

# Welcome to the UK



## Befriender Training Toolkit





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# Introduction

The *Welcome to the UK Befriender Training Toolkit* has been produced as part of Welcome to the UK – a European Integration Fund (EIF) funded project led by LLU+ which aims to support the integration of third country national women in the UK.

The *Welcome to the UK* project in the UK comprises

- *Welcome to the UK* classes at Entry levels 1, 2 and 3
- A volunteer befriender training programme and toolkit
- Events and workshops for participants and befrienders
- Training for British Bangladeshi volunteers
- Capacity building training for ESOL teachers
- Research to evaluate the impact of participation on the project on participants' feelings of confidence and integration
- The production of a *Welcome to the UK* materials toolkit for use in the UK .

The *Welcome to the UK* project includes a small pilot programme in Bangladesh which offers:

- *Preparing for life in the UK* workshops for women who are planning to settle in the UK, delivered by trained Bangladeshi teachers and British Bangladeshi volunteers from the UK
- *Preparing for life in the UK* materials toolkit for use in countries outside the European Union
- Research to evaluate the impact of participation on the project on participants' feelings of confidence and integration.

## Aims of the *Welcome to the UK – Befriender Training Toolkit*

The aims of the *Welcome to the UK Befriender Training Toolkit* are to:

- Build on the volunteers' existing skills, knowledge and experiences
- Develop the volunteers' skills to become befrienders so as to enable them to mentor women newly arrived in the UK
- Provide materials, ideas and guidelines to support teachers and trainers in:
  - training befrienders / volunteers
  - developing strategies to enable befrienders to support women new to the UK
  - enabling befrienders to develop problem solving skills.

Below is a list of the key areas we wanted to explore during the training:

- ESOL awareness
- literacy awareness
- cross-cultural communication
- strategies for effective communication
- understanding of reasons for migration
- role boundaries
- an overview of the types of people trainees were likely to befriend
- how to identify need in the women trainees were going to be supporting
- awareness of what it feels like to be newly arrived in the UK
- problem solving in relation to the role of befrienders
- signposting
- ensuring that the relationship between befriender and friend was a two way process where each one gave and each one received.

# Planning befriender training

This toolkit contains all the materials used for LLU+'s training for volunteer befrienders, who provided informal support to women newly arrived in the UK. The befrienders were drawn from women who had already attended LLU+ family learning provision so they were familiar with LLU+'s ethos and approach to teaching and learning. For this reason we were able to tailor the training course for this specific group of learners. The befrienders trained using the following materials were all women who either had direct experience as Third Country Nationals themselves, but were now settled in the UK or who had experience of the issues faced by women new to this country through close friends or family.

The women were initially interviewed to ensure that those selected had enough fluency in English to be able to support someone else and to ensure that they were well integrated in the UK.

The women attended 18 hours of training over a period of 2 months. This was followed by 2 additional support workshops where we provided them with the opportunity to share their experiences, to air any problems and to look at successful strategies and useful activities. LLU+ was able to draw on previous experiences of training for volunteers and other groups by using resources developed previously, particularly our publication *LLN Workplace Toolkit*<sup>1</sup>.

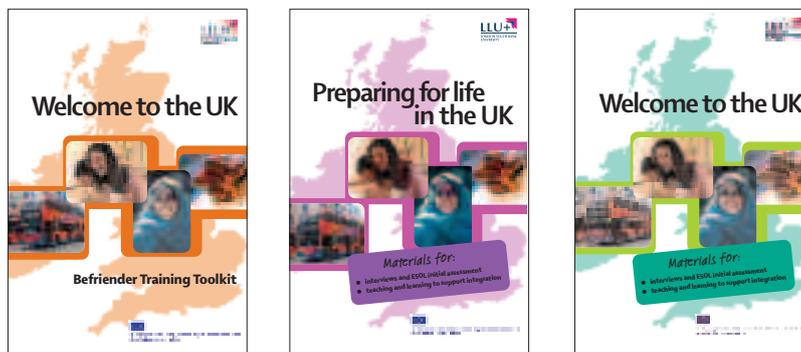
When planning our training modules we wanted a strengths-based model which would build onto the befrienders' existing skills, knowledge and experiences. To this end we gave a lot of time to structured discussion and reflection. Our teaching method was informed by the Dunn & Dunn learning styles model<sup>2</sup> so we tried, as far as possible, to include a range of activities to reflect the four common modalities for learning: visual, auditory, kinaesthetic and tactile. Additionally we used an experiential approach for many of the activities as we find that this enables trainees to make connections between their own experiences and skills and the concepts we are exploring together.

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1 LLN Workplace Toolkit LLU+ at London South Bank University 2008

2 <http://www.learningstyles.net>

## Resources and support



*Welcome to the UK Befriender Training Toolkit* is a resource to support organisations, teachers and trainers to design and deliver volunteer befriender training. The training is to prepare volunteer befrienders to work with adult ESOL Third Country Nationals who are planning to settle in the UK.

There are two more toolkits used in the overall programme,

- *Preparing for life in the UK* – a toolkit for use with participants prior to arriving in the UK.
- *Welcome to the UK* – a toolkit for use with adult participants in the UK.

Both toolkits use everyday life in the UK as the context for supporting integration and developing participants' confidence about life in the UK as well as their language, literacy and numeracy skills.

The materials in this toolkit have been piloted in befriender training workshops in the UK with volunteer befrienders. The materials included in this publication are arranged by theme rather than as we used them during the training. Tutors/facilitators running similar training will need to select the most suitable materials for their particular needs, adapt them if necessary and arrange them in their preferred order of delivery. Some activities are sequential, e.g. 4, 5 and 6.

The 18 hours of training were delivered over two whole days and two half days by two tutors working together on all sessions. As part of the training and to ensure that befrienders were effectively supported we offered a weekly drop-in session where they could bring any issues to us or check out information. We also provided our telephone numbers as emergency backup (to date no-one has contacted us in an emergency).

After each training session we provided learners with a reflective practice sheet (see activity 19) to complete. These sheets are designed to enable trainees to reflect on what they have learnt as well as to identify anything they may need to know more about or need additional support with. These were analysed at the end of each session by both of the tutors delivering and formed the basis of one of the activities at the beginning of each of the subsequent sessions.

We hope that these materials will be of use to those training mentors, befrienders or volunteers on a variety of different projects. They may need adapting to ensure they meet the needs of specific groups

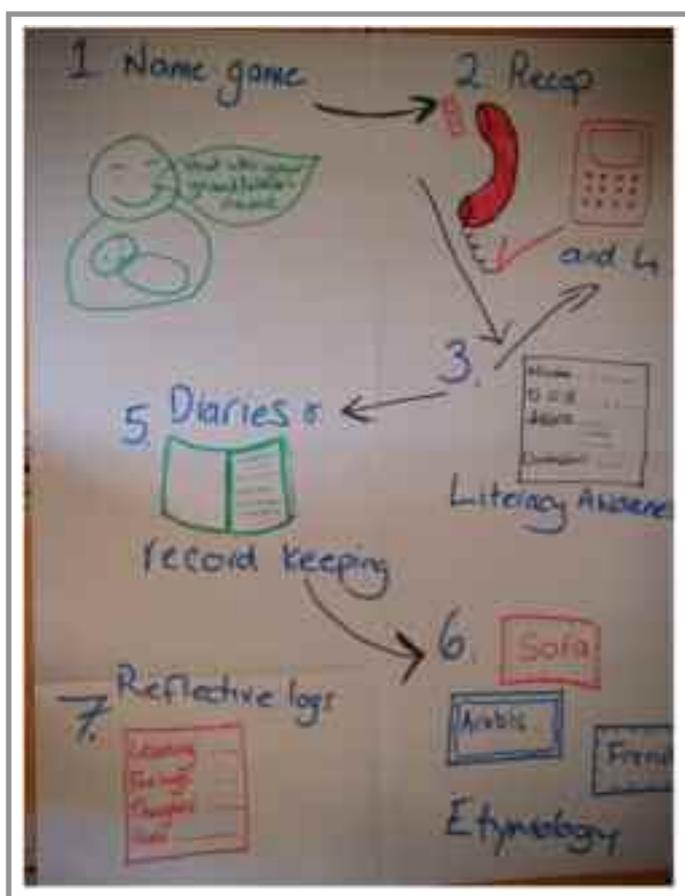
# Using the activities

## Before each session

At the beginning of each training session it is important to:

- share the aims and expected outcomes for the day with the trainees
- prepare a visual plan
- go through the visual plan with the class
- have the visual plan clearly displayed throughout the session.

This is in order to meet the needs of global learners who need an overview of each training session to be able to understand the purpose of individual activities<sup>3</sup>. The tutor does not need to be an artist to produce a visual plan, in fact poor illustrations lighten the atmosphere as they create a sense of fun and humour. The visual plan needs to have all the different activities of the day represented by a diagram and a very short piece of text naming the activity. A number denoting the order of the activities should also be included.



<sup>3</sup> See Appendix 1

# Introductory activity: Find someone who ...

## Notes on the activity

This activity encourages all participants to talk to each other and to find out about each other. The activity also provides the tutor with useful information about the trainees. The questions we have provided were selected to give the tutors an idea of who the trainees are and to raise points that have to be covered as part of awareness training. Number 6 brings up the point that not everyone reacts in the same way to challenges; knowing what EAL is is essential for those people who will be supporting families with children new to English. The questions on Bangladesh were important because our project had a Bangladesh focus for the first year.

Trainees work on their own for this activity.

## Preparation

- Adapt the questionnaire to suit the participants and situation in your local area.

## Using the materials

- Hand a **Find someone who...** task sheet to each trainee and tutor.
- Explain to the group that this is a kinaesthetic activity and that therefore everyone will have to stand up and move around. Each trainee should aim to talk to everyone in the room including tutors. They do not need to ask each question to everyone in the room.
- Explain to the group that it is important that they ask people how they spell their names and how to pronounce them (we would expect them to check the spelling and pronunciation of the name of person they are befriending when they first meet them).
- Allocate approximately 20 minutes depending on the group size for trainees to talk to each other.
- Feedback by asking one participant to introduce someone whose name they have in the first box. If the question is one that requires an answer e.g. question 10 then also ask the person whose name is in the box to give the answer. Where a question is included because the tutors feel a point needs to be brought up as part of awareness raising e.g. question 8 the point needs to be discussed here perhaps beginning with a show of hands to emphasise that each individual reacts to the same situation in very different ways. Ensure that each person is introduced to the group.
- Take any further questions or comments.

