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Migrants
Integration into the
Labour
Market and
Ecological
Transition



MILMET TOOLKIT

ENGLISH VERSION

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Introduction

MILMET Project

Migrants Integration into the Labour Market and Ecological Transition, **MILMET**, is an Erasmus+ project aiming to integrate more efficiently migrants and refugees into the labour market, identify and make use of migrants' vocational skills, put in contact green enterprises and migrants, involve green enterprises and migrants into the project activities, provide qualified workforce to green enterprises and raise awareness among enterprises and authorities about migrants' integration issues.

The MILMET project consortium comprises organizations from five European countries: **France, Italy, Spain, Romania, and Greece**. Each country experiencing significant migratory flows contributes unique perspectives and methods to develop educational materials, primarily in the green economy sector. Afidel in France, specializing in **sustainable agriculture**, leads the project as the coordinator, collaborating with partners: Duemilauno Agenzia Sociale in Italy, focusing on **textiles recycling**; Precious Plastic en Canarias in Spain, specializing in **plastics recycling**; Bucovina Institute in Romania, engaged in **furniture reconditioning**; and Dafni Kek in Greece, specialising in **materials recycling**.

In the context of the Milmet Project, two intellectual outputs will be created:

- the **MILMET Handbook**, designed for organisations and trainers involved in migrants' language and vocational training but also for ecological enterprises to raise awareness about the project, containing training modules and pedagogical sessions linked to an ecological field, and
- the **MILMET Toolkit**, containing educational resources and educational tools for trainers, educators and organisations in order to detect more efficiently migrants' vocational skills and support them in their language courses.

The development of the toolkit, containing the MILMET project's training tools, was carried out after a pilot survey targeting people with a refugee or migrant profile, adult educators and representatives from organisations and businesses active either in the green economy sectors or in sectors that facilitate the integration of migrants and refugees into society, exploring participants' views on issues related to labour market integration, language skills and green economy sectors. More specifically, the needs analysis survey addressed people with a refugee and migrant profile and assessed the pre-existing knowledge of migrants and refugees in the green economy sectors.

Needs analysis

The needs analysis for the MILMET project's target groups, including **refugees and migrants** residing in partner countries (France, Italy, Romania, Spain, and Greece), **educators and trainers** specialising in teaching the host country's language to refugees and migrants, and **organisations** in the green economy sector that employ refugees or migrants, was central to the development of tools for enhancing language learning and promoting integration into the labour market. The aim was to **shape the Toolkit's content according to the needs of the project's target groups**, identifying key areas of focus and resource types.

The delivery method of the needs analysis varied by partner to accommodate the specific situations in every partner country. Each organisation conducted interviews, distributed questionnaires, conducted desk research, or a combination of these methods, aiming to gather ample responses to address primary objectives and specific needs. A standard questionnaire (Annex 1) was provided,

featuring three sections addressing project target groups. The analysis involved 34 migrants or refugees (16 from the Middle East, Asia, or Africa, and 18 from Ukraine), 15 educators (11 experienced in teaching migrants and refugees from the Middle East, Asia, or Africa, and 7 experienced in teaching refugees from Ukraine) along with 10 organisations, 8 with experience in employing migrants and refugees, and 2 with no prior experience. Among these, 8 organisations had experience with migrants and refugees from the Middle East, Asia, and Africa, while 2 had experience with refugees from Ukraine.

Migrants and Refugees

The needs analysis conducted across partner countries for the toolkit development revealed the shared **interest of refugees and migrants in learning new things**. Many are already engaged in practical, repetitive activities within their communities, such as cooking, cleaning, reading, and engaging with native speakers in various ways. They prefer online resources for learning but also embrace offline options. Commonly used resources include **videos, books, audio media, games, online courses, educator-led courses, crafting, and stories**. Participants allocate their learning time based on their availability, ranging from 1 to 6 hours daily or 1 to 4 hours weekly. Most use **digital devices** like smartphones, PCs, laptops, and TVs, with internet access, although some face **connectivity challenges**.

Participants express a keen interest in topics related to **language learning, diversity, social inclusion, labour rights, workplace-related resources, ecology, sustainability, green competencies, digital skills, and life experiences**. Most of them have **no knowledge regarding sustainability and the green economy**. Nevertheless, the majority are interested in learning more about the terms and aspire to work in these domains under safe conditions with well-paid opportunities. Additionally, they prefer resources from future employers regarding workplace details, job-related information, relevant vocabulary, tools, and security. Participants' **professional experience in the green economy sector is limited**, with only a few having worked in agriculture, fields, and gardens. Also, they unanimously **acknowledge the importance of the green economy sector for preserving the planet, reducing waste, and creating jobs, although a minority expresses doubts about its feasibility and human rights considerations, and fair wages**. They recognize variations in the sector's importance between host and home countries due to differing priorities and environmental needs.

Trainers and Educators

Most educators and trainers, many with over a year of experience, use a wide range of materials in their teaching, including **organization manuals, official curriculum resources, translations, photocopies, books, interactive games, presentations, and online resources like exercises, videos, and applications**. They often employ specific courses, adapting them to students' needs and supplementing them with internet resources, official curriculum materials, books, and websites. Taking class size and student characteristics into account, specific courses and personalized resources work well in small groups, while larger classes benefit from a mix of materials. Online classes are preferred for adults, using Google Meet for communication, presentations, and assignments. Trainers working primarily with Ukrainian refugees mentioned that their students who have prior knowledge and digital literacy find it easier to learn with the use of online tools. Educators not using specific courses draw inspiration from past projects and adapt online resources from platforms like Twinkl, Pinterest, YouTube, TikTok, books, and worksheets. These materials are used interactively, adjusted on the spot to meet student needs, supplement lessons, introduce new topics, and check understanding, while the use of body language is also important. They also serve as icebreakers, energizers, and practical workshops to bridge theory and real-life applications.

The assignment of homework varies based on student groups and motivation. Typically, **little to no homework is given** due to students' time constraints, limited infrastructure, and challenges with

unsupervised practice. However, some students practise during their free time. Moreover, educators **prioritize practical learning, incorporating memory games, following instructions, and real-life communication into outdoor activities to complement theoretical learning.** Some prefer traditional classroom teaching with activities and discussions, while others create authentic situations, like tea sessions and festival participation, to meet diverse student needs. Trainers use **a mix of online and offline resources.** Those favouring offline materials cite concerns about technical difficulties, student familiarity with online tools, progress tracking, and self-esteem enhancement. They are also interested in creating safe spaces for the students and being more attentive to their creations to boost their self-esteem. In contrast, online resources offer flexibility and adaptability, especially during virtual classes, while printed materials tend to be costlier.

The effectiveness of resources for different students varies based on their country of origin due to differences in school systems and mandatory education levels. **Graphics, videos, games, books, and printed materials are generally effective for all students.** Beginners benefit from images, audio-visual material, role-playing, and body language activities. Young adults and teenagers with minimal prior language education benefit from interactive and creative activities, as well as practical and emotional development workshops. Migrants with some language competence may find theoretical classes on bureaucratic procedures useful. In general, **resources that pique student interest and can be tailored to their needs are valuable and practical, and continuous learning in everyday situations fosters gradual language proficiency.**

Educators prioritize resources for professional development in the following order: videos, infographics, books, games, audio media, and online courses. They also engage in discussions with students and experiment with different methods. Laptops, PCs, tablets, and smartphones are their preferred self-learning devices, with time commitments ranging from 35 minutes to 2 hours daily and 2 to 10 hours weekly. **Topics such as experience, life skills, diversity, social inclusion, labour rights, ecology, sustainability, green skills, digital skills, workplace resources, and language learning are vital for their professional growth.** Educators unanimously express a desire to learn more about "Ecology," "Sustainability," and the "Green economy." In addition, **the approach of teaching the "Green economy" through language learning is versatile but needs careful consideration of students' interests, abilities, and experiences.** Thematic vocabulary should replace complex terms, and educational organizations should provide the necessary facilities and resources. This approach can boost employment in rural areas, where many migrants and refugees have relevant experience. **Learning about the "Green economy" through language learning can be approached through the Content Language Integrated Learning (CLIL) method,** which is adaptable to various student levels and requires specialized educator training and alignment with each organisation's context.

Organisations

Many participating organizations have substantial experience employing migrants and refugees, with some relationships spanning several years. The **most common job positions encountered include translators, trainers, intercultural mediators, field workers, tourism-related positions, and desk jobs within AMIF projects linked to refugees.** Some organizations offer job opportunities to support the social and work integration of job seekers. The primary reasons for hiring migrants and refugees revolve around their flexibility, task confidence, group representation, competence, facilitation of communication, dedication, adaptability to work rhythms, and integration. Some employers cite past negative experiences with native employees as a contributing factor. In addition, all organizations **reported positive experiences when hiring migrants,** citing their **professionalism, collaboration, and responsiveness to tasks.** The **most common challenges for employers revolved around delays in application processing due to bureaucratic procedures and language barriers, which hinder efficient communication and task comprehension.** In cases where possible, satisfaction was observed when employees could attend language courses while working. The skills required vary by

position, but employers generally value attributes like willingness to learn, commitment to high-quality performance, punctuality, adaptability, and proficiency in professional and technical skills. Soft skills, communication, teamwork, organizational abilities, technical/computer/ICT skills, self-management, work experience, relevant education, and driving licenses are also essential.

Differences between native and migrant or refugee employees are primarily linked to language skills, training or work experience in their home country, and their understanding of public services and legal immigration procedures. Some differences exist in terms of lifestyle between their home and host countries, but job performance shows no significant variations. Most migrant employees demonstrate enhanced communication, dedication, and attentiveness to directions. In certain cases, organizations provide training for complete novices in a particular field. **The assistance deemed necessary by participants in our needs analysis for refugees and migrants in their field includes legal support, professional guidance, language training, counselling, documentation aid, diversity training, and technical assistance.** Psychological and moral support is also essential, given the challenging migration experiences migrants face upon arrival in host countries, requiring time for recovery and adjustment.

Moreover, participants outlined the tools commonly used before or during the employment of migrants in their organizations, including **video tutorials, images, info packs, graphics, tests, questionnaires, interviews, psychological examinations, support groups, apprenticeships, and continuous communication for knowledge exchange.** Some organizations select employees based on existing abilities and experiences, while others prioritize personalized, less formal tools. The majority offer training opportunities for employed migrants or refugees based on their field, staff, and financial capacity. These opportunities cover language classes, technology-assisted language learning, STEM education, pedagogical training, communication, mobility participation, agriculture and fishing training, customer service, intercultural communication, and other needs expressed by employees. Furthermore, the participants in the needs analysis express a preference for specific types of tools in their organizations. These tools, ranked by preference, include videos, books, online courses, proposed activities, infographics, games, and audio media. **Their training focus should prioritize topics in the following order: language learning resources, diversity, social inclusion, labour rights, life skills, workplace-related resources, green competencies, digital skills development, and ecology and sustainability.**

Educational Theories and Methodologies

The data collected from the needs analysis pilot survey shows that learning the language of the host country is important for entering the labour market. Also, the green economy is a sector that attracts the interest of people with a migrant or refugee profile, but these people believe that they are excluded from these jobs due to a lack of specialised knowledge, as well as the difficulty of arranging the legal procedures required. People with migrant and refugee profiles prefer to learn in ways that actively involve them in the learning process and with activities that take inspiration from their everyday lives, and language trainers seem to agree with this. The companies that participated in the pilot survey and employed people with an immigrant or refugee profile had only positive experiences, with the only obstacle being language and complex bureaucratic procedures.

Considering the educational aspect, there are many teaching approaches to learning the language of the host country by adults with migrant and refugee profiles. The approaches taken into account during the development of the educational resources for the MILMET project relate to adult education and the specific characteristics of adult learners. More specifically, **Andragogy** emphasizes the unique characteristics and needs of adult learners, such as self-direction, experience and motivation, as well as the importance of creating learning environments that respect and support these characteristics and that engage adult learners as active participants in the learning process

(Knowles, Holton & Swanson, 2015). **Experiential Learning** (learning by doing) also emphasises the importance of learning through direct experience and reflection; learners go through a cycle of concrete experience, reflective observation, abstract conceptualisation and active experimentation in order to develop new knowledge and skills (Kolb, Boyatzis & Mainemelis, 2014).

In addition, in an attempt to create educational resources that could address our target group, adult refugees and migrants who wish to join the labour market and at the same time learn elements of the home country's language, language learning theories were studied. **Second Language Acquisition (SLA) theory** explores the process of acquiring a second language and identifies factors such as input, interaction and motivation as keys to language acquisition (Al Masri & Abu-Ayyash, 2020). Still, the **Content and Language Integrated Learning (CLIL) approach** suggests that students can simultaneously develop both language and subject-specific knowledge through simultaneous instruction (Dalton-Puffer, 2008). An additional useful approach taken into account is the **Task-based Language Learning approach**, which emphasizes the importance of project-based communicative language learning and suggests that students develop language skills through engagement in meaningful and authentic language use (Norris, 2009).

Piloting Process of the Developed Resources

For the different tools and activities proposed under the MILMET project, pilot tests were carried out engaging the project's target groups. Subsequently, partners proceeded to make the corresponding adjustments according to the evaluation. During and after these trial applications, **useful data were collected through the trainer's own observation and through structured evaluation questionnaires addressed either to participating educators or representatives of organisations of the green economy sector that helped to adapt the different methods and tools developed** (see Annexe 1).

More specifically, the data collected for evaluating the project's educational tools encompasses several aspects. During the training sessions using the developed resources, trainers observe trainees' participation, attention, engagement with course activities, and their responses to the knowledge presented. At another level, educators and representatives from organisations of the green economy sector participated in our piloting workshops, testing the proposed educational resources and providing commentary on the educational materials, the general structure, the effectiveness and the impact of the educational resources. Subsequently, an organised evaluation questionnaire is completed either by the trainer leading the piloting workshop or by other present educators and representatives of green organisations. We adopted this evaluation approach due to our diverse target group with varying levels of language proficiency on behalf of the migrants and the refugees, aiming for a comprehensive assessment of the educational tools' effectiveness through group activities and participation. In contrast, the participating trainers, the educators, and the representatives of the green economy organisations can offer more targeted feedback regarding the language learning process and the professional training.

