



# Language Buddy

Supporting language learning of migrant children and young adults  
through language buddies

## T3.2. Training Curriculum

### **Module 5:** **Art as a Tool for** **Intercultural Dialogue and** **Language Learning**



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## Introduction

The Training Course is an integral component of the Language Buddy Training Project. Developed collaboratively by project partners, the course comprises 40 hours of learning, structured across 8 modules. The primary objective of this module is to equip higher education institution (HEI) students with the knowledge, skills, and tools necessary to effectively mentor migrant and refugee secondary school students in language learning and social inclusion, utilizing the Language Buddy (LB) Model.

It is important to emphasize that the project partners recognize the diverse cultural needs and contexts of participants. As such, this document is designed to provide guidance and support to partners in implementing and adapting the proposed activities to align with their local environments.



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## Module 5: Art as a tool for intercultural dialogue and language learning

- This **module consists** of five (5) lessons.
- **Duration of the Module:** 5 hours.
- **Learning Objective:** The primary goal of Module 5 is to use art as a tool that will contribute to intercultural dialogue and language learning among migrant children and young adults. Participants will engage in various artistic activities to develop language skills, cultural awareness, and empathy. By integrating art into language learning, this module aims to encourage learners to understand and appreciate cultural diversity, ultimately helping build communities where everyone feels included.

A summary of the lessons and activities included in this module is provided in the table below.

Lesson	Total number of sessions and duration	Activity duration
<b>Lesson 1: A Multisensory Approach: Creating and Analysing Art Across Cultures. Theory and Praxis</b>  <b>Duration: 1 hour</b>	<b>1. Introduction &amp; Theoretical Background</b>	15 mins
	<b>2. Activity: Creation of a digital and multisensory artwork</b>	15 mins
	<b>3. Activity: Artworks' analysis and discussion</b>	25 mins
	<b>4. Reflection and Self-assessment checklist for Lesson 1</b>	5 mins
<b>Lesson 2: Language Learning Through Art &amp; Museum Exploration</b>  <b>Duration: 1 hour</b>	<b>1. Activity: Preparation before activity</b>	5 mins
	<b>2. Activity: Introduction</b>	10 mins
	<b>3. Activity: Presentation Art pieces</b>	25 mins
	<b>4. Reflection: Reflection and Discussion</b>	10 mins
	<b>5. Conclusion/ Wrap-up/ Reflection</b>	10 mins
<b>Lesson 3: Language Learning: Threads</b>	<b>1. Activity: Activity Vocabulary Preparation before the class:</b>	5 mins

Lesson	Total number of sessions and duration	Activity duration
<b>of Language – Exploring Language Through Yarn &amp; Textiles</b>  <b>Duration: 1 hour</b>	<b>2. Activity: Activity Keyword Introduction</b>	5 mins
	<b>3. Activity: Activity Display Textile Presentation</b>	20 mins
	<b>4. Activity: Find and Collect Preparation before the class</b>	15 mins
	<b>5. Reflection Activity Reflection and Discussion (via Forum discussion on the LB Platform)</b>	5 mins
	<b>6. Activity Conclusion/ Wrap-up/ Reflection</b>	10 mins
<b>Lesson 4: Language Learning Through Cooking</b>  <b>Duration: 1 hour</b>	<b>1. Activity: Preparation</b>	10 min
	<b>2. Activity: Introduction</b>	10 min
	<b>3. Activity: Cooking</b>	20 mins
	<b>4. Reflection and Discussion</b>	10 min
<b>Lesson 5: Language Learning Through Music</b>  <b>Duration: 1 hour</b>	<b>1. Activity: Preparation</b>	10 mins
	<b>2. Activity: Introduction</b>	10 mins
	<b>3. Activity: Listening to Music</b>	30 mins
	<b>4. Reflection</b>	10 mins

## Lesson 1

Lesson	No. 1
Module (1-8):	<b>Module 5: Art as a tool for intercultural dialogue and language learning</b>
Lesson title:	<b>A multisensory approach: Creating and Analysing Art Across Cultures. Theory and praxis</b>
Developed by (LB partner)	University of Macedonia (UoM)
<b>Primary Delivery Mode:</b>	<b>Asynchronous online</b> (via L. Buddy Platform's Forum Discussion):

