they choose and how often they watch the video in the language.</li> <li>2. The teacher asks whether the characters in the video can actually speak a different language.</li> </ol>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	The activity introduces languages through technology which is a great motivator for children. The freedom of choice gives the children an opportunity to identify themselves as a part of a particular group based on a common language. The introduction of the family language in contrast with other languages, and related to a particular experience, can affect the children's view of different languages. The child's perception of an experience (i.e. a video) may differ according to the language used. It's not only the language that may affect the children's decision-making; it's also the voices of the characters and particular expressions. As a result, children can find watching a video more interesting in one language, and another video in a different language. (see Zaraysky 2009)



## SOURCE OF THE ACTIVITY

### Multilingual Families Project

This activity was inspired by: YouTube clips and videos for children that can be found on YouTube [WWW.YOUTUBE.COM](http://WWW.YOUTUBE.COM)

Zaraysky S., 2009, Language Is Music: Over 70 Fun & Easy Tips to Learn Foreign Languages, Cupertino: Kaleidomundi.

# MY DOG MAKES WANG

**A31**


15' – 20'

<b>Key words</b>	languages, animal sounds
<b>Language of the original source</b>	any language
<b>Material needed</b>	Internet access, speakers
<b>AIM OF THE ACTIVITY</b>	The main aim is to widen linguistic awareness and make children aware that the sounds animals make in various languages are different.
<b>PREPARATION FOR THE ACTIVITY</b>	Open the YouTube video "BOW WOW MEOW" BY SEEDEEEP. You might also want to prepare cards as used in the video (for: dog, cat, pig, cockerel, cow).
<b>PROCEDURE</b>	<p>1.Children watch the video and Age group 0-6 try to imitate the sounds animals make Age group 6-10 imitate the sounds and find out in which language animals make which sounds.</p> <p>2.The teacher asks the children, which sounds the animals make in various languages.</p>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	Children improve their memory by trying to remember where the match of the card they are holding was on the floor, if it was taken already. They also memorize new words.
<b>SOURCE OF THE ACTIVITY</b>	<p>Multilingual Families Project</p> <p>"Bow wow meow" by seedeeep,</p> <p><a href="http://WWW.YOUTUBE.COM/WATCH?V=LOMY3KFTMGE">HTTP://WWW.YOUTUBE.COM/WATCH?V=LOMY3KFTMGE</a></p> <p>This activity was inspired by:</p> <p>Prap L., 2006, Das tierische Wörterbuch, Gossau [u.a.]: Nord-SüdVerlag.</p>

## ONCE UPON A TIME

**A32**



20' – 30'

<b>Key words</b>	finger puppet, storytelling, listening skills, vocabulary
<b>Language of the original source</b>	any language
<b>Material needed</b>	finger puppet(s)
<b>AIM OF THE ACTIVITY</b>	The aims of this activity are to improve children's listening and speaking skills.
<b>PREPARATION FOR THE ACTIVITY</b>	Finger puppets are required to carry out this activity.
<b>PROCEDURE</b>	The teacher tells a story that the pupils already know, by using finger puppets. He/she lets them interact with the puppets. Each puppet may be used as a separate character and the children may get into the role of the narrator.
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	This activity helps children improve their listening and speaking skills. While doing this activity, children can interact and create their own version of the story. The activity improves their creativity.
<b>SOURCE OF THE ACTIVITY</b>	Multilingual Families Project

## OUR DIARY

**A33**



Many days

<b>Key words</b>	writing, words recognition, lexical acquisition
<b>Language of the original source</b>	any language
<b>Material needed</b>	exercise books, coloured pencils, pen, markers
<b>AIM OF THE ACTIVITY</b>	To help the child use language in appropriate situations. To distinguish the areas of using languages and different language register*: at school, at home, with one specified parent.
<b>PREPARATION FOR THE ACTIVITY</b>	
<b>PROCEDURE</b>	The core is here to create a collection for specific area of communication, e.g. one for school or kindergarten.  1. The child draws and writes a situation and vocabulary used in a specific situations. 2a. Scheduling: The teacher talks with children about upcoming situations, e.g. before entering the kindergarten, about queuing or walking in twos.  2. Diary  The teacher helps the children use structures needed in specific situations or circumstances. It helps to create an order of using one register or language needed in a specific situation
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	Stepping up language preparation for children in kindergarten and school. Help to support your children to prepare to enter the educational institution or face new situations (Amt für multikulturelle Angelegenheiten, Frankfurt am Main 2012).
<b>SOURCE OF THE ACTIVITY</b>	This activity is inspired by: Mums from London, <a href="http://mumsfromlondon.com/articles/2013/07/24/dwu/%C4%99ZYCZNO%C5%9B%C4%87-PROWADZENIEDZIENNICZKA-WYDARZE%C5%84-%E2%80%93TECHNIKA-POMOCNA-W-BUDOWANIU">HTTP://MUMSFROMLONDON.COM/ARTICLES/2013/07/24/DWUJ-%C4%99ZYCZNO%C5%9B%C4%87-PROWADZENIEDZIENNICZKA-WYDARZE%C5%84-%E2%80%93TECHNIKA-POMOCNA-W-BUDOWANIU</a> (last access on 9th September 2013). Amt für multikulturelle Angelegenheiten, Frankfurt am Main (Hrsg.) (2012): Mehrspra- chigkeit. Aktionen und Projekte in der Schule. Zusammengestellt von Nicola Küpelikilinc und Meryem Taşan, <a href="http://www.frankfurt.de/sixcms/media.php/738/mehrsprachigkeit_2012.pdf">HTTP://WWW.FRANKFURT.DE/SIXCMS/MEDIA.PHP/738/MEHRSPRACHIGKEIT_2012.PDF</a>