Guidelines - Useful Tools for Language Learning

There are several tools that could be used to support migrants' and refugees' learning of the host country's language. These tools could accompany the educational content and become the basis for developing different types of learning activities. More specifically, tools based on memory, bingo, different types of cards, mind mapping, tools based on audio, such as audio messages, e-mails, tools based on sequencing, guess the word tools, matching/pairing tools, storytelling, and role-playing could easily be used in the classroom and adapted into different settings, for different learning contents and language learning (see Annexe 2). A number of the proposed tools are also suitable for different levels of language learning and can be adapted easily according to the learning subject and

content, such as memory tools, bingo, cards, mind mapping, audio messages, matching/pairing tools, guess the word and some of them are useful for individuals who are more fluent users of the language or are more familiar with simple grammar or simple sentence structure, such as e-mails, sequencing activities, storytelling and role-playing. These learning tools, which could be used by educators and trainers and are targeted to migrants and refugees for language learning, are presented below.

Tool 1: Memory game

A memory game is a type of learning game that is based on remembering words or images and recalling them when necessary and can take different forms according to the aim, the objectives and the learning content. According to research (Ibarra Santacruz, Hidalgo Dávila & Silvana Paredes Castillo, 2020; Balini & Jeyabalan, 2018; Ilman & Lovelett, 2018), tools that are based on memory training and can practice the different types of memory is possible to contribute in language learning and second language acquisition. Memory games based on words have the potential to contribute to learning new words, as the human brain shows new words in a pictorial form (Georgetown University Medical Center, 2015).

Memory games can be developed with physical materials or developed digitally and either be printed or played online, if there is availability of the necessary digital equipment for all the learners. There is also the possibility for the trainer or educator to develop memory games that are suitable both for beginners and not experienced learners of the language and for learners of a more advanced level. A memory game can also be used for group activities with a group of learners or for a single learner.

Possible activities using a memory game can have the following structure:

- Matching game: Learners are asked to find pairs of cards, images, or words that are identical or related.
- Recall game: Learners are asked to remember a list of items, words, numbers, or facts presented to them, and they have to recall it, either verbally or in writing.
- Sequence game: Learners are asked to repeat or recall a pattern of words, numbers, sounds, colours, or movements.
- Crossword game: Learners are asked to read questions and statements or see images and recall words. They write each letter of the guessed word in the appropriate space.
- Word puzzles: Learners are asked to find words based on a hint, and/or a logical sequence.

Developing a memory game is an easy process when following the necessary steps. In order to manufacture a memory game, the educator or trainer should:

1. identify the sets of words to be used and find the appropriate pictures, if applicable,
2. place the pictures, if applicable, and/or the words on the front of each page, according to the template (see annexe) (on the back of each page, there is the MILMET logo and a theme picture inspired by the green economy sector),
3. print the sheets,
4. cut the cards or the boards (the cards can be plasticised, if possible, in order to be reused without being damaged),
5. for a matching, recall and sequence game, choose the cards to be used each time (the number of the cards and the difficulty depends on the language learning level of the students), eg. 1 image can be paired with 1 identical image, 1 image can be paired with the associated word in the capital letters, 1 image can be associated with the associated word in lowercase letters, 1 uppercase word can be associated with 1 uppercase identical word, 1 lowercase word can be paired with 1 identical lowercase word, and 1 word in uppercase can be paired with the same word in lowercase,
6. hand out the activity to the learners.

There are a number of free applications and sites for creating memory games online, like [interacty](#), [educaplay](#), [Match The Memory](#), [educandy](#), [flippity](#), [Canva](#) and [genially](#).

Moreover, it is suggested that an educator or a trainer can incorporate a memory game into their everyday teaching activities as follows:

1. Show learners all the cards and/or the words to make sure that they have access to the meaning of the images and the words.
2. Play with a large group of learners to make the principle of the game understood.
3. For a matching game, lay the cards on the table side by side. Each learner or team of learners should turn upside down sequentially every two cards. They win a pair if they find two cards that mean the same thing (example: 2 similar images, or 1 image associated with one word, or 2 identical words in capitals, or 2 identical words in lower case script, or 1 word in script upper case with a lowercase scripted word). The winner or the winning team is the one who has made the most pairs.
4. For a recall and a sequence game, lay the cards side by side in the order they are supposed to remember them. Each learner or team of learners should turn upside down sequentially all the cards. They win if they recall all the images or words correctly or in the correct order. The winner or the winning team is the one with the most guesses.
5. Then, set up small groups to let the learners play with each other. Set a time limit.

Tool 2: Guess the word

Guess the word is a useful vocabulary activity suitable for beginner learners and more advanced ones, depending on the vocabulary to be guessed. "Guess the word" games can contribute to developing word recognition, developing pattern recognition, introducing and reviewing vocabulary, learning to spell and to practice reading. They are also suitable for group activities. Possible activities using a "guess the word" theme can have the following structure:

- Guess the word using definitions: Learners read a definition of a word and have to guess this word, using the letters that appear.
- Guess the word using images: Learners see an image and have to guess the word pictured, using the letters that appear.
- Charades: A learner gets a word and then has to try to act and use gestures without making any sounds to indicate what that word is to their teammates. If the teammates are able to find the word through gestures and acting, the team wins.
- Pictionary: A learner gets a word and has to try to draw it on the board without making any sounds to indicate what the word is to their teammates. If the teammates are able to find the word through the drawing, the team wins.
- Guess the word by asking questions: A learner steps outside. The rest of the learners decide on a word to focus on. When the learner comes back in, they ask their classmates for information to discern the word.
- Guess the word using letters (Hangman): The educator thinks of a word, and the learners try to guess it by suggesting letters within a certain number of guesses. Originally, it was a paper-and-pencil game, but it can be adjusted to be played digitally.
- Guess the word by swapping letters: The educator picks some words that learners have already learnt. The learners take a peek at the correct spelling of the words before starting the activity or they hear the pronunciation of the words from the educator before starting the activity.

Tool 3: Sequencing Activities

Sequencing activities include activities that learners are required to put in the correct order words or sentences in order to create functional phrases, sentences, short texts or even paragraphs. A method to aid students in comprehending reading, forming of a sentence, a short text and the vocabulary is through the application of sequencing exercises. Proficient sequencing not only assists students in structuring information but also enhances their ability to articulate thoughts. The inclusion of sequencing activities proves beneficial in enhancing any comprehensive reading curriculum.

This tool can be used for advanced beginners who know the structure of a sentence, and/or a paragraph in the targeted language. Sequencing activities can also be used for group activities and be performed digitally or by hand. For developing a sequence activity, educators should select the suitable sentences or texts and make the necessary adjustments according to the activity, such as deconstruction the text or the sentence and mix the sentences or the words. Educators have the possibility to use images, along the sentences to make the exercise easier for the learners and even create cards for the sentences or the words. Sequencing activities are useful as well for narrating stories and learning instructions. Any instruction can be used, for example recipes, building/sewing/security instructions, etc. The aim is to present jumbled instructions that learners would have to put in the correct chronological order, sorting the sentences by numbers, by labels (where each sentence is written), or by pictures.

The educator can ask the learners to peek at the right sentence or text or the educator can read the correct sentence or text aloud for them to hear it, before placing the words or sentences in the correct order.

Tool 4: Matching/Pairing Activities

Matching or pairing activities are a useful and easily adaptable tool to be used in the classroom or as an assessment activity between learning days for the adult language learner. The aim of the matching and pairing activity is to link a word, a sentence or a phrase with another word, another phrase, another sentence, a picture or a definition. This type of activity has been widely used in language learning classes, as it is suitable for learners of different levels, and it can be carried out online or using printed activity sheets. Matching or pairing games are an excellent way for beginners to review and memorise new knowledge and are suitable for small and large groups of learners, as an activity for the individual.

Matching activities can take many forms and can be developed to link words with their definitions, other synonymous or antonymous words or relevant images or to link phrases between them to develop a complete sentence. The types of linkages that can be developed depend on the classes' needs and the learning content. In order to develop a matching/pairing activity for the learners, the educator should decide on the appropriate learning content to be used and the appropriate type for it. Then, the educator can utilise the appropriate template for the activity or develop it online, and print the materials to hand them out to the learners. Some free applications and sites for creating a pairing activity online are [educaplay](#), [puzzel](#) and [canva](#). The learners are simply advised to match the appropriate pairs of words, sentences and/or images, either during class or as homework.

Tool 5: Bingo

Bingo is a game of chance using boards with a grid of different elements, like numbers or words, and a number or all of these elements should be covered after players listen to prompts given by a caller for the participant to win the game (Britannica, T. Editors of Encyclopaedia, 2020). Research shows that learners demonstrated improved vocabulary after receiving instruction through bingo (Ningtias, Suparman & Nurweni, 2020) and held positive perceptions following their vocabulary learning experience with the game (Ermawati & Trianasari, 2019). In addition, learners showed improvement in scores related to knowledge, social connectedness, and attitudes toward digital games if the bingo game was held digitally (seah et al., 2018).

A bingo game is suitable for small and large groups of learners and can be carried out online or using printed materials, like boards or cards. The educator can also make learners play in teams to help each other find the words more quickly. Bingo offers educators and trainers the opportunity to use it in many different ways during the educational process. It can be easily adapted to the learners' language level with little to no effort by the educator. The different versions a bingo game can take in the order of difficulty include but are not limited to:

- Simple bingo: the educator just reads the words individually;
- Spelling bingo: the facilitator spells out the words for the learners;

- Translation bingo: the educator reads out loud the words in the mother language, and the educator has to find the corresponding word and cross it on their board;
- Picture bingo: the trainer reads out loud the words and the educator has to find the corresponding picture on the board;
- Sentence bingo: the educator uses the words to be crossed out in a sentence;
- Description bingo: the trainer describes the meaning or defines a word, and the learner has to cross out the correct word on the board;
- Synonym/Antonym Bingo: the educator reads out synonyms or antonyms of the words presented on the board.

Developing the necessary equipment for implementing a bingo game inside the educational process can be achieved by following the necessary steps. The educator or trainer should:

1. choose the appropriate learning content to be included in the bingo boards, the number of items to be included, like words or pictures;
2. decide on the appropriate version of the game for the learners and according to their language learning level;
3. design the outline of the board according to the number of items to be displayed;
4. fill in the grid with the words or pictures. The trainer can also find an online bingo creator in order to develop the bingo boards and cards;
5. create the boards. All boards should include common and different items for a learner or a group of learners to have the opportunity to win the game.
6. print the boards or finalise them for online use;
7. hand out the activity to the learners and start playing.

There are several free applications and sites for creating a bingo game online, like [eslactivities.com](https://www.eslactivities.com), [tools for educators](https://www.toolsforeducators.com), [osric.com](https://www.osric.com), [My free bingo cards](https://www.myfreebingocards.com), [Bingo Baker](https://www.bingobaker.com) and [Canva](https://www.canva.com).

An educator can implement a bingo game during a language learning class by following simple steps:

1. The educator should explain to learners the instructions and show them all the cards and/or mention all the related words to make sure they are acquainted with their meanings.
2. The educator should give every student a bingo board.
3. They should explain to learners that words, phrases or sentences will be called out from a list and that the learners need to listen carefully.
4. The educator calls out loud the word, the phrase, the definition or the sentence.
5. Learners identify the word or picture on their bingo board and either cover the appropriate space with an object or cross the corresponding word and/or picture with a pen or pencil.
6. The learner who has all words or pictures covered or crossed yells BINGO! and wins. If learners claim they have BINGO and are incorrect, they are disqualified from the respective round.
7. The educator can also plan for a prize for the winner, such as no homework for the next lesson, a small treat, a badge, etc.

Tool 6: Cards

Using cards as an educational tool can be a versatile and effective way to engage students across various subjects and age groups. Cards can enhance learning outcomes, promote student engagement, and provide opportunities for meaningful interaction and skill development (Gutierrez, 2014). In addition, employing educational games with cards enriches instruction by introducing students to a creative learning format and infusing an element of enjoyment into the lesson. This approach effectively reduces monotony within learning environments (Estrada-Plana, 2021; La Spisa, 2016). Cards are easily adaptable to different educational methods, are versatile, and are a motivational and fun way to engage learners. Games with cards can encourage collaboration and communication among learners, promoting multi-sensory learning and critical thinking.

Cards in the educational process are suitable both for beginners in the language learning process and more advanced learners. They can be used for group activities or by the individual learner. Educational activities with the implementation of cards can take several forms, such as:

- flashcards, to be used to memorise vocabulary, technical language, instructions or other useful facts.
- sorting and categorising. Students sort cards into categories based on specific criteria or attributes.
- matching games. Matching cards with corresponding images, words, or concepts.
- educational card games designed to reinforce learning objectives while engaging students in gameplay.
- interactive quizzes, using quiz cards with questions and answers for review or assessment purposes.

Some examples of activities and types of cards that can be developed by the learner and used during the language learning process are presented below.