Lesson	No. 1
<p>All lessons of the L. Buddy Course are designed for asynchronous online delivery, ensuring flexibility and accessibility for participants.</p>	<ul style="list-style-type: none"> <li>The activity is suggested to be carried out remotely with the appropriate use of digital tools (Due to the multi-sensory nature of the proposed activity, it is reasonable that there will be a limitation in the way in which some senses could be expressed through art).</li> <li>In order to create the artwork described in this lesson's activity, it is recommended to use free digital tools (such as Canva.com - sign in with Google account or any other digital tool) that allow users to save as an image their digital artwork (Image 1, Annex). For example, if a student decides to create an audiovisual digital artwork, he/she can draw on a blank page and add an audio file. Students' artworks should be uploaded to the Language Buddy Platform's Discussion Forum in order to communicate with others and engage in an Intercultural dialogue</li> </ul>
<p><b>Alternative Delivery Mode:</b></p> <p><i>Comprehensive guidance is provided to adapt the lesson for in-person delivery, should this format better align with your organization's objectives.</i></p>	<p><b>Face to Face (synchronous):</b></p> <ul style="list-style-type: none"> <li>If there is a possibility to conduct the following activity in person, it will be an opportunity for students to collaborate in real-time and enrich their artworks with more multisensory stimuli.</li> </ul>
<p><b>Type of activity:</b></p>	<p><b>Workshop</b></p> <ul style="list-style-type: none"> <li><b>Asynchronous (Primary Delivery Mode):</b> Each student creates a small artwork in Canva (or in another digital platform) or digital collage representing his/her story (can be a photo, drawing, poem, voice note, or short video, etc.). Activity will take place in the Forum Discussion of the Language Buddy Platform.</li> <li><b>Synchronous (Alternative Delivery Mode):</b> Multisensory activity, interactive discussion, art analysis, collaborative artistic project, storytelling (working in pairs or small groups).</li> </ul>
<p><b>Resources needed</b> (for asynchronous online &amp; f2f delivery)</p>	<ul style="list-style-type: none"> <li><b>Asynchronous:</b> laptop/ internet, digital images of multicultural artworks (e.g. paintings, sculptures, street art, photography, etc.), texts (e.g. literature, poetry, etc.), audio clips (e.g. music, sounds of instruments, etc.) and video clips (e.g. performances, etc.)</li> <li><b>Synchronous:</b> paper, markers, printed or digital images of multicultural artworks (e.g. paintings, sculptures, street art, photography, etc.), texts and excerpts (e.g. literature, poetry, etc.), audio clips (e.g. music) or instruments, video clips (e.g. performances, etc.) and tactile materials (e.g. fabrics, clay, etc.)</li> </ul>
<p><b>Duration</b></p>	<p><b>1 hour</b></p>

Lesson	No. 1
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• By the end of this lesson, participants will:</li> <li>• Understand through action the definition of intercultural dialogue and its significance for multicultural societies.</li> <li>• Analyze how art facilitates intercultural communication and understanding.</li> <li>• Create an artistic project that reflects and encourages intercultural exchange.</li> <li>• Understand how arts facilitate language acquisition through multisensory and contextual learning</li> <li>• Analyze research supporting arts-based language learning strategies</li> <li>• Engage in creative language-enhancing art activities</li> <li>• Reflect on how arts provide cultural and linguistic immersion</li> </ul>
<b>Description of lesson</b>	<p><b>Preparation:</b></p> <ul style="list-style-type: none"> <li>• Each student tries to take into consideration a variety of diverse artworks (paintings, literature, music, performances, etc.) from different cultural backgrounds in order to create his/her own digital and multisensory artistic project (that will be uploaded to Forum Discussion). (<i>“What cultural symbols could you include and why?”</i>)</li> </ul> <p><b>Introduction &amp; Theoretical Background (15 min.):</b></p> <p>Participants receive a <b>brief reading</b> on the key-concept of art as a medium for intercultural communication and language learning (see <i>Useful references for the instructor</i> below).</p> <ul style="list-style-type: none"> <li>• Exploration of intercultural dialogue definitions, emphasizing mutual respect, communication, and understanding.</li> <li>• Examination of research findings on the benefits of drama, storytelling, and visual arts in second language learning.</li> <li>• Discussion on the role of art as a universal language in promoting intercultural understanding and enhancing language learning. Specifically:             <ul style="list-style-type: none"> <li>❖ Sharing personal experiences of encountering a different culture through art.</li> <li>❖ Discussion of how art and language connect</li> <li>❖ Examples of how language is embedded in artistic expression (e.g., graffiti as a form of political speech, poetry as a storytelling tool).</li> </ul> </li> <li>• <b>Definition of “Culture”:</b> Spencer-Oatey, H. (2012). What is culture? A compilation of quotations. <i>GlobalPAD Core Concepts</i>.</li> <li>• <b>Definition of “Art”:</b> Daves, S. (2005). Definition of art. In B. Gaut &amp; D. Lopes. (Eds.), <i>The Routledge companion to aesthetics</i>. Taylor &amp; Francis e-Library. <a href="https://doi.org/10.4324/9780203390795">https://doi.org/10.4324/9780203390795</a></li> </ul>