# PANTOMIME

**A34**


10'

<b>Key words</b>	expression, body language, guessing, vocabulary
<b>Language of the original source</b>	any language
<b>Material needed</b>	none
<b>AIM OF THE ACTIVITY</b>	The main aim is to combine spoken language and body language. The children experience the connection between expressing themselves via language and body language.
<b>PREPARATION FOR THE ACTIVITY</b>	You need enough space to do a little performing. You need sheets of paper and pencils.
<b>PROCEDURE</b>	<ol style="list-style-type: none"> <li>1. If there are four people taking part in the game, the teacher needs to split the group into two teams – it is best to build teams with one parent and at least one child in each.</li> <li>2. The teacher writes a number (10 – 20) of feelings or activities on pieces of paper – one feeling or activity per piece of paper. Examples could be happiness, sadness, anger, tiredness, to be in a hurry, to telephone, to cook, to take the dog out etc. Some words can be easy to express, some difficult. These must be in the language being learnt.</li> <li>3. The teacher puts pieces of paper on the table upside down to the other team, so that the words are not visible.</li> <li>4. One person in the other team takes a piece of paper. They have to express the feeling, act out what is written on the paper. They are not allowed to make sounds or say words. If the other team member can guess what is being performed the team scores. Now the turn is on the other team.</li> </ol>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	This activity engages the whole family, who can have a great time and learn languages together. The playing element of the activity allows the participants to forget about the learning aspect. Because the activity integrates both language and acting, it has a special appeal to learners who like to learn through physical activity (kinaesthetic learning style).
<b>SOURCE OF THE ACTIVITY</b>	Multilingual Families Project

# PAPER PLATE LION

**A35**


20' – 30'

<b>Key words</b>	Speaking, repeating, listening
<b>Language of the original source</b>	any language
<b>Material needed</b>	laptop, external speakers, white paper plates, Brown & yellow paint, brown construction paper, large googly eyes, Paintbrush, Scissors
<b>AIM OF THE ACTIVITY</b>	To learn the names of animal in different languages, understand the importance of following the instructions and to make children enjoy pronouncing words in different languages.
<b>PREPARATION FOR THE ACTIVITY</b>	Gathering of all necessary materials. Find the pronunciation of "LION" in different languages. Searching a song related to animals.
<b>PROCEDURE</b>	<ol style="list-style-type: none"> <li>1. The teacher asks for the pronunciation of the word "LION" in different languages</li> <li>2. The teacher plays music related to animals The teacher paints the brown ring around the outside of the paper plate.</li> <li>3. The teacher asks the members to paint the inner portion of the paper plate yellow. Everyone uses the paintbrush to paint yellow streaks on top of the still-wet brown paint.</li> <li>4. The teacher asks the participants to remember the song they sing to celebrate birthday in their language.</li> <li>5. The teacher plays birthday songs in various languages and asks the participants to guess the language. Then, confirms the language and shows where it is spoken on the map.</li> <li>6. The teacher invites the participants to listen carefully to each birthday song and to sing it along the audio file, trying to imitate the language. The teacher allows them to have fun and enjoy singing. The teacher tells them that it is not important that they pronounce the exact words they hear in the song; they are just expected to try to imitate the sound.</li> <li>7. The teacher lets the participants notice how similar or different the birthday songs can be and that we all have in</li> </ol>



<p><b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b></p>	<p>The hidden message behind the activity is to respect different languages and cultures The activity is suitable for children in every age. It can be a perfect for school, home or wrapping up a home school unit on African animals.</p>
<p><b>SOURCE OF THE ACTIVITY</b></p>	<p><a href="https://www.themaven.net/kidsactivities/kidsactivities/paper-platelion-6zzMNFmUqdxJDabvPRMg">https://www.themaven.net/kidsactivities/kidsactivities/paper-platelion-6zzMNFmUqdxJDabvPRMg</a></p>