## Answers

2. Krio is a language of Sierra Leone in West Africa.
5. TCN stands for Third Country National i.e. someone who is not a national of a European Union country.
7. EAL (English as an Additional Language), is the equivalent of ESOL for children.
10. The capital of Bangladesh is Dhaka.

# Find someone who .....

Talk to as many people in the group as you can to find as many different people who can answer yes to the following statements. You can write as many names in one box as you like.

Find someone who....	Names
1. enjoys trying out new languages when in another country.	
2. knows where Krio is spoken.	
3. speaks a language other than English at home.	
4. only speaks English.	
5. knows what TCN stands for.	
6. is willing to ask for directions in an unfamiliar setting in the UK.	
7. knows what EAL stands for.	
8. has ever travelled alone to a country whose language they don't speak or understand.	
9. can identify an aspect of British culture which a newly arrived woman from a country outside the EU might find difficult to understand.	
10. knows what the capital of Bangladesh is.	

# Finding out about your project

## Notes on the activity

This activity is designed to activate the schema relating to your particular project and for trainees to get an overview of your project.

If your training forms part of a larger project it is a good idea to introduce participants to the project at this point as it will help them to put concepts and ideas shared during activities in perspective. This activity is designed to be a mini research activity.

Trainees work in pairs for this activity.

## Preparation

- Draw up a short information sheet with the essential information participants need about your project. Ensure that the language used is easily understood but also that key terms e.g. TCN are included so that they can be explained as part of the activity.
- Next draw up a list of questions directly connected to your information sheet focussing on what you want trainees to understand about your project.

## Using the activity

- Hand out a **Project information sheet** to each trainee (see example provided on page 12).
- Hand out **Finding out about your project** task sheet.
- Ask trainees to do this activity in pairs. If anyone prefers to work alone this should also be permitted. Either all trainees tackle all questions, or if time does not allow for this, allocate a few questions to each pair ensuring that all questions are covered.
- Feedback by going through each question and ensuring that the important information is understood by everyone. As this is happening draw up a list of key points, e.g. the project does not include work with refugees.
- Ask for any further questions or comments.

# Welcome to the UK

## Aims and objectives of the project

*Welcome to the UK (WttUK)* is a 3 year project led by LLU+ at London South Bank University.

*WttUK* will work with Third Country Nationals (TCN) women in Bangladesh and the UK and develop a sustainable model of good practice with supporting materials which can be replicated and adapted by other providers in the UK, EU member states and in other third countries.

## Project aims

*Welcome to the UK (WttUK)* aims to support Third Country National (TCN) women who are either newly arrived in the UK or planning to settle in the UK through classes, training for teachers and volunteers, materials development and research delivered in both Bangladesh and the UK.

## Project beneficiaries in the UK

This project is for any newly arrived third country national woman who has been admitted to the UK and wants to settle here (excludes asylum seekers, failed asylum seekers, refugees, EU nationals).

## The role of the befriender

Befrienders will work with TCN women by providing help and support when they are settling in the UK. Befrienders will be involved in some of the following:

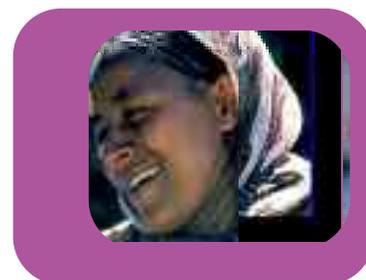
1. half term, holiday and weekend events for families
2. meeting individual TCN women to get to know them and find out what help they need
3. accompanying TCN women to appointments
4. showing TCN women how to use public transport, the library etc
5. providing information on registering children for school, registering at a doctor's surgery etc
6. signposting TCN women to other agencies and organisation as appropriate.

In year 1 of the project at least 12 volunteer befrienders will be trained to support 36 TCN women and their families.

## What will volunteer befrienders get from taking part?

Voluntary work helps local people and communities. It also offers valuable experience for the volunteer and can help with CVs and future employment opportunities. Volunteers on this programme will:

- get free training and support
- receive an attendance certificate when they complete the course
- have the opportunity to support up to 3 learners
- get important experience of doing valuable community work
- receive a small travel and telephone allowance.



# Finding out about the project

1. What is the aim of the project?

2. Will you be befriending asylum seekers or refugees as part of this programme?

3. Will any of this programme be delivered outside of the UK?

4. Will any of this programme be delivered outside of the UK?

5. Will befrienders be able to claim travel and telephone expenses?

# Finding out about the project

6. Will there be befriender support during half-term?

7. What will be covered in the *Welcome to the UK* learning programmes for TCN women?

8. Identify 3 different activities befrienders will take part in with project beneficiaries.

9. Will befrienders receive a certificate at the end of their training course?

10. How many befrienders have to be trained over the life of the project?

# What does it feel like to be newly arrived in a foreign country?

## Notes on the activity

This activity is designed to build on trainees' experiences of being new to the UK, or travelling to other countries. The outcome should be the beginnings of a list of the varying needs people arriving in a new country in which they are going to settle have. China was selected for this activity because it was a country trainees had little knowledge of and yet had an awareness that culturally, linguistically etc it was very different from their countries of origin. Trainees who have not experienced moving from one country to another will have to use their imagination.

Trainees work in pairs for this activity.

## Preparation

- Make copies of the **Newly arrived in China** task sheet.

## Using the materials

- Handout the **Newly arrived in China** task sheet. Ask trainees to put themselves in the position of the person depicted in the task.
- Elicit one area of immediate support from the group that they might have when they first arrive in China. The example might be language classes or making contact with someone else from their own country.
- Each pair to continue to make their list.
- Take feedback from this activity by drawing up a list of areas of need on the flipchart.

## Reflections

- Reactions to being newly arrived in a foreign country will differ from individual to individual as will people's needs. The following are areas which may be identified:

Feelings and difficulties	Priorities and help needed
- excitement	- language classes
- anticipation	- using public transport
- eagerness to get on	- meeting people who share the same language
- uncertainty	- health care
- lack of confidence	- social activities available locally
- sadness	- where to shop
- fear	- where to find reading material in English
- loneliness and/or isolation-	- meeting other mothers (if a parent)
- depression	
- resentment	

# Newly arrived in China

Imagine you and your partner have had to move to China. Apart from your immediate family, you don't know anyone there.

- How would you feel?
- What difficulties are you likely to face?
- What would your priorities be when you first arrived?
- Imagine someone has offered to help you. What would you like help with?

Make lists of your ideas on a separate sheet of paper or use this page:

## Feelings

## Difficulties



## Immediate priorities

## Help needed

# Who will befrienders be supporting?

## Notes on the activity

The aim of this activity is to engage trainees in thinking about the people who they will be befriending, the likely reasons for their presence in the UK, what their family situation might be, etc. Trainees can begin to think about the needs of people newly arrived in the UK. This activity will also provide an opportunity for the pooling of information about different countries. This activity is designed to draw out existing information from trainees. The activity will also enable trainees to understand that people's individual situations can be very complex.

Trainees work in table groups of about four people for this activity.

## Preparation

- You may want to adapt the profiles provided or write new profiles which more closely reflect the learners on your project.
- Copy, laminate and cut up the profiles. Each table group should be given a copy of all the profiles, a sheet of flipchart paper, some coloured flipchart pens. Have some post-it notes ready for trainees to use. Make enough copies of the **Who are the project beneficiaries?** task sheet for each table to have one.

## Using the materials

- Divide trainees into table groups of three or four people and give each group a set of cut up profiles, a sheet of flipchart paper and coloured flipchart pens. Also handout **Who are the project beneficiaries?** task sheet.
- Ask groups to read through all the profiles. From these allocate one or two profiles for each group to focus on specifically. Explain to learners that they will be making a poster using flipchart paper and coloured pens. Tell trainees to focus on the questions on the task sheet to make a poster which will be displayed on the walls for the other groups to look at.
- Display posters on walls and ask all trainees to go round the room and read each of the posters. As trainees are looking at the posters, if they have any additional information they can add to a poster ask them to jot it down on a post-it note and stick it to the poster. Allow plenty of time for discussion.
- Bring the group together again and ask for any further questions or comments.

## Reflections

- The tutor may wish to draw attention to specific points on profiles. For example, Mariam, like many women newly arrived in the UK, feels very isolated. It may also be useful to point out differences in terms of educational background i.e. some people are not literate whilst others have degrees.
- It is important to emphasise that whilst it is useful to make suppositions based on prior knowledge and experience, one should **never make assumptions**.



**Farida** is from Morocco. She has 2 daughters aged 3 and 6. She arrived in the UK in 2008 to join her husband who has lived here since 1996. Farida attended primary school in Morocco and speaks Arabic. She can also write Arabic. She has previously attended a family language class but left the course before the end of year exam. She says she wants to learn more English because she finds communicating in English difficult.

**Sultana** arrived in the UK from Bangladesh in 2008. She lived in a rural area with her parents, her 2 brothers, their wives and children and her younger sisters. She came to join her husband who she only met a couple of times before marrying him. He has lived in the UK for many years. They live in a small council flat on a large housing estate. Sultana is expecting her first baby in a few months' time. Sultana attended school in Bangladesh for 8 years. Her first language is Bengali which she can also read and write.



**Sonia** is from Paraguay and has been in the UK for 3 years and 8 months. She came to join her husband here but does not appear to be living with him. Sonia has one daughter who is three years old. Her first language is Guarani. She also speaks Spanish and reads and writes both languages. She completed primary school and went to secondary school for a few years then worked as a hairdresser. In England she works as a cleaner but would like to go back to hairdressing. Sonia lives with relatives but says she misses her mother and sisters.

**Mee Ling** is Chinese from Vietnam. She married her husband in China when he was visiting his family there. She lived in a busy town with her parents. She has two children aged 6 and 8. She completed her education in China and can read and write Chinese. In China she worked in a factory making clothing for export. She is not currently working but would like to improve her English to be able to get a job. She has not attended any classes in the UK. Mee Ling lives with her husband, children, parents in law and their two younger children.





**Fatima** was born in Saudi Arabia but is Eritrean. She married a British man who she joined in the UK in 2009. She has three children aged 1 – 5. Fatima attended school in Saudi Arabia and can read and write Arabic. Her first language is Tigrinya but she can neither read nor write it. Her level of spoken English is very good but she finds writing it very difficult. She would like to improve her English so that she can train to be a teacher. Her husband travels a lot for his work so Fatima is often left on her own with the children. She finds this very difficult to deal with. In Saudi Arabia she lived with her aunt who gave her a lot of support with her children.



**Jawaheer** is from Somalia. She has been in the UK for 3 years. Jawaheer has also lived in Kenya. She has never been to school and cannot read or write in any language but she speaks Somali and a little English. Jawaheer lives in a women's refuge with her two year old son. Jawaheer would like to learn to read and write English and Somali. She loves Somali poetry and would like to be able to read a book. She wants her son to have a good education.

