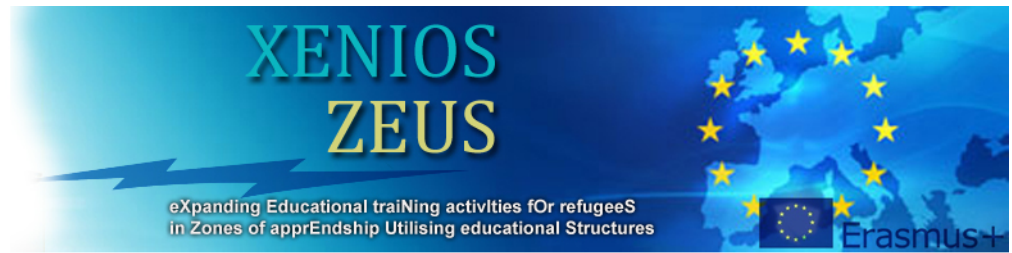




Erasmus+



**EDUCATIONAL SUPPORT
MATERIAL FOR CHILDREN
UNIVERSITY OF AIX-MARSEILLE
IN ENGLISH**

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Teaching material children



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Advice for teachers and trainers

(Teachers, trainers in French as a Second Language,
language trainers in non-profit organizations, social centers...)

“The Welcome Guide” or “Guide d’accueil” is a final result of the European project “Xenios Zeus” which brings together Greece and two other partner countries, Italy and France, in order to respond to the current problem of migration. This newcomers’ guidebook covers major cultural characteristics of Marseille, which is located on the historical crossroads of the migrations in the Mediterranean. This guidebook is meant to make it easier to greet and socially involve the refugees as well as provide them with language training. It has a double objective: on one hand, to respond to their language needs (vocabulary, syntax) and, on the other hand, to inform about the cultural and practical issues in Marselle.

This educational material is entirely based on the Welcome Guide. It has been developed mainly on the basis of the information, illustrations, hyperlinks or audio-visual materials presented in the guidebook. We thought that such continuity would allow adult refugees to learn French while getting familiar with the welcome guide.

The teaching progression is in line with the content structure of the guide. However, it is quite possible to change it according to the specific needs, which may require switching the order of some chapters, adding new chapters, etc.

This file is not prescriptive. It suggests areas of work (language skills and activities) relative to the identified themes and considering language in context. The proposed activities can be adapted to the audience profiles, their interests and the skills they have previously acquired. Therefore, it is designed to evolve and be adapted to each institutional context, depending on the means available (computer, internet access, audio and video recorder, etc.).

Introduction

The refugee child or teenager arrives with cultural and educational “déjà-là” (Perregeaux, 2002)¹ (languages, clothing habits, eating habits...).

The exile can be a very painful experience (Moro, 2002)². Therefore, it is important to help the child/teenager to learn the social codes that govern our society step by step.

The key approach of this guide is to use discussion times to underline common points between the students’ cultures and the French culture. The feeling of “re connaissance” of one’s culture in the host country contributes positively to the child’s psychology and, therefore, to his/her learning processes.

Consequently, it is crucial to encourage the multicultural and multilingual skills (Coste, Moore & Zarate, 2009)³: the proposed educational activities request a constant back and forth between the child’s / teenager’s past and present. This step is essential to be able to move on peacefully into the future.

¹ Perrégaux, C. (2004). Prendre appui sur la diversité linguistique et culturelle pour développer aussi la langue commune. *Repères*, 29, 147-166.

² Moro, M.-R. (2002). *Enfants d’ici venus d’ailleurs. Naitre et grandir en France*. Paris : La découverte.


