



inClusion of Refugee
ChiLdren in Education

Play and Learn

FOR
PRIMARY
SCHOOL
KIDS



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Project Partners:



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Tips for the entry questionnaire with newly arrived students and their families

Date _____

School _____ Class _____

Name and surname of the student _____

Place / country and date of birth _____

1. Schools attended before now / levels / n. of years

2. Your favourite subject at school and the one you don't like

3. Does anybody in your family help you study?

4. Your teachers will be very caring with you. Will you openly ask them for help if you don't understand something?

5. Do you consider learning host country language as a primary need? If possible, how about attending a language course to speed up learning it?

6. Did you make friends in host country already?

6.



7. What do you do in your spare time?

8. At home, do you usually speak your native language or the host country one?

9. How many children are in your family?

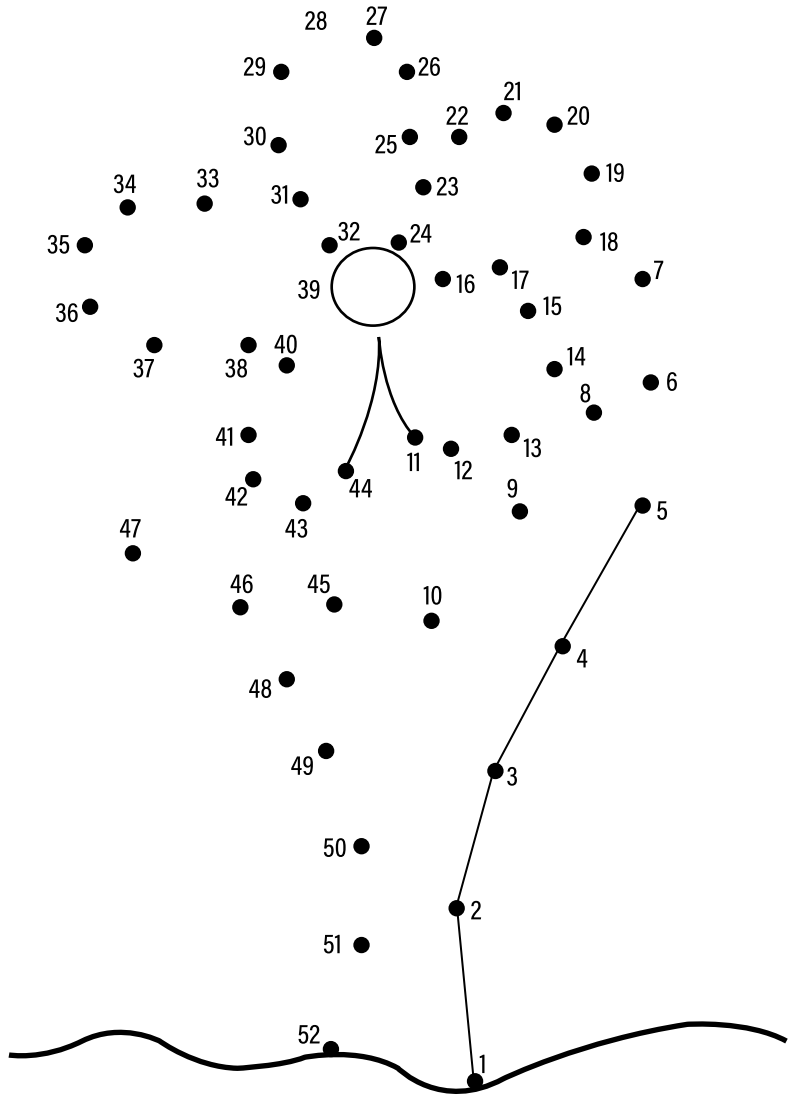
10. Is there anything you or your family want to share with your new school?

THANK YOU FOR YOUR HELP!