**Rebecca** joined her husband in the UK 7 months ago. She is from Nigeria and speaks good English. However, she only attended school irregularly in Nigeria and is not literate in any language. Rebecca worked as a market trader, a waitress and a cleaner in Nigeria. She enjoys cooking, going to Church and going out with her friends. She would like to have many children and to work as a carer.



**Pranvere** is from Albania. She completed secondary school and wanted to study journalism but was not able to do so. Instead she worked in an office doing general administrative duties. She arrived in the UK to join her husband who had come to the UK as a refugee in 1999. She is expecting her first child very soon. Pranvere would like to improve her English and still dreams of becoming a journalist. Her husband works in a restaurant although he qualified as a nurse in Albania.



**Mariam** recently arrived in England from Iraq to join her husband who she married a year ago.

*"In Iraq I worked for a couple of years in a military industry but I felt there was no future for me there. So when I was asked to marry a person who lived in the UK I was happy and thought I would finish my education there, I would get my masters degree. My husband and I were only engaged for ten days before I had to make up my mind about getting married. I kept looking at him, how he is, how he reacts to certain things and then I made my choice very quickly.*

*I have spent a year in England settling down to a new environment with a new person. I have had time to get to know the person I married and am going to spend my whole life with. I miss my mother and my sisters so much and I often cry. My husband is very busy with his work. I don't have any friends who live near me. I go shopping in Peckham once a week. I cook for my husband and I watch TV so that I can learn more English. I studied English at secondary school but I can't understand people here when they talk. I am going to have a baby in three month's time."*

**Eliane** is from Brazil. She married a British man who was working in Brazil but is now living in England. Eliane arrived in England 2 months ago with their 2 year old daughter. Her husband works for the Home Office but Eliane doesn't really understand the nature of his job. Eliane left school at 16 with several qualifications. She then worked in the archive department of a university, a job she really enjoyed. Eliane had a few weeks off from work for the birth of her daughter but returned to work soon after and her mother looked after her daughter. Eliane loves UK and American popular music. She says that all the English she knows she has learnt through music. Eliane would like to work in England but first she has to learn English. Eliane's daughter has been very clingy since they arrived in England. Eliane does not know any other Brazilians living in London.



## Who are the project beneficiaries?

Produce a separate poster for each profile you are asked to focus on. Use the answers to these questions to help you with the content for your poster.



1. Which country does this person come from?
2. What do you know about this country?
  - language
  - political situation
  - religion
  - education system
  - economic situation
  - health care
  - anything else you know about the country.
3. Why did this person come to the UK and how long has she been in the UK for?
4. What is her family situation in the UK and in her country of origin?
5. What is her educational background?
6. What about her employment history?
7. Is there anything you would like more information about, e.g.
  - has she been to school at all? Or has she only been to primary school?
  - what is her level of literacy in her first/dominant language?
  - was her home language the same as the language used at school?

# Identifying needs

## Notes on the activity

The aims of this activity are to give trainees the opportunity to reflect on the types of needs women new to the UK may have from the limited information provided in the profiles and to reflect on the boundaries of the role of befriender.

Trainees work in pairs or small groups for this activity.

## Preparation

- The profiles used in the previous activity will be needed for this activity.
- Make photocopies of the **Identifying needs** task sheet, two for each trainee.
- Have highlighter pens for each pair/small group.

## Using the materials

- Hand out the profiles so that each pair/group has two profiles to work on.
- Hand out the **Identifying needs** task sheet two per trainee. Ask the trainees to identify the needs of the women described on their profiles. Explain that they should look at articulated needs as well ones that are not articulated but **not** to make any assumptions.
- Take feedback from the groups asking them to call out the needs they have identified and the needs which they think may be there but which they will need to ask about.
- Ask trainees to look at the list of needs and identify the ones which they cannot be expected, in their role as befrienders, to meet.

## Reflections

- The identification of possible needs should be a two way process involving the befriender and her friend. It is something that should happen naturally as part of conversations. It should not be part of an interview session. It is important to always ask people what they think their needs are but also to understand that it is sometimes difficult to articulate or even to identify what one's needs are, e.g. someone may want to attend ESOL classes but is not aware that to do so she will need to find childcare first. So the befriender will need to use her imagination, intuition and understanding as well as what she is told to be able to help her friend. It is equally important not to jump to conclusions. Befrienders must never assume that needs they have identified are definitely actual needs, they must talk to their friend to see if they are right.
- At this point it is also important to explain that there is support for the befrienders should they need it. Emergency numbers as well as time of drop-in sessions etc need to be given to the trainees for their future use. Befrienders need to know that if they have any queries or concerns or are unsure about anything they can receive support from your organisation.
- It is also important at this point to mention the need for sensitivity on the part of the befriender and the need for confidentiality. These will be addressed again in a further session.

Below are needs identified by befriender trainees during their training for some of the people depicted in the profiles. The lists are not comprehensive and are provided only as an example.

## Eliane

- **Immediate needs**
  - registering with GP
  - appointment with health visitor
  - mother and toddler groups in her area, meet other Brazilians in her area
  - find food shops that cater for Brazilians living in London
  - using public transport.
- **Medium-term needs**
  - enrolling daughter for nursery
  - ESOL classes
  - childcare for daughter.
- **Long-term needs**
  - employment skills training
  - job seeking skills
  - interview skills
  - choosing a primary school.

## Fatima

- **Immediate needs**
  - meeting and making friends with women who have children in the same age range
  - parent toddler group
  - parenting classes.
- **Medium-term needs:**
  - family learning provision in local area
  - adult literacy class
  - joining parent-teacher association at her older child's school.
- **Long-term needs**
  - access course for teaching
  - applying to university.

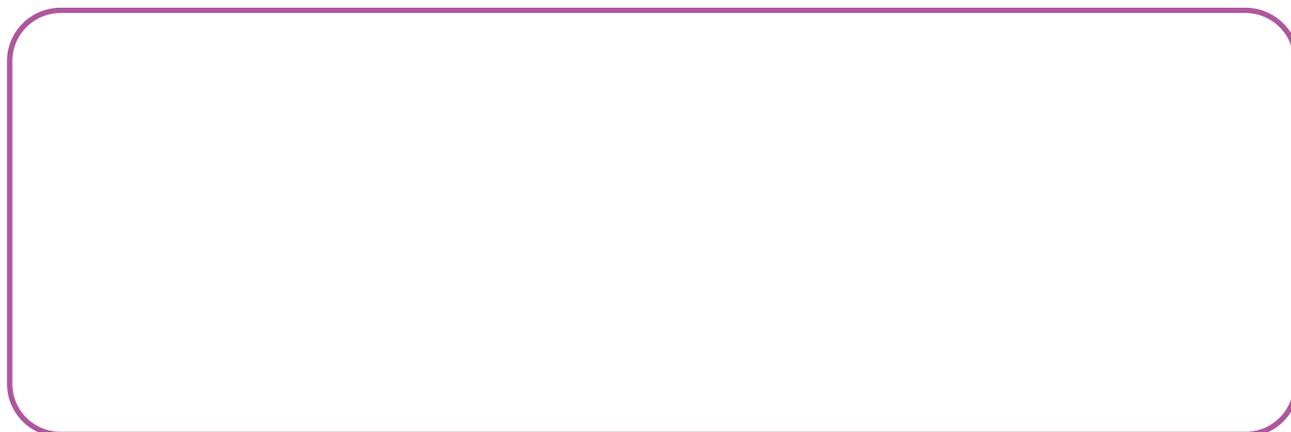
## Jawaheer

- **Immediate needs**
  - housing need
  - psychological needs e.g. counselling
  - legal advice
  - parent and toddler group.
- **Medium-term needs**
  - ESOL and ESOL literacy classes
  - enrolling her son for nursery.
- **Long-term needs**
  - Somali literacy classes
  - where to go to Somali poetry recitals
  - choosing and enrolling her son for primary school.

# Identifying needs

Working in pairs or small groups read through the profile you have been given and make a list of:

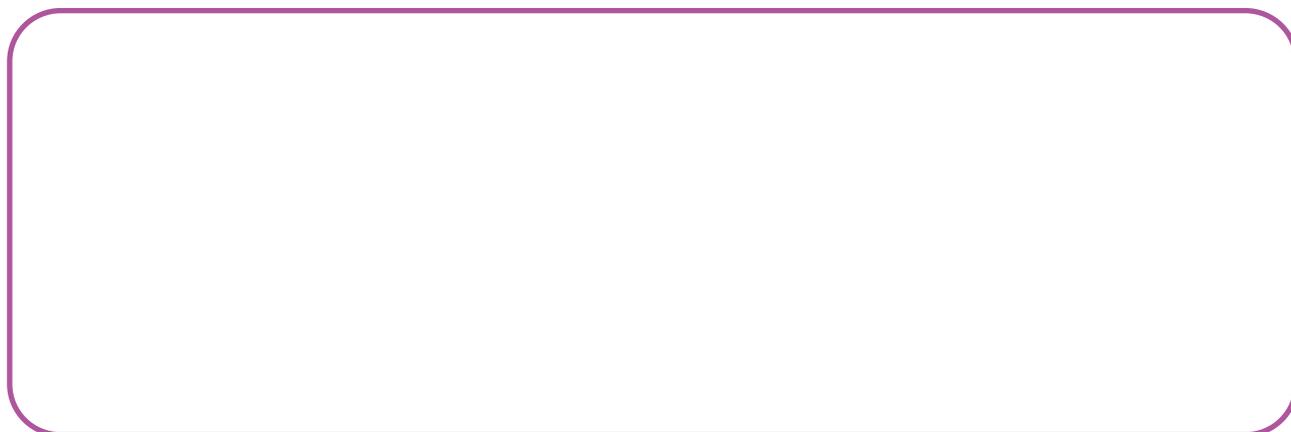
## Immediate support needs:



## Medium-term support needs:



## Long-term support needs:



**From your list highlight any needs you, as a befriender, will not be able to meet.**

NB You can use your own prior experiences and knowledge to make suppositions about needs but **never make assumptions!**

# Signposting

## Notes on the activity

The aim of this task is to reflect further on the boundaries and limitations of the role of the befriender and to identify local agencies and organisations befrienders could signpost their friends to.

Trainees work in pairs/small groups as for activity 5.

## Preparation

- The tutor needs to collect information, flyers, leaflets etc about local agencies and organisations in the area to give trainees an overview of the support available locally and to show them the type of information they should be looking for and collecting.
- Place resources and information on a central table.
- Photocopy **Signposting** task sheet one per pair/group.