# PASTE YOUR HOUSEHOLD

**A36**


15'

<b>Key words</b>	sticking, natural learning, tags
<b>Language of the original source</b>	any language
<b>Material needed</b>	Pack of sticky notes
<b>AIM OF THE ACTIVITY</b>	The children learn the names of objects in a familiar environment. The aim of the activity is to connect the learning process with everyday life.
<b>PREPARATION FOR THE ACTIVITY</b>	The only thing the teacher needs to prepare is a block of sticky notes on which the participants will write the names of various objects located in their household in the target language, which is (one of) the family languages.
<b>PROCEDURE</b>	<ol style="list-style-type: none"> <li>1. The teacher puts the first 10 expressions on notes and stick them on the correct objects (e.g. a chair, table, door, fridge).</li> <li>2. Then the participants are shown the notes and told that the notes will help them remember particular words and expressions in the family languages.</li> <li>3. When the children feel at ease with the process, the teacher or the children can add more expressions on more objects around the club until the children know all of the objects in the family languages.</li> <li>4. To increase the educational value, the teacher can gradually add more difficult words and expressions to the original words.</li> </ol>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	This activity is based on the concept of discovering and learning languages in a natural way and on offering multiple ways of learning and combining learning in everyday life. It leads to a relaxed and natural learning process with no obstacles or time restrictions. (see Zarate, Levy, Kramersch 2008)
<b>SOURCE OF THE ACTIVITY</b>	This activity was inspired by: Zarate G., Levy D., Kramersch C., 2008, <i>Handbook multilingualism and multiculturalism: Language, Identity, Policy</i> , Paris: Archives Contemporaines Ed.

# PERFUME SEARCH

**A37**


20'

<b>Key words</b>	perfumes , spices, cooking, culture
<b>Language of the original source</b>	any language
<b>Material needed</b>	cans with spices typical of various cultures (curry, cloves, lavender, garlic, thyme, sage...)
<b>AIM OF THE ACTIVITY</b>	Recognize smells, give a name to spices and/or foods.
<b>PREPARATION FOR THE ACTIVITY</b>	
<b>PROCEDURE</b>	<ol style="list-style-type: none"> <li>1. The teacher passes the can through the group to smell.</li> <li>2. Each participant says what he or she has in mind with that smell (food, situation...)</li> <li>3. Guess the spice.</li> <li>4. Name the spice in the various languages of the participants.</li> </ol>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	Smell recognition, learning customs and traditions other cultures, inclusion.
<b>SOURCE OF THE ACTIVITY</b>	Monica Garbani - CFC Conferenza della Svizzera italiana per la formazione continua degli adulti, Lugano

## PICTURE – MUSIC – COLOR - WORD

A38



35'

<b>Key words</b>	Signs, travel, music-language connection; sign language connection; colour-language connection
<b>Language of the original source</b>	English. This activity can be used in any language.
<b>Material needed</b>	List of signs in the classroom, Translation of signs into relevant languages, Coloured pencils/markers
<b>AIM OF THE ACTIVITY</b>	To build up a foreign vocabulary in pre-schoolers. To create a bi/tri/lingual preschool room, including introducing the new languages and activities to increase interest and awareness.
<b>PREPARATION FOR THE ACTIVITY</b>	<p>First, look at all the signs currently in your classroom. Usually, there will be a sign to the toilet, to the clothes pegs, signs identifying themes and play areas: translate all of these signs into the foreign languages you wish to teach.</p> <p>Two is an optimum number, as it will allow the child to develop a favorite without overloading them.</p> <p>French and Spanish is a good choice, or French or German.</p>
<b>PROCEDURE</b>	<p>Color-code the signs to help children identify the language they belong too. For example, all English signs could be in black, all French in blue, and all Spanish in red.</p> <p>The teacher starts a discussion on languages by asking the children if they have ever visited France or Spain. The teacher asks the participants to tell you the differences between America and France, or America and Spain.</p> <p>The teacher makes a list of everything they mention. If no one mentions language, ask if they speak English in France. The teacher asks the children if they know any French or Spanish words, and write these down.</p> <p>As a class, sing "Freres Jacque".</p> <p>The teacher tells the children that this is a French lullaby.</p> <p>The teacher could also read some French stories together. "Une, Deux, Trois" by Opal Dunn and Patrice Aggs is a fantastic introduction to French, and comes with a CD to listen too as well. You could also buy "Goldilocks and the Three Bears/ Boucle D'or et les trois Ours", by Ana Lomba.</p>



