

**Suggested Teaching Components**

- Know class teacher's and classmates' names
- Read school information, locate rooms
- Know basic rules and routines, e.g. dress codes or uniform, punctuality, attendance, absentee notes (Make models of these available in first language/s)
- Come prepared to class, e.g. bring equipment, diary, completed home-work, sports clothes
- Exhibit appropriate classroom behaviour, e.g. work cooperatively in pairs or groups, wait for others to finish speaking, follow teacher instructions (pro-social skills)
- Organise work book or folder and complete set classwork at home
- Ask for help (inside and outside classroom)
- Use a dictionary (English and bi-lingual dictionaries)
- Choose appropriate texts for research at independent learning level
- Access information from books, e.g. contents page, title page, index, spine
- Use strategies to aid learning, e.g. note taking, summarising, using teacher feedback, new vocabulary notebook (See Learning Strategies in Refugee Handbook)
- Access information from the school library and from other sources, e.g. local library, CD-ROM, Internet, other resources

**Suggested Themes, Topics and/or Experiences**

School environment, road safety, personal safety, all curriculum areas

**Sample Strategies****Teacher directed**

- Set out and regularly reinforce procedures, e.g. timetable, rules, equipment, folders, presentation
- Allocate time to access library resources
- Raise awareness of culturally appropriate behaviour, e.g. cross cultural cooperation and teach pro-social skills e.g. give students oral models of comments, how to interrupt or ask for clarification, questions etc to practise with a partner)
- Introduce strategies to aid learning, e.g. vocabulary notebook, homework diary, highlighting key words, note taking, computer skills

**Joint/guided construction**

- Develop class rules
- Extend skills in library resources, research, e.g. encyclopaedia, CD-ROM, non fiction, Internet
- Provide opportunities to discuss problems, e.g. bullying, racism, sexual harassment
- Develop strategies/skills to seek assistance

**Independent construction**

- Assist new students with school procedures
- Develop own study routines and practices
- Maintain and organise own equipment, book work, homework
- Join local library

There are several suggestions and resources for assisting students (both refugee and migrant) in "learning to learn" in Section 3, *Refugee Handbook for Schools*, in the *ESOL Information for Schools* folder. This handbook is also on-line on the Ministry of Education ESOL page.

**Suggested Assessment Tasks**

- Use checklists based on teaching components
- Record observations (e.g. of a structured peer interaction in pro-social skills)
- Respond to student/ teacher feedback
- Cloze on class rules