- Laminated cards with pictures or images can be shown to learners as an introduction to new content. The educator lets students draw a card and brainstorm about what they know, remember or do not know, or the educator shows a picture and lets learners guess the word in the target language and their mother tongue. Moreover, learners can be asked to organise the cards with pictures into several piles and then explain the organisation process. Laminated pictures can also be useful for inspiring learners when drawing a mindmap.
- Description cards - What is (description)? The educator selects the pictures of the items he/she wants the students to guess. Then, the educator introduces the basics of how to ask a question and what to ask, e.g. giving 3 closed question types (is it a +noun?); is it +an adjective?; it has +description?, with an expected answer YES or NO. To play the game, each learner has 1 card displayed (hidden from the other learners), which the others have to guess. During each round, one player/learner asks another player/learner a closed-type question. According to the answer, the player asking should exclude the elements that do not match the answer. The range of possible answers gets narrower round after round until one player/learner guesses the hidden card of the other.
- Family of elements game. The educator can create a board game, placing the pictures of the items he/she wants to be combined to compose a family of elements. To play the game, each person has some cards and has to compose an entire "family" of cards (matching subject and/or colour). To reach this goal, the player/learner should collaborate with the other learners and ask questions, e.g. "In the green family, I would like the name/number." If the asked player/learner possesses the required card, he/she has to give it to the asking player/learner. If the asked player/learner does not possess the requested card, the asking player/learner has to take an additional card from the stack. Each complete "family" of cards has to be revealed to the whole group of learners and put aside. The game ends with each player completing their collected family/families.
- Cards for board games. The learner has to create a board for the board game and the cards. Learners play with dice and have to fill in the instructions for the spaces where their pawns were found. The learner can be the game master asking questions e.g., "What is the name of this image?, words with missing letters, and words with swapped letters. The learners who are able to respond to the questions can proceed to the next step and finish the board.

Tool 7: Mind mapping

Mind maps, in the form of concept diagrams, are notably effective in understanding complex ideas. Utilising spatial dimensions, these maps emphasise connections among concepts. They begin from a central knowledge node, expanding outward with lines and arrows to depict causal and hierarchical relationships between subtopics. They can also incorporate keywords, images, or symbols to label and illustrate relationships, making them more visible and facilitating learning (Kadagidze, 2016).

Mind mapping is the technique for creating a mind map, and it is an extremely beneficial tool as it transforms the way a learner engages with information and knowledge within the educational context. Mind maps are recognised for their advantages, including enhancing recall and memorisation, fostering creativity, solving problems, concentrating on a topic, and organising thoughts (Erdem, 2017; Buran & Filyukov, 2015). In other words, mind maps can serve as a visual instrument for assessing students' initial information, thoughts, understandings, cognitive structures, and conceptual relationships and contribute to enhancing conceptual understanding, promoting active learning, and linking current information with new knowledge (Erdem, 2017).

It is possible for mind mapping activities to be executed online if learners are familiar with the use of the suitable applications, as well as such activities can be used during a class with the supervision and guidance of the educator, aiming both to develop language skills and strengthen their digital literacy. However, mind mapping without a computer can be done by gathering printed pictures and words and drawing with colour-felt pens. This type of activity is suitable both for an individual learner and for a group of learners if the focus is on promoting collaborative learning and can be used for creating connections among simpler meanings and concepts or more advanced ones. A mindmap is unique to each person, so mindmaps about the same concepts may differ depending on the learner or group of learners who have created them.

Mind mapping activities can be used in a learning environment in the form of note-taking, brainstorming, essay writing, summarising, and preparing and revising for exams. Considering all these possibilities, an educator can incorporate mind-mapping activities into his/her classes, taking into account the following suggestions:

- Providing clear instructions: Educators should explain the activity and make learners acquainted with the concept of mind maps before using them in the educational process.
- Utilising simple language: Educators should opt for simplicity by using concise, meaningful phrases and robust individual words to convey information more forcefully.
- Opting for printed words: It is better to consider printing words on the Mind Map for enhanced readability compared to unclear or cursive handwriting.
- Using colours for distinct ideas: Learners may be suggested to use colours to highlight the organization of the topic, making the Mind Map visually appealing and aiding in the recall of various components in the future.
- Incorporating images and/or symbols: By incorporating symbols and pictures on the Mind Map, it is more probable to enhance information retention by recognising the effectiveness of visuals over words.
- Establishing cross-linkages: Lines can be used to connect information, illustrating the relationship between different parts of the Mind Map. These cross-linkages facilitate understanding the impact of one aspect of the topic on another.

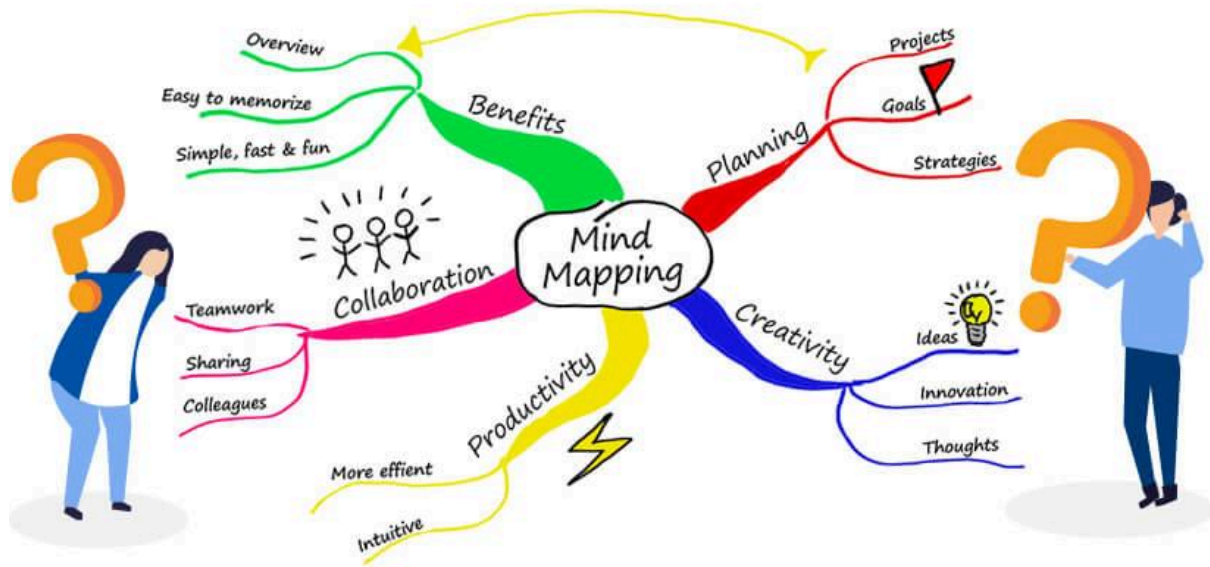


Image: [Mindmapping](#)

There are a number of mind mapping websites that can be used for creating mind maps or implementing mind mapping activities with the learners, like [Mind Map Maker](#), [Coggle](#), [Mind Mup](#), [Mind meister](#), [Miro](#) and [Canva](#). When incorporating an activity like that, the general idea is to guide learners to place a circle at the centre of a page, write the title of the main idea or subject inside the circle and extend several lines outward from the circle, corresponding to the significant facts or meanings related to the topic, and label them with appropriate sub-headings. Mind maps it is possible to be continuously extended by incorporating new information or ideas as learners' knowledge progresses.

Tool 8: Audio message

Audio materials in education refer to instructional content that is presented in an auditory format, including sound, such as spoken words, music, or other audio elements, to enhance the learning experience. There is consensus among all parties that academic education should be substituted with practical and dynamic education that is closely tied to real-life experiences (Nargiza, 2018). In addition, the use of audio materials in the language learning process contributes to the improvement of learners' pronunciation and speaking skills in the target language (Kurniawan, 2016).

Audio materials can be applied in different situations complementing the educational process. They can include dialogues addressing specific professional situations, such as customer service, job interviews and problem-solving activities, or conversations addressing everyday life activities, like shopping, subscribing to a training or workshop and meeting a new person. They are also likely to take the form of storytelling or narrative of a situation, including a podcast, an audiobook, or an educational song, lectures, interviews, conversations or sound effects. Some of the available possibilities that audio materials offer during the educational process are:

- oral comprehension: the educator plays the recording, and the students contribute to a discussion with the elements they understood. They are asked to repeat any dialogues, words or phrases they hear and explore the general setting.
- oral expression: the educator plays the recording, and the students contribute to a discussion with the elements they understood. They are asked to continue the dialogues or the narration and play out the different roles. They could also record themselves and present their own audio materials to the educator and their co-learners.

The educator or trainer has the ability to use audio messages inside the classroom as a part of an activity or even in online educational settings in order to make learners understand certain situations. The following should be considered before starting:

1. The trainer must choose the specific situation for which they want to record the dialogues or the specific incident they want to narrate;
2. They should write down the dialogue or the script of the narration;
3. They should make the necessary adjustments, address the appropriate actors to record if they have selected a dialogue or pay attention to the pronunciation, intonation, tone and volume of their voice if they choose to record their own voice for a dialogue or a narration.
4. Then the educator proceeds with the recording using a recording device or their smartphones, tablets or computers;
5. The educator should listen to the recorded audio really carefully and critically in order to make any necessary further adjustments or record it anew;
6. The recorded audio material is ready, and the educator can extract it and use it for an educational activity.
7. The educational activity can be complemented with a relevant worksheet, including questions about the general theme of the dialogues or the narration, the specific situation or even specific words and phrases and how the story or dialogue could be continued. It could also be used as an inspiration for a role-playing activity.

The educator also has the option to download appropriate audio materials from the internet and use them accordingly. An educator has the opportunity to implement an activity with audiovisual material during a language learning class by following some general simple steps:

1. The educator explains the activity to the learners and hands out any worksheets;
2. The educator plays the recording of the audio, and the learners listen carefully to it. The educator can suggest listening to the audio material a second time and the learners can also take notes of what they are hearing;
3. The learners discuss with the educator the pronunciation, the main theme of the audio recording and the specific situation, and they are asked to fill in the specific fields of their worksheet.
4. The educator discusses with the learners any difficulties they may have encountered and tries to clarify any issues.
5. The learners either fill in their worksheets or continue with their own recordings, depending on the expected result.
6. The educator proceeds with an open discussion of the worksheet in the classroom or the learners present their own recordings.

Tool 9: Write an e-mail

Writing an email is a useful activity which helps to acquire not only ICT skills but also language skills. There are various styles of email depending on the context and purpose of the communication. Each type of email has its own conventions regarding formatting, tone, and content, and understanding these differences can help with language learning and acquiring real-life skills, like effective communication in various contexts. The most common types that can be used during the educational process are:

- Writing an informal email: This type of email is more casual and is often used for personal communication or within a familiar professional environment. They may include abbreviations, emojis, and a more relaxed tone.
- Writing a formal email: These are typically used for professional or official communication. They follow a structured format, include formal language and salutations, and often adhere to company or industry standards.
- Writing a business email: Another type of formal email is the business one. It is used for professional purposes within an organisation or between businesses.

There are also other types of emails, like marketing emails, customer service emails, thank you emails, etc., that could either follow the structured format of the formal type or have the friendlier tone of an informal email.

The educator must ensure that learners have access to an email account. He/She can also include in the learning process the opening of an email account through a smartphone or a computer. This type of activity is more suitable for learners who have already gained some confidence in using both the Internet and the language. Learners can work in pairs or independently for this kind of activity. Below are some examples of how such an activity can be introduced.

<ul style="list-style-type: none"> • First, the trainer can write an e-mail and send it to the students. The mail can be about: 	<ul style="list-style-type: none"> • Then, the students write back according to the appropriate communication situation.
<ul style="list-style-type: none"> ➤ information, e.g., ▪ Hello, Our shop is open from 10:00-12:00. If we can help, please let us know. Best, Signature 	<ul style="list-style-type: none"> ➤ a question, e.g., ▪ Hello, I need some information about (topic). Can I buy it? Kind regards, Signature
<ul style="list-style-type: none"> ➤ an appointment, e.g., ▪ Hello, Your appointment with (name of person) is next week. What are your availabilities? Best, Signature 	<ul style="list-style-type: none"> ➤ an appointment, e.g., ▪ Hello, I am available on (date, time). Kind regards, Signature
<ul style="list-style-type: none"> ➤ a workshop subscription, e.g., ▪ Hello, The next workshops are next month. Workshop 1: (topic) Workshop 2: (topic) Workshop 3: (topic) Which workshop do you choose? What is your phone number? Best, Signature 	<ul style="list-style-type: none"> ➤ participation, e.g., ▪ Hello, I want to participate in the workshop (number and name of the workshop). This is my phone number: (00-phone number). Kind regards, Signature

Tool 10: Storytelling

Storytelling is a powerful tool for teaching and learning as it engages the students' mental imagery and imagination and is particularly relevant in education as it can contribute to the development of emotional intelligence, cultural awareness and a better understanding of others and social inclusion (Barbour, 2018). There are different methods for storytelling. The most common methods are:

- o the oral presentation of the story,
- o the use of digital media (audio, video presentation of the story, comics),
- o the dramatisation of the story,
- o the use of props to tell stories (puppets, puppetry, toys, etc.),
- o the use of pictures to present the story.

Storytelling can be used at the very beginning of the learning sequence as a way to gain the attention of the learner and attract unmotivated learners, during the sequence in order to introduce a new

topic or a complex concept or at the end of a sequence as a way to summarise information and, in general, enhance any subject. Storytelling can also be useful when teaching vocabulary and grammar. When developing a story, the educator should:

1. take into consideration one's audience (past experiences, well-known stories and themes, previous knowledge) and the learning content (anecdotes, historical narratives, case studies, allegories and thought experiments can be structured and developed as a story),
2. set goals and objectives,
3. set the general theme of the story, the setting and the characters,
4. plan their script (check and sequence the facts, plan the beginning and closing phrases and define the length),
5. set the tone for their story (emotional, serious, formal, funny, etc.),
6. figure out the storytelling technique (past to present, compare, contrast, struggle and resolution, conflict, enemy and hero, etc.),
7. map out the beginning, the middle and the end part of the story, starting with time and place and an ending that alludes to the truth, moral of the story, resolution, or big meaning.