<p>SIGNIFICANT BENEFIT OF THE ACTIVITY</p>	<p>Awareness of other languages Developing cognitive skills via</p> <ul style="list-style-type: none"><li>o Connecting language with music</li><li>o Connecting language with images</li><li>o Connecting language with colours</li></ul>
<p>SOURCE OF THE ACTIVITY</p>	<p><a href="http://www.brighthubeducation.com/preschool-lesson-plans/89669-create-a-bilingual-preschool-room">http://www.brighthubeducation.com/preschool-lesson-plans/89669-create-a-bilingual-preschool-room</a></p>



# RULES OF MY HOME

**A39**

20'

<b>Key words</b>	Rules, values, similarities, differences
<b>Language of the original source</b>	Italian. This activity can be used in any language.
<b>Material needed</b>	Cards with house rules adapted to the age of children, e.g.: bed rules, table rules, television rules etc
<b>AIM OF THE ACTIVITY</b>	Reflect on educational values that are subject to family rules, identify similarities and differences between different cultures and families.
<b>PREPARATION FOR THE ACTIVITY</b>	
<b>PROCEDURE</b>	<p>1.The teacher prepares a sample card with home rules and asks the children to look at them and repeat the rule.</p> <p>2.The participants prepare their own cards with home rules and presents them to the group.</p>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	Recognize values of different cultures. Reflect on diversity and similarities.
<b>SOURCE OF THE ACTIVITY</b>	<p>L'arca Cooperativa S.C. – Cuneo – "Percorsi di mediazione culturale in ambito scolastico"</p> <p>Adapted by Monica Garbani - CFC Conferenza della Svizzera italiana per la formazione continua degli adulti, Lugano</p>

## SECOND SKINS

**A40**


<b>Key words</b>	Cultures, clothes, words, disguises
<b>Language of the original source</b>	This activity can be used in any language.
<b>Material needed</b>	photographs of typical garments from different cultures, typical clothes, recyclable clothes or theatre clothes, to dress up for disguise.
<b>AIM OF THE ACTIVITY</b>	Recognize the way of dressing from different cultures, discover traditions, cultures, different climates.
<b>PREPARATION FOR THE ACTIVITY</b>	
<b>PROCEDURE</b>	<ol style="list-style-type: none"> <li>1. The teacher presents pictures of various types of clothing in different cultures.</li> <li>2. The teacher asks the participants to reflect on why some ways of dressing (hot or cold climate, color, etc.).</li> <li>3. The teacher asks the group to appoint the various types of clothing, if possible with traditional names.</li> </ol>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	Learning new words about clothing, getting to know new cultures
<b>SOURCE OF THE ACTIVITY</b>	<p>Casa delle culture – Centro d'informazione e documentazione interculturale – Ravenna da "Intercultura &amp; Accoglienza – ...le nostre 5 pelli"</p> <p>Adapted by Monica Garbani - CFC Conferenza della Svizzera italiana per la formazione continua degli adulti, Lugano</p>

# SCULPTURE OF CULTURES

**A41**



<b>Key words</b>	Culture, self-awareness, sharing
<b>Language of the original source</b>	This activity can be used in any language.
<b>Material needed</b>	box, cutting material (old newspapers, magazines) sheets, colours, scissors, glue, sheets
<b>AIM OF THE ACTIVITY</b>	Self-awareness. The gaze of others. Enhancing diversity.
<b>PREPARATION FOR THE ACTIVITY</b>	Provide each participant with a box , newspapers and magazines to cut out. Scissors, glue, ribbons, images etc. Prepare work tables with the material.
<b>PROCEDURE</b>	<p>The teacher asks the participants to cut out figures or objects that represent them.</p> <p>Then the participants do the same work but answering the question: as I think others see me.</p> <p>Each participant presents his/her work to the rest of the group. From the materials used by the participants, the others choose those that in their opinion represent them.</p> <p>The boxes will then be decorated with the chosen materials; inside you can put the remaining material.</p>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	Recognition of others, self- awareness, development of creativity, responsibility, adaptation, empathy, understanding of different cultures
<b>SOURCE OF THE ACTIVITY</b>	<p>Inspired by Movement "PROTASI" – Centre of Creative Occupation – Project: "training of volunteers"</p> <p>Adapted by Monica Garbani - CFC Conferenza della Svizzera italiana per la formazione continua degli adulti, Lugano</p>

# SHADOW GAME

**A42**



30' – 40'