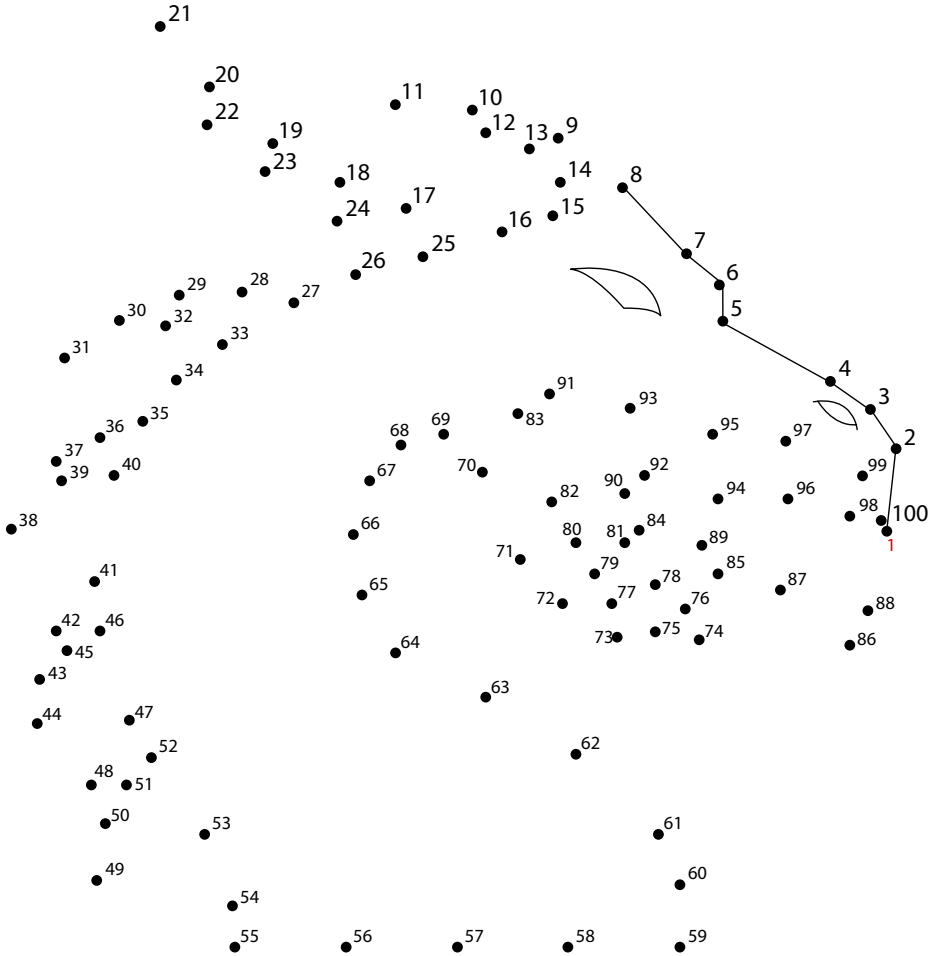
LOGIC AND ARITHMETIC

1) Connect the dots from 1 to 52 to draw the picture



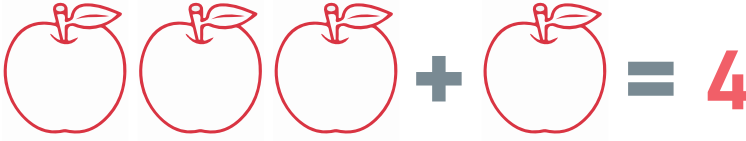


2) Connect the dots from 1 to 100 to draw the picture

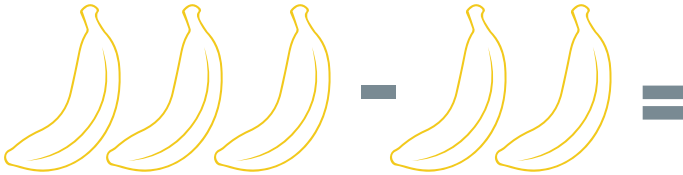


Paint the world
SUPER
COLORING

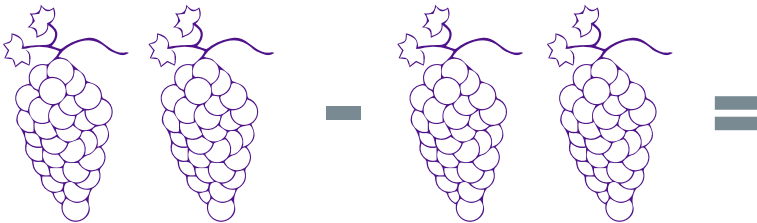
3) Do the math

A mathematical equation using fruit illustrations. On the left, there are three red-outlined apples. To their right is a plus sign, followed by one red-outlined apple. To the right of that is an equals sign, followed by the number 4 in red.

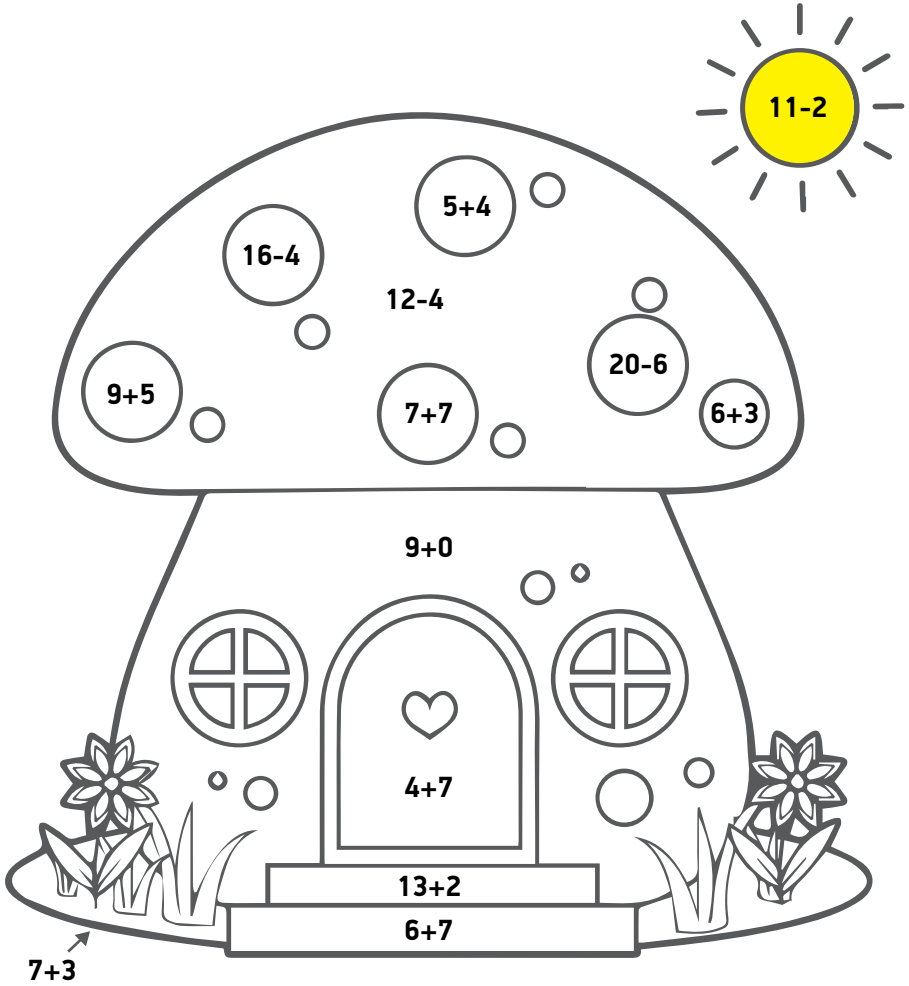
A mathematical equation using fruit illustrations. On the left, there are four green-outlined pears. To their right is a plus sign, followed by one green-outlined pear. To the right of that is an equals sign.

A mathematical equation using fruit illustrations. On the left, there are three yellow-outlined bananas. To their right is a minus sign, followed by two yellow-outlined bananas. To the right of that is an equals sign.

A mathematical equation using fruit illustrations. On the left, there are two pink-outlined watermelon slices. To their right is a plus sign, followed by one pink-outlined watermelon slice. To the right of that is another plus sign, followed by one pink-outlined watermelon slice. To the right of that is a third plus sign, followed by one pink-outlined watermelon slice. To the right of that is an equals sign.

A mathematical equation using fruit illustrations. On the left, there are two purple-outlined bunches of grapes. To their right is a minus sign, followed by two purple-outlined bunches of grapes. To the right of that is an equals sign.