³ Coste, D., Moore, D. & Zarate, G. (2009) (2e éd.). *Compétence plurilingue et pluriculturelle. Vers un Cadre Européen Commun de référence pour l’enseignement et l’apprentissage des langues vivantes : études préparatoires*. Strasbourg, Conseil de l’Europe. (Édition originale 1997). [En ligne], consulté le 06 mars 2017 : https://www.google.fr/webhp?sourceid=chrome-instant&rlz=1C1CHWA_enFR606FR606&ion=1&espv=2&ie=UTF-8#

Reminder of the table of contents in the *Welcome guide for children*

TABLE OF CONTENTS	
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Pedagogical support

The meaning of icons:

	OBJECTIVES
	LANGUAGE SKILLS <i>I speak, I understand, I read, I write, I listen</i>
	ACTIVITIES TITLE (in red) corresponds to the title in the guide.
	DIVERSITY... <i>Multicultural and/or multilingual activities</i> THE TITLE (in red) corresponds to the title in the guide.
	SECTION Sections on the practical issues, highlighted in a frame.

Part 1. Introductions



OBJECTIVES

To learn to know oneself and other people

To practice dialogues with others

To develop group cohesion while taking into account our differences

To learn how to take advantage of having multicultural and multilingual skills



LANGUAGE SKILLS

a) Know how to use the structure: “I + Verb in present simple tense” to introduce oneself

b) Know how to make correspondence (and derivation): country and adjective for nationality:

Albanie → Albanais

c) Know how to use genders of nouns and adjectives : *français / française*

d) Be capable of using negative clause: *un Afغان n'est pas*

e) Make the right choice of preposition : *je vis à Marseille / j'habite en France*

f) Learn to distinguish the sounds in *je viens / je vis*

g) Be able to give directions (*au Nord, au Sud, à l'Est, à l'Ouest*)

h) Know how to work with notions of continent, country, city (scale)

i) Make a brief oral presentation of one's school



ACTIVITIES

WELCOME TO FRANCE AND MARSEILLE!

a) The image that represents children is used to have a discussion about the national stereotypes

► Make a drawing of yourself

- To continue: put the drawings next to each other in order to illustrate the cultural diversity in the classroom

► Make a drawing or attach an image of a Frenchman

- What image do you have of French people? (Bring out the stereotypes. Talk, explain, discuss in order to develop one's opinion)
- In your opinion, what image do French people have of you? (Approach the child's experience in his/her exile, how do they conceive it? Refugee, asylum seekers, foreigner, migrant...?)

b) Using phrases by Léo or Léa as an example, introduce yourself by stating:

- your name, its meaning ;

- your nationality;

- your native country;

- your native city (or village) → to continue: differences between town and village, rural/urban landscape

- your age

- your language skills → to continue: create a language flower for "Hello"

► Note: depending on the students' skills make them discuss

Section: Languages

- write one's first name in all the known languages

Draw attention that the same spelling may be pronounced differently depending on the language. Language variations exist in all languages: school language / "street languages"

Draw attention that an adjective can be used to indicate the citizenship and the language

- make language groups according to their origin (Latin, Semitic...)

- Create a language flower (languages spoken, understood, heard, read, written / those that I learn in school and that I would like to learn). Another possible activity: make each student write on one petal and then assemble the petals to make a flower.

SCHOOL

Observe a photograph of a French school.



ACTIVITIES

- ▶ Describe the photograph, talk about your school in France and in your native country
- ▶ Talk about your current class (schoolbag, supplies...) and about the one in your country of origin
- ▶ Talk about your school activities
- ▶ Go back to the French motto “Freedom, equality, brotherhood” written on the wall in school

WHERE IS MARSEILLE?

Meet Alice and the rabbit (cultural reference: “Alice’s Adventures in Wonderland”)



ACTIVITIES

- ▶ Locate on the map of France: Marseille, Mediterranean sea and the countries on its shores
- ▶ Search for other big cities (Paris, Lyon...)
- ▶ Name one’s city, country → to continue: differences between city and country; differences country/continent
- ▶ Name the countries surrounding it
- ▶ Name seas or oceans that are near their countries (check their names on the world map) → to continue: differences sea/ocean/river

Section: Vocabulary

France

Marseille

Mediterranean Sea



Know how to greet someone, use polite sentences

Know how to say one's first and last names, age

Know how to say the name of one's country, city (or village) and one's citizenship

Know the name of one's school, class

Learn to express one's needs in school

Part 2. Dress accordingly to weather conditions



OBJECTIVES

Express one's needs, preferences



LANGUAGE SKILLS

a) Know how to read a diagram

b) Use different type of phrases to comment the weather:

il fait + adjectif / il y a + nom / il + verbe

Ex. In autumn, it is windy, the leaves fall down, it rains.

c) Use positive / negative statements related to clothing and subordinate phrase of time "when"

Example: when it's cold I put on my sweater and my coat to warm up but I do not wear sandals.

d) Use negative sentences

je mets / je ne mets pas

e) Have a dialogue

Question: Why do wear a "noun"? Reply: it is to "infinitive" / it is not to "infinitive"

Ex. Pourquoi mets-tu un bonnet?