Storytelling as a learning tool can be used both for advanced beginners, who know how to form sentences and more advanced learners. As an activity, learners will be asked to develop their own stories, either as individuals or in groups, after mastering the appropriate vocabulary. The educator should provide the learner with adequate examples and a template with suggested themes and phrases for developing the story. Possible activities using storytelling:

- o Oral storytelling using words: The educator provides the learners with a general theme and specific words and phrases that can be used to create a story.
- o Oral storytelling using images: The educator provides the learners with a general theme and specific images that can inspire the learners to create a story, or the learners can be asked to use their own images.
- o Oral storytelling using props: The educator provides the learners with a general theme, the setting of the story, and the appropriate vocabulary and/or images for inspiration and the learners are encouraged to create their story and to present it to their classmates using props (puppets, toys, etc.).
- o Dramatisation of the storytelling: The educator provides the learners with a general theme, the setting of the story, and the appropriate vocabulary and/or images for inspiration and the learners are encouraged to create their story and perform it in front of their classmates.
- o Storytelling using digital media: The educator provides the learners with a general theme, the setting of the story, and the appropriate vocabulary and/or images for inspiration and the learners are asked to create their stories using digital media. Educators will be encouraged to record themselves narrating their story and produce an audiobook, to create a video presentation of their stories, either using images and audio or video and audio, to create comic strips using sketches and text to narrate their stories and to create digital presentations with image and text. There is a number of free applications and sites for creating digital stories, like [StoryboardThat](#), [Canva templates for storyboards](#), [Adobe Express templates for storyboards](#), [Animoto](#), [Make Beliefs Comix](#) and [Pixton](#).

Tool 11: Role-playing

Role play is a learning tool that enables learners to assume the role of a person, acting out a specific situation. The roles can be performed by individual learners, in pairs, or even in groups of learners for a more complex scenario. Role-playing gives the opportunity to learners to engage in realistic situations and scenarios that can be complex, and unfamiliar and, at the same time, examine personal feelings toward others and the given circumstances (Jarvis, Odell & Troiano, 2002). Role-playing activities can contribute to engaging and motivating learners, help them learn by focusing on real-life scenarios, get acquainted with realistic situations, develop skills such as teamwork, cooperation, debate, persuasion, etc.) and focus on the critical observation of their peers

(NIUCITL, 2012). Role-playing activities are suitable for more advanced beginners who have already mastered forming sentences and responding to dialogue and more advanced learners.

When developing a role-playing activity, the educator should:

1. take into consideration their learners (past experiences, previous knowledge) and the learning content,
2. set goals and objectives,
3. set the general theme of the role-playing, the setting and the roles to be assumed by the learners,
4. assign to the learners the roles to play in a conversation or other formal or non-formal interaction,
5. give the learners specific instructions on how to act or what to say, depending on the requirements of the activity,
6. give the appropriate time to the learners to act out the scenario, providing guidance and assistance when required, and
7. give the appropriate time for reflection and discussion about the interactions, such as alternative ways of dealing with the situation. Then, the scenario can be acted out again with changes.

Possible activities using role-playing can include:

- Role-playing in informal settings, like having a conversation with a friend or a family member.
- Role-playing in semiformal settings, like problem-solving with colleagues and asking for directions.
- Role-playing in formal settings, like a job interview.

Advice on Teaching Refugees and Migrants

In the pursuit of providing quality education to migrants and refugees, it is essential to address several critical issues that can significantly impact their learning experience. The following considerations should be considered to foster an inclusive and supportive educational environment.

- **Language Barriers:** Overcoming language barriers is crucial for effective learning. Educators should use clear and simple language to address this challenge, employ visual aids, and leverage translation or interpretation services. These strategies enhance understanding and facilitate meaningful communication in the educational setting.
- **Cultural Differences:** Recognizing and respecting cultural diversity is key to accommodating varied learning styles, preferences, and educational attitudes. Instructors are encouraged to incorporate materials and examples reflecting students' cultural backgrounds. Furthermore, integrating cultural activities and celebrations into the curriculum can make the learning experience more relevant and engaging.
- **Trauma and Stress:** Refugees and migrants often carry the weight of traumatic experiences related to their migration. Establishing a safe and supportive learning environment is imperative. Offering access to counselling and mental health services can aid in addressing the emotional challenges these individuals may face, ultimately fostering a conducive atmosphere for learning.
- **Socioeconomic Factors:** Socioeconomic challenges, such as poverty and housing insecurity, can hinder access to education. To mitigate these factors, educational institutions should provide support mechanisms, including access to affordable and stable housing, financial assistance, and other forms of assistance to ensure that refugees and migrants can actively participate in the learning process.

- **Focus on Practical Language Skills:** Emphasizing practical language skills, such as vocabulary related to daily life activities (food, housing, transportation, healthcare, etc.), equip refugees to navigate their daily lives in the host country effectively.
- **Communicative and Interactive Approach:** A communicative and interactive teaching approach enhances confidence, motivation, and language skills. Providing opportunities for students to practice their language skills in real-life contexts fosters a more dynamic and immersive learning experience.
- **Tailoring Instruction to Individual Needs:** Migrants and refugees may exhibit varying language proficiency, education, and literacy skills. Therefore, assessing individual needs and abilities is essential. Tailoring instruction to accommodate different learning styles and preferences ensures a more personalised and practical educational experience.
- **Language Immersion Opportunities:** Incorporating opportunities for language immersion, such as volunteer work or community activities, accelerates language learning, builds fluency, and boosts confidence. This practical application of language skills in real-life contexts enhances language acquisition.

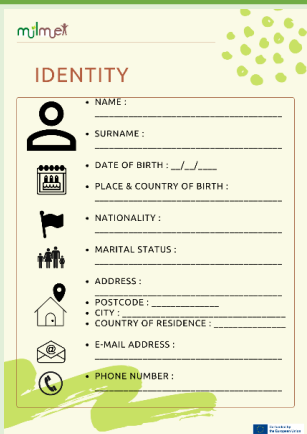
By addressing these considerations, educators can create an inclusive and supportive learning environment that empowers migrants and refugees on their educational journey.

MILMET Tools for Language Learning

During the MILMET project, all partners collaborated on developing educational tools and activities corresponding to these tools as a means to contribute to the language learning of individuals with refugee and migrant backgrounds while providing knowledge in areas of the green economy. The first part deals with tools that can be used to present oneself, create a CV and acquire skills related to finding useful information and then the language learning tools created for each area of the green economy are presented (for all tools, see Annexe 3).

Tools on the Social and Professional Field

ID Tool

ID Tool	
Photo:	
Target language: French, Spanish, Romanian, Greek & Italian	
Thematic area: Social, professional and educational	
Difficulty/ Level (A: Basic user, B: Independent user, C: Proficient user): A	
Duration: 45 min to 1 h, depending on the activity and the level of language learning level	
Type of tool: Worksheet Identity information	
Individual or group activity: Individual	
Aim or objectives: For learners to be able to write down basic information about themselves in the target language and be able to present themselves in an ID format.	

Materials needed: ID worksheet in a digital or printed format, laptop or PC, pen or pencil

Internet requirements: Depends on the realisation of the activity.

Brief description (with steps):

1. Learners are handed out copies of the ID worksheet, or it is digitally shared with them.
2. Learners are asked to fill in all information about themselves on the ID worksheet, creating their IDs.

Comments: Filling in the ID worksheet and creating IDs is a simple task for the learners, suitable for beginners. To make the activity more challenging, the educator can ask learners to present themselves using the information on their IDs. Learners can also be asked to participate in a role-playing activity in pairs, asking each other questions about themselves and answering them.

Notes & references: Refugees and migrants, at the beginning of the migration process in a foreign country, may not be able to have an official ID. The educator should be highly attentive when realising this activity, as it can recall traumatic experiences and emotions.

Access here: <https://www.milmet-project.eu/project/english/>

Presentation of self Tool

Presentation of Self Tool	
Photo:	
Target language:	French, Spanish, Romanian, Greek & Italian
Thematic area:	Social, professional and educational
Difficulty/ Level (A: Basic user, B: Independent user, C: Proficient user):	B
Duration:	1 h
Type of tool:	Cards
Individual or group activity:	Individual activity
Aim or objectives:	For learners to be able to present themselves in a personal and professional format.
Materials needed:	presentation of self cards
Internet requirements:	No
Brief description (with steps):	<ol style="list-style-type: none">1. Learners are handed out copies of the presentation of self cards.2. Learners are asked to present themselves using the sentences from the presentation of self cards.
Comments:	Presenting themselves in a personal and professional format is a slightly complicated task, suitable for more experienced learners. To make the activity more challenging, the educator can ask learners to participate in a role-playing activity in pairs, asking each other questions about themselves and answering them.

Notes & references: Refugees and migrants, at the beginning of the migration process in a foreign country, may not have an established and clear perception of self. The educator should be highly attentive when realising this activity, as it can recall traumatic experiences and emotions.

Access here: <https://www.milmet-project.eu/project/english/>

Webquest Tool	
Photo:	
Target language: French, Spanish, Romanian, Greek & Italian	
Thematic area: Social, professional and educational	
Difficulty/ Level (A: Basic user, B: Independent user, C: Proficient user): B	
Duration: 1 to 2 h	
Type of tool: Web quest worksheet	
Individual or group activity: Individual or group activity	
Aim or objectives: For learners to be able to identify, categorise and make use of sources, websites and information online.	
Materials needed: Web quest worksheet in a digital format, laptop or PC	
Internet requirements: Internet connection	
Brief description (with steps): <ol style="list-style-type: none"> 1. The educator shares digital copies of the web quest worksheet with learners. 2. Learners are asked to divide into groups according to their number. 3. Learners are asked to browse the web to find institutions, organisations and helpful info for migrants and refugees using the proposed links and keywords. 	

4. Learners are asked to fill in all sections, making a list of helpful info and websites for migrants and refugees and dividing them into the respective categories (social life, education, labour market).

Comments: To make the activity more complicated, learners can be asked to present the information they gathered by creating PowerPoint presentations or booklets. Their presentations and booklets can be shown on the organisation's website or even printed to be used by other individuals.

Notes & references: Refugees and migrants, at the beginning of the migration process in a foreign country, may not have access to helpful information concerning their social and professional lives and must search for it by themselves. This activity may help individuals draw from their experiences and the knowledge they have already acquired entering the host country.

Access here: <https://www.milmet-project.eu/project/english/>

“Create my CV” Tools

It is particularly helpful for people wishing to enter the labour market to know how to present their knowledge, skills and experience, i.e. how to create a CV. The need to present knowledge, skills and experience in an understandable and interesting way to find a job is particularly obvious for people who have migrated to a new country and are in the process of learning the language of the host country. There are a lot of different options in the MILMET project’s target languages, French, Spanish, Romanian, Greek and Italian for how to create a resume/CV. Some of the tools that can be used to create a CV online are presented below:

- **EU Skills Profile Tool for Third Country Nationals** has a video tutorial in English, Italian, French, Deutch, Greek and Arabic: <https://ec.europa.eu/social/main.jsp?catId=1412&langId=en&> and the actual tool is multilingual, available in all EU languages and in Arabic, Farsi, Pashto, Sorani, Somali, Tigrinya, Turkish and Ukrainian: <https://ec.europa.eu/migrantskills/#/profile/personal-info/general>. It is also possible to see two languages simultaneously on one screen.
- **Europass** has a video tutorial in all EU's languages and a template in each language. It can be found in French: <https://europa.eu/europass/fr/create-your-europass-cv>, Spanish: <https://europa.eu/europass/es/create-europass-cv>, Romanian: <https://europa.eu/europass/ro/create-europass-cv>, Greek: <https://europa.eu/europass/el/create-europass-cv> and Italian: <https://europa.eu/europass/it/create-europass-cv>.
- **Canva** already has a video tutorial in English: <https://www.canva.com/designschool/tutorials/designing/create-resume-using-canva/> and a number of video tutorials can be found on YouTube in French: <https://www.youtube.com/watch?v=lzW5YcCwS0>, Spanish: <https://www.youtube.com/watch?v=CE4e-eeOLSQ>, Romanian: https://www.youtube.com/watch?v=J8LNR_uaysA&t=14s, Greek: <https://www.youtube.com/watch?v=bH84iDnmDio&t=13s> and Italian: <https://www.youtube.com/watch?v=-HP4hSW2Ukg>.

Links to Governmental Websites and Official Procedures

Most countries have several services that could be useful to an individual who decides to change their country of permanent residence and migrate to a new one. In addition, several organisations and institutions could help individuals have a functional daily life, actively participate in it and gain autonomy.

In order for migrants and refugees to have access to useful information concerning both their social and professional lives, it is necessary to search for it themselves upon entering the new country. The MILMET consortium has gathered useful links and resources that can be accessed by the individual and offer guidance on important issues concerning their well-being.