4) Do the math and colour the picture



8=RED

10=GREEN

12=PINK

14=WHITE

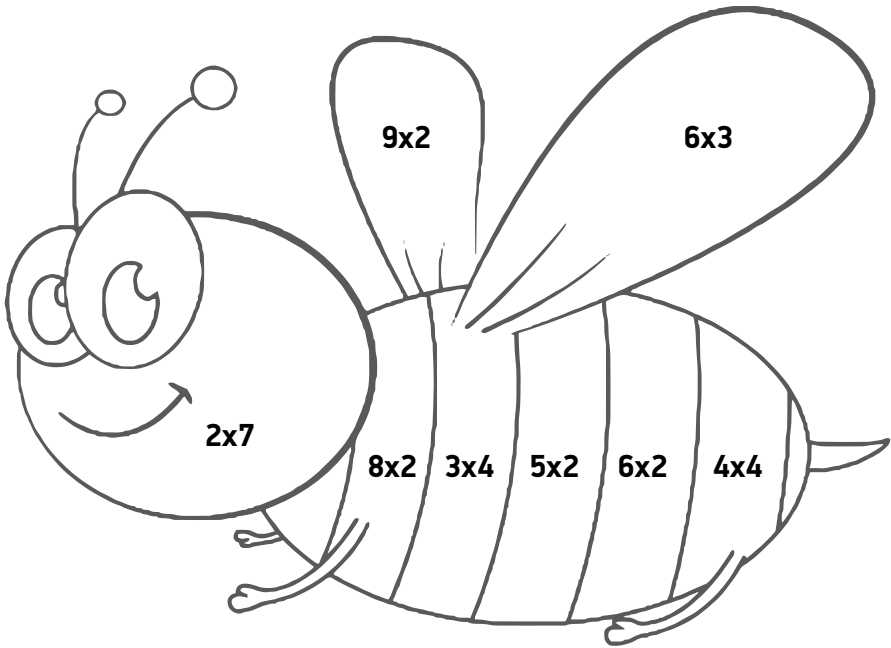
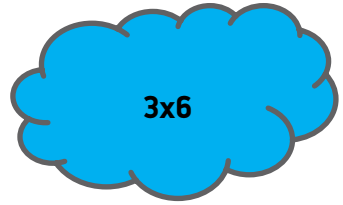
9=YELLOW

11=BROWN

13=LIGHT BLUE

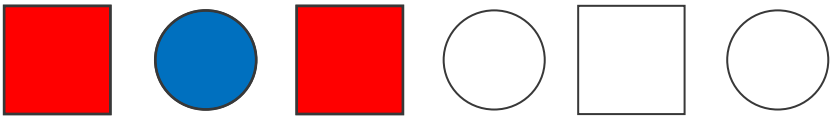
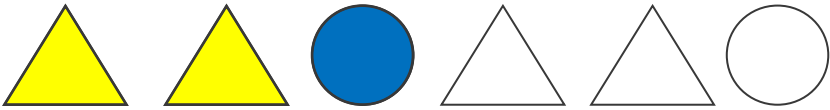
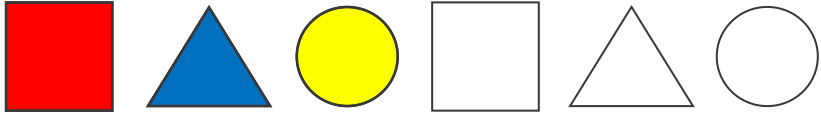
15=BLUE

5) Do the math and colour the picture

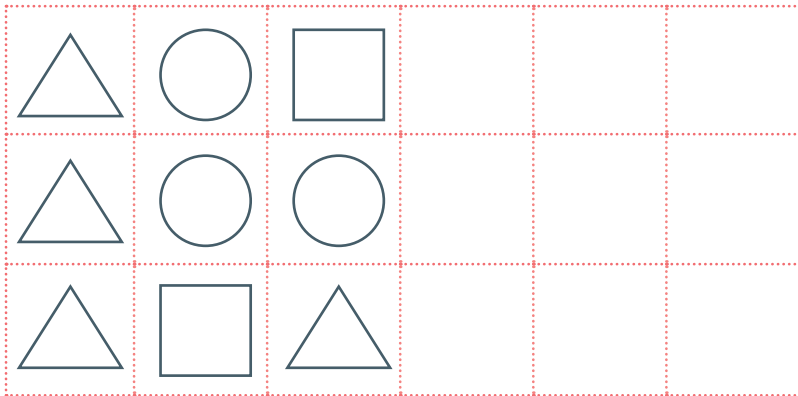


$10 = \text{BLACK}$	$14 = \text{ORANGE}$	$18 = \text{LIGHT BLUE}$
$12 = \text{YELLOW}$	$16 = \text{BROWN}$	$20 = \text{BLUE}$

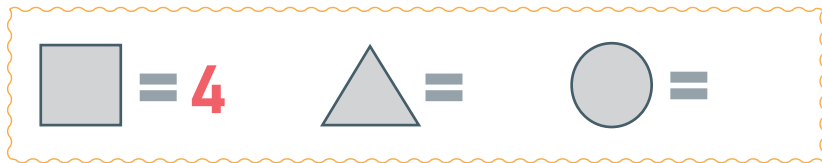
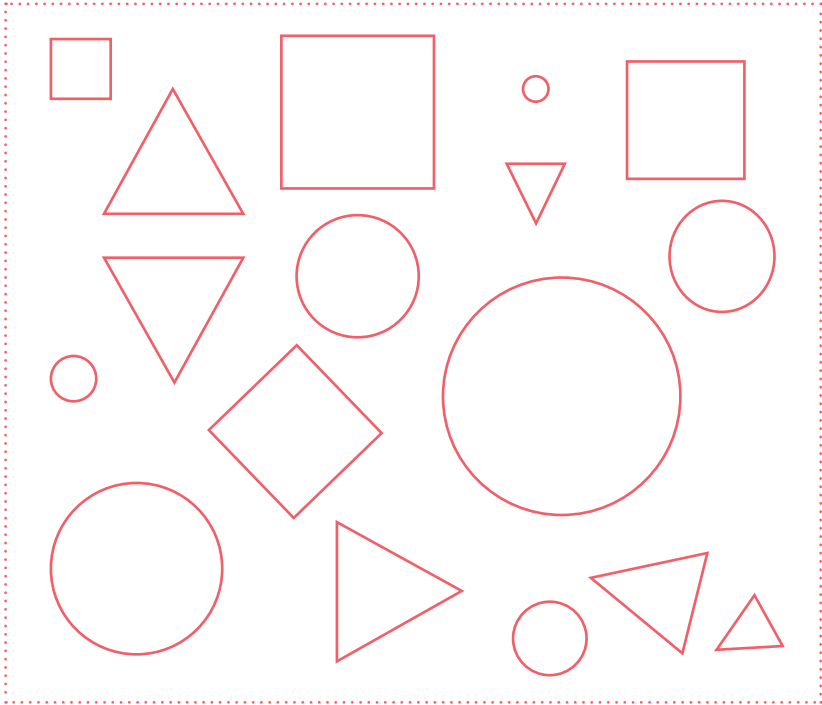
6) Continue the sequence