C'est pour me protéger du froid ? / C'est pour ne pas avoir froid aux oreilles.

Cf. the dialogue between the wolf disguised in the grandmother and Petit-Poucet in the fairy-tale « *Petit-Poucet* »

f) Make the right choice of a preposition

Ex : une robe avec des brillants (et pas aux brillants)

g) Describe things: seasons, clothing

h) Explain your choice of clothing (Why? Depending on the season? Depending on the occasion? Depending on one's taste?)

i) Express one's needs using the right verbs: *avoir /être*

Ex. J'ai froid, je suis au chaud...



ACTIVITIES

WHAT'S THE WEATHER LIKE?

- ▶ Name the different seasons → to continue: add a table of months and seasons to the teaching material
- ▶ Describe the weather in your native country.
- ▶ Give the names of clothing you wear.



DIVERSITY OF CLOTHING

- ▶ Look up the images of the clothing from one's native country: for boys and for girls
- ▶ Make a display of this clothing (dress, trousers, shoes, hat...)



SECTION

Know how to express one's needs: I am cold, I am hot, I am hungry, I am afraid..

Learn to say non.

Part 3. Get to know Marseille, an international city



OBJECTIVES

Express an opinion.

Think about the values conveyed by the host country.

Develop a sense of belonging within the group and its diversity



LANGUAGE SKILLS

- a) Understand the structure of the word “multiculturelle”
- b) Understand the polysemy certain words : garde, porte...
- c) Learn to distinguish between “toutes” et “tout en”



ACTIVITIES

MARSEILLE, CITY OF HOSPITALITY

- a) Identify places on different supports (video, photo album...)
- b) Have a discussion about the symbols of the French Republic
- c) Draw/color the flag of your country and display it.
- d) Look up on the Internet the places of worship and comment on their architecture (Romanesque, Gothic or Byzantine arts)
- e) How do you feel about Marseille and its inhabitants?

MARSEILLE, INTERNATIONAL CITY

Activities for 12-15 year olds (college level)



DIVERSITY OF LANGUAGES

- a) Know how to recognize writing of different languages.
- b) Using different supports, know how to distinguish a poster, menu...
- c) Sing in different languages.

Part 4. Discover the city



OBJECTIVES

Become aware about one's rights and duties.

Discover the French culture (arts, literature).



LANGUAGE SKILLS

- a) Know how to use vocabulary related to the means of transport
- b) Know how to make a difference between Arabic and Roman numbers
- c) Know how to use prepositions relative to public transportation
- d) Know how to name and identify places
- e) Use the following structure:
In my city (my village), one can see...
- f) Know how to identify different supports (map, subway map, flyer, price sticker, subway tickets, traffic control signs...)



ACTIVITIES

HOW TO GET AROUND MARSEILLE?

- a) Name one's neighborhood. What is nearby?
- b) Indicate the similarities and the differences with the transportation means in the native country.
- c) Using the RTM map and the plan of the city of Marseille, look up the beaches on the Corniche
- d) Give the name of the money in one's native country.

THE SEA IN MARSEILLE

- a) Search on the Internet for the painters who painted Marseille. Connect artists and paintings.
- b) Work on wildlife and plants
- c) Work on the images relative to the behavior in forests. Establish a link between education and environment.

OTHER ATTRACTIONS

- a) Search on the Internet a webpage which corresponds to some places in Marseille (see the photos in the guide)
- b) Search on the internet the photographs of places to visit or to see in one's city or village in one's native country (advice: use Google Earth): "imagine that tomorrow I come to your country; tell me what I can see?"
- c) Write a short text describing places to visit (or to see) in one's city or village.