France

Migration and asylum information and procedures

[Asylum seekers' rights : medical care, housing, financial help...](#)

[Asylum seeker in France - Guide](#)

[Asylum application at the french border](#)

[Examination of asylum application](#)

[Asylum application on the french territory](#)

[Loss of the asylum seeker status](#)

[OFPRA - French Office for the Protection of Refugees and Stateless Persons](#)

[OFII - French Office for Immigration and Integration](#)

[OFII - I'm an asylum seeker](#)

[OFII - I want to reunite with my family](#)

[OFII - I'm looking for information about the republican integration contract](#)

[OFII - I'm a foreigner and I'm ill](#)

[OFII - I want to go back to my home country](#)

[OFII - I'm an employer and I want to recruit a young foreigner](#)

[Efficient asylum procedure explanation](#)

[General direction of foreigners in France](#)

[Foreigners in France - Validating my long-stay visa - residence permit](#)

[Foreigners in France - I am applying for or renewing a residence permit](#)

[Foreigners in France - I am applying for my first residence permit-without a foreign number, without a visa-](#)

[Foreigners in France - I am applying for French nationality](#)

[Foreigners in France - Declaring a change of situation](#)

[Foreigners in France - I am applying for a travel document](#)

[Home Office - Forms for family reunification](#)

[Home Office - Forms for french nationality acquisition](#)

Labour market and integration and procedures

[French legislation : labor authorization for a foreign job seeker](#)

[Foreigners in France - Applying for a work permit](#)

[How to hire a foreign employee ?](#)

[I'm a foreign worker : can I register with Pôle Emploi / France Travail ?](#)

[OFII - To recruit a foreign worker](#)

[Online Labour Code - Hiring and working contract : Foreign workers](#)

[Online Labour Code - Work permit for a foreign employee in France](#)

[Online Labour Code - Does the temporary work permit for a foreign national still exist?](#)

[Online Labour Code - Foreign employees: how are work permits issued?](#)

[Online Labour Code - Can a foreign minor work in France?](#)

[Online Labour Code - Can a non-European student work in France?](#)

[Online Labour Code - Can a private employer take on a foreign employee?](#)

[Online Labour Code - Foreign students: how can they work in France after their studies?](#)

[France Campus - How to look for a job in France ?](#)

[Home Office - Forms for foreign workers](#)

Education and training

[MOOC - Live in France](#)

[Online tools to learn French](#)

[Post high-school adult training](#)

[How to access to adult training](#)

[Find a training that fits you](#)

[AFPA \(National agency for adult training\)](#)

[AFPA Website](#)

[GRETA \(High schools consortium for adult training\)](#)

Other useful information

[Cimade - Immigration's Guide against prejudices](#)

[Home Office - Immigration - Asylum seeker's Guide](#)

[LeGuideduRefugié - Refugee's Guide](#)

[Toulouse - Social Emergency Guide](#)

[Bordeaux - Social Emergency Guide](#)

[Marseille - Social Emergency Guide](#)

[Paris - Social Emergency Guide](#)

[Nantes - Social Emergency Guide](#)

[Lyon - Social Emergency Guide](#)

[WATIZAT - National Guide for exiles](#)

Housing

[Cimade - Look for help](#)

[France Terre d'Asile - Reception centers in France](#)

[CADA ADOMA - Housing centers in France](#)

[HUDA - Emergency housing for migrants](#)

Greece

Migration and asylum information and procedures

[Ministry of Migration and Asylum](#)

[Ministry of Migration and Asylum, Immigration to Greece](#)

[Ministry of Migration and Asylum, Ukrainian Refugees](#)

[Ministry of Migration and Asylum, Information Guide for Beneficiaries of International Protection](#)

[Ministry of Migration and Asylum, Asylum Applications - Migration Applications](#)

[Reception and Identification Service, Procedures of Reception and Identification](#)

[Reception and Identification Service, Reception and Accommodation, R.I.C and C.C.A.C.](#)

[Reception and Identification Services, Reception and Accommodation, Facilities/ Temporary Reception](#)

[Reception and Identification Services, Regulations of Operation - R.I.C. and Facilities \(Camps-Domes\) and other information, Guide Entering and Staying in Reception and Identification Centers](#)

[Reception and Identification Service, Procedures of Reception and Identification, Vulnerable Individuals - Project ESTIA](#)

[Project HELIOS](#)

[Asylum Services, Administration and Contact](#)

[Asylum Services, Applying for Asylum](#)

[Asylum Services, Applying for Asylum, Flowchart of International Protection Process](#)

[Asylum Services, Applying for Asylum, Frequently Asked Questions](#)

[Asylum Services, ADET and TDV, Residence Permits](#)

[Asylum Services, ADET and TDV, Travel Documents](#)

[Appeals Authority, Second Instance Procedure](#)

[Greece Cash Assistance Program National Helpline online communication form](#)

[Citizen Service Centre \(KEP\)](#)

[Ministry of Migration and Asylum, Migrants Integration Centres](#)

[Ministry of Migration and Asylum, Fundamental Rights Complaints Mechanism](#)

[Ministry of Migration and Asylum, Support for Vulnerable Individuals, Protection from Human Trafficking](#)

Labour market and integration procedures

[Ministry of Labour and Social Security, Labour Relations, Individual Employment Relations, Work for third-country nationals in Greece](#)

[Public Employment Service, Unemployment, Register as unemployed - Unemployment cards](#)

Education and Training

[Public Employment Service, Education, Vocational Training](#)

[Public Employment Service, Training](#)

[Council of Europe, European Qualifications Passport for Refugees](#)

[National Organisation for the Certification of Qualifications and Vocational Guidance, Hellenic Qualifications Framework and Certification of Qualifications](#)

Other useful information

[Ministry of Citizen Protection, Hellenic Police Services against racist violence](#)

[Ministry of Citizen Protection, Guide for the rights of hate crime victims](#)

[Athens Coordination Centre for Migrant and Refugee Issues](#)

[Ministry of Climate Emergency and Civil Protection, Civil Protection Greece, Protection Instructions and Guidelines](#)

[Ministry of Social Cohesion and Family Affairs, National Centre for Social Solidarity, Facilities and Services, Shelters](#)

[Ministry of Social Cohesion and Family Affairs, National Centre for Social Solidarity, Facilities and Services, Social Support Centres](#)

[Ministry of Social Cohesion and Family Affairs, National Centre for Social Solidarity, Emergency Social Support Line](#)

[The Greek Ombudsman, Electronic submission and monitoring of complaint](#)

Other organisations

[Greek Council for Refugees, Programs](#)

[Greek Council for Refugees, “Pyxida” Intercultural Center](#)

[The UN Refugee Agency Greece, Help for refugees and asylum-seekers, Information on the road with you](#)

[Adama Job Center, Employability and Social Services Support to Asylum Seekers and Refugees in Greece](#)

[Drop in the Ocean](#)

[Victoria Community Center](#)

[The Smile of the Child](#)

[Information and services about rights and procedures for refugees in Greece](#)

[integration4all platform, Working in Greece](#)

[integration4all platform, Schooling Options in Greece](#)

[Kiron University, Free Online Learning Opportunities to Refugees and Underserved Communities](#)

[integration4all, Practice Greek/English](#)

[ECHO100plus, Integration and Language Support Services](#)

[Odyssey, Integration, Training and Language Support Services](#)

[Human Rights360^o, Integration Support Services](#)

[Generation 2.0, Integration Support Services](#)

[International Rescue Committee, Integration Support Services](#)

[Arsis, Integration Support Services](#)

[METAdrasi, Integration Support Services](#)

[Praxis, Integration Support Services](#)

[CARITAS HELLAS, Integration Support Services](#)

[Solidarity Now, Integration Support Services](#)

Italy

Social life

<https://www.interno.gov.it/it/temi/immigrazione-e-asilo/modalita-dingresso/sportello-unico-limmigrazione>

<https://www.interno.gov.it/it/temi/immigrazione-e-asilo>

<https://www.portaleimmigrazione.it/>

<https://stranieriinitalia.it/>

<https://www.unicef.it/minori-migranti-rifugiati/>

<https://morethanprojects.actionaid.it/it/migrazione/>

Education

<https://education.ec.europa.eu/it/focus-topics/improving-quality/multilingualism/linguistic-diversity>

<https://poninclusionelavoro.gov.it/areeintervento/integrazionemigranti/Pagine/Progetto-PERCORSI>

<https://www.retemigrazionelavoro.it/category/formazione/>

<https://www.interno.gov.it/it/temi/immigrazione-e-asilo/modalita-dingresso/test-conoscenza-lingua-italiana>

<https://www.santegidio.org/pageID/30104/langID/it/SCUOLE-DI-LINGUA-E-CULTURA.html>

Labour Market

<https://integrazionemigranti.gov.it/it-it/Ricerca-norme/Dettaglio-norma/id/18/Formazione-svolta-all'estero-finalizzata-allingresso-in-Italia-per-motivi-di-lavoro>

https://www.santegidio.org/pageID/30284/langID/it/tags/551_2/NEWS.html

<https://integrazionemigranti.gov.it/it-it/>

<https://www.lavoro.gov.it/temi-e-priorita/immigrazione/focus-on/politiche-di-integrazione-sociale/pagine/default>

<https://www.insuranceitaly.it/lintegrazione-dei-migranti-il-progetto-puoi/>

<http://www.unescochair-iauav.it/formazione/>

Romania

Ministry of Internal Affairs, General Inspectorate for Migration: <https://igm.gov.md/ro>

“The program of social integration of foreigners who have a right to stay in Romania” published by General Inspectorate for Migration: <https://igi.mai.gov.ro/en/the-program-of-social-integration-of-foreigners-who-have-a-right-to-stay-in-romania/>

<https://igi.mai.gov.ro/en/enrollment-in-the-integration-program/>

<https://igi.mai.gov.ro/en/piloting-integration/>

National Strategy regarding the migration in Romania for 2021-2024 (Ministry of Internal Affairs): https://igi.mai.gov.ro/wp-content/uploads/2021/10/strategia_nationala_din_19_august_2021.pdf

National Employment Agency: <https://www.anofm.ro/>

Other organizations:

UNHCR Romania: <https://www.unhcr.org/ro/>

The Romanian National Council for Refugees: <https://www.cnrr.ro/index.php/en/>

Romanian Forum for Refugees and Migrants: <https://www.arca.org.ro/>


Save the Children Romania: <https://www.salvaticopiii.ro/>

Jesuit Refugee Service: <https://www.irsromania.org/>

Young Generation: <https://www.generatietanara.ro/>

Tools on the green economy Sector

Tools on organic agriculture (FR)

Tool 1 - Body parts bingo	
Photo:	
Target language:	French
Thematic area (green economy sector):	Agriculture - Human body
Difficulty/ Level A:	Basic user
Duration:	30min - 45min
Type of tool:	memory - bingo - card linking
Individual or group activity:	group activity
Aim or objectives:	memorization of body parts
Materials needed:	color printer, laminating machine
Internet requirements:	none
Brief description (with steps):	Distribute the cards and make learners guess
Comments:	variants are to use it as a memory game or guess the word
Notes & references:	Source LCDL
Access here:	https://www.milmet-project.eu/project/french/

Tool 2 - Multi-usage cards

Photo:



Target language: French

Thematic area (green economy sector): Agriculture

Difficulty/ Level (A: Basic user, B: Independent user, C: Proficient user): A, B & C

Duration: 15 - 30min

Type of tool: Memory or brainstorming

Individual or group activity: both

Aim or objectives: start oral interaction or linking picture to name

Materials needed: color printer - laminating machine

Internet requirements: none

Brief description (with steps): once printed, make learners pick 1 card and start a conversation, or a word-guessing, or a word-spelling game

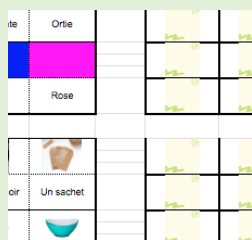
Comments: could be used as a memory too

Notes & references: -

Access here: <https://www.milmet-project.eu/project/french/>

Tool 3 - Memory Activity

Photo:



Target language: French

Thematic area (green economy sector): Agriculture

Difficulty/ Level (B: Independent user, C: Proficient user)

Duration: 30 min

Type of tool: Memory

Individual or group activity: Group

Aim or objectives: Memorize names and pictures

Materials needed: colour printer and laminating machine

Internet requirements: none

Brief description (with steps): Each learner-player has to pick 2 of all the cards on the table (face down). If they match, he/she may play again. If they don't, it's another's learner's turn to play.

Comments: -

Notes & references: -

Access here: <https://www.milmet-project.eu/project/french/>

Tool 1 - My Recycling Dictionary

Photo:



**My
recycling
dictionary**

Target language: Greek

Thematic area (green economy sector): Materials Recycling

Difficulty/ Level (A: Basic user, B: Independent user, C: Proficient user): A

Duration: 45 min. to 1 h., depending on the educational content to be introduced

Type of tool: Matching/Pairing Activity (Dictionary)

Individual or group activity: Individual activity

Aim or objectives:

Learners will be able:

- To recognise the letters of the Greek alphabet and understand the categorisation of words based on the alphabetical order.
- To understand and reproduce vocabulary related to recycling.
- To have a comprehensive dictionary of words related to recycling, which can be accessed and referenced when needed.

Materials needed: "Greek alphabet" cards, "recyclable and non-recyclable materials" cards, "dictionary of recyclable and non-recyclable materials" worksheet, pen or pencil, or laptop/ PC

Internet requirements: Depends on the implementation of the activity.

Brief description (with steps):

1. The educator shows the cards to the learners.
2. The educator presents Greek letters and explains alphabetical order.
3. Learners write the names of the material/waste caused by their habit on the dictionary photocopies.

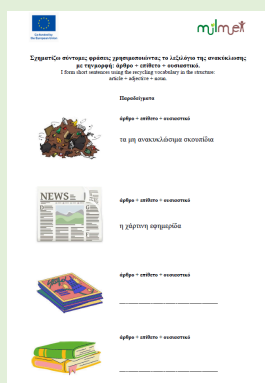
Comments: Creating a dictionary is quite an easy activity and can be used for all types of learners. The educator can introduce the dictionary during the initial educational session and encourage the learners to use it in each session, and fill in the new vocabulary they come across. The dictionary can also be a digital type of file and be filled in digitally to save paper.

Notes & references: -

Access here: <https://www.milmet-project.eu/project/materials/>

Tool 2 - Recyclable Materials Phrases

Photo:



Target language: Greek

Thematic area (green economy sector): Materials Recycling

Difficulty/ Level (A: Basic user, B: Independent user, C: Proficient user): A

Duration: 45 min.

Type of tool: Guess the Word Activity (Recyclable Materials Phrases)

Individual or group activity: Individual activity

Aim or objectives:

Learners will be able:

- to recognise parts of speech (article, noun, pronoun, verb, adjective).
- to understand the use of the definite article (ο, η, το) and the indefinite article (ένας, μια, ένα).
- to understand the use of the nouns (number, case, gender).
- to understand the use of the adjectives (number, case, gender).
- to learn nouns about recycling (γυαλί, χαρτί, αλουμίνιο, κάδος).
- to learn adjectives about recycling.
- to form short phrases: article + adjective + noun.