7) Complete the sequence



8) Count the shapes





9) Complete the sequence

Example:

5	10	15	20	25	30	35	40	45
---	----	----	----	----	----	----	----	----

1								9
---	--	--	--	--	--	--	--	---


10	20			50				90
----	----	--	--	----	--	--	--	----

100				500				900
-----	--	--	--	-----	--	--	--	-----

2	4			10				18
---	---	--	--	----	--	--	--	----

3	6			15				27
---	---	--	--	----	--	--	--	----

10) Draw the images in the table

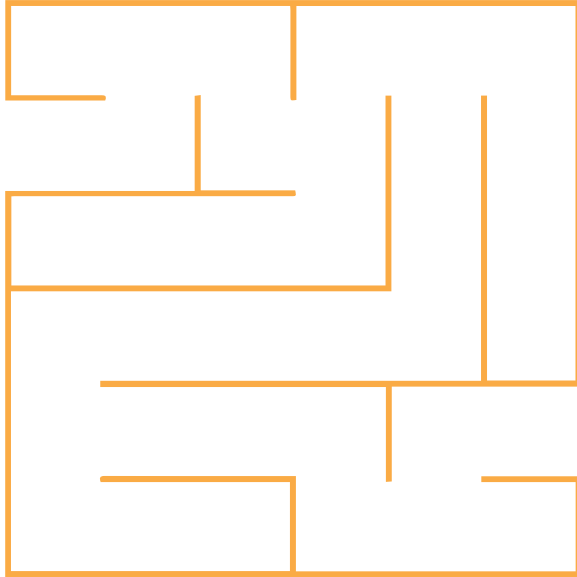
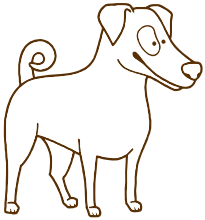
	A	B	C	D	E	F	G
1							
2							
3							
4							
5							
6							
7							

 = A2
  = B5
  = D7
  = G3

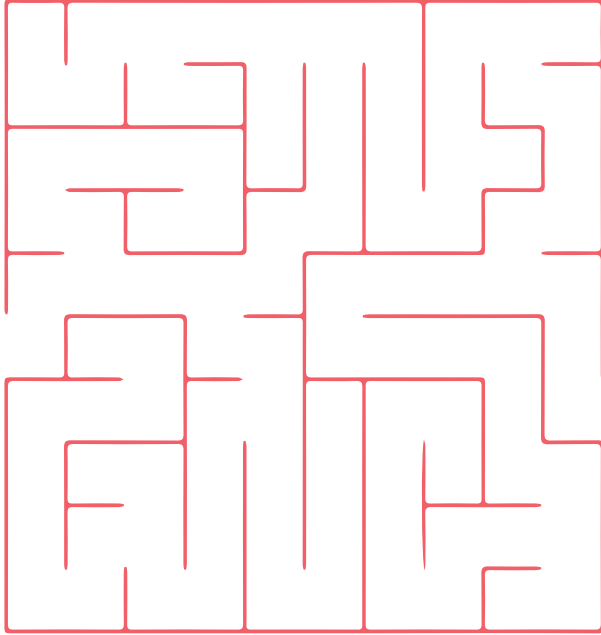
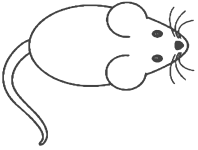


ORIENTATION IN THE SPACE

1) Take the dog to the doghouse



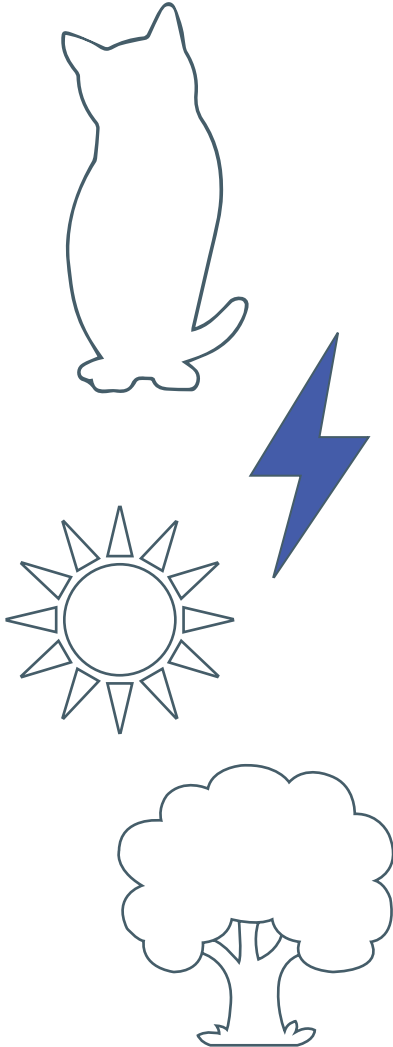
2) Help the little mouse to reach the cheese



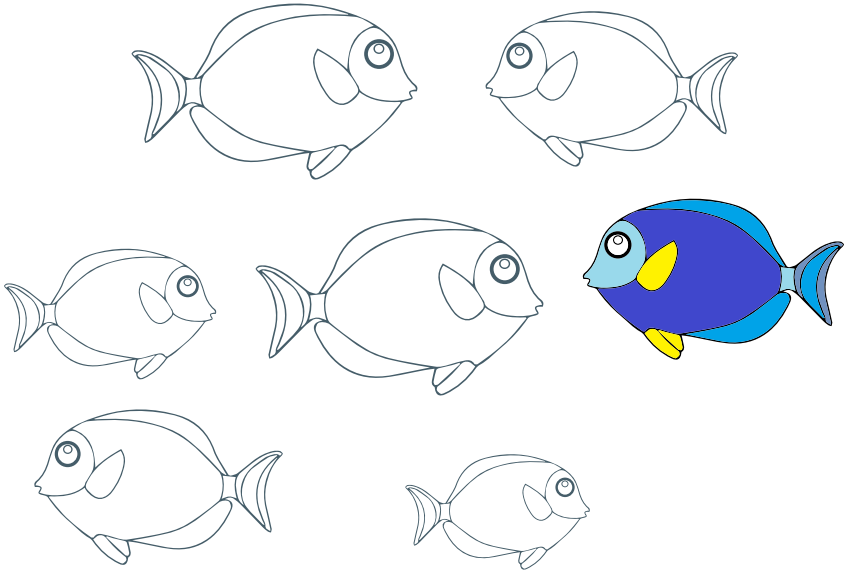


RIGHT OR LEFT?