DIVERSITY OF SITES

Do you have monuments that symbolize diversity in your country?



SECTION

Know how to use a map, a city map to go around.

Know to locate the cardinal points on a map.

Fulfill one's civil obligations (cleanliness of public places, of the environment...)

Part 5. Find food



OBJECTIVES

Express feelings

Have a discussion with other people

Collect information



LANGUAGE SKILLS

- a) Be able to find the name of different shops. For instance, those that sell merchandise (*boucher, boulanger, maraîcher...*), those that offer services (*cordonnier, couturier...*)
- b) Know how to use the following structure:
dans mon pays (le nommer), je mange...
- c) Know how to use measures (*un peu, beaucoup*)
- d) Know how to use numbering and measures for quantity (kg, l)
- e) Know how to express one's taste preferences: *je préfère... / je n'aime pas...*
- f) Know how to use Conditional form in discussions with salesman and to use questions: *pourriez-vous... ? / j'aimerais acheter... / serait-il possible de... ?*
- g) Know how to express what we feel while walking around the market :... *ça sent... ça a l'air... ça donne l'impression de... c'est comme*
- h) Know how to use the vocabulary of food items, verbs for a recipe and the Infinitif or Present Tense to describe a recipe: *préparer les carottes / peler les oignons vider le poulet etc.*



ACTIVITIES

TRADITIONNAL BAKERY

Look up a recipe of the biscuits *navettes* on the Internet (video or text).

Describe the ingredients, the quantities, cooking and preparation times.

DIVERSITY OF TASTES AND FLAVORS

Make a link between each food item and country(ies)

WHERE TO BUY FOOD ?

- a) Work on the colors, fruits, vegetables.
- b) Identify differences and similarities with the food items in the native country.

ONE LOCAL DISH

Name the typical dishes of one's city (or village) of origin, of one's country.

Search for pictures and make a poster of the typical dishes of the different countries.



SECTION

Know how to express one's food needs in the local language (restaurant, market...)

Know the local money.

Part 6. Enjoy sport and cultural activities



OBJECTIVES

Adapt and fit into the local environment (non-profit associations)

Express one's desires.



LANGUAGE SKILLS

- a) Know how to use verbs related to different activities and sports: *to swim, to run, to play soccer...*
- b) Know how to use structures: *j'aime /je n'aime pas / je déteste / j'adore*



ACTIVITIES

WHAT SPORT TO PRACTICE?

- a) Talk about different fun activities in the host and native countries: look for similar games (ex. *La marelle, corde à sauter...*)
- b) Name the types of sport practiced in one's native country. Which one is the most popular?
- c) Visit the website for sports in Marseille:

<http://sports-loisirs.marseille.fr/le-sport-%c3%a0-marseille/le-sport-pour-tous>

Talk about the practiced sports and about the sports one would like to practice.

- d) Is there a soccer stadium in one's native country as popular as the Velodrome stadium in Marseille? Here is the link to the Velodrome stadium: <http://sports-loisirs.marseille.fr/node/453>

If not, what is the most popular place for sport in one's country of origin?

- f) Search for logos of soccer clubs in one's country of origin.

CULTURAL ACTIVITIES

- a) Have you already been to the *Alcazar*? What can you do there? Make a list of activities. Work on the word's etymology.
- b) Search on the Internet the nearest town hall (name of the neighborhood, telephone number, name of different departments and the sports department).
- c) In which places could we read, listen to music, see a theater play in your country?
- d) Tell what you love to do (sports, music, languages, hiking, eating..)



SECTION

Know how to do Internet research for necessary information.

Part 7. Explore the world



OBJECTIVES

Become aware of and learn to appreciate the one's linguistic and cultural background.

Develop curiosity.



LANGUAGE SKILLS

- a) Identify and give the names of the continents, countries and some cities.
- b) Explain an itinerary.



ACTIVITIES

- a) Find one's native country on the map, give the directions.
- b) Find the countries crossed prior to the arrival to Marseille and create a small text about this itinerary.



SECTION

Know where you are in the world