Lesson	No. 1
	<p>Ruckstuhl, F. W. (1916). What Is Art? A Definition. <i>The Art World</i>, 1(1), 21–28.  <a href="https://doi.org/10.2307/25587648">https://doi.org/10.2307/25587648</a></p> <ul style="list-style-type: none"> <li>• <b>Definition of “Intercultural dialogue”:</b>  Rapanta, C., &amp; Trovao, S. (2021). Intercultural education for the twenty-first century: A comparative review of research. In F. Maine &amp; M. Vrikki. (Eds.), <i>Dialogue for intercultural understanding: Placing cultural literacy at the heart of learning</i>, 9-26. Springer</li> </ul> <p><b>Activity (35 minutes): Digital artistic projects and forum discussion: Creation and Analysis</b></p> <p><b>(*Students are given 3-5 days to complete their tasks)</b></p> <p><b>(15 min. task): Creation of a digital and multisensory artwork</b></p> <ul style="list-style-type: none"> <li>• Each student <b>creates a digital artwork representing his/her story</b> (can be a photo, a poem, a short video, etc.). It is also a <b>good practice to photograph their small artwork</b> [can be a photo of their drawing, a creation from clay, a composition with objects (see Image 2 as an example, Annex)] with the strict condition that no faces are depicted in that photograph (This photo will be uploaded to Forum Discussion).</li> </ul> <p><b>(25 min. task): Artworks’ analysis and discussion</b></p> <ul style="list-style-type: none"> <li>• Participants <b>upload their digital artwork on the Forum Discussion</b>. They describe visual, tactile and auditory elements and they express their thoughts, experiences and feelings.</li> <li>• All students are also expected to <b>share their thoughts on others’ artworks on Forum Discussion (at least one)</b>. There are no “wrong” answers while they analyze their own artwork or others’ artistic projects. For example:</li> <li>• <b>A. Open-ended guiding questions for Artwork Analysis</b> (with appropriate adjustments):</li> <li>• “What do you see/read/notice at first glance?”, “What emotions does it evoke to you...?”, “How are colors used...?”, “What cultural elements do you notice in this piece?”, “What could be the deeper meaning of this artwork?”, “What’s your title about this artwork...?”, “If you could give this artwork a title, what would it be and why?”</li> <li>• <b>B. Open-ended guiding questions for Storytelling</b> (with appropriate adjustments):</li> <li>• “Could you imagine what happened before or after the moment captured in the image/this artwork...?”, “If this artwork had a sound/taste/ smell/speech..., what would it be like/taste/say...?”, “What would have happened if the hero/artist/...?”, “How might this artwork relate to your personal experiences?”</li> </ul> <p><b>(Suggestion for synchronous mode):</b></p>



Lesson	No. 1
	<ul style="list-style-type: none"> <li>Students create a group of two or three persons. Each group creates a collaborative and multisensory artwork integrating multiple cultural elements (connection with visual elements, sounds, textures, emotions, static body movements, etc.).</li> <li>At the end of this synchronous activity, each group will note: a) the title of the artwork they created and b) a brief description of their artwork. It is also a good practice to photograph their artwork (Image 2 as an example, Annex) with the strict condition that no faces are depicted in that photograph</li> </ul> <p><b>(Optional): for asynchronous and asynchronous:</b></p> <ul style="list-style-type: none"> <li>Students upload their artworks' photos on an online platform, such as Padlet, in order to create their own Digital Museum.</li> </ul> <p><b>Reflection and Self-assessment checklist for Lesson 1 (5 min.):</b></p> <ul style="list-style-type: none"> <li>I can recognize the importance of arts in fostering intercultural dialogue and providing cultural and linguistic immersion. <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>I understand that group discussions and reflections after engaging in art-based activities can foster an intercultural exchange. <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>I take my time to reflect on how my perspectives on both my own and others' culture have evolved through art. <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> <li>I understand how art bridges cultures and reduces prejudice while also providing the context for language learning. <input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No</li> </ul> <p><b>(Optional): Short reflective questions in the Forum Discussion. Answer only 1 of the 3 following questions:</b></p> <ul style="list-style-type: none"> <li>What cultural symbols did you include when creating your digital artwork and why?</li> <li>Has your interaction with other people enriched your artwork with more multisensory and intercultural elements? If so, how was this achieved?</li> <li>What did you learn from this lesson activity?</li> </ul>
Additional remarks	<ul style="list-style-type: none"> <li>Emphasize respect, empathy, and openness to diverse cultural expressions.</li> <li>Highlight art's unique role in breaking down barriers and building inclusive communities.</li> </ul>

Lesson	No. 1
	<ul style="list-style-type: none"> <li>• Tailor activities to accommodate diverse cultural backgrounds and specific challenges faced by migrant &amp;/or refugee participants.</li> <li>• Emphasize respect for cultural diversity as essential for successful intercultural dialogue.</li> <li>• Highlight arts' role in creating immersive, engaging language experiences.</li> <li>• Emphasize the cultural dimension arts bring to language learning.</li> </ul>
Useful references for the instructor:	<ul style="list-style-type: none"> <li>• Fleming, M. (2023). Arts, language and intercultural education. <i>Language Teaching Research</i>, 27(2), 261-275. Doi: 10.1177/13621688211044244</li> <li>• Harvey, L., Tordzro, G., &amp; Bradley, J. (2022). Beyond and besides language: intercultural communication and creative practice. <i>Language and Intercultural Communication</i>, 22(2), 103–110. Doi: 10.1080/14708477.2022.2049114</li> <li>• Shams, L., &amp; Seitz, A. R. (2008). Benefits of multisensory learning. <i>Trends in cognitive sciences</i>, 12(11), 411-417. Doi: 10.1016/j.tics.2008.07.006</li> </ul> <p><b>Picture sources (no-copyrights):</b>  Image 1: <a href="https://www.pexels.com/photo/person-using-a-smartphone-5054358/">https://www.pexels.com/photo/person-using-a-smartphone-5054358/</a>  Image 2: <a href="https://www.pexels.com/photo/strategic-chess-battle-on-world-map-31130338/">https://www.pexels.com/photo/strategic-chess-battle-on-world-map-31130338/</a></p>
Useful references for adaptation of content by partners if needed in their country.	<ul style="list-style-type: none"> <li>• Remember to adapt the activity according to your local context and the needs of migrant students. Follow the approach that best serves migrants' needs and promotes inclusion and empathy, considering whether the adaptation should: <ul style="list-style-type: none"> <li>❖ be aligned to the migrant's background culture, original cultural heritage and prior experiences</li> <li>❖ reflect the migrant's current situation and experiences in the host country</li> <li>❖ (or relate more to a broader intercultural approach, using art elements that are not tied to migrants' own culture in particular but maybe be more effective in promoting mutual understanding and language learning).</li> </ul> </li> <li>• Modify the activity according to learners' language proficiency and cultural backgrounds, particularly addressing migrant and/or refugee students' experiences and challenges.</li> </ul>
Assessment	Refer to Annex II - Assessment