<b>Key words</b>	creativity, communication, role playing, emotional intelligence, intercultural development
<b>Language of the original source</b>	Turkish. This activity can be used in any language.
<b>Material needed</b>	light source, thin table cloth, puppets
<b>AIM OF THE ACTIVITY</b>	To introduce different characters from different cultures To attract the participants' attention to some cultural differences To make participants have fun and learn about different cultures
<b>PREPARATION FOR THE ACTIVITY</b>	Prepare the script, hang the table cloth in front of a light source (side lamp, torch, candles, etc.), prepare the puppets as the characters of the dialogue, and prepare a seat for the shadow game player(s).
<b>PROCEDURE</b>	<ol style="list-style-type: none"> <li>1. The teacher writes a funny script of a dialogue between two or more cultural or story characters (Hacivat and Karagoz, Grete and Gregor, Snow White and the Seven Dwarfs, etc) before inviting the participants for the activity.</li> <li>2. The teacher hangs the table cloth somewhere in the room and place a light source behind it.</li> <li>3. The teacher places the puppets on a table for an easy use during the activity.</li> <li>4. The teacher places a seat or seats for the shadow game player(s) behind the cloth.</li> <li>5. The teacher puts the light on and have the puppets act out between the light source and the table cloth.</li> <li>6. Participants will sit in front of the cloth (the screen), they will enjoy the shadow images provided behind the cloth.</li> <li>7. The teacher invites participants to attend the conversation from time to time and asks them to guess what a character will say or do next.</li> </ol>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	While participants are having fun enjoying the puppet shadow show, they are provided with the opportunity to learn about some cultural elements and to practice the target language in an interactive way.
<b>SOURCE OF THE ACTIVITY</b>	<a href="https://eksisozluk.com/golge-oyunu--121225">https://eksisozluk.com/golge-oyunu--121225</a>

# SHOPPING LISTS – WRITING IN THE FAMILY LANGUAGE

**A43**


10' – 30'

<b>Key words</b>	writing, naming, lexicon acquisition
<b>Language of the original source</b>	German. This activity can be used in any language
<b>Material needed</b>	
<b>AIM OF THE ACTIVITY</b>	The aim of this activity is to integrate and support the development of writing skills in the family languages with writing exercises within everyday life.
<b>PREPARATION FOR THE ACTIVITY</b>	None – the activities create inspiration in the everyday activities in the family languages.
<b>PROCEDURE</b>	1. The teacher writes shopping lists with his/her group in the family languages. If the children are able to write the list, they can write while the parents look in the fridge and cup- boards, and tell the children what is needed. If the children are not able to write au- tonomously, both children and parents can do the exercise together – find out what to buy and name and note it on the shopping list. It is important not to hurry to avoid putting pressure on the child and discouraging them from writing. Then the participants arrange a role-playing scene in which they can go shopping together and find and name the products on the list. Tip   The activity also works well with other small writing tasks like entries in the family's diary, memory notes and recipes. Chat, writing emails, SMS messages and postcards to family and friends, who are speakers of the family languages. The chil- dren can write, with help and support from the parents. They can offer to pronounce and spell words and provide explanations for different letters and special character- istics of the family language.
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	The significant benefit of this activity is the support of writing skills in the family lan- guages. Typically writing abilities in the family languages need more specialised atten- tion to be successfully acquired than the oral language skills. Writing is not used to the same extent as part of everyday communication as is oral communication. A second benefit of this activity is the connection to everyday tasks which parents and children can do together. Integrated in everyday activities the language learning process does not demand much extra effort or preparation for the parents or children.
<b>SOURCE OF THE ACTIVITY</b>	Resource and inspiration: Amt für multikulturelle Angelegenheiten, Frankfurt am Main (Hrsg.) (2012): Mehr- sprachigkeit. Aktionen und Projekte in der Schule. Zusammenestellt von Nicola Kü- pelikilinc und Meryem Taşan, <a href="http://www.frankfurt.de/sixcms/media.php/738/MEHRSPRACHIGKEIT_2012.PDF">HTTP://WWW.FRANKFURT.DE/SIXCMS/MEDIA.PHP/738/ MEHRSPRACHIGKEIT_2012.PDF</a> (p. 96-97)

# SONG FROM MY FAMILY'S COUNTRY

**A44**


15' – 20'

<b>Key words</b>	singing, language sensitivity, intercultural understanding, respect of diversity, emotional intelligence
<b>Language of the original source</b>	This activity can be used in any language.
<b>Material needed</b>	audio file with songs, lyrics of the songs in original language and the translation into the common language, laptop / smartphone and external speakers (if needed), pen / pencil, paper
<b>AIM OF THE ACTIVITY</b>	To learn to respect equally the various cultures in a society. To give participants an opportunity to share something of their cultural background and value it.
<b>PREPARATION FOR THE ACTIVITY</b>	Participants will prepare a song belonging to their culture, including the lyrics both in original and common language.
<b>PROCEDURE</b>	<ol style="list-style-type: none"> <li>1. The teacher tells the participants to recall a song in the language spoken in their family. The children (with the assistance of parents) will write the lyrics of the song in the original language and the translation into the common language on a sheet of paper. After rehearsing they will sing or play the song to their peers in the club.</li> <li>2. The peers will have to tell which feelings the song arouses within them (is the song sad, happy, mysterious, does it let them recall anything...?).</li> <li>3. Then they have to guess what the song is about, so that there will be a collective discussion.</li> <li>4. Then, the singer tells which classmate was the closest to the real meaning of the song. Then s/he reads aloud the lyrics in the original language, tells the peers which language they are hearing, and reads aloud the translation of the text into the local language.</li> </ol>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	Through the songs, participants learn to respect and appreciate cultural differences. The activity is expected to awaken their interest in cultural heritage of foreign countries and foreign languages.
<b>SOURCE OF THE ACTIVITY</b>	Created by PELICAN