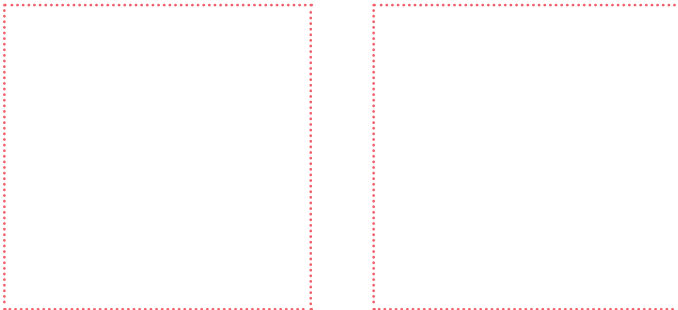
3) Colour the objects to the right of the line RED and the objects to the left of the line BLUE



4) Colour only the fishes that go to the left

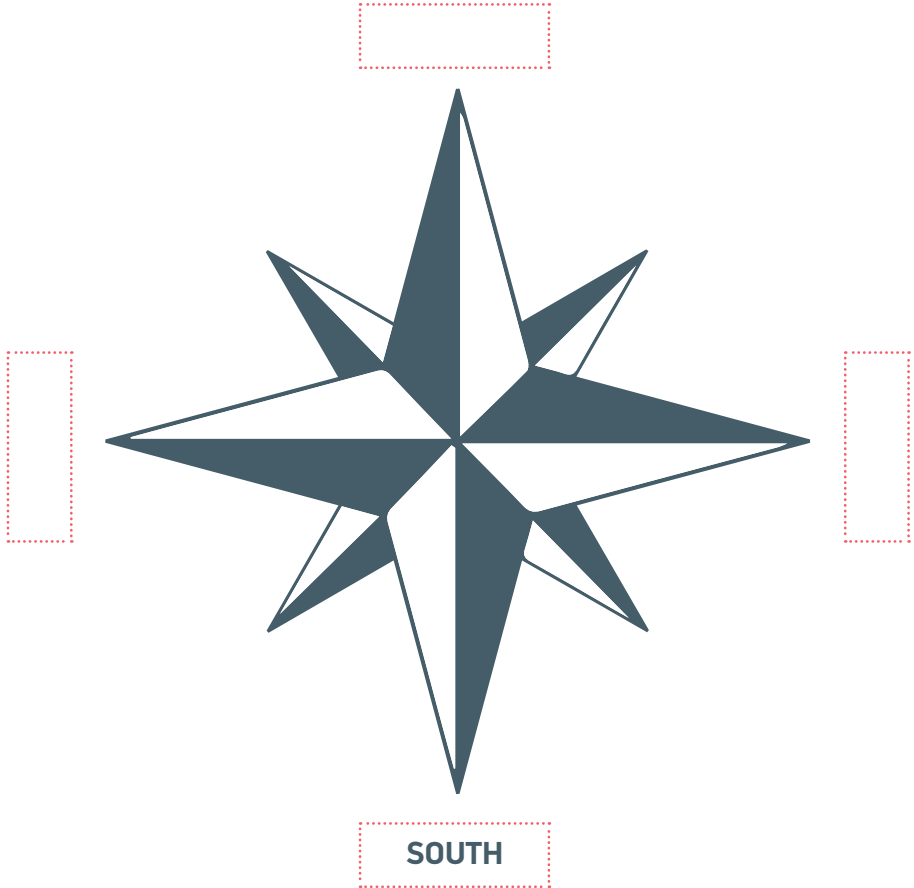


5) Draw a heart in the right square and a flower in the left square



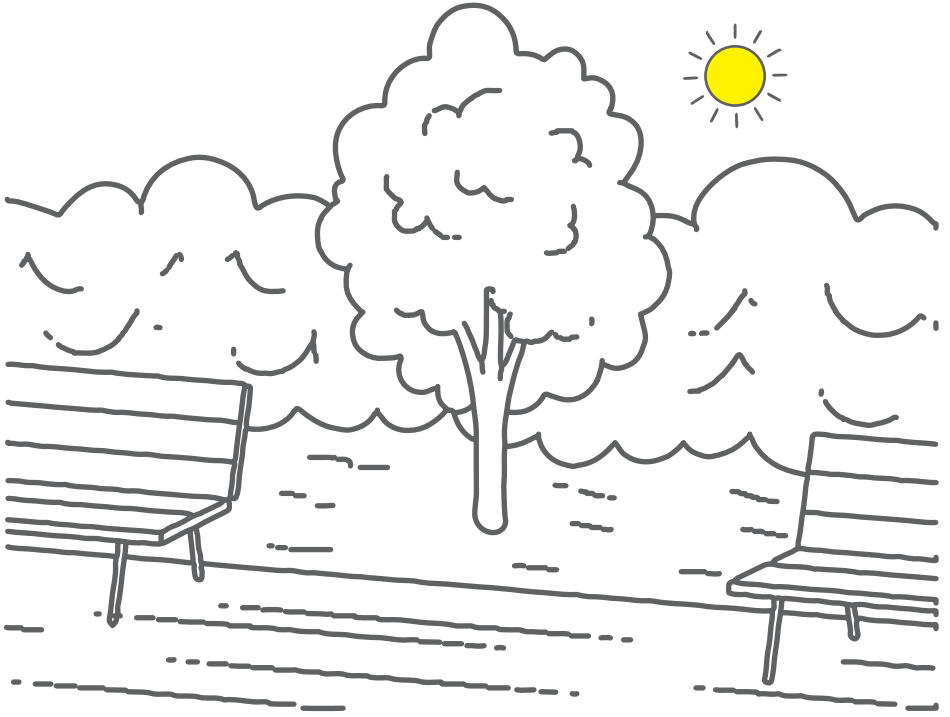
THE CARDINAL POINTS

6) Write the cardinal points in the wind rose



NORTH SOUTH EAST WEST

7) Draw



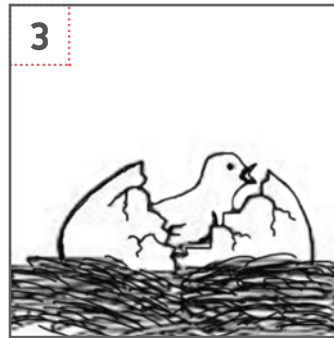
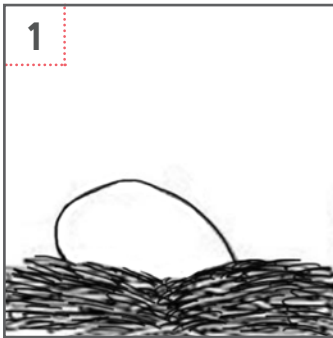
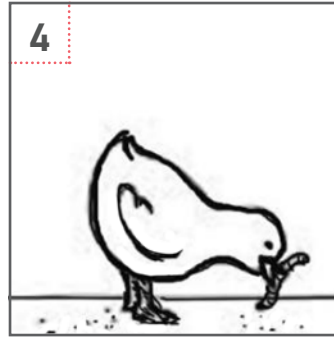
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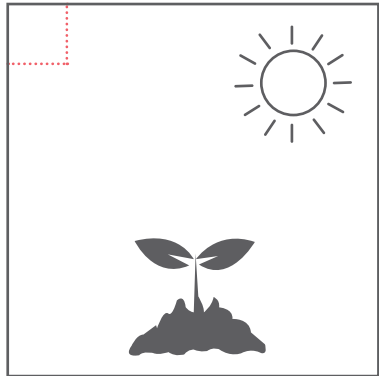
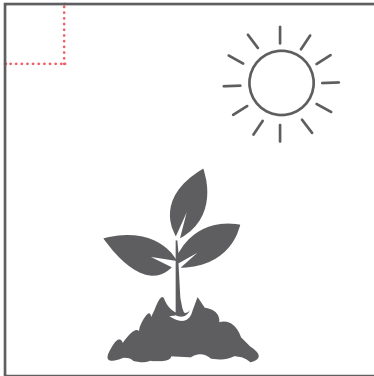
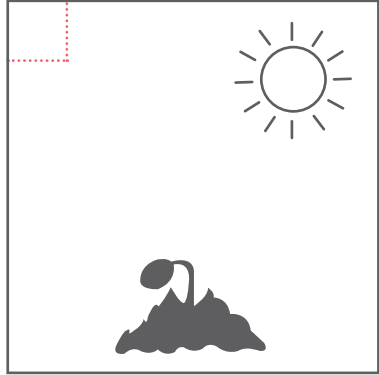
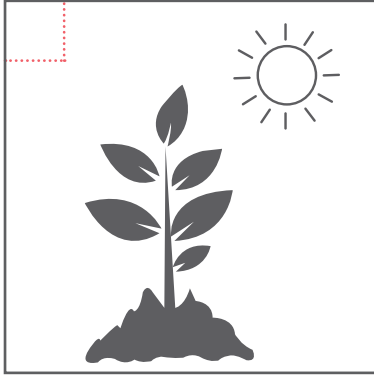
- The sun at the top right.
- A cloud at the top left.
- A ball between the benches.
- A flower to the right of the tree.
- A cat to the left of the tree.
- A butterfly on the tree crown.