## Using the materials

- Ask trainees to continue working on the same profiles as for the previous activity. They now need to identify and focus on the needs they, as befrienders, will not be able to address directly.
- Hand out the task sheet **Signposting** to each table group and ask them to complete it using the information, leaflets etc. provided on the central table.
- Take feedback from each group asking them to focus on one agency/organisation only.
- Ask for any questions or further comments.
- Collect in all completed task sheets to photocopy and handout to each member of the class.

## Reflections

- It is important that trainees understand that they are not expected to provide intensive therapy or counselling for their friends. Befrienders should also avoid becoming a bank! They are there to provide a bit of advice and to help with practical issues such as using public transport and finding a local parent and toddler group. They should, however, be able to signpost their friends to other agencies etc and perhaps even make the initial telephone call for them or accompany them to their first meeting.
- Should a befriender have any serious concerns regarding a friend, it is important that they share their concerns with the identified responsible person in your organisation as soon as possible.
- It is worth emphasising that where there are concerns about protecting a child or vulnerable adult, they have a duty to share these concerns immediately with the responsible safeguarding person in your organisation.

# Signposting

Area of need	Local agencies/providers	Description of services provided by agencies/providers

# A two way process: giving and receiving

## Notes on the activity

The aim of this short activity is to re-emphasise that befriending someone involves giving as well as receiving.

Trainees work in small groups for this activity.

## Preparation

- Have flipchart, paper and pens for each small group.
- Write task instructions on board/flipchart.  
Discuss; 1) Why it is important that everyone concerned in the project receives and gives.  
2) How, as a befriender, you can ensure that you are receiving as well as giving.

## Using the materials

- Split the class up into small groups and hand out the **Two way process** task sheet.
- Trainees work on the task together.
- Take feedback from each group ensuring that trainees are clear that they should not be patronising in their support of their friends.

## Reflections

It is important for befrienders to receive because the friends are already in a new, potentially vulnerable situation where always receiving help can make them feel disempowered or, at worst, patronised.

Below are some of the examples given by trainees of how they would be receiving from their friends:

- they would be learning about their friend's country of origin
- they could learn some of their friend's language
- their children could play together
- they could exchange recipes
- they could go out together to a museum etc.
- eventually they could invite each other to their own houses to share a meal



# The first meeting: what to find out? How to find out?

## Notes on the activity

The aim of this activity is to encourage trainees to start preparing for their meeting with their friend by thinking of different places where they could meet at no great expense to either party and what they could talk about.

Trainees work in pairs for this activity.

## Preparation

- Tutor to provide a range of leaflets, flyers etc about local provision, amenities, activities etc. It would be useful for example to have information about local parks, one o'clock clubs, children's centres, a local theatre with a pleasant cheap cafe, museums, sports centres etc.

## Using the materials

- Each pair to decide who is going to be the befriender and who is going to be the friend.
- Trainees look at the information provided and choose a few leaflets etc. to take back to their table.
- Trainees to plan a role-play in which they are meeting their friend/befriender for the first time. They introduce themselves to each other as one would do in normal conversation. The befriender wants to find out a little about her friend and also to introduce her to local amenities, using the leaflets provided, where they could possibly meet next time.
- Each pair of trainees to present their role play to the rest of the group who will identify one positive aspect of each role play and one area that needs a little more attention.
- Tutor to take any questions or further comments.

## Reflections

- It is important that activities chosen are not expensive as it is possible that some people newly arrived in the UK will be struggling financially. It is important to think about transport and how the friend will get to and find the amenity/activity for their next meeting.
- It is important that the first meeting should have the feel of any first meeting with a new friend and not the feel of an interview or interrogation. Conversation should flow naturally.

# Problem solving

## Notes on the activity

The aim of this activity is to look at some potential problems and to identify some strategies for dealing with them.

Trainees work in small groups for this activity.

## Preparation

- Make a copy of the scenarios and laminate them for durability. You may want to add scenarios or adapt the ones provided to suit the particular nature of your project.

## Using the materials

- Hand out one scenario to each group.
- Ask each group to discuss their scenario and how they would attempt to resolve the problem they have been presented with.
- Ask each group to present their scenario to the class and their solution. Ask the rest of the class for their ideas as to how problems could be solved.

## Reflections

It is important to emphasise the following in all cases:

- the befriender is a friend not a professional and should refer/signpost their friend if they have any concerns
- it is important not to jump to conclusions
- it is important to refer any serious concerns to the project co-ordinator/manager

**Notes on scenarios although trainees may well have their own excellent ideas for dealing with these scenarios.**

### Scenario 1:

During an informal discussion it would be worth raising the point that all mothers get free support and advice from health visitors. Does this mother know who her health visitor is? Has she seen her health visitor? Perhaps she could be helped to make an appointment? It may be worth having an informal conversation on feeding babies, each person talking about what she did and in the course of the conversation mentioning that in the UK babies are given only milk until they are 6 months old. It is important not to appear patronising or to take on the role of a health visitor.

### Scenario 2:

During the course of this or a similar conversation it would be worth mentioning that, from one's own experience, two year olds are often difficult and have temper tantrums. A reminder that changes in his routine might have upset him might be useful. It would also be useful to ask the mother what she thinks is causing her toddler's behaviour. It is again worth talking about the role of health visitors. If the mother would find it useful, a visit to a local children's centre may be helpful as she could explore what local support there is for mothers of young children. In all cases it is important to acknowledge how the mother is feeling.

## Activity 9

### Scenario 3:

The friend needs to find out from the police whether her husband is being charged with an offence (she may need help making this initial telephone call and may need an interpreter to help her deal with the experience). If he is, she needs to know that her husband needs a solicitor. Does she know a solicitor or does she know anyone who might know one? She needs to be reassured that the police will provide him with a duty solicitor otherwise. The friend could find out which police station her husband is being held at and could go there to see if she will be allowed to see him. The friend may need to be told that her husband will be fed etc whilst in custody. The befriender should keep in touch over the next few days to ensure that her friend is coping.

### Scenario 4:

Where there is a problem in terms of people not getting on, it is best to suggest that this person is supported by a different befriender. The befriender will need support from the organising team so that she does not feel she has done anything wrong. It may be best to find a befriender from a different country to support this person.

### Scenario 5:

The friend needs to understand that an occasional telephone call is fine but very long calls at that time of day are inconvenient. It might be worth suggesting a specific time for the telephone calls and that they cannot last more than 15 minutes because the baby will need feeding etc. Sometimes excuses need to be made to curtail long telephone call.

### Scenario 6:

The befriender should find out why the child is not at school to see if there is a good reason. It could be that the son has to interpret for his mother in which case it might be possible to help the friend make a telephone call to places where she has planned appointments to see whether they can provide an interpreter. It could be that the child is unhappy at school, in which case an appointment needs to be made for the mother to see the class teacher, perhaps with the befriender as well.

### Scenario 7:

The befriender needs to try and make contact with her friend by telephoning at different times. Perhaps someone has her email address? Does the befriender know where her children go to school? This might provide an opportunity for an 'accidental meeting' to see that everything is fine. Serious concerns should be brought to the project co-ordinators/managers who may know what has happened or who could follow up with official letters etc. It is to be expected that many people who are new to the country may well move from place to place quite often until they find permanent accommodation.

### Scenario 8:

The first thing to be done is to calm the friend by explaining that this is normal procedure. The friend may need help with informing social services and the hospital that she needs an interpreter for important meetings. The friend also needs to know that she can stay in hospital with her child. The befriender will need to check on her friend over the next few days and offer to attend important meetings with her friend if that is what she would like. The befriender should ask social services how a home safety assessment can be carried out.



### Scenario 1

You are befriending a West African mother of a 5 month old baby. You have met each other three times and each time you notice that the baby's bottle contains a thick, light brown substance. You think it is likely to be milk thickener. Although baby's size and weight seem to look normal you notice that baby is quiet and lethargic



**What are your concerns, how would you raise them and with whom?**

### Scenario 2



Your friend has a two year old toddler. You notice that the child seems to want his mother's attention constantly. The mother is fed up with him interrupting and bothering her. She tells you that he never used to be like this and that all he does these days is misbehave and have temper tantrums. She finds it difficult to get to places on time because he won't put his shoes on or get in the pushchair. On a few occasions he has kicked her when he has been angry.

**Identify any issues/concerns you may have and suggest appropriate support.**

### Scenario 3



You friend rings you to say that her husband has been arrested by the police. After much questioning you think you understand that he was involved in an incident outside his workplace and someone was injured.

**What action would you take?**



### Scenario 4



You have been matched with a person who originates from the same country as you. When you meet her it is immediately obvious that she does not approve of you. Perhaps there is a language difference, a regional difference, or a political difference. **What do you do?**

### Scenario 5

You have had several meetings with your friend. Recently she has taken to ringing you just as you are about to go to bed and talking for a very long time. She has done this three times in the last week.

**What do you do?**



## Scenario 6



You are concerned that your friend lets her child have a lot of time off school. In the last month you have bumped into her several times during the day at a local market with her son. When you arranged to meet her for a coffee last Thursday at 11 a.m, your friend brought her son with her.

**What would you do?**

## Scenario 7

You have known your friend for 3 months. At first she was quite excited about meeting you and wanted to see more of you than you had time for. You have talked or met with her at least once a week since you first met her. Last time you saw her you noticed that she seemed very depressed. She did not really engage in conversation with you although she answered all your questions. Twice this week you have arranged to meet her and both times she has not turned up. The first time you rang her she explained that she had not been well. Yesterday, after she failed to turn up, you rang her and a man's voice answered her mobile and told you that your friend had moved. You could not get any more information from him. When you pressed him for information he seemed agitated. **What do you do?**



## Scenario 8

Your friend rings you up one evening in a panic. Her son has been taken into hospital. He was in his buggy at the top of a flight of stairs when the buggy went down the stairs. He is not badly injured but your friend has been told he has to stay in hospital until a doctor is satisfied that his injuries are accidental. Your friend has been told that social services have been called. Your friend does not speak much English.

**What do you do?**



# ESOL awareness 1: definitions

## Notes on the activity

This activity is designed to raise awareness of the terms used related to language learning (ESOL) and to offer definitions of some common acronyms. It also offers the opportunity to discuss issues related to ESOL and ESOL literacy in a sensitive way.

Trainees work in pairs or in groups for this activity.

## Preparation

- Prepare **Definitions** handout, as a power point slide or an OHT. Alternatively, make a photocopy of **Definitions** as a handout for each person.