# SUNNY THE CAT

**A45**

15' – 20'

<b>Key words</b>	intercultural understanding, language sensitivity, communication
<b>Language of the original source</b>	English. This activity can be used in any language.
<b>Material needed</b>	Toys, box
<b>AIM OF THE ACTIVITY</b>	Teach new words in all languages.
<b>PREPARATION FOR THE ACTIVITY</b>	Prepare a very large box and fill it with toys
<b>PROCEDURE</b>	<ol style="list-style-type: none"> <li>1. The teacher takes 2 soft toys, for example a dog and a cat.</li> <li>2. The teacher starts a dialogue between the two. Example: <ul style="list-style-type: none"> <li>- Hi, I'm a dog and you?</li> <li>- Hi, I'm a cat.</li> </ul> </li> <li>2. The teacher focuses on the colors: <ul style="list-style-type: none"> <li>- I'm yellow. And you?</li> <li>- I'm red.</li> </ul> </li> <li>3. The teacher asks the participants to start their own dialogues.</li> <li>4. The teacher tells a nursery rhyme with the use of the words used in the dialogue, for example vocabulary describing colours.</li> </ol>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	The development of sensorial and cognitive abilities.
<b>SOURCE OF THE ACTIVITY</b>	<a href="https://www.youtube.com/watch?v=ekHw3rW90w0">https://www.youtube.com/watch?v=ekHw3rW90w0</a> Adapted by Innovamentis

# TEDDY BEAR FAMILIES

**A46**


20' – 40'

<b>Key words</b>	multicultural family, embracing differences, celebrating diversity
<b>Language of the original source</b>	English. This activity can be used in any language.
<b>Material needed</b>	A variety of teddy-bears - different sizes and colours, at least 4 times the number of children, participating in the activity. Optional: Suitable accessories for the teddy bears to be worn in order to picture a family – clothes, furniture pieces, doll houses.
<b>AIM OF THE ACTIVITY</b>	To raise awareness on diversity within families and between families
<b>PREPARATION FOR THE ACTIVITY</b>	Prepare a variety of stuffed cuddly teddy-bears - different sizes and colours. Make sure that there is a sufficient number of teddy-bears: at least 4 times the number of children, participating in the activity, so families can be formed and no child remains with a single bear (no family) or no bear. Ensure a suitable individual working space for each child. Prepare suitable accessories for the teddy bears to represent a family – adoptable clothes, furniture pieces, and doll houses (depending on availability). No restrictions apply. Be flexible and improvise.
<b>PROCEDURE</b>	<p>The teacher puts all teddy bears on the floor and invite children to approach them one by one and select as many teddy bears as the number of family members in the family they have.</p> <p>The teacher tells the children that they should choose teddy bears that resemble their family members – a tall bigger one for dad, a tiny for my baby brother... etc.</p> <p>The teacher makes sure each child has the opportunity to reflect and chose freely. Give them time and space.</p> <p>In case he/she has prepared accessories and clothes, the teacher needs to offer them to the children, together with the teddy-bears, encouraging them to choose the suitable ones for each family member. The teacher supports those, who feel confused or lost. The teacher advises them and helps them chose. After each child sets up their family of teddy-bears, the teacher asks them to tell the group who is who in their families by saying the names and roles of each family member. For example: "This is my sister. Her name is Ani. Then the teacher asks the child how is "sister" in her/his language. The teacher asks all the children to repeat the word for sister.</p> <p>The teacher continues, following the same pattern for all family members on all language that children in the group speak.</p>



<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	Introduces the concept of multicultural families. Raises awareness on linguistic and cultural diversity within families and between families. Teaches children to embrace differences and celebrate diversity.
<b>SOURCE OF THE ACTIVITY</b>	Written by: Bo Daskalova, MBM Training & Development Centre, Liverpool

# TODAY IS THE DAY

**A47**


30' – 40'