Materials needed: "Recyclable material phrases" worksheet, pen or pencil or laptop/PC

Internet requirements: Depends on the implementation of the activity.

Brief description (with steps):

1. The educator explains how we form a basic phrase (article, adjective, noun).
2. Learners form basic phrases using the recyclable and non-recyclable material.

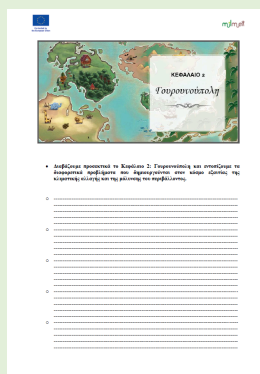
Comments: The "Recyclable material phrases" worksheet can also be a digital type of file and be filled in digitally to save paper.

Notes & references: -

Access here: <https://www.milmet-project.eu/project/materials/>

Tool 3 - Fairy Tales for a Fairer World ch. 2

Photo:



Target language: Greek

Thematic area (green economy sector): Materials Recycling

Difficulty/ Level (A: Basic user, B: Independent user, C: Proficient user): A, B & C

Duration: 30 min.

Type of tool: Icebreaking activity

Individual or group activity: Group activity

Aim or objectives:

Learners will be able:

- to help people get to know one another.
- to help warm up learners.
- to help acquaint learners with course content and expectations.
- to know about the international environmental policies influencing Greece (Agenda 2030, Sustainable Development Goals).
- to know the importance of recycling.

Materials needed: "Fairy tales for a fairer world chapter 2" worksheet, pen or pencil or laptop/PC

Internet requirements: Depends on the implementation of the activity.

Brief description (with steps):

1. Learners with the help of the educator read the 2nd chapter of the "fairy tales for a fairer world: pig town".
2. Learners identify the problems caused by climate change and environmental pollution.
3. Learners identify the importance of recycling.
4. Learners try to answer briefly the questions on the "Fairy tales for a fairer world chapter 2" worksheet.

Comments: Fairy tales for a fairer world is a book conceptualised, written and designed as a creative outreach effort of the Perception Change Project of the United Nations Office in Geneva and its chapters can be used in order to introduce learners and readers of all ages to Sustainable Development Goals (SDGs).

The "Fairy tales for a fairer world chapter 2" worksheet can also be a digital type of file and be filled in digitally to save paper.

Notes & references: Fairy tales for a fairer world chapter 2: <https://issuu.com/perceptionchange/docs/en-contents-fairytales-final-forpri>

Access here: <https://www.milmet-project.eu/project/materials/>

Tool 4 - Types of Bins

Photo:



Target language: Greek

Thematic area (green economy sector): Material Recycling

Difficulty/ Level (A: Basic user, B: Independent user, C: Proficient user): A, B

Duration: 1 h.

Type of tool: Matching/Pairing Activity

Individual or group activity: Individual activity

Aim or objectives:

Learners will be able:

- to know the colours in Greek.
- to understand the use of colours as adjectives (number, case, gender).
- to understand the use of each recycling bin.
- to distinguish between recyclable and non-recyclable materials.
- to separate recyclable materials in each separate bin.

Materials needed: "Types of bins" cards, "types of bins" worksheet, "recyclable and non-recyclable material" cards, pen or pencil, or laptop/PC

Internet requirements: Depends on the implementation of the activity.

Brief description (with steps):

1. The educator shows learners the cards.
2. Learners identify the different bins and their use.

3. Learners identify the colours of the recycle bins.
4. The educator explains the use of each recycling bin.
5. Learners write the names of the recyclable materials, separating them into the appropriate bin.
6. The educator explains the gender and the number of the colours.
7. The educator explains how we use the colours to describe nouns.

Comments: "Types of bins" worksheet can also be a digital type of file and be filled in digitally to save paper.

Notes & references: Info & Images of recycling bins: <https://grecycle.gr/>

Access here: <https://www.milmet-project.eu/project/materials/>

Tool 5 - Recyclable Materials Sentences & Questions

Photo:



Target language: Greek

Thematic area (green economy sector): Materials Recycling

Difficulty/ Level (A: Basic user, B: Independent user, C: Proficient user): A, B

Duration: 45 min.

Type of tool: Guess the Word Activity (Recyclable Material Sentences & Questions)

Individual or group activity: Individual activity

Aim or objectives:

Learners will be able:

- to understand the use of the verbs in the present tense (είμαι, κάνω, ανακυκλώνω, ρίχνω etc.).
- to understand the use of the personal pronouns (εγώ, εσύ, αυτός) and interrogative pronoun (τι).
- to form a basic sentence (article, noun, verb to be, adjective: Το μπουκάλι είναι πράσινο).
- to form basic questions with the interrogative pronoun τι (τι, the verb to be, the personal pronoun in the third person: Τι είναι αυτό-ά;).
- to answer basic answers with the interrogative pronoun τι (personal pronoun, verb to be, indefinite article, (adjective) noun: Αυτό είναι ένα πράσινο μπουκάλι).

Materials needed: "Recyclable material sentences and questions" worksheet, pen or pencil, or laptop/PC

Internet requirements: Depends on the implementation of the activity.

Brief description (with steps):

1. The educator explains how we form a basic sentence (article, noun, verb to be, adjective: Το μπουκάλι είναι πράσινο).
2. The educator explains how we form basic questions with the interrogative pronoun τι (τι, verb to be, personal pronoun in the third person: Τι είναι αυτό-ά;).
3. The educator explains how we answer basic answers with the interrogative pronoun τι (personal pronoun, verb to be, indefinite article, (adjective) noun: Αυτό είναι ένα πράσινο μπουκάλι).

Comments: "Recyclable material sentences and questions" worksheet can also be a digital type of file and be filled in digitally to save paper.

Notes & references: -

Access here: <https://www.milmet-project.eu/project/materials/>

Tool 6 - Recycling Bingo Game

Photo:



Target language: Greek

Thematic area (green economy sector): Materials Recycling

Difficulty/ Level (A: Basic user, B: Independent user, C: Proficient user): A, B

Duration: 45 min.

Type of tool: Bingo Game

Individual or group activity: Individual activity

Aim or objectives:

Learners will be able:

- to recognize the different recyclable materials.
- to know the nouns about recycling (γυαλί, χαρτί, αλουμίνιο, κάδος).

Materials needed: "Recyclable and non recyclable material" cards, bingo game sheets, bingo cards, markers

Internet requirements: No internet requirements.

Brief description (with steps):

1. The educator reads aloud the names of the recyclable and non-recyclable material shown in each card.
2. Learners mark out the pictures on their boards based on the words that the educators read.

3. The learner who first marks out all the pictures on their board calls bingo and wins the game.

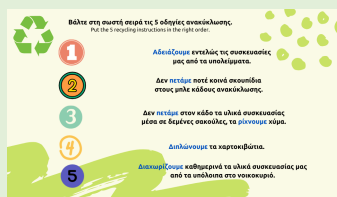
Comments: The educator may have planned a prize for the winner or winners.

Notes & references: A bingo game is an entertaining activity that can be used as an introduction to an educational session to engage learners or as a closing activity to allow learners to review the content they have already learned.

Access here: <https://www.milmet-project.eu/project/materials/>

Tool 7 - Recycling Process Instructions

Photo:



Target language: Greek

Thematic area (green economy sector): Materials Recycling

Difficulty/ Level (A: Basic user, B: Independent user, C: Proficient user): A, B

Duration: 45 min.

Type of tool: Sequencing Activities

Individual or group activity: Individual activity

Aim or objectives:

Learners will be able:

- to read directions.
- to give directions about the recycling of materials.

Materials needed: "5 steps recycling process" cards, "recycling process instructions" worksheet, pen or pencil, or laptop/PC

Internet requirements: Depends on the implementation of the activity.

Brief description (with steps):

1. The educator shows the "5 steps recycling process" cards to the learners.
2. Learners identify the verbs and recognise their different actions.
3. The educator explains the conjugation of verbs in the present tense.
4. The educator explains how we form instructional sentences (verb in present tense, plural, first person + noun(s): Διαχωρίζουμε τα υλικά συσκευασίας).
5. Learners try to find the correct sequencing to put the sentences in order to correctly form the materials recycling instructions.

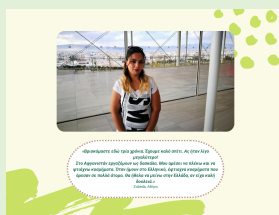
Comments: "Recycling process instructions" worksheet can also be a digital type of file and executed digitally to save paper.

Notes & references: -

Access here: <https://www.milmet-project.eu/project/materials/>

Tool 8 - My Migration Story

Photo:



Target language: Greek

Thematic area (green economy sector): Materials Recycling (My migration story)

Difficulty/ Level (A: Basic user, B: Independent user, C: Proficient user): B, C

Duration: 2 h. 15 min.

Type of tool: Storytelling

Individual or group activity: Individual activity

Aim or objectives:

Learners will be able:

- to identify and use punctuation marks.
- to identify and use the conjunctions.
- to identify and use the past tense of the verbs and the frequently used phrases for past tense.
- to identify and use the weak forms of the personal pronoun.
- to identify and use the prepositions.
- to identify the different types of complex sentences and form complex sentences.
- to understand the difference between the complex sentences and the compound sentences.
- to identify and form main & subordinate clauses.
- to form a primary paragraph using punctuation marks and conjunctions.
- to write short paragraphs to present their life story.

Materials needed: "migration stories" cards, "my migration story" worksheet, pen or pencil, or laptop/PC

Internet requirements: Depends on the implementation of the activity.

Brief description (with steps):

1. Learners read the migration stories from the cards.
2. Learners identify the punctuation marks on the migration stories cards.
3. The educator presents the punctuation marks and explains their use to learners.
4. Learners identify the conjunctions used in the migration stories quotes.
5. The educator explains the different types of conjunctions and their use to learners.
6. The educator explains the past tense of the verbs, its use, and the frequent phrases used with it.
7. The educator explains the weak forms of the personal pronoun.
8. The educator explains the prepositions.
9. The educator explains the complex sentences and their types.
10. The educator explains the difference between the complex sentences and the compound sentences.
11. The educator explains how we form a basic paragraph using the punctuation marks and the conjunctions.
12. Learners form basic paragraphs titled "my migration story".

Comments: All the stories are successful examples of immigration to Greece. Real stories were used as learners are more likely to identify, be inspired and feel comfortable sharing their own stories.

Notes & references: -

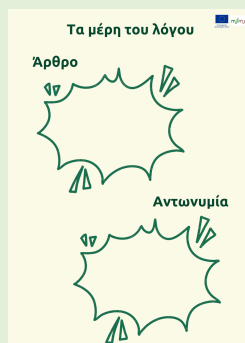
Access here: <https://www.milmet-project.eu/project/materials/>

Notes & references: Materials Recovery Facility (MRF) image: By KVDP - Own work, Public Domain, <https://commons.wikimedia.org/w/index.php?curid=8562192>

Access here: <https://www.milmet-project.eu/project/greek/>

Tool 10 - MRF Operation

Photo:



Target language: Greek

Thematic area (green economy sector): Materials Recycling

Difficulty/ Level (A: Basic user, B: Independent user, C: Proficient user): A, B & C

Duration: 45 min to 1 h.

Type of tool: Sequencing Activity

Individual or group activity: Individual activity

Aim or objectives:

Learners will be able:

- to conjugate the nouns.
- to identify the sorting methods of the recyclable materials of an MRF.

Materials needed: "MRF operation" illustration, "declension of the nouns" worksheet, pen or pencil, or laptop/PC

Internet requirements: Depends on the implementation of the activity.

Brief description (with steps):

1. Learners study the "MRF operation" illustration of a working MRF.
2. Learners identify the different parts of speech (articles, pronouns, nouns, adjectives, verbs, conjunctions, prepositions).
3. Learners identify the gender and the number of the nouns.
4. Learners write the nouns at the "declension of the nouns" worksheet..

5. The educator explains the declension of nouns.

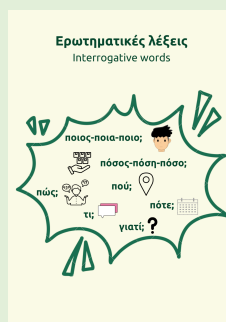
Comments: -

Notes & references: Roadrunner. (2019). What is a Material Recovery Facility?. Roadrunner website, <https://www.roadrunnerwm.com/blog/what-is-a-materials-recovery-facility>

Access here: <https://www.milmet-project.eu/project/greek/>

Tool 11 - Interview a stakeholder

Photo:



Target language: Greek

Thematic area (green economy sector): Material Recycling

Difficulty/ Level (A: Basic user, B: Independent user, C: Proficient user): B, C

Duration: 1 h.

Type of tool: Interview a stakeholder

Individual or group activity: Group Activity

Aim or objectives:

Learners will be able:

- to use the interrogative words and form questions.
- to identify the sorting methods of the recyclable materials of an MRF.
- to know how to interact with stakeholders and supervisors.
- to know how to ask for useful information in a professional setting.
- to know how to send an e-mail.

Materials needed: "Interview a stakeholder" worksheet, pen or pencil, laptop or PC, email account

Internet requirements: Internet requirements for sending an e-mail

Brief description (with steps):

1. The educator explains the interview process and its different types.

2. Learners brainstorm, noting on the whiteboard the words or phrases that come to mind that we would like to ask the head of human resources at an MRF.
3. The educator explains the interrogative words and their use.
4. The educator explains how we form questions.
5. Learners form questions using the interrogative words.
6. Learners prepare the questions of the interview and write them down in the "interview a stakeholder" worksheet.
7. The educator explains how we send an email.
8. Learners send the prepared questions for the interview to the head of the human resources.