## Lesson 2

Lesson	No. 2
Module (1-8):	<b>Module 5: The LB Model</b>
<b>Lesson title:</b>	<b>Language Learning Through Art &amp; Museum Exploration</b>
Developed by (LB partner)	BildungsLAB
<b>Primary Delivery Mode:</b> All lessons of the L. Buddy Course are designed for asynchronous online delivery, ensuring flexibility and accessibility for participants.	Asynchronous online (via L. Buddy Platform)  To design an engaging interactive virtual experience first, define what kind of museum might meet your Mentees interests and preferences. Second, do a brief research and identify 3D museum platforms related to your country. Third, based on the below described activity check out relevant art or installation objects as introduction examples. Here you find some 3D- virtual museums examples you might want to choose from: <a href="https://artsandculture.google.com/partner?hl=en">https://artsandculture.google.com/partner?hl=en</a> <a href="https://www.nhm-wien.ac.at/en/museum_online">https://www.nhm-wien.ac.at/en/museum_online</a> International virtual Museums <a href="https://mus3ums.com/en/">https://mus3ums.com/en/</a>
<b>Alternative Delivery Mode:</b> <i>Comprehensive guidance is provided to adapt the lesson for in-person delivery, should this format better align with your organization's objectives.</i>	<b>Option1:</b> Face to Face (synchronous): The best option might still be to engage into an onsite experience. Either you decide to make the activity into 1:1 experience (you together with your mentee) or have others join you. This exercise can be undertaken from up to 10 participants
<b>Type of activity:</b>	<b>Activity “show, experience/see and tell”</b>
<b>Resources needed</b> (for asynchronous online & f2f delivery)	On site tour: <ul style="list-style-type: none"> <li>• Printed vocabulary sheets &amp; matching exercises</li> <li>• pen and paper to write on</li> <li>• Museum scavenger hunt worksheet</li> <li>• Paper &amp; markers for postcards</li> <li>• Camera or phone for capturing artworks (if permitted)</li> </ul> for the online virtual visit create a worksheet document interlinked with a downloadable link (via google doc, collaborative doc or collaborative board (e.g. padlet.com))
<b>Duration</b>	1 hour
<b>Learning Objectives</b>	By the end of the lesson, students will: <ul style="list-style-type: none"> <li>• Learn and use new vocabulary related to art and museum themes</li> <li>• Develop descriptive language skills by discussing artwork</li> <li>• Improve speaking confidence through guided discussions</li> </ul>



Lesson	No. 2
	<ul style="list-style-type: none"> <li>Strengthen intercultural understanding by analysing historical and cultural meanings of artworks</li> <li>Engage in creative storytelling based on art pieces</li> <li>Develop critical thinking skills through art interpretation</li> </ul>
Description of lesson	<p><b>Activity: Preparation before activity (5 minutes):</b> Provide participants with trip guidance how to find the site with a specific meeting point Vocabulary Building - Worksheet preparation</p> <ul style="list-style-type: none"> <li>Prepare worksheet with key words related to art and museum visits (e.g., portrait, sculpture, landscape, texture, perspective, exhibit, curator, gallery) to match words to pictures of artworks from the museum</li> <li>Prepare, include in the worksheet and print worksheet with sentence frames: e.g. "I see a..." / "The artist used..." / "This reminds me of..."</li> <li>Prepare a wording structure (based on the students language level) how to easily phrase a story (*see below - under useful references - an example guide structure 'How art can tell a story')</li> </ul> <p><b>Activity: Introduction (10 minutes):</b> The "Art investigation" Mission</p> <ul style="list-style-type: none"> <li>Each student receives the prepared keyword worksheet and the guidelines 'how art can tell a story, now introduce what is written on it - ask for comprehension</li> </ul> <p><b>Activity: Presentation Art pieces (25 minutes):</b> Show students three artworks from the museum's collection (printed or digital).</p> <ul style="list-style-type: none"> <li><b>Ask:</b> What do you see? What do you think this represents? How does it make you feel?</li> <li>Depending on the language level, encourage students to describe details, speculate on meaning, and justify their responses in the target language.</li> </ul> <p><b>Vocabulary Building</b></p> <ul style="list-style-type: none"> <li><b>Refer to the shared worksheets</b> to explain and introduce key words related to art and museum visits (e.g., portrait, sculpture, landscape, texture, perspective, exhibit, curator, gallery).</li> <li><b>Practice sentence frames:</b> "I see a..." / "The artist used..." / "This reminds me of..."</li> <li><b>Now invite students to find 3 to 4 art pieces</b> on their own (optional in pairs) to use matching exercises Match words to pictures of artworks from the museum and jot down findings</li> <li><b>This activity is called 'Art Explorer Mission':</b> Each student receives a worksheet with a mission task:             <ul style="list-style-type: none"> <li>Find an artwork that inspires you</li> <li>Describe it in detail</li> <li>Create a short story based on it</li> </ul>             (use the provided story guide structure document*)           </li> </ul>

