



# LEARN Trainer's Handbook

*COURSE I*

*PRE-COURSE*

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## Introduction

The *LEARN* Trainers Handbook is a supportive educational document that Trainers can utilise during their sessions with adult trainees.

Chapter I, '*Theoretical Background*', provides a comprehensive analysis of the learning outcomes and specific learning objectives and goals of each Training Module. Additionally, it offers additional instructional materials for trainers and additional support for the training's implementation. Lastly, Activities are included for each Unit of this Training Module. These activities are designed to evaluate the learning outcomes following the conclusion of the learning period.

An analytical action plan for the lesson's implementation is provided in Chapter II, "Practical Implementation." It functions as an illustration of how to effectively implement the lesson in the classroom and optimise the material.

The *Annexes* section contains additional material that the trainer can utilise in the classroom.

## Chapter 1: Theoretical Background

### Course Number 1

#### Module 1 PRE-COURSE

The pre-course aims to prepare newly resettled immigrants and refugees with no or little education for the learning process of a new language. Getting a basic introduction of how to master life in a new country, allows the participants to have more focus on the process of learning.

#### Learning objectives

##### Unit 1: Basic living skills

- to obtain basic household skills, like how to use house appliances and general husbandry.
- After finishing Unit 1 of the pre-course, participants should have gained a basic and necessary knowledge of basic living skills in their new country.

##### Unit 2: Family

- to obtain basic knowledge about the educational system for children in the new country,
- to obtain basic knowledge about family structures and family planning.
- to learn about the usual cultural differences in raising children, by learning the new country's way of doing things, in comparison with their previous country's culture.
- general knowledge like standard clothing and extracurricular activities.
- gain a basic and necessary knowledge of primary school, after-school programme and kindergarten.
- Obtain a basic knowledge of expectations from external organisations.

##### Unit 3: Physical and mental health

- to obtain basic knowledge about the participants' own physical and mental health, and how it has been affected by the migration process.
- Basic hygiene standards and knowledge about diet and nutrition
- understanding the health system in the new country.
- basic knowledge of the health system in their new country
- basic understanding about their own physical and mental health.

#### **Unit 4: Basic Social and Cultural understanding**

- to get a basic understanding of the new country's geography, language and culture.

#### **Unit 4: Basic Social and Cultural understanding**

- gain a basic and necessary knowledge of social and cultural aspects of their new country, including geography, language and dialect, values and beliefs, rules and expectations, roles and relations and gender equality.

#### **Unit 5: Learning Skills and Strategies**

- to teach the participants basic learning skills and how to achieve their basic learning goals through learning strategies.

#### **Unit 5: Learning Skills and Strategies**

- gain basic knowledge of practical skills needed in the classroom, roles and relations in the classroom, basic learning strategies and digital skills.

### ***Analytical Instructions for the trainers and supportive material***

#### **MODULE 1 – PRE-COURSE**

##### **UNIT 1: BASIC LIVING SKILLS**

###### *Basic household skills in a new country*

#### **House appliances**

##### **Washing machine**

- Electrical outlet
- Detergent drawer with compartments
- Hatch for clothing
- Control panel with programmes
- Water supply
- Filtres
- Detergent and fabric softener

##### **Tumble dryer**

- Electrical outlet
- Hatch for clothing

- Filtre
- Condensing dryer – water container
- Display (start/stop, minutes, quantity of clothing)

#### Stove

- Electrical outlet
- Induction cooking
- Ceramic cooktop/ cast iron cooktop/ gas (different cookware)
- Temperature setting and function
- Cleaning

#### Kitchen extractor

- Explain importance of using extractor whenever you cook to avoid smell and humidity
- Explain that the extractor must be regularly cleaned to avoid catching fire
- On/off
- Filtre/cleaning

#### Microwave

- Electrical outlet
- Settings/effects
- Heating and thawing
- On/off/timer
- Safety (only microwave proof materials)

## Electricity, water and indoor environment

### Electricity

- Normal indoor temperature is 20-22 c°. The temperature should not be kept at a higher level than 22 c° due to the cost of electricity
- Show an app for electricity consumption and price
- Explain what one can do to reduce electricity prices such as:
  - Keeping the entrance door and the doors to rooms with a lower temperature such as bedrooms and hallways locked
  - Turn off the TV when it is not in use
  - Turn off the light when you leave the room
  - Wash clothes and take showers in the evening, due to lower electricity prices at night
- Fire safety
  - Learn to use a Fire Extinguisher
  - Do not charge electrical equipment at night when you are asleep
  - Have an escape plan in case of fire
  - Always turn off the stove, coffee machine etc. after use
  - Do not cover heaters