## Using the materials

- Ask the whole group what ESOL, EAL and 'bilingual' mean, who uses these terms and who they refer to. Write these on a white board if possible.
- After a short group discussion, show the definitions on the OHT or power point or give out a copies of **Definitions** handout.
- Ask what language learning experiences people have had and what some of the issues were for them. Discuss people's responses as a group.

**ESOL** English for Speakers of Other Languages; this is a term used by those involved in the teaching of adults.

**EAL** English as an Additional Language; this is a term generally used in schools to refer to children who are still in the process of learning English.

**Bilingual** This means being fluent in two languages, although it is often used in education to refer to both adults and children who are still in the process of acquiring English.

N.B. People may know of other acronyms: for example, ESL – English as a Second Language (now referred to as ESOL in the UK but still used in other countries); EFL – English as a Foreign Language (for people living abroad who are learning English either in the UK or in their own country); EAP – English for Academic Purposes.

## Definitions

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# ESOL awareness 2: role-play

## Notes on the activity

The aim of this activity is to simulate what it feels like for people who are not fluent in English to have to deal with formal situations in which a certain level of English is required.

Trainees work in groups of two or three for this activity.

## Preparation

- Photocopy both sets of **ESOL role-play scenarios** and cut the cards out; laminate the cards if possible.
- Make one photocopy of **Reflections on ESOL** role-play and one photocopy of **Reflections on ESOL role-play – possible responses** for each person.

## Using the materials

- Tell the group that they are going to do a role-play to explore what it feels like for people who are not fluent English speakers. They will have to fall in with, and respond to, the language demands made on them by the official they meet in their role-play group.
- Find out what languages, other than English, trainees are familiar with. Take those who have some knowledge of a foreign language (however little) aside and ask them if they would play the officials and be willing to speak to a degree in this language – even if this is very limited.
- Take those who are willing to speak another language to one side and explain that they *have to pretend not to understand or speak English*. Give them each a role-play card which explains what they what they have to do.
- Place the other trainees in groups of 2 or 3. These will be playing the role of *family groups or friends* who have some kind of problem. Hand out one role-play scenario to each group and ask them to read through the information, and decide which role each person will take.
- Invite the officials, i.e. those who will be speaking another language, to join their respective 'clients', taking paper and pens with them. Remind the officials not to speak English at all during the role-play but *do not* give this information to the groups. People undertake the role-play for about 5 - 8 minutes.
- At the end of this activity, you can ask each group to perform part of their role play to the whole class. Other people take notes on any points they notice. After each role play, ask the people who acted out the scenario how it felt for them, focussing on the following points:
  - a) what issues arose?
  - b) what they found helpful?
  - c) what they found unhelpful?

Ask the others to comment on their observations.

- Option: As an alternative to acting out the role-plays, ask each group at the end what happened in their role-play. e.g. What was the problem? Was the official friendly? What strategies did they use to overcome the language barrier? Discuss the points above and any other issues that were raised.
- Ask trainees to reflect on the experience with others in the group and to complete **Reflections on ESOL role play** task sheet.
- Give out **Reflections on ESOL role play – possible responses** handout and ask trainees to compare their answers with the points made on the sheet, in pairs or in groups.
- Trainees discuss further possible ways to support their friends in similar situations.



You and your spouse/partner have recently arrived in the country and have three children aged 3, 6 and 10. A council officer has told you to go to your local primary school to enrol the children so that they can start school as soon as possible. Talk to the head teacher.

You are a family group who are visiting your local council housing officer because you have a problem in your flat. A radiator is leaking badly and has damaged the carpet in your front room. You want to ask the council housing officer to send someone immediately to repair it and, if possible, to replace the carpet.

You are a retired person who has just become entitled to a free bus pass, which enables you to travel on public transport without paying. You have been told that these passes are obtainable from your local post office. You go to the post office accompanied by a member (or members) of your family. You have all the necessary documents but the date of birth on your driving licence differs by a few months to your passport.

You have just arrived in the country. Some of your luggage has been lost and it contains some important medicine, the thyroxin tablets you need to take daily for your thyroid problem. You go to the accident and emergency department of a hospital with a friend to ask for a prescription.



You are the head teacher. You have to obtain the following information from the parent(s) about their children: Their names, dates of birth, country of origin, first language, ethnic background, the employment situation of parents etc.

You also have to explain that the youngest child is too young to start school as the school starting age is five.

Explain that they must take the three year old to a nursery which is situated some way away from your school.

You are a council housing officer. A family arrives to report a problem. You cannot understand the nature of their problem but you have to get them to complete a form, giving their address etc.

The interview is taking a long time and you are only allocated 10 minutes per interview.

You are a desk clerk at the post office. You process applications for free bus passes for retired people.

There is a form to complete, which you must hand to the customer.

When you ask for the person's documentation you notice that there is a discrepancy in the date of birth between the driving licence and the passport.

Discuss this issue with the customer.

You are a hospital nurse in an accident and emergency department.

Your next patient, who is with a friend, can speak very little English and is very distressed. At first you cannot understand what they want. Have they had an accident? Is someone ill?

Eventually you think you have understood and need to explain to them that they cannot get a prescription from the hospital and that they must go to a G.P.

# Reflections on ESOL role-play

1. How did you feel in the position of someone unable to communicate to an official?

2. How did you react in this situation?

3. How did you communicate your problem to the official?

4. How effective was this communication? (why / why not?)

5. How helpful was the official?

6. What could have been done differently?

7. How will this experience impact on the way you interact with people who are not fluent in English?

# Reflections on ESOL role-play: possible responses

## 1. How did you feel in the position of someone unable to communicate to an official?

Some people feel embarrassed, nervous or shy and others are more confident and try different strategies to get their point across.

## 2. How did you react in this situation?

Some people are unable to speak. Others continue to try to communicate in English even though they are not being understood. Most people start to try to communicate in different ways once they have understood the situation.

## 3. How did you communicate your problem to the official?

First, people start by trying to find a common language or similar words that are understood by both parties. Then they may try to draw visual images (e.g. a clock to communicate time, or an object in a house to highlight a housing problem). Or use mime.

## 4. How effective was this communication? (why / why not?)

The effectiveness of the communication depends on the relationship that develops between the two parties, the time constraints of each, the seriousness of the situation and the success of the communication strategies used.

## 5. How helpful was the official?

Some officials may smile a lot and be supportive and others may express irritability, frustration or boredom by voice tone, facial expression and body language etc.

## 6. What could have been done differently?

Some officials would prepare themselves for such an event by having visuals, clocks, on-line translation dictionaries (with caution) or call colleagues who speak different languages and may be able to help.

## 7. How will this experience impact on the way you interact with people who are not fluent in English?

Many people suggest they would be more patient and supportive of others who cannot speak English fluently.

# ESOL awareness 3: writing in an unfamiliar script

## Notes on the activity

In this activity, people gain insight into what it feels like for those who have to learn to write in a Roman script.

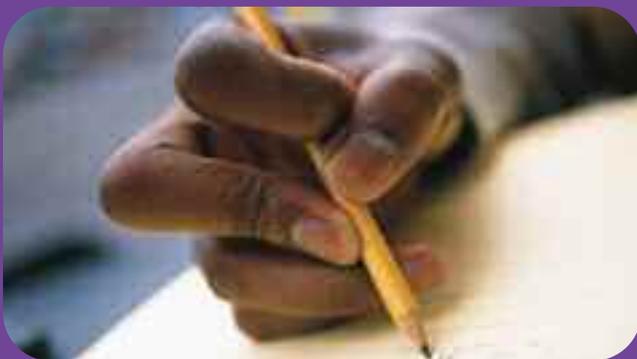
Trainees work individually for this activity.

## Preparation

- Copy **Writing in an unfamiliar script** handout onto an OHT or power point.
- Give out pencils, paper and erasers. Also, photocopy the **Reflections on writing in an unfamiliar script** task sheet as a handout for each person.

## Using the materials

- Display the first two lines of writing and ask everyone what script they think they are looking at. (Answer: Vietnamese script similar to Chinese.)
- Ask the group to copy the first 2 lines of text from the OHT/power point.
- After about 3 minutes, hand out a copy of the same text to each person and ask them to continue copying for a further 3 or 4 minutes or so.
- Get feedback from this activity, using **Reflections on writing in an unfamiliar script** task sheet to focus the discussion.
- Ask people to reflect on this activity with others and to complete **Reflections on writing in an unfamiliar script** task sheet.
- Give out **Reflections on writing in an unfamiliar script – possible responses** handout and ask people to compare their answers with the points made on the sheet, in pairs or as a group.



## Writing in an unfamiliar script

你在接待中心時，

接待中心工作人員會和你討論有關你希望定居的地區。

你有機會了解各种不同的市鎮和城市。

如果你有親人居住在英國，你可選擇住近他們。

否則，你可以選擇那個你所喜歡定居的市鎮或城市。

然後，接待中心工作人員向該地方政權申請房屋給你租住。

Taken from *Settling in the United Kingdom*  
*A handbook for Refugees from Vietnam*  
Refugee Action (1998)

# Reflections on writing in an unfamiliar script

1. What do you think of the appearance of your writing?

2. How did it feel to have to do this task? How do your hands feel?

3. Which was easiest, copying from the board or from the work sheet?

4. Do you feel that someone whose language this is could read your writing or would it look a bit like a child's handwriting?

5. What kind of mistakes did you make and what kind of problems did you encounter?

6. What would have helped to make this task easier?

7. What issues are raised when considering people who do not have Roman script (the form we use to write in English) as their first or main form of writing?

# Reflections on writing in an unfamiliar script – possible responses

1. **What do you think of the appearance of your writing?**

Some people think that their writing looks large, poorly formed and clumsy. Others can be quite proud of their achievement.

2. **How did it feel to have to do this task? How do your hands feel?**

Some people feel frustrated, embarrassed or even ashamed doing this task. People's hands often get tired easily and their hand and wrist muscles start to ache.

3. **Which was easiest, copying from the board or from the work sheet?**

Most people find it easier to copy from a sheet next to them than from a board.

4. **Do you feel that someone whose language this is could read your writing or would it look a bit like a child's handwriting?**

Most people feel their writing appears childish and over-sized when they first try writing in another script.

5. **What kind of mistakes did you make and what kind of problems did you encounter?**

Poor concentration, muscle problems and frustration at making mistakes and being slow tend to be key problems that people experience.

6. **What would have helped to make this task easier?**

Some training in the correct way to form letters and more time to practice are often required. Often more time to complete a task is needed.

7. **What issues are raised when considering people who do not have Roman script (the form we use to write in English) as their first or main form of writing?**

People may be completely competent in their first script, but the appearance of their writing can look childish and clumsy in the script they are learning. Often incorrect assumptions about people's educational background and abilities can easily be made. More time is required to complete forms and documents.

