

ALMA
ACCESS TO LANGUAGE METHODS FOR INCREASING
MIGRANTS' ABILITIES TO START THEIR OWN BUSINESS

GUIDELINES FOR EDUCATORS ON HOW TO USE ALMA MATERIAL

ANNEXE: TRAINING PROGRAMME METHODS

The following methods can be used as part of the ALMA training programme at any stage of the programme. Try to mix the methods to break routines and encourage variety and innovation.

Method No1: Ice Breaking activities

Ice Breaking activities are recommended at the start of the programme. They help the trainer to get better acquainted with all participants and they support team building. They are meant to be relaxed and fun so best to use in an informal way. They are also good for those whose language ability may not be at an advanced level to support them to build their confidence in a new language and cultural context. There are several resources for ice breaking activities online in many languages, offered by many organisations. We provide below some suggestions as a way of example and a resource to look for more details.

Example: Connecting Stories

Overview of the activity:

Connecting Stories is a fun team-building activity that is all about finding common experiences or themes between people. This activity works best in small groups of 6-8 people. The goal of the game is to connect mini-stories in an interesting way. Each person must share at least one item that connects to the other mini-stories. The longer the chain of items that can be created, the better.

Write down a few words on a post-it note to keep track of each part of the story. At the end of the game, the group with the longest connected chain of stories is the winner. You may ask the group to share the entire story with the whole group. This activity is a fun way to get people to share stories, while helping people learn similarities or common interests.

Further [resources](#) for ice breakers

Example of an [Ice Breaker BINGO](#) from [Flanders Family](#) and [how to make an Ice Breaker BINGO](#)

ICE BREAKER BINGO				
FIND SOMEONE WHO...				
HAS A BIRTHDAY THIS MONTH	HAS TRAVELED OUTSIDE THE COUNTRY	CAN PLAY AN INSTRUMENT	HAS A TATTOO	CAN SPEAK A FOREIGN LANGUAGE
IS AN ONLY CHILD	IS A LEFTY	ACTUALLY FLOSSES THEIR TEETH EVERYDAY	HAS A FOOD ALLERGY	PLAYED ON A SCHOOL SPORTS TEAM
WATCHES REALITY TELEVISION	RAN A MARATHON	FREE SPACE	HAD BRACES	HAS BROKEN A BONE
HAS LIVED IN ANOTHER STATE/COUNTRY	HATES MATH	LOVES TO SING KARAOKE	HAS MET A CELEBRITY	HAS NEVER SEEN A STAR WARS FILM
HAS A PET	CAN TOUCH THEIR TOES	HAS A FACEBOOK ACCOUNT	DISLIKES CHOCOLATE	MADE A NEW YEAR'S RESOLUTION AND KEPT IT

Method No2: Rotating facilitation

Facilitation has evolved into a distinct discipline which is used at every level in organisations, to help people in meetings to reach a decision, resolve an issue or generate creative ideas. Rotating facilitation is when a member of the participants/students takes the lead in facilitating a session and then hands over to another member of the participants to do the same. They essentially take the role of the trainer. This is recommended mid-way through the training programme or at the end of the programme and for specific activities only rather than an entire session. Rotating facilitation encourages participation and it builds confidence for those who wish to strengthen their presentation and leadership skills. This may not be for everyone, so try to encourage those who are motivated to do this without putting any pressure on those who do not wish to.

Example: rotating facilitation to discuss what people learned during a session

Overview of the activity: the trainer asks for a volunteer to facilitate the session. A volunteer from the participants/students takes the lead and asks all other students how they found today's session. She/he invites everyone to speak, listens carefully, answers questions, and reflects back in the end what people have said, then hands over to another participant/student to facilitate. This time the new facilitator asks what the participants found most difficult to understand during this session and how the session could be improved. The two facilitators reflect on their experiences of being a facilitator in front of the group at the end of the session. The whole activity should not last more than 15 minutes.

Further [resources](#) for facilitation



Image from [The Big Picture Graphic Facilitation](#)

Method No3: Group reflection

Group reflection is when all participants share their feedback on a session openly and in front of everyone. This method can be used at the end of each session to build confidence and a sense of group identity and team working. Many reflective models and reflective theories highlight the importance of perspective taking. This is because imagining others' may know things you don't and that can help you to gain a deeper understanding.

