

# 1. Introduction

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## 1.1 About this resource

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These presenter notes and the accompanying *I wish it was every day...* OSHLSP Tutor Training Participant Notes consist of information and practical activities to support tutors in their work with school aged students from refugee backgrounds. The presenter notes include workshop instructions, background information, activities and suggested timings and responses.

The key areas covered by this resource are:

- ways to effectively support students from refugee backgrounds;
- knowing how stages of development relate to students' learning needs;
- knowing the requirements of the curriculum and the school system; and
- the use of positive and inclusive support strategies.

These presenter notes have been designed as a guide for people who are delivering training to tutors working with students from refugee backgrounds in OSHLSPs. They have been designed to provide a comprehensive training program of workshops which will take approximately 26 hours to complete. Approximate timings have been provided throughout the resource. However, you should select the most appropriate sections to meet the needs of your particular participants within available time constraints. A suggested 15-hour model for delivery has also been included in Appendix A as an example.



## **1.2 Introducing activities**

**(15-30 minutes)**

Introduce the participants to the purpose of the resource and how it will be used.

Whether the participants are doing the whole or just a section of the training, it is important to take the time to get to know them and for them to get to know one another. This may simply be by introducing themselves and their interest in the training. However, if time permits, it is well worth doing some ice breakers so they will work better together as a group.

Three suggestions are included here:

- The 5 C's
- Acrostic poems
- Ice Breaker Bingo (see handout 1.1)

### **The five C's**

Have participants mingle with other members of the group and ask them about:

1. Their favourite colour
2. Their favourite car
3. Their favourite country
4. Their favourite cuisine
5. A closet fantasy

### **Acrostic poems**

Ask participants to make an acrostic poem based on their name.

For example, for 'Sue':

Sporty  
Understanding  
Energetic

### **Ice breaker bingo**

Give participants a copy of handout 1.1. Get them to find other members of the group who have the characteristics outlined. The first to get five ticks vertically, horizontally or diagonally wins.

## Ice Breaker Bingo

Find another person who can answer YES to any of the statements below and tick the appropriate box.

Continue asking people until you have five ticks either vertically, horizontally or diagonally.

### Shout BINGO!

I love chocolate	I live in an area in which I don't work	I drive less than 15km to work each day	I can greet people in four different languages	I can name 3 languages that use Chinese characters
I am the parent of a bilingual child	I enjoy eating Thai food	I own a Pavarotti CD	I have taught overseas	I do some sort of exercise 3 times a week
I was born overseas	I love dogs	I am out of bed by 7am	I see at least one movie a month	My birthday is in June
My ideal holiday is to travel	I read a newspaper every day	I think that spelling tests should be compulsory	My last name starts with S	I love ironing
I have been outside Victoria	I wish I could read the books I've bought but haven't had time to read	I have strong black coffee	I cook regularly	I am bilingual