Lesson	No. 2
	<p><b>Activity: Reflection and Discussion (10 minutes): (via Forum discussion on the LB Platform)</b>            Gather participants after the tour to share their impressions and experiences.            Facilitate a discussion on the importance of supporting local businesses and valuing cultural diversity in the community.</p> <p><b>Activity: Conclusion/ Wrap-up/ Reflection (10 minutes):</b>            Quick Presentation (20 min)            Each group presents their chosen artwork and shares their story.</p> <p><b>Together with takeaways</b>            What was challenging? What was interesting?            How did the museum visit help with language learning?</p>
Additional remarks	It is important to emphasise the appreciation of cultural diversity. Therefore emphasize Intercultural Awareness: Connecting art to cultural history and meanings
Useful references for the instructor:	<p>e.g. refer to previous activity that is the basis for this one  <b>Austrian Best Practices resource 'Nightingale'</b>  <a href="https://gemeinsam.kinderfreunde.at/projekte/nightingale-schuelerinnen-mentoring">https://gemeinsam.kinderfreunde.at/projekte/nightingale-schuelerinnen-mentoring</a></p> <p><b>Picture source:</b>  <a href="https://www.canva.com/design/DAGh_6EKH5I/pF84wNorQQWx7tkcACWt4A/edit?utm_content=DAGh_6EKH5I&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAGh_6EKH5I/pF84wNorQQWx7tkcACWt4A/edit?utm_content=DAGh_6EKH5I&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a></p> <p><b>Example guide structure 'How art can tell a story'</b>  <a href="https://drive.google.com/file/d/1BE1fFMTQ3jfkCqHq-OkUEHuo_5HgV_O/view?usp=drive_link">https://drive.google.com/file/d/1BE1fFMTQ3jfkCqHq-OkUEHuo_5HgV_O/view?usp=drive_link</a></p>
Useful references for adaptation of content by partners if needed in their country.	<p>Remember to adapt the activity according to your local context and the needs of migrant students.</p> <p><b>Additional options;</b>            Summarise the highlights of the activity.            Provide additional resources.            Post-Visit Reflection (15 min)            with Language Application            Creative Writing            Students write a museum postcard to a friend, describing their favourite artwork and what they learned.            Sentence starter: "Today I visited... I saw... My favourite artwork was... because..."            (to be adapted to language level)</p>
Assessment	Refer to Annex II - Assessment



## Lesson 3

Lesson	No. 3
Module (1-8):	<b>Module 5: The LB Model</b>
<b>Lesson title:</b>	<b>Language Learning: Threads of Language – Exploring Language Through Yarn &amp; Textiles</b>
Developed by (LB partner)	BildungsLAB
<b>Primary Delivery Mode:</b> All lessons of the L. Buddy Course are designed for asynchronous online delivery, ensuring flexibility and accessibility for participants.	Online via L. Buddy Platform (asynchronous)  Virtual with online textile images
<b>Alternative Delivery Mode:</b> <i>Comprehensive guidance is provided to adapt the lesson for in-person delivery, should this format better align with your organization's objectives.</i>	<b>Option 1: Face to Face (synchronous):</b> The best option might still be to engage into an onsite experience. Either you decide to make the activity into 1:1 experience (you together with your mentee) or have others join you. This exercise can be undertaken from up to 10 participants
<b>Type of activity:</b>	<b>family activity/etc, “show and tell”</b>
<b>Resources needed</b> (for asynchronous online & f2f delivery)	<b>f2f what you need:</b> find tangible textile patches, pieces of various textures, colours, and patterns etc. Once found, set a table and distribute all findings in various sections of colour, textures, patterns for participants to feel and choose from.  <b>Online what you need:</b> Explore the internet for images related to the mentioned above. Recommended are royalty-free images platforms e.g. <a href="https://pixabay.com/">https://pixabay.com/</a>  Distribute all findings on a collaborative board e.g. <a href="https://miro.com/">https://miro.com/</a> share the link to your board so your participants can contribute adding statements, comments or add their own images. <b>NOTE:</b> ‘how to legally use images from the internet’ <a href="https://www.copyrightlaws.com/copyright-tips-legally-using-google-images/">https://www.copyrightlaws.com/copyright-tips-legally-using-google-images/</a>
<b>Duration</b>	30 minutes
<b>Learning Objectives</b>	By the end of the lesson, students will: <ul style="list-style-type: none"> <li>• Learn and use new vocabulary related to art and museum themes</li> <li>• Develop descriptive language skills by discussing artwork</li> </ul>