Group reflections enable the participants to *move inward* and look into their own identity; they thus have an increased awareness of their own emotions and their own boundaries. Working in group reflections helps construct one's own identity as part of the group. Participants also seem to *move forward*, gaining courage and strength. Such engagement may contribute to better learning outcomes.

Further [resources](#) for reflection



Image from [Zlata Blog](#)

Method No4: The Thinking Environment

The Thinking Environment is a philosophy of communication, based on the work of [Nancy Kline](#). It is a practical series of values-based applications which are useful in community and organisational life, as well as forming the basis of a teaching pedagogy and coaching approach. It can be used anytime throughout the programme, but not too often. This method enables equity in participation, slower processing of information and reflection, and respect for each other. To run a thinking environment session, you will need to consider its ten components, which promote equity, inclusion, openness and slow but deep thinking.

Further [resources](#) for the Thinking Environment



Image from [Prezi](#)

Method No5: Giving and receiving Feedback

Giving and receiving feedback effectively can strengthen team building and support and build a sense of offering positive and constructive advice. It helps build a stronger team and uses emotional intelligence to create a supportive team environment.

The word 'feedback' seems to have negative connotations for some people – it's seen as a euphemism for being torn off a strip. In fact, feedback has two very positive functions – motivation and development. Motivation and recognition – praise for a job well done – is a leading motivator for all of us. When you identify and recognise good work, the person at the receiving end is more likely to feel motivated, and so buoyed up to work better. (Note that the aim here is to help others work better, not harder!). Everyone has room to improve and it's the job of a manager to help others to reach their full potential. Development is mostly about building on what's already done well. However, there will also be times when 'development' is needed because the person is going off track or where they are underperforming.

It may seem difficult for some people to offer feedback to other participants openly in the room, particularly in the beginning of the training programme when people do not know each other that well. It is thus recommended to use small boxes and leave them at the back of the room for all participants to offer and receive feedback. There should be one box for every participant with their name and ideally a photo of them as people will not know everyone's name on the first day. The trainer/facilitator can encourage all participants to write a private message for another colleague (offering only positive feedback) and then put it in the box for that participant. This helps with motivation and development while it supports collegiate working while maintaining privacy.

Further [resources](#) for giving and receiving feedback



Image of Feedback Boxes from the Student Leadership Programme [@150Leaders](#)

Method No6: Role play and simulation

Role play and simulation are forms of experiential learning. Learners take on different roles, assuming a profile of a character or personality, and interact and participate in diverse and complex learning settings. Role play and simulation function as learning tools for teams and groups or individuals as they play online or face to face. They alter the power ratios in teaching and learning relationships between students and educators, as students learn through their explorations and the viewpoints of the character or personality they are articulating in the environment. This student-centered space can enable learner-oriented assessment, where the design of the task is created for active student learning. Students are actively involved in both self and peer assessment and obtain sustainable formative feedback.

There are many benefits to this method:

It is an excellent means of evaluation decision-making.

It is useful to students who operate in a tense professional environment

It can be adapted to different levels of complexity according to students' level of competence

It helps students evaluate their ability to work under pressure and with others

Further [resources](#) for role play and simulation



Image from [Copper Chronicles](#)

Method No7: Coaching and mentoring scheme

Coaching and mentoring can be effective approaches to developing employees. Both have grown in popularity, with many employers and among entrepreneurs using them to enhance the skills, knowledge and performance of their people around specific skills and goals. During the training programme, educators could act as coaches or use other colleagues or local role models as coaches and mentors to the students, usually a one to one relationship outside the classroom.

Further [resources](#) for coaching and mentoring



Image from Elite Track

Method No8: Sketchnoting

Sketchnoting, also commonly referred to as visual notetaking, is the creative and graphic process through which an individual can record their thoughts with the use of illustrations, symbols, structures, and texts. Information and Illustrations work in tandem to create understanding and clarity. The illustrations are there to help you understand the text, and the text is there to help you understand the images. This method can be used when people are not very advanced in their language skills and are happy to use imaging with some words to illustrate their thoughts and present their ideas.

Further [resources](#) for Sketchnoting



Image from [Langwitches](#)