- A bird on the left bench.
- A leaf under the right bench.

GENERIC SCIENCES

TEMPORAL ORDER

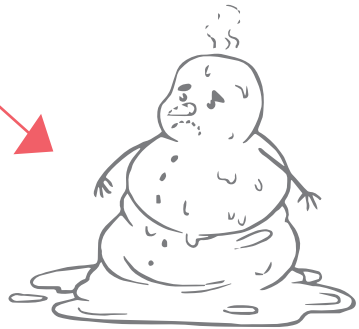
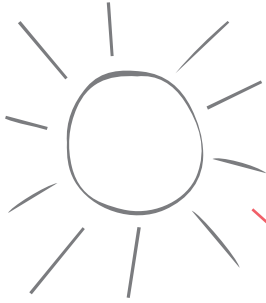
1) Put the pictures in order



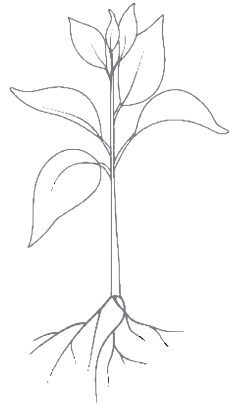
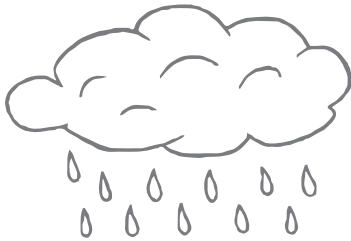


CAUSALITY

2) Connect the pictures



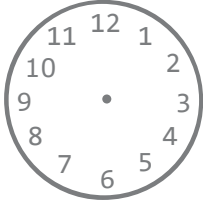
shutterstock: 348405032



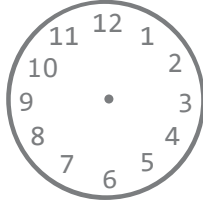


READ THE TIME ON A CLOCK

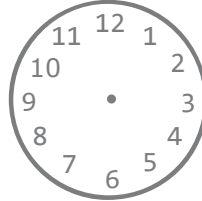
3) Draw the clock hands



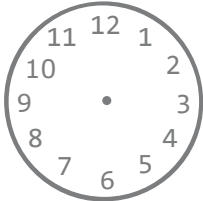
4.00



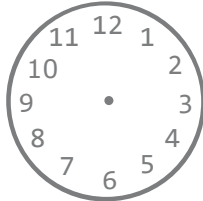
8.30



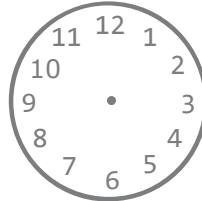
2.45



1.15

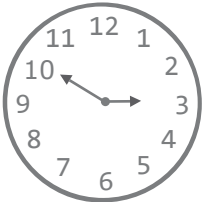


12.30

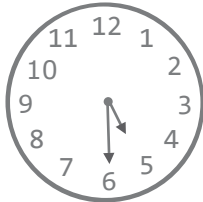


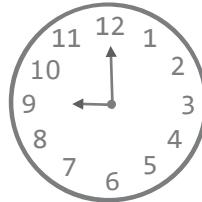
5.50

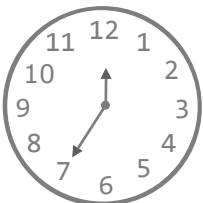
4) What time is it?

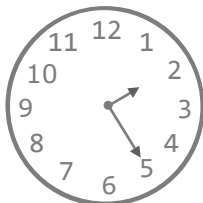


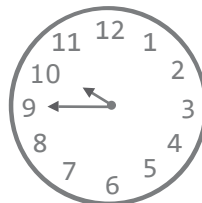
It's ten to three.