Lesson	No. 3
	<ul style="list-style-type: none"> <li>• Improve speaking confidence through guided discussions</li> <li>• Strengthen intercultural understanding by analysing historical and cultural meanings of textile artworks</li> <li>• Engage in creative storytelling based on textile art pieces</li> <li>• Develop critical thinking skills through textile context art interpretation</li> </ul>
<b>Description of lesson</b>	<p><b>Activity Vocabulary Preparation before the class 5 min:</b> Vocabulary Building - Worksheet preparation</p> <ul style="list-style-type: none"> <li>- Collection of textile related wordings, for textures, pattern, origin etc.</li> </ul> <p><b>Activity Keyword Introduction (5 minutes):</b></p> <ul style="list-style-type: none"> <li>- Each student receives the prepared keyword worksheet ask for comprehension</li> </ul> <p><b>Activity Display Textile Presentation (20 minutes):</b> Warm-Up: Textile Talk &amp; Vocabulary <b>Display different textiles from various cultures</b> (African Kente cloth, Scottish tartan, Indian saris, etc.).</p> <p><b>Discussion question</b></p> <ul style="list-style-type: none"> <li>- start with introducing key vocabulary: thread, knot, stitch, pattern, soft, rough, woven, embroidered, traditional, handmade, etc.</li> <li>- What do you notice about the colours, patterns, and materials?</li> <li>- Where do you think this textile comes from? What might it be used for?</li> </ul> <p><b>Matching Activity:</b> Students match words with fabric textures and images</p> <p><b>Activity Find and Collect Preparation before the class (15 minutes)</b> Find and collect textiles scrapes</p> <ul style="list-style-type: none"> <li>- for f2f make it a tactile experience</li> <li>online work with imagery</li> </ul> <p><b>Activity Reflection and Discussion (5 minutes): (via Forum discussion on the LB Platform)</b> Gather participants after the tour to share their impressions and experiences. Facilitate a discussion on the importance of supporting local businesses and valuing cultural diversity in the community.</p> <p><b>Activity Conclusion/ Wrap-up/ Reflection (10 minutes):</b> Summarise the highlights of the activity. with one word e.g. 'uplifting, inspiring, ... Provide additional resources.</p>



Lesson	No. 3
Additional remarks	It is important to emphasise the appreciation of cultural diversity. Therefore, emphasize Intercultural Awareness: Connecting art to cultural history and meanings
Useful references for the instructor:	<p>e.g. refer to previous activity that is the basis for this one  <b>Austrian Best Practices resource 'Nightingale'</b>  <a href="https://gemeinsam.kinderfreunde.at/projekte/nightingale-schuelerinnen-mentoring">https://gemeinsam.kinderfreunde.at/projekte/nightingale-schuelerinnen-mentoring</a></p> <p><b>Learning the foreign language of sewing:</b>  <a href="https://www.delve.com/insights/the-foreign-language-of-sewing">https://www.delve.com/insights/the-foreign-language-of-sewing</a></p> <p><b>Stitch unites and helps learning English through sewing class</b>  <a href="https://eu.courier-journal.com/story/news/local/highlands-crescenthill/2013/12/25/stitch-unites-womenrefugees-get-help-learning-english-through-sewing-class/4149099/">https://eu.courier-journal.com/story/news/local/highlands-crescenthill/2013/12/25/stitch-unites-womenrefugees-get-help-learning-english-through-sewing-class/4149099/</a></p> <p><b>Pictures for the online version:</b>  <a href="https://www.canva.com/design/DAGiAdDDFao/6A-VT1CFftXtttd8VaR8cw/view?utm_content=DAGiAdDDFao&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=uniquelinks&amp;utm_id=h0582fb6c78">https://www.canva.com/design/DAGiAdDDFao/6A-VT1CFftXtttd8VaR8cw/view?utm_content=DAGiAdDDFao&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=uniquelinks&amp;utm_id=h0582fb6c78</a></p>
Useful references for adaptation of content by partners if needed in their country.	Remember to adapt the activity according to your local context and the needs of migrant students.
Assessment	Refer to Annex II - Assessment

## Lesson 4

Lesson	No. 4
Module (1-8):	<b>Module 5: The LB Model</b>
Lesson title:	<b>Language Learning Through Cooking</b>
Developed by (LB partner)	Multi Kulti Collective
Primary Delivery Mode: All lessons of the L. Buddy Course are designed for asynchronous online delivery, ensuring flexibility and accessibility for participants.	Asynchronous online (via L. Buddy Platform)

Lesson	No. 4
<b>Alternative Delivery Mode:</b> <i>Comprehensive guidance is provided to adapt the lesson for in-person delivery, should this format better align with your organization's objectives.</i>	Option1: Face to Face (synchronous):  Option 2: Online or face-to-face through a cooking class session
<b>Type of activity:</b>	Workshop Interactive discussion Storytelling Cultural exchange
<b>Resources needed</b> (for asynchronous online & f2f delivery)	Asynchronous: laptop, internet, pre-recorded cooking videos, recipes with step-by-step instructions, vocabulary lists Synchronous: <ul style="list-style-type: none"> <li>Online cooking class - laptop, internet, food ingredients, kitchen utensils (pots, pans, bowls, cutting board, knife, etc.), stove/oven for cooking, printed recipes</li> <li>Face-to-face cooking class - an appropriate venue for cooking, food ingredients, kitchen utensils (pots, pans, bowls, cutting board, knife, etc.), stove/oven for cooking, printed recipes</li> </ul>
<b>Duration</b>	1 hour
<b>Learning Objectives</b>	By the end of the lesson, students will: <ul style="list-style-type: none"> <li>Learn and use new vocabulary related to food, cooking and culture</li> <li>Develop conversational skills around food and cooking</li> <li>Strengthen intercultural understanding around food and culture</li> <li>Engage in sensory learning</li> </ul>
<b>Description of lesson</b>	<b>Preparation (10 minutes):</b> <ul style="list-style-type: none"> <li>The participants will receive a written recipe from the specific culture and a vocabulary sheet</li> <li>The instructor will provide a short video for the dish preparation and its cultural background</li> <li>Wash, peel and cut the food ingredients</li> </ul> <b>Introduction (10 minutes):</b> <ul style="list-style-type: none"> <li>Discuss the role of food in cultural traditions and cultural identity</li> <li>Discuss what foreign foods can you find your city/country</li> <li>Explore key vocabulary related to food, cooking and cultural traditions</li> </ul> <b>Activity: Cooking (30 minutes):</b> <ul style="list-style-type: none"> <li>Cooking - participants will follow the recipe and practice vocabulary while cooking</li> <li>Cultural exchange - participants share stories about similar dishes from their own cultures</li> <li>Tasting and discussion - reflections on cultural traditions, flavour and aromas</li> </ul>