# ESOL awareness 4: Identifying effective communication

## Notes on the activity

The aim of this activity is to enable trainees to identify effective communication and develop strategies they can use to enhance their own communication skills particularly when working with people who have limited English speaking skills.

Trainees work on their own.

## Preparation

- Tutors will need to identify a few clips (up to three) from the DVD **Getting your Point Across**.
- Make enough copies of task sheet **Communicating with bilingual adults** for one sheet per trainee.

## Using the materials

- Hand out the **Communicating with bilingual adults** task sheet to each trainee.
- Show a short selected clip from the DVD and ask trainees to reflect on the effectiveness of the communication using the headings provided on the task sheet.
- Take feedback from this.
- Repeat for each clip.
- Give out **Useful strategies for effective communication** handout and read through it and discuss with the trainees.
- Ask for any questions or further comments.



# Communicating with bilingual adults

	3 points of effective communication – what made it effective?	3 points of communication – which could be improved & notes on how these could be improved
Clip 1	1. 2. 3.	1. 2. 3.
Clip 2	1. 2. 3.	1. 2. 3.
Clip 3	1. 2. 3.	1. 2. 3.

# Useful strategies for effective communication

Some people are naturally good communicators whereas others have to work hard at making their point effectively. Communicating with people who are still in the process of learning English can be particularly challenging. Below is a list of points which will help to make your communication more effective.

1. When you are talking think of the language you are using, keep it clear and simple.
2. Talk about one thing at a time e.g. do not talk about making a doctor's appointment and in the middle ask about the person's son or how a previous appointment went.
3. If you are using a word which might be new to the person you are communicating with make sure you explain the meaning of the word e.g. if you are talking about children's centres explain that they are places where parents and their children who are under five years of age can go to play, to get advice etc.
4. Body language can be very useful but can be interpreted quite differently in different cultures, so be careful when using it.
5. Check that the person you are talking to has understood what you are saying by asking them questions which cannot be answered by a yes or no e.g. so how are you going to get from Peckham to the Elephant & Castle?
6. Visual props and real objects can be very useful e.g. if you are talking about travel, have some tickets and travel cards at hand.
7. Talk slowly but not so slowly that you lose the natural rhythm of speech.
8. Do not shout: if someone cannot understand you saying the same thing in a louder voice will not help.
9. Keep your sentences short and to the point.
10. Avoid the use of idioms i.e. a saying that you cannot work out the meaning of by understanding each individual word, e.g. it's raining cats and dogs, don't jump the gun, I'm feeling low.
11. Avoid the use of colloquialism – language which we all use in every day speech but which is not standard English – it can be difficult to understand e.g. "why don't you pop in to see the nurse?" or the word 'kid' which really means a baby goat.
12. Use words which people are more likely to be familiar with e.g. doctor not GP, pharmacist not chemist.
13. Beware of 'false friends'. Some words exist in other languages but do not have the same meaning as they do in English e.g. 'medecin' in French does not mean a remedy or drug but a doctor.
14. Avoid words like should, might, could, may – they can be very difficult to understand
15. Avoid using jargon i.e. words that are used for a very specific purpose such as 'key stage'. If you have to use them explain them first.
16. Avoid using slang.
17. Give the person you are talking to plenty of time to understand what you have said and leave time for them to ask you questions.
18. Avoid using the words 'either' 'or'. So for example, *Would you like to go to the park? Would you like to go shopping?* Rather than, *"We could either go to the park or shopping?"*

# ESOL awareness 5: effective communication role-play

## Notes on the activity

The aim of this activity is to give trainees the opportunity to put the theory and strategies learnt through the ESOL awareness activities into practice.

Trainees work in pairs on this activity.

## Preparation

- Photocopy the cards **Effective communication practice scenarios** and, if you want to make them more durable, laminate them before cutting them out. If your group is big you may need to make up a few more scenarios to give everyone the opportunity to have a go.

## Using the materials

- Ask trainees to form pairs. Hand out one scenario card to each pair. Explain that one person will be the befriender and the other the friend.
- Give trainees a few minutes to prepare their mini-role plays.
- Before the presentations start, tell trainees that they must observe the presentations critically identifying both good practice and areas that need further work.
- Each pair makes their presentation in front of the class.
- After each presentation take comments from the observers focussing both on the positive and the negative.
- Summarise by handing out **Befriending people new to English – a few recommendations** and asking trainees to read through it. Take any further comments or questions.

## Reflections

- It may be necessary to point out that it is important to avoid being patronising either in the tone of voice or content. This is particularly important for the scenario concerning British attitudes to disciplining children. Emphasise the fact that humour can be very helpful.

## Effective communication practice scenarios



Explain the options for paying for travel in your area.



Your friend has just smacked her child on the leg for pulling something off the shelf in a supermarket. Explain the British attitude to disciplining children.



Your friend has an eighteen month old child. Explain to her what she has to do to put her child's name down for a nursery place. Remember to explain about faith schools.



Your friend's child has hurt her ankle. It is not a bad injury but she feels that she needs to have it seen to. Explain the options she has.



Explain to your friend how to use public transport, including buying a ticket, to travel from one place to another in your local area.



Answer your friend's questions about opening a bank, building society or post-office account. What evidence will she need to take etc.



Explain over the telephone how to get from your friend's home to a place of interest where you have arranged to meet.



Explain in a conversation with a parent who has a child in year 6 how the transfer to secondary school happens. Include the process of choosing a school etc.

# Befriending people new to English – a few recommendations



- Have pens and paper ready and use drawings and pictures where possible.
- Use simple words and find alternative ways of saying things if people do not understand the vocabulary you are using.
- Speak slowly and clearly, but do not speak too loudly.
- Find words common to both languages (e.g. 'doctor'), if possible. (With a 'health warning', e.g. 'medecin' means 'doctor' in French, not 'medicine').
- Have a dictionary at hand: on-line dictionaries can be useful here – but use them with caution as some words have a range of meanings and uses.
- For making appointments and meetings, check the time and date has been correctly understood (e.g. have a clock face available; be aware of 24 hour clock times; try using a.m. and p.m.).
- Check the dates using a calendar and write days and months in full – 'Wednesday 4 January' not, 04 – 01 – 12; be careful of British and American written dates. If in doubt, ask people to tell you the time and date of their appointment to check their understanding and offer support where necessary.
- Check maps are clear and appropriate when giving them out as they are easily misunderstood.

# Cross-cultural communication and barriers

## Notes on the activity

The aim of this activity is to give trainees an opportunity to reflect on aspects of culture which are often taken for granted but which can create barriers or misunderstandings. This activity should also be good fun.

Trainees work as a whole group to begin with and then in pairs for this activity.

## Preparation

- Tutor to identify some clips on You Tube that explore this concept. LLU+ used HSBC advertisements which are fun but also pertinent.
- Photocopy **Cross-cultural communication** task sheet one for each trainee.

## Using the materials

- Ask the whole class for cultural aspects of entertaining guests for a meal. The following could provide a starting point:
  - Do you invite guests for a meal before hand or do you offer them a meal because they have just turned up?
  - Is it polite to refuse a meal several times before accepting?
  - Is it considered very rude to refuse food?
  - Does the hostess/cook sit and eat with her guests?
  - Does the hostess serve at table and make sure the guest is entertained rather than eat with them?
  - Is it polite to finish everything on the plate?

If the group of trainees is culturally mixed this will lead to a heated and interesting discussion.
- Show two or three clips from You Tube and ask trainees to discuss what the cross-cultural issues are.
- Hand out **Cross-cultural communication** task sheet to each trainee. Trainees to complete this task in pairs.
- Take feedback from the group.

## Reflections

It is important that trainees are able to make use of their own personal experiences of being new to the UK or being in a different country for this activity. Aspects of culture which may need some explaining to people new to the UK include:

- women wearing revealing clothes
- people expecting a please and a thank you for everything
- queuing system
- food
- time-keeping (this is a cultural concept which needs to be explored)



# Roots of the English language

## Notes on the activity

The aim of this activity is to raise awareness of the interconnectedness of languages, of how all languages reflect the history of their geographical location and to see how other languages have enriched the English language. It is also a fun activity.

Trainees work as one group for this activity.

## Preparation

- Use the etymology activity cards from the *Welcome to the UK Resources Pack*. Print, laminate and cut out a set for each group.
- Photocopy the **Etymology answer sheet** so that there is one for each trainee.

## Using the materials

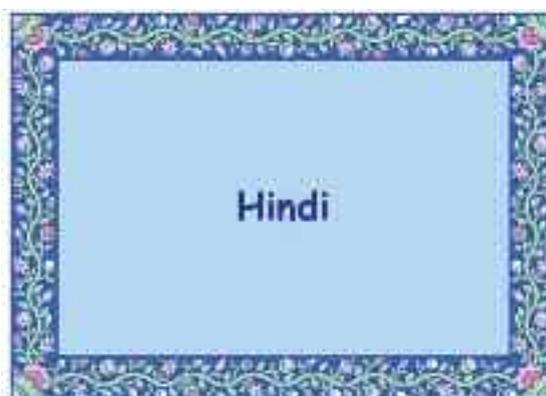
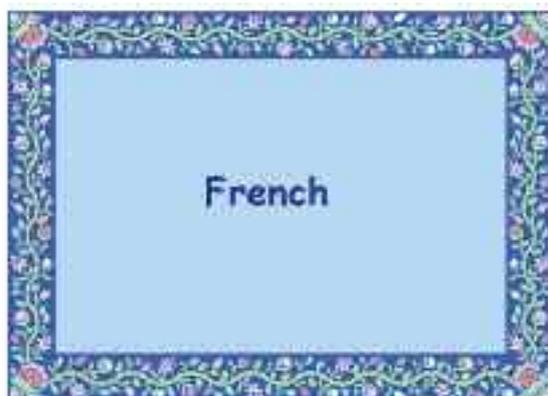
- Show the trainees an example of one of the language cards and then one of the vocabulary cards. Explain that each item of vocabulary on their cards originates from another language. The aim of the activity is to match each vocabulary card with its language of origin card.
- Hand out a mixture of cards with the names of languages on them and vocabulary cards to each trainee. It does not matter if each trainee does not have exactly the same number of cards as the others.
- Ask the trainees to find a card to match each of theirs by asking other trainees about the cards they have. There is a vocabulary card for each language card. Once trainees think that they have a pair i.e. a vocabulary card with a language origin card they place it on a clear piece of floor. Each subsequent pair will be placed next to it so that the final result is a long list of vocabulary cards with language origin cards.
- When all the cards are matched and placed on the floor handout **Etymology answer sheet**. Go through each item of vocabulary making any necessary corrections to the order of cards on the floor.
- Ask trainees why they think that English has so many words from other languages.
- Ask trainees to reflect on the roots of their own languages.