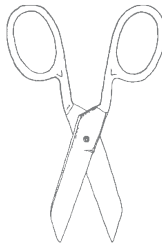
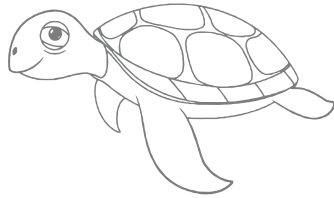
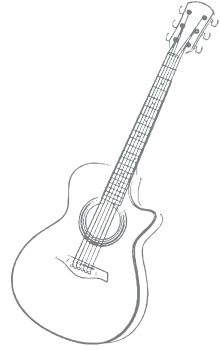
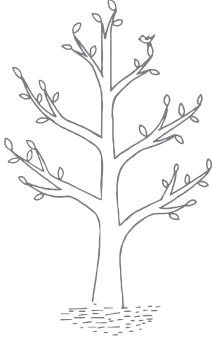




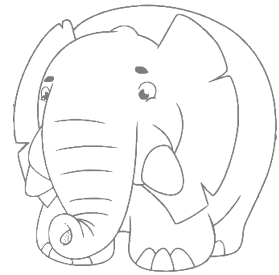
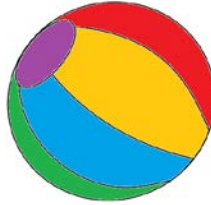
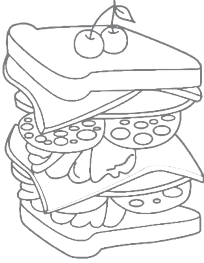
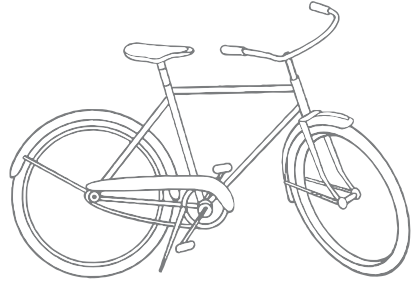
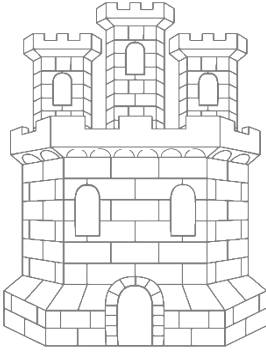


LIVING OR NON LIVING THINGS

5) Colour the living things

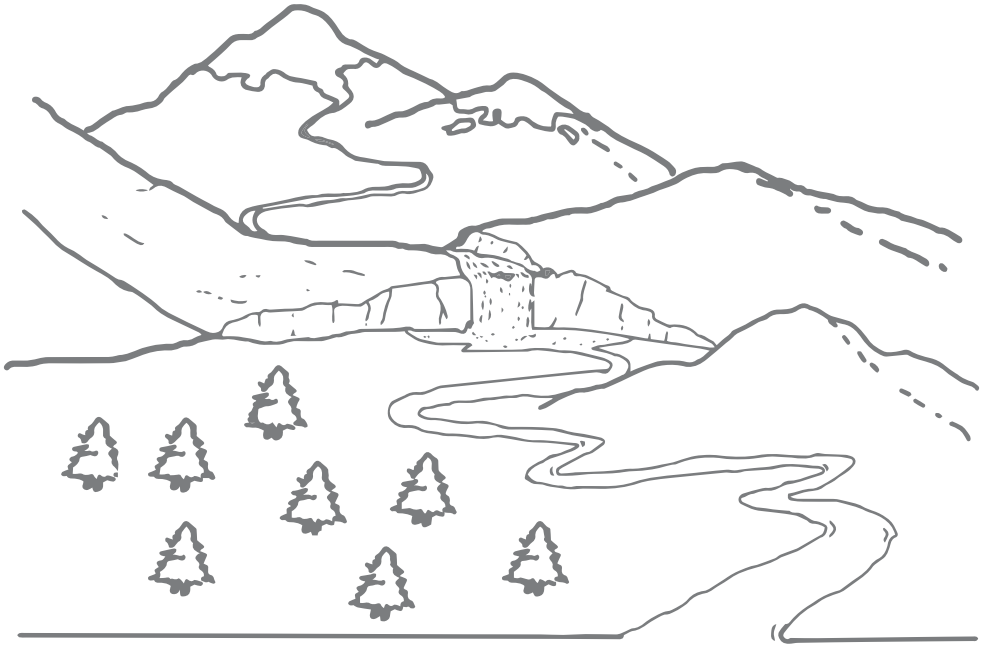


6) Colour the non living things



THE LANDSCAPE ELEMENTS

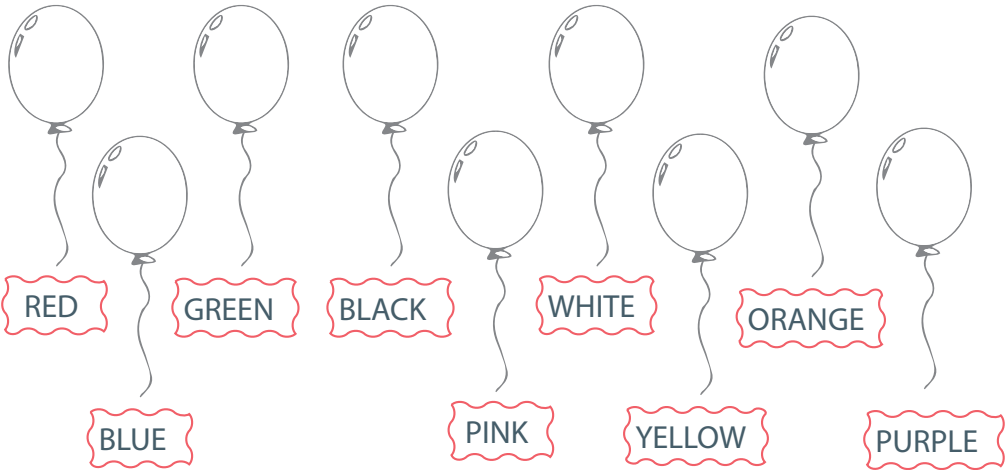
7) Insert the words in the picture



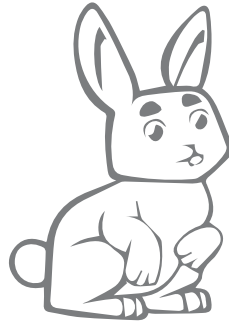
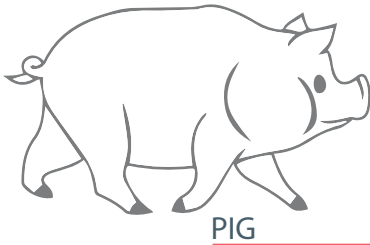
- MOUNTAIN
- RIVER
- TREE
- WATERFALL
- MEADOW
- CLOUD
- SKY