## Water

- Be careful to remove spilled water/liquid from the floor, kitchen counter etc. (wooden surfaces) to avoid damage
- Close the windows when it rains
- Take short showers to reduce the water bill
- Explain that it is important to avoid a temperature under 0 to avoid frozen pipes in the winter
- In dry periods during summer water usage may be restricted

## Indoor environment

- Explain how to use different relevant tools for cleaning and dusting
- Explain how to air
- Explain the ventilation system
- Ventilate the room when cooking to avoid moisture and avoid mould

## Food

- Consider taking a lunchbox containing healthy food to kindergarten, school or work
- Present relevant local foods
- Explain how to eat nutritious food on a daily basis
- Suggest relevant vitamins and supplements, such as for example vitamin D during winter time
- Explain which foods to store in the refrigerator and the freezer
- Show apps for planning of grocery shopping

## Clothing

- Explain that the kindergarten and school have requirements regarding clothing. Show pictures and explain

## Sorting the rubbish

- Show the app for sorting and collecting the rubbish in your area. Explain the categories and show pictures

## Garden and outdoor area

- Explain that you are expected to keep your garden and outdoor area presentable
- Explain how a lawn mower and garden tools work and how often the lawn should be cut

## Easy maintenance

- Show pictures and explain

## Transport

- Present relevant available means of transportation in your area. Explain where to find timetables and show how they can be used

### **Basic financial knowledge**

- Bring coins and notes of the national currency (or use pictures) to show the students

### **Security**

- Show pictures of safety equipment and show how they are used

## Unit 2: FAMILY

### *Family*

#### **School**

- Explain how the school day is organised in your country

#### **After-school program**

- Explain how the after-school programme is organised in your country

#### **Kindergarten (two slides)**

- Explain the day care system in your country
- Give an overview of the daily routine in the kindergarten. Explain how parents are expected to co-operate with the kindergarten and what is expected of you as a parent

#### **Clothing and equipment for school and kindergarten**

- Bring items to school to show the students. Explain what kind of food the children are expected to bring to school

#### **Expectations (requirements) and cooperation with external organisations**

- Explain the nature of the cooperation which parents are expected to participate in with school and external organizations

#### **Extracurricular activities**

- Show an overview of the extracurricular activities available in your area

#### **Raising children in a new country**

- Focus on the challenges of being a child growing up under the influence of diverse cultures and how this affects your role as a parent

#### **Family planning and contraception**

- Inform about different forms of contraception and help students reflect upon family planning

### **Different family types**

- Give an outline of the different family types
- Focus on the value of tolerance and diversity

### **Governmental support for families**

- Inform about the different types of governmental support for families, if any. Information for Norway: <https://www.nav.no/familie>

## **UNIT 3: PHYSICAL AND MENTAL HEALTH**

### *Physical and mental health*

#### **Personal hygiene**

- Go through the basic daily personal hygiene. Reflect upon the importance of personal hygiene

#### **Diet and nutrition**

- Focus on the importance of being open to new types of food and having a varied diet

#### **Illness education**

- Explain when it is necessary to see the doctor, and when not

#### **Basic health examinations**

- Give information about basic health examination

#### **Annual health check-up**

- Give a summary of annual health checks in your country

#### **Health checks for children**

- Give an overview of the frequency of health check-ups for children in your country

#### **The childhood immunisation programme (in Norway)**

- Give an overview of the immunisation programme in your country

#### **Dental health**

- Give an overview of the public dental services in your country

#### **Mental health and well-being (two slides)**



- Reflect upon basic aspects of mental health and wellbeing and how to take care of your own health

### **The migration process and emotions**

- Go through the different stages of the emotional journey related to migration

### **Preventative health considerations**

- Reflect upon how to prevent health problems

## **UNIT 4: BASIC SOCIAL AND CULTURAL UNDERSTANDING**

### **Basic geography**

- Show a map of your local area and relevant countries
- Show pictures of local places of interest and attractions

### **Language and dialect**

- Give an overview of written and spoken languages and dialects in your country/area

### **Values and beliefs**

- Explain some important values and belief systems in your country

### **Rules and expectations**

- Focus on the importance of understanding that you are bound to roles and social rules. Social relationships and expectations may differ