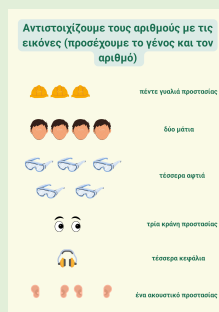
Comments: The proposed activity is quite complicated and is not suitable for beginner learners. You can adjust the activity according to your learners language proficiency level.

Notes & references: -

Access here: <https://www.milmet-project.eu/project/greek/>

Tool 12 - Numbers

Photo:



Target language: Greek

Thematic area (green economy sector): Materials Recycling

Difficulty/ Level (A: Basic user, B: Independent user, C: Proficient user): A, B

Duration: 45 min.

Type of tool: Matching/Pairing Activity

Individual or group activity: Individual activity

Aim or objectives:

Learners will be able:

- to know the numbers in Greek.
- to know the nouns about the parts of the body.
- to recognize the Personal Protective Equipment (PPE) for the different parts of the body.
- to identify the PPE and know about the EU regulations.
- know how to protect themselves using the Personal Protective Equipment.

Materials needed: "Personal protective equipment" illustration, "parts of the body" cards, "numbers" worksheet, pen or pencil, or laptop/PC

Internet requirements: Depends on the implementation of the activity.

Brief description (with steps):

1. Learners brainstorm about "what is important for the protection of the worker when working in an MRF".
2. Learners immitate the equipment and the movement and/or draw it on the whiteboard.
3. The educator explains the parts of the body.
4. The educator explains the personal protective equipment and its use.
5. Learners study the "personal protective equipment" illustration and the "parts of the body" cards.
6. The educator explains the numbers, their declension and their consonance with the nouns.

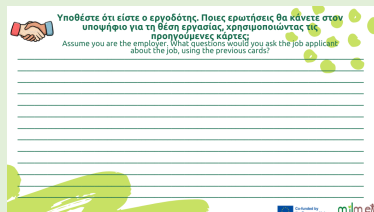
Comments: -

Notes & references: -

Access here: <https://www.milmet-project.eu/project/greek/>

Tool 13 - Role-playing

Photo:



Target language: Greek

Thematic area (green economy sector): Materials Recycling

Difficulty/ Level (A: Basic user, B: Independent user, C: Proficient user): B, C

Duration: 2 h. 15 min.

Type of tool: Role-playing Activity

Individual or group activity: Group activity

Aim or objectives:

Learners will be able:

- to know how to use the verbs in the present tense and their conjugation
- to know how to use the verbs in the passive voice in the present tense
- to know how to take part in a job interview.
- to know how to ask questions for getting information about a job position.
- to know how to respond to job interviews, present their skills & claim their rights.
- to know the process of a job interview, the importance of being prepared and the CVs.

Materials needed: "role playing" worksheet, CV, pen or pencil, or laptop/PC

Internet requirements: Depends on the implementation of the activity.

Brief description (with steps):

1. The educator explains the theme of the role playing activity: "interviewing for a worker job in my local MRF".
2. Learners identify the setting and the different roles to be assumed.

3. Learners recall previous knowledge and write down words and phrases to be used for each role, making use of the interview to the local stakeholder.
4. The educator assigns the different roles for the role-playing activity.
5. The educator gives time for the teams' preparation.
6. Learners assume the roles and start the role-playing activity.
7. The observer takes notes during the activity.
8. The educator and the learners discuss the process.
9. Learners change roles and repeat.
10. The educator and the learners discuss the process and the notes of the observers.
11. The educator and the learners discuss about job interviews, the importance of being prepared and the CVs.

Comments: The proposed activity is quite complicated and is not suitable for beginner learners. The activity requires that learners are able to present themselves, their experience and their skills, and that they already have their CV.

Notes & references: -



Access here: <https://www.milmet-project.eu/project/greek/>

Notes & references: -

Access here: <https://www.milmet-project.eu/project/italian/>

Tool 2 - Textile Swap Instructions

Photo:

Istruzioni per creare uno zaino da un ombrello			
LISTA CORRETTA		LISTA SBAGLIATA	
	A CAUSA DEL VENTO SE E' ROTTO L'OMBRELLO	??	CON LO SCIOCCORE, SCIOCCO L'OMBRELLO
	METTI L'OMBRELLO ROTTO NEL CESTINO APPPOSITO	??	L'OMBRELLO ROTTO E' ORA UNO ZAINO
	CON LO SCIOCCORE, SCIOCCO L'OMBRELLO	??	METTI I LACCI ALLO ZAINO

Target language: Italian

Thematic area (green economy sector): Textile area

Difficulty/Level (A: Basic user, B: Independent user, C: Proficient user): B/C

Duration: 20 minutes + 2 hours of workshop

Type of tool: paper tool

Individual or group activity: individual activity or small group (2 person)

Aim or objectives: To learn and to know some activities for the backpack creation using broken umbrellas.

Materials needed: pencil, pen and rubber. This exercise could be on the PC.

Internet requirements: No

Brief description:

1. Read all actions on the left.
2. Put them in the right order.
3. At the end of the exercise, you can start the workshop and you can do your backpack.

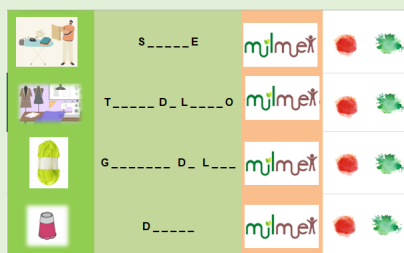
Comments: It's better to do this exercise during the workshop in a tailoring

Notes & references: -

Access here: <https://www.milmet-project.eu/project/italian/>

Tool 3 - Textile Guess the Word

Photo:



Target language: Italian

Thematic area (green economy sector): Textile area

Difficulty/Level (A: Basic user, B: Independent user, C: Proficient user): A/B

Duration: 30 minutes

Type of tool: paper tool

Individual or group activity: small group (maximum 2 players)

Aim or objectives: To learn and to know some activities and objects of tailoring. To learn Latin alphabet.

Materials needed: paper and pen but you can do this exercise on the PC.

Internet requirements: No

Brief description:

1. Choose one letter of Latin alphabet and try to guess the word in the picture.
2. If you guess the letter, check the green area, if you don't guess the letter check the red area (you can do only 4 mistakes).

Comments: At the end of the game, you can use the words and the pictures for playing MEMORY.

Notes & references: -

Access here: <https://www.milmet-project.eu/project/italian/>

Tool 4 - Textile Board Game

Photo:



Target language: Italian

Thematic area (green economy sector): Textile area

Difficulty/Level (A: Basic user, B: Independent user, C: Proficient user): A/B/C

Duration: 1 HOUR

Type of tool: paper tool

Individual or group activity: group activity (for a minimum of 2 players to a maximum of 5 players)

Aim or objectives: To learn and to know some activities and some objects of tailoring; to learn numbers.

Materials needed: 2 dice, 4 or 5 pawns (colored thimbles or wires)

Internet requirements: No

Brief description:

1. Roll the dice.
2. Read the number.
3. Players alternate by rolling the dice and moving their pieces/pawns by the amount given by the sum of the two dice.

Comments: if you want you can build a big board game with the students; in this way you can play on the ground.

Notes & references: every student could build some spaces; the board game will be more personalized.

Access here: <https://www.milmet-project.eu/project/italian/>

Tool 5 - Bingo

Photo:



Target language: Italian

Thematic area (green economy sector): textile area

Difficulty/ Level (A: Basic user, B: Independent user, C: Proficient user): A-B

Duration: 30/45 minutes

Type of tool: Cards

Individual or group activity: Group activity

Aim or objectives: to learn and to know some activities and objects of tailoring.

Materials needed: colored buttons (tick boxes)

Internet requirements: No

Brief description:

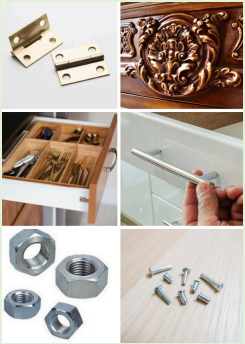
- 2 cards and coloured buttons for each person
- Terno, quatern, five and bingo

Comments if possible, for every step, give a small present.

Notes & references: -

Access here: <https://www.milmet-project.eu/project/italian/>

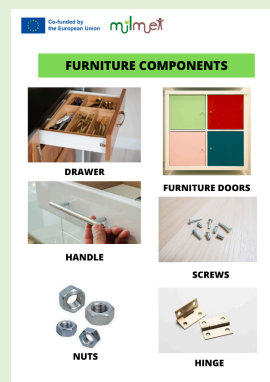
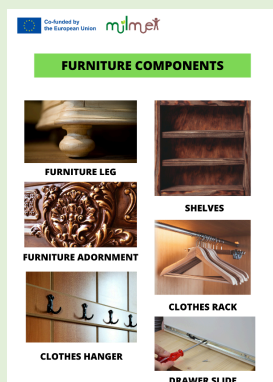
Tools on furniture reconditioning (5 tools RO)

Tool 1 - Furniture Components Cards							
<p>Photo:</p> 	<table border="1" style="width: 100%; height: 100%; background-color: #FFD700;"> <tr> <td style="padding: 5px;">ADORNMENT</td> <td style="padding: 5px;">HINGE</td> </tr> <tr> <td style="padding: 5px;">HANDLE</td> <td style="padding: 5px;">DRAWER</td> </tr> <tr> <td style="padding: 5px;">SCREW</td> <td style="padding: 5px;">NUTS</td> </tr> </table>	ADORNMENT	HINGE	HANDLE	DRAWER	SCREW	NUTS
ADORNMENT	HINGE						
HANDLE	DRAWER						
SCREW	NUTS						
<p>Target language: English/ Romanian</p>							
<p>Thematic area (green economy sector): Furniture reconditioning</p>							
<p>Difficulty/ Level (A: Basic user, B: Independent user, C: Proficient user): A</p>							
<p>Duration: 15 min</p>							
<p>Type of tool: Cards</p>							
<p>Individual or group activity: Group activity</p>							
<p>Aim or objectives: To know the main furniture components that build a furniture piece</p>							
<p>Materials needed: Worksheet</p>							
<p>Internet requirements: No</p>							
<p>Brief description (with steps): 1. The trainer shows/ gives the cards to the participants and asks them "What is this?"</p>							
<p>Comments: -</p>							
<p>Notes & references: -</p>							

Access here: <https://www.milmet-project.eu/project/romanian/>

Tool 2 - Furniture Cards

Photo:



Target language: English/ Romanian

Thematic area (green economy sector): Furniture reconditioning

Difficulty/ Level (A: Basic user, B: Independent user, C: Proficient user): A

Duration: 15 min

Type of tool: Cards

Individual or group activity: Group activity

Aim or objectives: To know the main furniture components that build a furniture piece

Materials needed: Worksheet

Internet requirements: No

Brief description (with steps):

1. First present the main furniture components that build a furniture piece to the whole group and work on the given worksheet

Comments: -

Notes & references: -

Access here: <https://www.milmet-project.eu/project/romanian/>

Tool 3 - Linking PPE

Photo:



Target language: English/ Romanian

Thematic area (green economy sector): Furniture reconditioning

Difficulty/ Level (A: Basic user, B: Independent user, C: Proficient user): A

Duration: 15 min

Type of tool: Linking

Individual or group activity: Individual activity

Aim or objectives: To know what are the protection equipment protecting

Materials needed: Worksheet

Internet requirements: No

Brief description (with steps):

1. Give everyone the worksheet and then ask them to link each element from the first column to the second one.

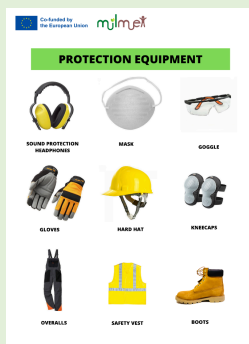
Comments: -

Notes & references:

Access here: <https://www.milmet-project.eu/project/romanian/>

Tool 4 - Cards PPE

Photo:



Target language: English/ Romanian

Thematic area (green economy sector): Furniture reconditioning

Difficulty/ Level (A: Basic user, B: Independent user, C: Proficient user): A

Duration: 25 min

Type of tool: Cards

Individual or group activity: Group activity

Aim or objectives: To know the protection equipment

Materials needed: Worksheet

Internet requirements: No

Brief description (with steps):

1. First present the protection equipment to the whole group and work on the given worksheet
2. Follow-up with a discussion on this topic, asking the group which of these they use at their workplace

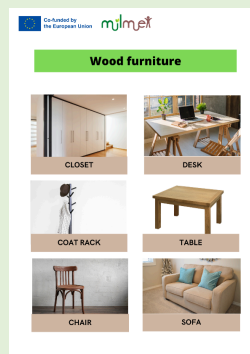
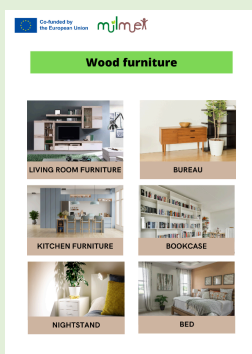
Comments: -

Notes & references: -

Access here: <https://www.milmet-project.eu/project/romanian/>

Tool 5 - Memory Activity

Photo:



Target language: English/ Romanian

Thematic area (green economy sector): Furniture reconditioning

Difficulty/ Level (A: Basic user, B: Independent user, C: Proficient user): A

Duration: 15 min

Type of tool: Memory

Individual or group activity: Individual and group activity

Aim or objectives: To know the main furniture pieces made of wood that you can find in a house

Materials needed: Worksheet

Internet requirements: No

Brief description (with steps):

1. First present the main furniture pieces made of wood that you can find in a house to the whole group and work on the given worksheet
2. Follow-up with a discussion on this topic, asking the group which furniture pieces they can see around them, or which ones they have in their house

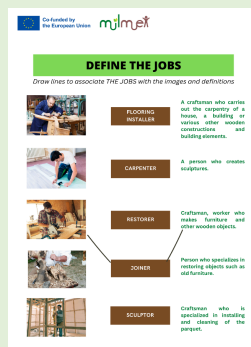
Comments: -

Notes & references: -

Access here: <https://www.milmet-project.eu/project/romanian/>

Tool 6 - Match the Job

Photo:



Target language: English/ Romanian

Thematic area (green economy sector): Furniture reconditioning

Difficulty/ Level (A: Basic user, B: Independent user, C: Proficient user): A

Duration: 15 min

Type of tool: Linking

Individual or group activity: Individual activity

Aim or objectives: To know what exactly the jobs in the wood industry mean

Materials needed: Worksheet

Internet requirements: No

Brief description (with steps):

1. Give everyone the worksheet "Jobs in the wood industry" from linking, and then ask them to link each element from the first column to the second one, and from the second one to the third one

Comments: -

Notes & references: -

Access here: <https://www.milmet-project.eu/project/romanian/>

Tool 7 - Jobs in the Wood Industry Cards

Photo:



Target language: English/ Romanian

Thematic area (green economy sector): Furniture reconditioning

Difficulty/ Level (A: Basic user, B: Independent user, C: Proficient user): A

Duration: 20 min

Type of tool: Cards

Individual or group activity: Group activity

Aim or objectives: To list different jobs found in woodworking

Materials needed: Worksheet

Internet requirements: No

Brief description (with steps):

1. First present the main jobs in the wood industry to the whole group and work on the given worksheet ("Jobs in the wood industry" from cards).
2. Follow-up with a discussion on this topic, asking the group what jobs suits them the most, or even what are their jobs at the moment.