## Reflections

- Trainees may come up with the fact that the English language reflects its history. However, it may be necessary to explain that each language reflects the history of the country it belongs to. The English language reflects its colonial history as well as its trading past. It is important that trainees understand that the items of vocabulary have changed as they have become part of the English language and are not imported whole into the language.

# Etymology cards

Full set in the *Welcome to the UK Resources Pack*



# Etymology answer sheet



Word	Etymology
alcohol	Arabic
anorak	Inupik
assassin	Arabic
bagel	Yiddish
bamboo	Malay
boomerang language	Dharuk – Aboriginal
boutique	French
café	French
caravan	Farsi
chimpanzee	Bantu <sup>1</sup>
cot	Hindi
guitar	Spanish
hallelujah	Hebrew
kami-kaze	Japanese
lager	German
loot	Hindi

1 the language of the Inuit people spoken in Greenland, Canada and Northern Alaska

2 a branch of the Niger-Congo language family rather than a particular language.

# Etymology answer sheet

Word	Etymology
nosh	Yiddish
opera	Italian
pal	Romany
restaurant	French
sauna	Finnish
shampoo	Hindi
ski	Norwegian
slogan	Gaelic
sofa	Arabic
sugar	Arabic
voodoo	Ewe
whisky	Gaelic
yacht	Dutch
yogurt	Turkish
zebra	Bantu



# Literacy awareness 1: reading

## Notes on the activity

The aim of this activity is for trainees to have the opportunity to experience the difficulties some people may have when asked to read a complex text. Trainees will have the chance to reflect on their experiences after completing the activity.

Trainees work in pairs for this activity.

## Preparation

- Photocopy one page of **Reading awareness – Learner's copy** and one of **Reading awareness – Teacher's copy** for each pair. If you want to make the materials more durable copy them onto card and laminate them.
- Make one photocopy of **Reflections on reading awareness** task sheet and one copy of **Reflections on reading awareness – possible responses** handout for each trainee.
- Pair trainees together with their chairs facing each other and within easy hearing distance of each other. Make as much space as possible between pairs of trainees.

## Using the materials

- In each pair one person will be a learner and the other, a teacher.
- Explain to the class that you will be handing sheets out. It is very important that they do not look at each others' sheets or comment on what they have been given.
- Give out a copy of **Reading Awareness – Learner's copy** to the learners and **Reading Awareness – Teacher's copy** to the teachers.
- The learners read from their sheets to the teachers. The teacher's role is to listen, encourage but not give too much help.
- After 4 – 5 minutes, the learner stops reading and the teacher becomes the learner whilst the learner becomes the teacher. To do this they must exchange sheets.
- Tutor to instruct the new learner to begin reading from the paragraph beginning, "*Then I had ...*"
- After 3 to 4 minutes ask trainees to discuss and reflect on their experience in pairs or groups and to complete **Reflections on reading awareness** task sheet.
- Give out **Reflections on reading awareness – possible responses** handout and ask trainees to compare their answers with the points made on the sheet, in pairs or in groups.

# Reading awareness – learner's copy

In Iraq I worked for one month and ten days in a military industry that was a military environment! You do this thing by this time, you have to finish now and yes sir, right sir! But because of the situation in Iraq, the economy and everything, I felt there was no future for me there. So when I was asked to marry a person who live in England I was happy and thought I would finish my education there, I would get my masters degree. But I quickly came to realise that it would be difficult because in England you have to pay for education whereas education in Iraq is free.

My husband and I were only engaged for ten days before I had to make my mind up about getting married. I kept looking at him, how he is, how he reacts to certain things and then I made my choice very quickly. The pressure of what was happening in Iraq made me realise I didn't want to have children growing up in these circumstances. I spent the first year in England settling down to a new environment with a new person. I had to have time to know that person I had married and was going to spend my whole life with. It was like an adventure I had read. But it was not easy for me, a girl always needs her friends and her mum but a boy is ready to fly and run away from everything.

Then I had two children, one boy and a girl, Mohammed who is now six and Rossol is four, nearly five. At that time I felt very isolated, in Iraq I would have had my Mum, aunts and friends. When I joined the family learning course Developing Language Skills with Under Fives it was like a therapy course. At that time I was very fragile, very sensitive, not sure about how to bring up my children, I was very fearful. I was very worried about my children's language problem, they are bilingual. My GP told me off when I went to him. He told me I must speak English to my children. Even the nursery teacher told us to speak English. So it was just English at home. I felt very sorry for myself and my children to lose our language. I joined the course and now I understand more about bilingualism and I'm more confident about myself and how to bring up my children in this country. I also changed my children's school and am really happy with the new school. They encourage me to talk to the children in my language and sometimes they ask me to write something like the Arabic alphabet for the nursery. They are really encouraging and now I feel proud.

Now at home we have to do one hour each day of Arabic vocabulary, not writing or worksheets, we talk. I find it sometime difficult with the little one because whatever I say in Arabic she answers in English. But it's good because she understands what I say. She has a lot of vocabulary. I also got some videos in Arabic, like Pokemon which they enjoy and they link with it easily because they know what happens. When they see the pictures and listen to the voices in Arabic they understand that 'al leleks' means bye-bye. So when I tell Rossol bye-bye when she's going to the nursery she tells me 'mama al leleks' and salam walekum, because they know it from the beginning.

# Reading awareness – teacher's copy

In Iraq I worked for one month and ten days in a military industry, that was a military environment! You do this thing by this time, you have to finish now and yes sir, right sir! But because of the situation in Iraq, the economy and everything, I felt there was no future for me there. So when I was asked to marry a person who live in England I was happy and thought I would finish my education there, I would get my masters degree. But I quickly came to realise that it would be difficult because in England you have to pay for education whereas education in Iraq is free.

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Then I had two children, one boy and a girl, Mohammed who is now six and Rossol is four, nearly five. At that time I felt very isolated, In Iraq I would have had my Mum, aunties and friends. When I joined the family learning course Developing Language Skills with Under Fives it was like a therapy course. At that time I was very fragile, very sensitive, not sure about how to bring up my children, I was very tearful. I was very worried about my children's language problem, they are bilingual. My GP told me off when I went to him. He told me I must speak English to my children. Even the nursery teacher told us to speak English. So it was just English at home. I felt very sorry for myself and my children to lose our language. I joined the course and now I understand more about bilingualism and I'm more confident about myself and how to bring up my children in this country. I also changed my children's school and am really happy with the new school. They encourage me to talk to the children in my language and sometimes they ask me to write something like the Arabic alphabet for the nursery. They are really encouraging and now I feel proud.

Now at home we have to do one hour each day of Arabic vocabulary, not writing or worksheets, we talk. I find it sometime difficult with the little one because whatever I say in Arabic she answers in English. But it's good because she understands what I say. She has a lot of vocabulary. I also got some videos in Arabic, like Pokemon which they enjoy and they link with it easily because they know what happens. When they see the pictures and listen to the voices in Arabic they understand that 'al leleka' means bye-bye. So when I tell Rossol bye-bye when she's going to the nursery she tells me 'mama al leleka' and salam walekum' because they know it from the beginning.

# Reflections on reading awareness

1. What was your first reaction to the text you were asked to read?

2. What did it feel like to find reading difficult?

3. Did you understand everything you were reading? Why not?

4. Which words did you find easier to read? Which words did you find particularly difficult?

5. How did you work out some of the words you did manage to read?

6. Could you continue doing this for much longer or might you get a headache etc.?

7. Were there any clues on the sheet that helped you?

8. What kind of mistakes did you make?

9. Were you automatically able to read a word you had seen on a previous line?

10. What can you learn from this experience to help you when you are supporting someone who finds reading English difficult?

# Reflections on reading awareness: possible responses

1. **What was your first reaction to the text you were asked to read?**  
Some people feel embarrassed, some react positively seeing it as a puzzle-type activity, some people are annoyed at being put on the spot, some people become angry, and some people enjoy the challenge. To an extent the individual's reaction depends on how confident they are.
2. **What did it feel like to find reading difficult?**  
Most people are surprised at how frustrating it can be or even how embarrassing especially when the other person doesn't understand why they are finding it difficult. Some people don't even try, as they are angry or don't want to look 'stupid'.
3. **Did you understand everything you were reading? Why not?**  
Most people will not have understood much of what they were reading as they had to concentrate so much on each individual letter and word. Even if people are able to decode (i.e. say the words as they are written on the page) they may not understand what they have read.
4. **Which words did you find easier to read? Which words did you find particularly difficult?**  
Some people will have found small words particularly difficult to read especially if they closely resemble other words (e.g. on/no; saw/was) – because these words are so small there are very few clues in them and they can easily be confused. Many words can be guessed at, either because they are very common (e.g. 'the', 'and'), they are predictable (e.g. the word after 'bride and...' is more than likely to be 'groom'), or they form part of a set expression (e.g. the word after 'Once upon a...' is likely to be 'time').
5. **How did you work out some of the words you did manage to read?**  
People use many different strategies to decode (i.e. work out words) ranging from listening to others reading around them to putting letter sounds together, making sensible guesses using the context etc. Some people use the brilliant strategy of turning their sheet of paper over, holding it up to the light and reading through the page – the text then appears in its normal view.
6. **Could you continue doing this for much longer or might you get a headache etc.?**  
Many people feel they are getting a headache when tackling this task. People who have literacy difficulties may react in the same way to a lot of reading.
7. **Were there any clues on the sheet that helped you?**  
Many people will find something on the page to give them a clue (e.g. a title, a heading, a few words giving the main idea of the content etc.) Reading is much easier if the person being asked to read is given an idea of the purpose and content of the text, before they start to read it.
8. **What kind of mistakes did you make?**  
A very common mistake is not knowing which way up the paper goes; others include losing one's place on the page, skipping lines, mistaking 'd' for 'b' and vice versa etc.
9. **Were you automatically able to read a word you had seen on a previous line?**  
Another common mistake is seeing a word which has just been read and not recognising it the second time.

# Literacy awareness 2: writing

## Notes on the activity

The aim of this activity is for people to experience what it feels like to be put under pressure to complete a writing task.