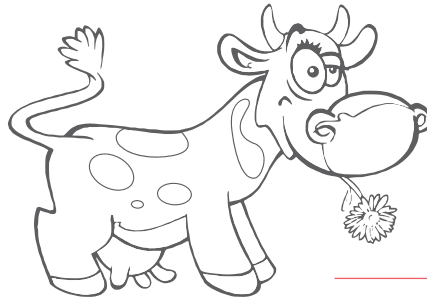
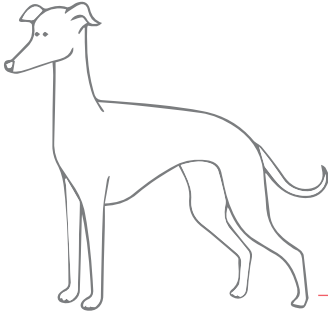
ELEMENTS OF ENGLISH

1) Colour the balloons



2) Write the names of the animals





3) Match



ONE



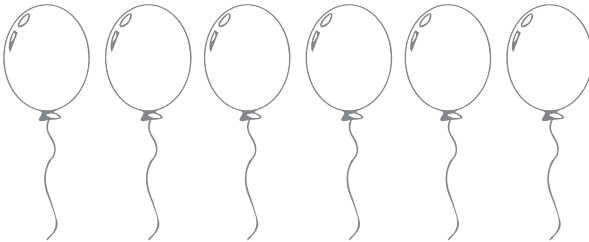
SIX



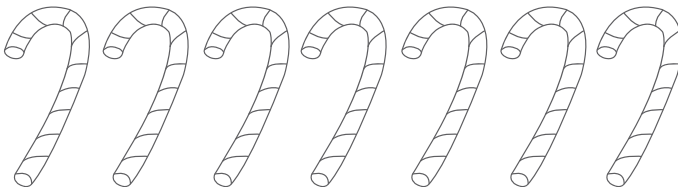
TWO



THREE

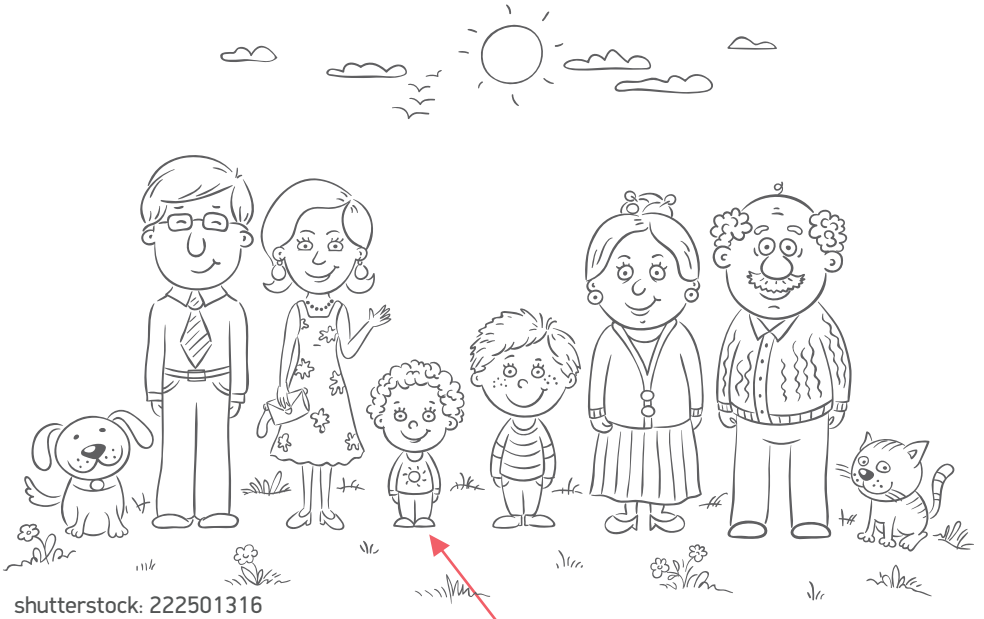


SEVEN



FIVE

4) Match



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MOTHER

GRANDFATHER

SON

DAUGHTER

FATHER

GRANDMOTHER

5) Complete

MONDAY

THURSDAY

SATURDAY



COMMUNICATION AND SOCIAL SKILLS

	Advanced Level	Intermediate level	Basic Level
Attention	The student stays focused and completes the tasks in a reasonable time frame.	The student stays focused with minor delays in filling out the items and completing the tasks.	The student does not stay steadily focused on the tasks and delays filling out the items and completing the tasks.
Initiation	The student asks for help and guidance effortlessly.	The student asks for help and guidance putting in a lot of effort.	The student does not ask for help or guidance on his/her own .
Communication	The student uses language for different functions and has strong communication skills. The student uses the host country's language in some situations in a relevant way.	The student uses language for different functions and has some communication skills. The student uses the host country's language in few situations and not always in a relevant way.	The student uses language for specific functions and does not put his/her communication skills in practice. The student does not use the host country's language in any situation.



Basic Rules and Conventions	Knows the basic rules of coexistence and puts them in practice in all situations (kindness, "please and thank you", avoids insults etc.).	Knows the basic rules of coexistence and puts them in practice discontinuously (kindness, "please and thank you", avoids insults etc.).	Knows some of the basic rules of coexistence and puts them in practice in limited situations (kindness, "please and thank you", avoids insults etc.).
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1) Did you observe any of the following while the student was completing the questionnaire?

- Student completed the questionnaire effortlessly, needing no help
- Student did not ask for help and delayed filling out a section or more sections
- Student did not ask for help and did not fill all sections of the questionnaire

2) Did you observe any of the following while the student was asked to fill in information about his/her self?

- Student was familiar with all information requested
- Student was not familiar with the information requested but asked for help
- Student was not familiar with the information requested and did not ask for help



3) Did you observe any of the following while the student was asked to complete the exercises?

- Student completed the majority of the exercises effortlessly
- Student completed the exercises with delays
- Student completed some of the exercises with significant delays

4) Which language did the student use to communicate with the educator?

- Native language
- Host country language
- English
- Other _____

5) Did you observe any of the following while the student was completing the questionnaire and the exercises of the diagnostic tool?

- The student avoids eye contact and looks stressed and nervous
- The student looks timid
- The student looks comfortable

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