### **Gender equality**

- States the importance of gender equality and how this is expressed in your society

## **UNIT 5: BASIC LEARNING SKILLS AND STRATEGIES**

### **The classroom (two slides)**

- Describe the classroom as an arena for learning in co-operation with other adults from diverse backgrounds and with diversity in skills and knowledge
- Prepare the students for the variety of learning methods that will be used in the classroom

### **Roles and relations in an educational environment**

- Explain the role of the teacher and the relationship between teacher and student in your new country to clarify the role expectations

### **Relations between students**

- Clarify the role expectations between students in the class community

## Relations between the teacher and the students

- Explain the cultural aspect of building teacher-student relations

## Practical skills

- Give a thorough guidance of basic practical skills in the classroom. This should involve learning by doing

## Learning strategies

- Give an overview of different learning strategies relevant for the classroom. Show pictures of different learnings situations, for example group work or role play, and explain the purpose

## Basic digital skills

- Give a practical introduction to basic digital skills

## Activities

**Examples of activities that can be used to promote education among immigrants and refugees with low or very low educational level based on Cooperative Learning Methodology.**

### **Activity: Picking a suitable outfit for a day in kindergarten and learn words for clothing**

Required equipment:

- Two clothing racks and hangers
- A large diversity of pieces of clothing for different outdoor temperatures and weather
- Make cards with different temperatures and cards showing different kinds of weather, and put them in two different boxes

Organisation

Stage 1:

- Divide the learners into small groups
- Let them pick a temperature-card and a weather-card
- Let them pick a suitable outfit to wear for a child according to this weather and temperature
- Consider if your learners will benefit from an element of competition. If so, put a time limit and choose a winning team

Stage 2:

- Put all the clothes in a pile
- Let the learners sort all the clothes into summer- and winter clothes and hang them on hangers on the racks

Stage 3:

- Let the students stand in a circle with the teacher

- The teacher pronounces the name of a piece of clothing and passes the item around for each learner to repeat the word while holding the item
- Consider how many new words your group of learners are capable of learning in one session

## Chapter 2: Practical Implementation

### Part I: Action Plans

#### Introduction

*In this exercise the participants are going to cook a traditional Norwegian dish, which includes a dinner and a dessert.*

*The class will be divided into two groups, where one group will be responsible for the dinner and the other group will be responsible for the dessert.*

*Time: 2 days*

*Day 1: Planning and shopping*

*Day 2: Preparation, cooking and eating the meal together*

#### Action Plan I

##### Learning Objectives

To learn how to cook a traditional Norwegian dish

To plan and budget a meal for a certain number of people

To learn the names of the ingredients in the new language and to make a shopping list

To get to know the local grocery shop and how to find the different ingredients needed for the dish

To learn basic food hygiene

To learn how to measure ingredients and to use different kitchen items

##### Actions

Plan the meal

Make a shopping list and go shopping in the local grocery shop

Prepare and cook the traditional dish in accordance with the recipe

Sample and assess the final product

##### Instructional Materials

Recipe

Pictures

Kitchen equipment

##### Teaching Strategies

A short introduction about the history of the traditional dish

Go through the recipe in the participants' own language and answer any questions

Learn the name of the ingredients in the participants' new language, written and oral. Use pictures if the participants are not able to read or write.

Explain the method of preparation and cooking in the participants' own language. Focus on learning some "cooking verbs" in the participants new language.

Write a shopping list. The list should be in both languages (or using pictures)

Do the shopping in the local grocery shop. Let the participants' first try to find the ingredients on their own.

While preparing and cooking, repeat the name of the ingredients and the kitchen items.

### References

See recipe

### Assessment and Evaluation

Taste and evaluate the end product

### Conclusions

Discuss with the teacher and the other participants how they solved the exercise and what they think about the end products in terms of how the meal was made, how it tastes, what they think about the dish as a traditional Norwegian dish and if they can compare it to any dish in their home country.

## Part II: Risks & Challenges

### *A. Problems adult educators face often when teaching immigrants and refugees with low or no educational level.*

- To make the teaching material the appropriate level
- To be sure that course content is really understood. Out of experience immigrants and refugees with low or no education often pretend to fully understand when they might have problems comprehending. (The idea is to encourage questions where there may be some ambiguity or lack of understanding.)

(Please mention in this section possible risks and challenges trainers face when working with the target group)