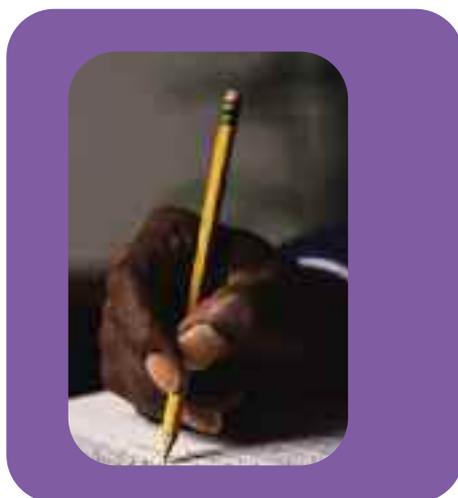
Trainees work individually for this activity.

## Preparation

- Make one photocopy of **Completing forms** task sheet for each person.
- Make one photocopy of **Reflections on completing forms** task sheet and one photocopy of **Reflections on completing forms – possible responses** handout for each person.

## Using the materials

- Ask trainees to complete **Completing Forms** task sheet, *using the opposite hand usually used for writing*. Trainees can choose to start writing from either the left or the right side of the page when filling in the form. To make this situation more pressurised, you can hurry them along saying, 'the office will shut in five minutes, please hurry up!' Trainees are deliberately not told where to start, whether to write using mirror writing etc.
- Ask trainees to reflect on the experience with others in the group and complete **Reflections on completing forms** task sheet.
- Give out **Reflections on completing forms – possible responses** handout and ask trainees to compare answers with the points made on the sheet, in pairs or groups.
- Trainees discuss further possible ways to support friends who have difficulties with writing.
- Hand out **Suggestions for supporting people who find writing difficult**. Ask trainees for any comments or further questions.



# Completing forms

## Application form 782B342\W\W\N

Please complete clearly in BLOCK CAPITALS. Thank you.  
 The information provided here is essential to your application.  
 The scheme, including the transfer of data between home and host libraries and vice versa,  
 Data Protection: personal data supplied by you will be used only for the purpose of administering

Surname\Family name \_\_\_\_\_

First name(s) \_\_\_\_\_

Contact email \_\_\_\_\_

Please supply an email address where we can contact you if there are any queries about your application

Telephone number home \_\_\_\_\_ work \_\_\_\_\_

Mobile \_\_\_\_\_

D.o.b. \_\_\_\_\_

National Insurance number \_\_\_\_\_

Work experience (give as much detail as possible)

Education and qualifications

Date \_\_\_\_\_

Place of study \_\_\_\_\_

Qualifications \_\_\_\_\_

# Reflections on completing forms

1. How did you feel when you were first handed the **Completing forms** task sheet? Were you immediately able to see where you should begin writing?

2. Were there some questions that you felt more confident answering than others? Why?

3. Was it easier to write using block capitals than lower case letters or cursive (joined up) writing?

4. Is your handwriting neat and tidy? Why isn't it?

5. Was your spelling affected by having to write with your opposite hand?

6. Can you 'feel' your writing through the paper?

7. Did you write as much for questions that required a lengthier answer, as you would have done if you had been allowed to write with the hand you usually write with?

8. How do you think this exercise relates to you as a befriender?

# Reflections on completing forms – possible responses

1. **How did you feel when you were first handed your sheet of paper?**  
(E.g. Were you immediately able to see where you should begin writing?) Some people may have felt bewildered, others embarrassed, others angry and yet others may have enjoyed the challenge. Some people may have found it very difficult to work out which way up to hold their sheet and where to start writing.
2. **Were there some questions that you felt more confident answering than others? Why?**  
Most people will probably have found the shorter questions which required less writing and little thought much easier than those which required more thought and more writing.
3. **Was it easier to write using block capitals than lower case letters or cursive (joined up) writing?**  
Both may have been equally difficult, as the opposite hand has not developed the motor memory skills that would have made cursive writing easier. The block capitals may look neater because they are larger and don't require such fine motor skills.
4. **Is your handwriting neat and tidy? Why isn't it?**  
The opposite hand has not developed the co-ordination or the fine motor skills required for handwriting.
5. **Was your spelling affected by having to write with your opposite hand?**  
The concentration required for this task may have detracted from the ability to spell. Also, the motor memory that many people rely on for spelling has not been developed on that side.
6. **Can you 'feel' your writing through the paper?**  
Often, when a great deal of concentration is needed, people press very hard with their pen or pencil. This can make writing a physically painful process.
7. **Did you write as much for questions that required a lengthier answer, as you would have done if you had been allowed to write with the hand you usually write with?**  
The concentration required simply to perform the writing detracts from the thinking that is required for longer answers. Also the process is much more tiring and 1.  
**How do you think this exercise relates to you as a befriender?**
8. How often are people asked to sign, fill in forms etc? When giving someone help with filling in forms or writing try and do so in private. Do you know how to pick up possible signs of a person's lack of confidence in writing tasks?

# Suggestions for supporting people who find writing difficult

1. Give people plenty of time to complete forms.
2. Make sure that people know what to expect from the form (i.e. explain what kind of questions are on it, how it will be used etc). Make sure that the pen they are using is large enough for adults to hold and writes smoothly.
3. Offer to help complete forms for people who appear to have a difficulty, or give you a reason for not being able to do so themselves (e.g. the baby needs attention, forgot their glasses). Remember they may not be able to spell all the words you need from them.
4. If possible, when offering to help an individual to fill in a form, do so in private (e.g. ask if the form can be taken away and completed at home).
5. Remember that people who are new to writing the Roman script and people with motor processing difficulties may have difficulty keeping their signatures looking the same each time they sign. Explain to the person you are helping that it is important for them to try and keep their signature the same as much as possible.
6. When you feel your friend is ready and has the time you may want to find out about literacy classes in her local area. She might be very glad of your help in getting there the first time.



# Reflective process

## Notes on the activity

This activity is designed to help trainees focus on what they have learnt at the end of each session, any unanswered questions and any points they would like to explore further. Trainees do not need to fill each box but they should complete at least three boxes. The sheets are collected by the tutor who uses the information provided to inform the planning of the next sessions.

Trainees complete these activities on their own.

## Preparation

- Make copies of the **Reflective process** sheet, one for each trainee.

## Using the materials

- Handout the **Reflective Practice** sheets to each trainee and ask them to fill them in.
- Explain that they do not need to fill in each box but should fill in at least three.
- Collect sheets in.

# Reflective process

Name \_\_\_\_\_ Date \_\_\_\_\_

Today's topics \_\_\_\_\_

Date \_\_\_\_\_

Make a record of one or more of the following:

	<b>Record your ideas here</b>
	Something I learnt today:
	Something I found particularly interesting:
	Something I would like to know more about:
	Something I can do now:
	Something I'm not sure about:



## The Dunn and Dunn learning styles approach

LLU+ at London South Bank University has been pioneering work in the field of individual learning styles since the 1990's. We have been particularly influenced by the Ken Dunn & Rita Dunn approach as it is holistic and avoids the narrow and limiting categorisation of learners and acknowledges the importance of a wide range of factors that influence learning. It enables learners to reflect not only on the type of learner they are but also to maximise their learning by creating the optimum learning conditions around themselves.

The Dunn and Dunn model is divided into five strands each of which is subdivided into elements which can influence learning, some of which are biologically determined and can change over time e.g. the need for a lot of light, whilst others are environmentally determined. Many of us have learnt behaviour so as to succeed within the boundaries of the education system but given the opportunity to experiment find that, for example, a bit of music or sitting on the sofa rather than at a table can enhance learning or work performance. Most people are influenced by between 6 – 14 of these elements. That means that they have a strong preference one way rather than another e.g. to be able to work effectively they need to have the teacher very close to them, whilst for others this element may not be of any significance.

It is said that the traditional system of education which caters primarily for the needs of auditory, sequential and visual learners only meets the learning styles needs of 25% of learners. It is therefore very important for those of us working with adults within an educational context to develop strategies and materials that meet the needs of all learners.

The model is divided into five strands:

- the environmental strand
- the emotional strand
- the social strand
- the physical strand
- the psychological strand

Each of these strands is divided into elements. **The environmental strand** focuses on the environment in which learning and work takes place and consists of 4 elements. The first is sound: some learners may need background noise such as music to be able to concentrate whilst others may find they are unable to concentrate in anything but the quietest conditions. **Light:** some people need a lot of light whilst others find working in dim light much more restful and effective. **Temperature:** this can be a very important element for some learners who need to feel warm to be able to concentrate on learning, whereas others may want to wear a tee shirt and have the windows open even in mid-winter. The design factor can be a contentious one within the traditional classroom. In any class approximately 40% of learners

would be better able to work in a less formal **design** environment such as sitting on sofas or cushions on the floor. However, the traditional table and chair still suit some learners.

**The emotional strand** looks at the emotional aspect of learning. **Motivation** is dependent on many factors. Some people are self-motivated whilst others really appreciate external encouragement and rewards. **Persistence** looks at the learner's need to continue with one task until it is completed or to change tasks frequently to maximise performance. The element of responsibility refers to whether we are generally followers of rules, rule breakers or rule makers i.e. whether we conform or not. The final element in this strand is **structure**. Some of us need very clear and precise instructions whilst others are satisfied by brief guidelines or prompts.

**The social strand** concentrates on how we like to learn. Do we like to **work in pairs**, in **small groups** or as **part of a team**? Do we want a **teacher or expert near us** to refer to all the time, or do we generally prefer to be left to work on our own calling on the teacher only when we need them? Alternatively we may want to work in a **different way** on different days.

The 4 elements in the **physical strand** look at which is our preferred modality i.e. are we **visual, auditory, kinaesthetic** or **tactile** learners. Additionally, for some of us, the time of day during which we can give of our best is very different. Some of us prefer to focus on intellectual work early in the morning whilst others prefer the middle of the night. The need for frequent **intake** of food and chewing is very important for some individuals and aids concentration. Others need to remain **mobile** whilst concentrating and will find a way of doing so, despite the teacher's best efforts, by standing up to open or shut a window, volunteering to hand out sheets or turn on lights, swinging on their chairs etc...

The final strand, **the psychological strand**, looks at whether a learner is a **global learner** i.e. someone who needs to work from the whole picture to the detail, or an **analytic learner** i.e. someone who can work from the detail to the whole picture. The element of **hemisphericity** is also important. Is a learner predominantly left hemisphere dominant or right? Lastly we need to know whether we are **impulsive** or **reflective** learners. Do we act on impulse and jump at opportunities or do we need to take time to reflect before taking action?

It is very important for all teachers and learners to remember that all ways of learning are valid and should be respected. A learning style is, "as individual as a signature. No learning style is better or worse than any other style ". And finally to paraphrase Ken Dunn, "If learners don't learn the way we teach them, we must teach them the way they learn".

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