<b>Key words</b>	calendar, festivities, cultural knowledge, traditions
<b>Language of the original source</b>	This activity can be used in any language.
<b>Material needed</b>	diary and pens
<b>AIM OF THE ACTIVITY</b>	The aim is to widen children's cultural and linguistic knowledge. It will help them learn about the country their parents or grandparents come from.
<b>PREPARATION FOR THE ACTIVITY</b>	A diary and some pens.
<b>PROCEDURE</b>	<p>For children and the teacher together.</p> <ol style="list-style-type: none"> <li>1. The teacher asks the children to write the names of the main festivals celebrated in the country their parents or grandparents come from in a diary.</li> <li>2. The teacher tells them the participants about the main customs held during the festivals. Older children could research themselves.</li> </ol> <p>Each festival is written on its date and in the family languages.</p>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	This activity helps children improve their cultural and linguistic knowledge, while discovering their parent's origin and roots.
<b>SOURCE OF THE ACTIVITY</b>	<i>Multilingual Families Project</i>

# TRAVELLING BOOK

**A48**


1 Week

<b>Key words</b>	intercultural understanding, confidence building, responsibility, trust
<b>Language of the original source</b>	This activity can be used in any language.
<b>Material needed</b>	notebook with blank pages, children's pens / pencils / crayons, etc.
<b>AIM OF THE ACTIVITY</b>	To make participants aware of uniqueness, while promoting openness and self-presentations skills.
<b>PREPARATION FOR THE ACTIVITY</b>	None
<b>PROCEDURE</b>	<ol style="list-style-type: none"> <li>1. Each weekend, a participant takes the notebook to his/her home and paints a picture related to their house, family, culture, etc.</li> <li>2. Each child presents their work to their peers at the beginning of the following week, and then the book "travels" to another child's house.</li> </ol>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	It is a way to involve the children's families and for children to have an opportunity to present themselves and their family to their peers, and the other way around: their peers to the family.
<b>SOURCE OF THE ACTIVITY</b>	Stronger children – less violence project Adapted by PELICAN

# WHO IS THAT? START A FAMILY ALBUM

**A49**


30'

<b>Key words</b>	family matters, writing, doing handicrafts, creativity, vocabulary
<b>Language of the original source</b>	This activity can be used in any language.
<b>Material needed</b>	photographs (from a family holiday, celebration etc.), a photo album or digital photo album, glue, marker OR (for parents in a hurry) the family photo album
<b>AIM OF THE ACTIVITY</b>	The aim of the activity is to encourage the children to use the family languages while talking about or describing family members and while creating a photo album together with their siblings and parents. In this way vocabulary related to family activities can be used and joint family experiences remembered. Work on child's narrative competence*.
<b>PREPARATION FOR THE ACTIVITY</b>	To create a photo album you need to have the photos, an album and craft supplies ready. Tip (for parents in a hurry)   Look at a (already existing) family album needs no specific preparations for the activity.
<b>PROCEDURE</b>	<p>The teacher asks the participants to create a photo album:</p> <ol style="list-style-type: none"> <li>1. Arrange the photos by letting the participants look back at the event retelling his experiences (which supports children narrating*).</li> <li>2. A writing element can also be included. Together with the participant, the teacher could create small descriptions or comments about each photo: Who is pictured? Where? When? For example, why does Granny wear rubber boots? Why is Dad pointing at the dog?</li> </ol> <p>The activity has a motivating appeal to the child because it can recall events and familiar people in it experience. The activity establishes a warm relationship between the child, parent and language learning that is combined with a creative act. The connection between language and a creative process helps the child to memorize vocabulary as well.</p>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	Kinaesthetic orientated learners (learners that learn best in combination with movement) can especially gain from this. Using words while doing handicrafts helps to explore new vocabulary (content and language integrated learning CLIL*).
<b>SOURCE OF THE ACTIVITY</b>	<i>Multilingual Families Project</i>

# WORLDWIDE RADIO STATION

**A50**


15'

<b>Key words</b>	listening, radio, online, music
<b>Language of the original source</b>	Czech, Slovak. This activity can be used in any language.
<b>Material needed</b>	computer, laptop or smart phone, Internet access
<b>AIM OF THE ACTIVITY</b>	The aim of the activity is to motivate children to actively seek contact with the family languages on their own through specialized radio stations and programmes. This activity uses digital technology and the possibilities it offers. It shows how to appropriately use the Internet for education and language.
<b>PREPARATION FOR THE ACTIVITY</b>	Teachers should familiarize themselves with the content of children and youth oriented on-line radio stations. They are very suitable for education as their programme focus on plays, fairy tales, literature, music and songs for children. These stations are often run by public service broadcasters, for instance Radio Junior in the Czech Republic and Slovakia.
<b>PROCEDURE</b>	After familiarization with the programmes on the station that is chosen, the teachers should choose an appropriate programme for their children. This should be chosen with regard to the child's age and interests. Once the children become familiar with the station, they should decide for themselves which programmes they want to listen to. If they find the programmes interesting and attractive they will be motivated to listen to them on a regular basis. Sometimes it is useful that the children do not perform any other activity while listening to the programme so that they are relaxed and focused on the listening only, especially when it comes to radio plays. But it can also be useful to accompany the listening with a suitable and supportive exercise, like drawing. Teachers should let the members of the group express their feelings and listen to them talk about their experiences. It is very important to encourage the children to retell the story or to sing a song that they heard.
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	This activity encourages interest in diverse languages by hearing it in a natural environment and form. The activity uses the services of a medium – the radio, which is a good complement to popular media such as television or the Internet, mainly because it can enhance children's imagination as it lacks images.