Lesson	No. 4
	<b>Reflection and Discussion (10 minutes):</b> <ul style="list-style-type: none"> <li>Group discussion on how food can connect people and cultures</li> <li>Discuss food curiosity as a tool for intercultural dialogue</li> </ul>
Additional remarks	Encourage participants to cook this meal for their family and friends so they can show their new intercultural skills and start a conversation about the integration of migrants in their own country
Useful references for the instructor:	<ul style="list-style-type: none"> <li>Kramsch, C. (2009). The Multilingual Subject: What Language Learners Say About Their Experience and Why It Matters. Oxford University Press.</li> <li>Storti, C. (2011). The Art of Crossing Cultures. Nicholas Brealey Publishing.</li> <li>Sutton, D. (2010). Food and Language: Discourses and Practices. Annual Review of Anthropology, 39(1), 209-224.</li> <li>Palmer, C. (1998). From Theory to Practice: Experiential Learning and Language Acquisition through Culinary Traditions. TESOL Quarterly, 32(3), 429-439.</li> <li>Cooking Images for use: <a href="https://drive.google.com/drive/folders/1uK3xyzDzgXJ2Agm_1HPPuCYNEBmHWgxv?usp=sharing">https://drive.google.com/drive/folders/1uK3xyzDzgXJ2Agm_1HPPuCYNEBmHWgxv?usp=sharing</a></li> </ul>
Useful references for adaptation of content by partners if needed in their country.	<ul style="list-style-type: none"> <li>UNESCO (2016). Learning to Live Together: Food and Culture in Multicultural Societies. Available at: <a href="https://unesdoc.unesco.org/">https://unesdoc.unesco.org/</a></li> <li>Council of Europe (2022). Intercultural Competences Through Food: A Toolkit for Educators. Available at: <a href="https://www.coe.int/">https://www.coe.int/</a></li> <li>Pollock, S. (2012). Cultural Foodways: Teaching Language Through Culinary Heritage. Language and Culture Review, 4(2), 135-150.</li> <li>Food and Agriculture Organization (FAO) (2020). Food, Culture, and Language: How Culinary Traditions Shape Communication. FAO Publications.</li> <li>Changer Club Germany (Source: Best Practices BildungsLAB) besides film, hiking and other activities, they also arrange cooking events <a href="https://chancengestalten-heidelberg.org/menschen/events.html">https://chancengestalten-heidelberg.org/menschen/events.html</a></li> </ul>
Assessment	Refer to Annex II - Assessment

## Lesson 5

Lesson	No. 5
Module (1-8):	<b>Module 5: The LB Model</b>
Lesson title:	<b>Language Learning Through Music</b>

Lesson No. 5	
Developed by (LB partner)	Multi Kulti Collective
<b>Primary Delivery Mode:</b> All lessons of the L. Buddy Course are designed for asynchronous online delivery, ensuring flexibility and accessibility for participants.	Asynchronous online (via L. Buddy Platform)
<b>Alternative Delivery Mode:</b> <i>Comprehensive guidance is provided to adapt the lesson for in-person delivery, should this format better align with your organization's objectives.</i>	Face to Face (synchronous): Virtual with online discussion and karaoke
<b>Type of activity:</b>	<ul style="list-style-type: none"> <li>• Music appreciation and analysis</li> <li>• Rhythmic language exercises</li> <li>• Interactive group singing using online platforms (karaoke)</li> </ul>
<b>Resources needed</b> (for asynchronous online & f2f delivery)	Asynchronous: laptop, internet, recorded songs from diverse cultures, lyrics sheets with vocabulary, online karaoke platforms (e.g. <a href="http://www.karafun.com/">www.karafun.com/</a> , <a href="http://www.singsnap.com">www.singsnap.com</a> ) Synchronous: laptops or smartphones, internet, recorded songs from diverse cultures, lyrics sheets with vocabulary, online karaoke platforms (e.g. <a href="http://www.karafun.com/">www.karafun.com/</a> , <a href="http://www.singsnap.com">www.singsnap.com</a> )
<b>Duration</b>	1 hour
<b>Learning Objectives</b>	By the end of the lesson, students will: <ul style="list-style-type: none"> <li>• Learn and use new vocabulary related to music, poetry, emotions and storytelling</li> <li>• Improve pronunciation and rhythm through singing and clapping exercises</li> <li>• Strengthen intercultural appreciation skills</li> <li>• Explore the cultural significance of music in different societies</li> </ul>
<b>Description of lesson</b>	<b>Preparation (10 minutes):</b> <ul style="list-style-type: none"> <li>• The instructor selected appropriate songs with simple yet meaningful lyrics</li> <li>• Participants receive lyrics and key vocabulary in advance</li> <li>• Set up karaoke platform access and test the chosen songs</li> </ul> <b>Introduction (10 minutes):</b> <ul style="list-style-type: none"> <li>• Discuss music as a universal language</li> <li>• Introduce the songs' cultural background</li> </ul> <b>Activity: (30 minutes):</b>