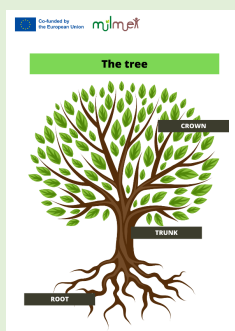
Comments: -

Notes & references: -

Access here: <https://www.milmet-project.eu/project/romanian/>

Tool 8

Photo:



Target language: English/ Romanian

Thematic area (green economy sector): Furniture reconditioning

Difficulty/ Level (A: Basic user, B: Independent user, C: Proficient user): A

Duration: 10 min

Type of tool: Cards

Individual or group activity: Group activity

Aim or objectives: To learn the main parts of a tree, and to know which are used to build furniture, and which are not.

Materials needed: Worksheet

Internet requirements: No

Brief description (with steps):

1. First present the main parts of a tree to the whole group and work on the given worksheet
2. Follow-up with a discussion on this topic, asking the group which parts of the tree are used to build furniture and which not.

Comments: -

Notes & references: -

Access here: <https://www.milmet-project.eu/project/romanian/>

Tool 1 - Vocabulary Cards	
Photo:	
Target language: Spanish	
Thematic area (green economy sector): Recycle of plastic	
Difficulty/ Level (A: Basic user, B: Independent user, C: Proficient user): A	
Duration: 40 minutes	
Type of tool: Vocabulary cards	
Individual or group activity: Group activity	
Aim or objectives: Learn vocabulary related to the recycling of plastic	
Materials needed: Printed cards	
Internet requirements: No	
Brief description (with steps):	
Use the cards in different ways/games:	
<ul style="list-style-type: none">- Share 5 cards to each student, let them explain to the rest so they can guess it.- Divide the cards by groups of: verbs, names, colors, uses...- Combine cards for their uses: Cut-Scissors, Melt-Fire-temperature, Recycling-Circular economy- Play them as a memory game: Memory card game is a fun mental challenge. To play, all cards are placed face down, and players take turns flipping two cards at a time, searching for identical pairs. If they match, the player removes them; if not, they are flipped back face down. The winner is the one who finds the most pairs.- Pick a card and explain why are important the next concepts: Biodiversity, circular economy, energy transition	

Comments: -

Notes & references: -

Access here: <https://www.milmet-project.eu/project/spanish/>

Tool 2 - Recycling of Plastic

Photo:



Target language: Spanish

Thematic area (green economy sector): Recycle of plastic

Difficulty/ Level (A: Basic user, B: Independent user, C: Proficient user): A

Duration: 30 minutes

Type of tool: Sort in the correct order

Individual or group activity: Individual activity

Aim or objectives: Learn vocabulary related to the recycling of plastic

Materials needed: Printed pictures and descriptions

Internet requirements: No

Brief description (with steps):

1. Cut the images and text and then:
2. Link the images to the descriptions.
3. Order them correctly

Comments: -

Notes & references: -

Access here: <https://www.milmet-project.eu/project/spanish/>

Tool 3 - Matching Dialogues

Photo:

Enlaza las frases para tener el orden correcto del diálogo

Orden mezclado (estudiantes)

Target language: Spanish

Thematic area (green economy sector): Recycle of plastic

Difficulty/ Level (A: Basic user, B: Independent user, C: Proficient user): A

Duration: 40 minutes

Type of tool: Linking

Individual or group activity: Individual activity

Aim or objectives: Learn vocabulary related to the recycling of plastic

Materials needed: Printed page

Internet requirements: No

Brief description (with steps):

Link the phrases to have the correct order of dialogue

Comments: -

Notes & references: -

Access here: <https://www.milmet-project.eu/project/spanish/>

Tool 4 - Complete the sentence

Photo:

¿Qué palabra encaja?
Arrastre la palabra correcta a su frase correspondiente.

1. Para reciclar el plástico es necesario _____ el plástico.
2. Para clavar un clavo voy a usar el _____.
3. Para atornillar un tornillo puedo usar el _____.
4. Una vez acabamos el trabajo es importante _____ el taller y _____ las luces.
5. _____ el papel, el vidrio y el plástico es muy importante para el medio ambiente.
6. Para reciclar es importante _____ todos los elementos según su material.
7. El _____ contamina playas y muchos ecosistemas de la naturaleza.
8. La _____ está provocando serios cambios en el clima.

ordenar Contaminación Fundir Plástico Taladro eléctrico
apagar Reciclar Separar Destornillador Martillo

Target language: Spanish

Thematic area (green economy sector): Recycle of plastic

Difficulty/ Level (A: Basic user, B: Independent user, C: Proficient user): A

Duration: 40 minutes

Type of tool: Use the correct word for each sentence

Individual or group activity: Individual activity

Aim or objectives: Learn vocabulary related to the recycling of plastic

Materials needed: Printed page

Internet requirements: No

Brief description (with steps):

1. What word fits?
2. Drag the correct word to its corresponding phrase.

Comments: -

Notes & references: -

Access here: <https://www.milmet-project.eu/project/spanish/>

Tool 5 - Find the definition

Photo:

Encuentra la palabra correcta: llena los cuadrados con los números correctos

(Formulario para estudiantes)

8
2

- El **calentamiento de la Tierra** debido a que algunas gases retienen parte de la radiación térmica emitida por la superficie de la Tierra es un fenómeno que se...
- La **variación global del clima** de la Tierra, se produce por el **efecto invernadero**, lo que...
- Un **modelo de producción y consumo** que se basa en que, cuando un producto llega al final de su vida, sus componentes se reciclan dentro de la cadena siempre que sea posible.
- Una persona **obligada a migrar** por cambios en su medio ambiente, lo cual incluye desastres naturales, o cambio del nivel del mar.
- La **incorporación al agua de metales extraños**, por el vertido de residuos, que impiden su consumo y pueden ser peligrosos para la salud si se consumen.
- El **ciclaje** forma de agua con elevadas concentraciones de ácidos. **Provoca la acidificación del suelo**, lo que afecta a la productividad.
- Una **cadena hecha de componentes reciclables** producida por las rocas. Procura problemas relacionados con la gestión de residuos.
- El **agotamiento de los recursos de sostenibilidad**, agotamiento de los recursos naturales disponibles de forma indefinida.
- El agua que contiene las necesidades de la generación presente sin comprometer la capacidad de las **generaciones futuras**.
- El **cambio tecnológico a largo plazo en los sistemas energéticos**.
- El **efecto invernadero** es la que las actividades humanas han tenido un impacto importante sobre el sistema climático.
- Una **cadena** formada de gran variedad de residuos. **La sostenibilidad de un sistema** viene del equilibrio entre, actividades humanas y recursos que se consumen.
- Un **fragmento de plástico de menos de 5 milímetros** que se encuentran principalmente en el mar y en las playas de los océanos.
- La **pérdida de riqueza y calidad del suelo** producido por el calentamiento climático, la deforestación, la contaminación química...
- El **cuanto más agua** y el consumo de agua no es suficiente para la demanda de la población.

- El smog
- Pérdida de biodiversidad
- Refugiado climático
- Economía circular
- Lluvia ácida
- Efecto invernadero
- Transición energética
- Desarrollo sostenible
- Superpoblación
- Cambio climático
- Degradación del suelo
- Escasez de agua
- Contaminación del agua
- Microplásticos
- Antropoceno

Target language: Spanish

Thematic area (green economy sector): Recycle of plastic

Difficulty/ Level (A: Basic user, B: Independent user, C: Proficient user): A

Duration: 40 minutes

Type of tool: Use the correct word to define each sentence

Individual or group activity: Individual activity

Aim or objectives: Learn vocabulary related to the recycling of plastic

Materials needed: Printed page

Internet requirements: No

Brief description (with steps):

1. Find the correct word.
2. Fill the squares with the correct numbers

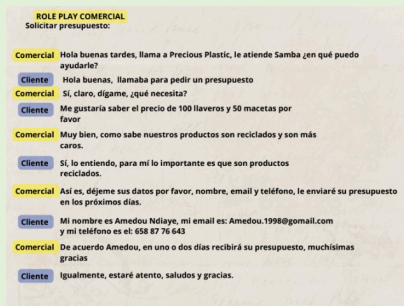
Comments: -

Notes & references: -

Access here: <https://www.milmet-project.eu/project/spanish/>

Tool 6 - Role-playing

Photo:



Target language: Spanish

Thematic area (green economy sector): Recycle of plastic

Difficulty/ Level (A: Basic user, B: Independent user, C: Proficient user): A

Duration: 40 minutes

Type of tool: Vocabulary cards

Individual or group activity: Couple activity

Aim or objectives: Learn vocabulary related to the recycling of plastic

Materials needed: Printed pages

Internet requirements: No

Brief description (with steps):

1. Read the caption alone first. Then choose your role (Commercial or Client)
2. Read aloud the dialogues.

Comments: -

Notes & references: -

Access here: <https://www.milmet-project.eu/project/spanish/>

Conclusion

The Toolbox for the Erasmus+ project MILMET has ended! Do you want a more comprehensive experience of our proposed educational process? In that case, you can access the [MILMET Handbook](#), where you will find comprehensive suggestions for teaching the target language while, at the same time, teaching elements of green economy sectors. In addition, you can visit our website and try out the different [Educational Tools](#) created by our consortium after downloading them first. You can still send us comments and valuable remarks about our educational approach by visiting the [MILMET website](#).

It is up to you now! Have a good time navigating!

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Annexes

Annexe 1 - Templates of the testing process

In Annexe 1, the templates used by the consortium for the piloting and testing process of the educational tools can be found. Pilot tests were conducted for the tools and activities proposed under the MILMET project, engaging the target groups. Subsequently, partners proceeded to make the corresponding adjustments according to the evaluation. During and after these trial applications, valuable data were collected through the trainer's own observation and through structured evaluation questionnaires addressed either to participating educators or representatives of organisations of the green economy sector that helped to adapt the different methods and tools developed. The file for Annexe 1 can be found [here](#).

Annexe 2 - Templates of tools for language learning (excel format)

In Annexe 2, the templates used by the consortium to create their educational tools for language learning can be found. There are several tools that could be used to support migrants' and refugees' learning of the host country's language. These tools could accompany the educational content and become the basis for developing different types of learning activities. More specifically, tools based on memory, bingo, different types of cards, mind mapping, tools based on audio, such as audio messages, e-mails, tools based on sequencing, guess the word tools, matching/pairing tools, storytelling, and role-playing could easily be used in the classroom and adapted into different settings, for different learning contents and language learning. A number of the proposed tools are also suitable for different levels of language learning and can be adapted easily according to the learning subject and content, such as memory tools, bingo, cards, mind mapping, audio messages, matching/pairing tools, guess the word and some of them are useful for individuals who are more fluent users of the language or are more familiar with simple grammar or simple sentence structure, such as e-mails, sequencing activities, storytelling and role-playing. These learning tools, which could be used by educators and trainers and are targeted to migrants and refugees for language learning, can be found [here](#).

Annexe 3 - Tools developed for the MILMET project

During the MILMET project, all partners collaborated on developing educational tools and activities corresponding to these tools as a means to contribute to the language learning of individuals with refugee and migrant backgrounds while providing knowledge in areas of the green economy. We present tools that can be used to present oneself, create a CV, and acquire skills related to finding

helpful information. Then, the language learning tools created for each area of the green economy are presented. All the educational tools can be found on the MILMET website, categorised by the language of learning or the green economy sector they address.

Tools relating to the social and professional sector in general can also be found in English.

The tools in **French** can be found [here](#), and those about **Organic Agriculture** can be found [here](#).

The tools in **Greek** can be found [here](#), and those about **Materials Recycling** can be found [here](#).

The tools in **Italian** can be found [here](#), and those about **Textile Recycling** can be found [here](#).

The tools in **Romanian** can be found [here](#), and those about **Furniture Reconditioning** can be found [here](#).

The tools in **Spanish** can be found [here](#) and those about **Plastic Recycling** [here](#).

The tools in **English** can be found [here](#).

Annexe 4 - Self-Assessment Booklet

In Annexe 4, you will find the Self-Assessment Booklet, which will help you check your knowledge after completing each training module. The Self-Assessment Booklet can also be used by the trainer to check learners' progress and their feelings towards the educational process. The Self-Assessment Booklet can be found in **English** [here](#), in **French** [here](#), in **Greek** [here](#), in **Italian** [here](#), in **Romanian** [here](#), and in **Spanish** [here](#).



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