SOURCE OF THE ACTIVITY

Radio Junior Slovakia, <http://www.rozhlas.sk/radio-junior>  
Radio Junior The Czech Republic,  
<http://www.rozhlas.cz/radiojunior/portal/> Additional source of *Multilingual Families* project:  
Find Online a collection of radio stations and program features in different countries  
- [HTTP://WWW.MULTILINGUAL-FAMILIES.EU](http://WWW.MULTILINGUAL-FAMILIES.EU), respective  
[HTTP://WWW.MULTILINGUAL-FAMILIES.EU/REPOSITORY/FOR-PARENTS/29ACTIVITIES/15-29](http://WWW.MULTILINGUAL-FAMILIES.EU/REPOSITORY/FOR-PARENTS/29ACTIVITIES/15-29) OR facebook?!

CLIL	Content and Language Integrated Learning; refers to situations where subject (e.g. history, biology, etc.), or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language.
CODE SWITCHING	The practice of alternating between two or more languages or varieties of language (e.g. dialects or registers) in conversation; the use of more than one language in one conversation or even within one sentence.
DIALECT	A regional or social variety of a language distinguished by pronunciation, grammar, or vocabulary, especially a way of speaking that differs from the standard variety of the language.
EXPOSURE	The contact that the learner has with the language that they are trying to learn, either generally or with specific language points.
FAMILY LANGUAGES	In a narrow sense: the languages used in a family. In a wide sense family languages are all the languages spoken by the wider family including the languages used by grandparents, aunts, uncles, etc.
INTERCULTURAL UNDERSTANDING	Attitudes needed to appreciate and be open and flexible to various forms of social and cultural diversity.
L1	First language, the language first acquired, also called 'native language' or 'mother tongue'. Generally used in contrast to L2, the language a person is learning. In multilingual communities, where a child shifts between languages, the L1 corresponds to the language the child feels most comfortable using.
L2	A language that is being learnt as a second (or third or fourth, etc.) language.
LANGUAGE AWARENESS/LINGUISTIC AWARENESS	The ability to consciously reflect on the nature and the use of language in its situational context.
LANGUAGE INPUT	The exposure learners have to authentic language in use. This can come from various sources, including the teacher, other learners, and the environment around the learners.
LANGUAGE REGISTER	A variety of a language used for a particular purpose or in a particular social setting. The level of formality is determined by context.
LANGUAGE REPERTOIRE	The linguistic repertoire of an individual speaker, determined by the language varieties that he or she knows and uses within his or her speech community; comprises languages acquired in different ways (languages learnt at home from infancy onwards, learnt subsequently during schooling or afterwards, learnt independently, etc.) for which people have different competences at different levels of mastery.
LANGUAGE SENSITIVITY	Sensitivity to the sounds, rhythms and meaning of words and to sensitivity to the different functions of language; cf. language awareness.
MAJORITY LANGUAGE	The official language that is spoken by a majority of the population in a country or in a region of a country.

<b>MONOLINGUALISM</b>	Condition of being able to speak only a single language; the state of <u>understanding</u> or having the <u>knowledge</u> to <u>speak</u> or write in only one language; cf. multilingualism.
<b>MULTILINGUALISM</b>	The ability of an individual speaker or a community of speakers to use multiple languages. Contrasts with monolingualism.
<b>NARRATIVE COMPETENCE</b>	A person's capability to tell a story (oral or written); ability to produce a coherent text.
<b>ROLE-PLAY</b>	Any speaking activity when you either put yourself 'into somebody else's shoes', or when you 'stay in your own shoes' but put yourself into an imaginary situation.
<b>TRANSLANGUAGING</b>	Switching between the languages one knows in order to maximise communicative potential and use one's linguistic resources to their greatest effect. It may involve combining elements from different languages in the same utterance or alternating between languages in different parts of a task.
<b>WORD RECOGNITION</b>	The ability to identify, read and analyze the meaning attached to the word.

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**Multilingual  
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