Lesson	No. 5
	<ul style="list-style-type: none"> <li>• Participants listen to the songs, highlight new words and discuss meaning</li> <li>• Group or individual practice of the songs</li> <li>• Karaoke singing with the online platforms</li> </ul> <p><b>Reflection (10 minutes):</b></p> <ul style="list-style-type: none"> <li>• Group discussion on how music evokes emotions and serves as creative expression</li> <li>• Reflect on the the power of music for language learning and memory</li> </ul>
Additional remarks	Encourage participants to play the songs to their friends and family and/or share them on the social media for intercultural exchange
Useful references for the instructor:	<ul style="list-style-type: none"> <li>• Patel, A. D. (2008). Music, Language, and the Brain. Oxford University Press.</li> <li>• Murphey, T. (1992). Music and Song. Oxford University Press.</li> <li>• Fonseca-Mora, M. C., Toscano-Fuentes, C., &amp; Wermke, K. (2011). Melodies that help: The relation between language aptitude and musical intelligence. <i>Anglistik</i>, 22(1), 101-118.</li> <li>• Levitin, D. J. (2006). <i>This Is Your Brain on Music: The Science of a Human Obsession</i>. Dutton Penguin.</li> <li>• Chobert, J., &amp; Besson, M. (2013). Musical Expertise and Second Language Learning. <i>Brain Sciences</i>, 3(2), 923-940.</li> <li>• Pictures for use:  <a href="https://www.canva.com/design/DAGiATf3rpM/CYcGfzrgebBMCrCu7h96ow/view?utm_content=DAGiATf3rpM&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=unique&amp;utm_id=h2d1fbb5ab7">https://www.canva.com/design/DAGiATf3rpM/CYcGfzrgebBMCrCu7h96ow/view?utm_content=DAGiATf3rpM&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=unique&amp;utm_id=h2d1fbb5ab7</a> </li> </ul>
Useful references for adaptation of content by partners if needed in their country.	<ul style="list-style-type: none"> <li>• UNESCO (2019). Music and Cultural Identity in Multilingual Learning Environments. Available at: <a href="https://unesdoc.unesco.org/">https://unesdoc.unesco.org/</a></li> <li>• Council of Europe (2021). Intercultural Dialogue Through Music: A Guide for Educators. Available at: <a href="https://www.coe.int/">https://www.coe.int/</a></li> <li>• Music and Migration Research Network (2020). Songs of Belonging: How Music Connects Migrant Communities.</li> <li>• Changer Club Germany (Source: Best Practices BildungsLAB) besides film, hiking and other activities, they also undertake music events <a href="https://chancengestalten-heidelberg.org/menschen/events.html">https://chancengestalten-heidelberg.org/menschen/events.html</a></li> </ul>
Assessment	Refer to Annex II - Assessment

## Annex — Assessments, Visuals, etc

### Appendix I (Visuals)

**Pictures, diagrams, etc accessible here:**

[https://drive.google.com/drive/folders/1uK3xyzDzgXJ2Aqm\\_1HPPuCYNEBmHWgxv?usp=sharing](https://drive.google.com/drive/folders/1uK3xyzDzgXJ2Aqm_1HPPuCYNEBmHWgxv?usp=sharing)



Image 1: Canva for asynchronous online delivery mode



Image 2: A photograph of their artwork as an example for asynchronous delivery mode





## Appendix II (Self-Assessment for the whole module 5)

Full module assessment:

► **1. What is the primary goal of this Module?**

- A. Students to improve their vocabulary.
- B. The acquisition of the necessary skills for students to use art as a tool that will contribute to intercultural dialogue and language learning among migrant children and young adults.
- C. Students to learn artistic terminology and historical art movements.

► **2. Which of the following outcomes does NOT fit the objectives of this Module?**

- A. Supporting students become professional artists.
- B. Promoting intercultural understanding and enhancing language learning
- C. Understanding that art can bridge language barriers and promote intercultural communication, mutual respect, empathy and learning

► **3. Why is art considered an effective tool for intercultural dialogue and language learning?**

- A. Art is an effective tool only if you have specialized in the sciences related to art history.
- B. Art replaces the need for discussion.
- C. Art contributes to mutual understanding as we communicate with others by expressing our feelings/thoughts and exchanging our opinions in many different multi-sensory ways.

► **4. How could students asynchronously show others their artwork and exchange ideas?**

- A. There is no way for students to digitally represent their artwork.
- B. A good practice is to photograph their artwork [can be a photo of their painting, a sculpture from clay, a poem, a creation with fabrics, etc.) and upload it to the Forum Discussion of Language Buddy's platform.
- C. This proposed activity can only be carried out face to face, not online.



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