



N.E.S.T AFTER-SCHOOL “AROUND THE WORLD” CLUBS:

The impact of using the ENACT web app with refugee children and N.E.S.T volunteers

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1. Overview of the N.E.S.T Service, “Around the World” after-school clubs, and collaboration with ENACT

North East Solidarity and Teaching (N.E.S.T) is a Newcastle University Students' Union volunteering project. Delivering 16 weekly sessions across 10 local schools, N.E.S.T's Schools Project branch provides free of charge reading and extracurricular sessions to support schools with the growth of students from refugee and asylum-seeking backgrounds, as well as children from other backgrounds. In aims of promoting children’s emotional, academic, and social integration, N.E.S.T hosts lunch and after-school clubs, the “Around the World” club being one of them.

The “Around the World” club engages children in and celebrates different cultures by using the [ENACT web app](#). The club connects children from various backgrounds by improving their social skills and providing a positive environment to look forward to at the end of the day. Children from refugee and asylum-seeking backgrounds find it challenging to integrate within their new communities, cultural and language challenges being the most imminent of barriers which ENACT helps to overcome. The weekly “Around the World” after-school club (also known as the ENACT club) was chosen by *four out of the five* schools to which it was offered:

1. Central Walker C of E Primary School
2. Kenton Bar Primary School
3. Simonside Primary School
4. Welbeck Academy

N.E.S.T’s partnership with ENACT began in April 2022 with Kenton Bar Primary School, with approximately 133 sessions run to-date (June 2024). This partnership has proved mutually beneficial for all parties involved: **children form new friendships, having fun whilst learning, and the projects supports their teachers by promoting engagement during regular school activities.** N.E.S.T and ENACT are simultaneously able to achieve their **missions of social and cultural integration of children** through education of various cultures, traditions, and languages.

2. General Feedback

Volunteers say the sessions are **suitable and stimulating for a range of age groups**, whilst the activities which are more challenging for primary school ages are supported by volunteers. Even the children who are more distracted during the sessions still enjoy participating in the arts and crafts activities with their friends, and **by making the craft they are unconsciously connecting with the culture**. Tilly Atkinson, N.E.S.T Schools Project Lead, says:

“They are learning without even knowing it.”

The sessions use craft-focused learning activities from the ENACT website. Each week NEST volunteers are equipped to introduce a different culture and language to children from Year 2 to Year 6, which is why it is called the “Around the World” club. **The app is easy to navigate, and activities often take less than an hour, after which children usually roam the web app for similar or alternative crafts to engage with.** After a Japanese origami boat session in Central Walker, a year 5 child from a Pakistani background made her teacher a paper rose by following the Catalán Rosa de Sant Jordi activity with help from a volunteer.



Figure 1 Child at Walker Primary School with the Catalan Rosa de Sant Jordi for her teacher.

It was the student’s first term at the school; however, she had attended N.E.S.T’s Around the World Club at her previous school, which encouraged her to sign up again. The child used the ENACT web app to build a better relationship with her new class teacher, which shows the

social benefits the after-school activities can bring to students integrating into a new school dynamic.

The Around the World Club provides an opportunity for children of various backgrounds, ages, and races to come together and help each other with the cultural activities. This enables children from various parts of school to get to know each other and understand each other's cultural differences. A year 3 pupil from Lebanon in Simonside Primary said she loved going to the after-school club because it allowed her to interact with people outside her class; she saw the club as an opportunity to form new friendships by asking them for help with the activities:

“I made two new friends in the after-school club!”



Figure 2 Saint Martin's Lanterns made by children and volunteers in Simonside and Central Walker primary schools.

The use of ENACT in the after-school clubs **empowers children’s voices by breaking down the language barriers, which promotes smoother social integration with peers.** Andrew Thorogood, a Year 5 teacher and Voice21 project worker at Welbeck Academy, acknowledges the **importance of giving ESL (English as a second language) children a space to talk and socialize about different cultures, both in their own language and in English.** This provides the children with an opportunity to form friendships which fosters their confidence to embrace language and cultural learning together. Children must have a **strong social base not only to build their sense of belonging and emotional wellbeing, but also to enhance their language learning,** which the ENACT club supports through group learning activities.

“Let them speak in their own language because it lets them become familiar with each other. Then move on from there.”

Andrew: I think it's just great having the children all from different backgrounds being able to talk to each other, and as we get more ESL children in, which we are, there'll just be another opportunity for them to engage with each other.

Interviewer: Do you think that has any longer-term effects, having the children hear other children speak in their own language, native language, or other languages [in school]?

Andrew: It was something where we, on the last course, where personally and with the colleague, we said, is that going to help them with the English? Because we didn't see it straight away. We just thought, oh, get them to speak English. And we were coming from our experience. But what we were told is, let them speak in their own language, because it lets them become familiar with each other. And then move on from there. So for our benefit, I think we were looking at it from the wrong side, and actually taking a step back. Coming away from the meeting and thinking, yeah, actually. So yeah, be interested to see what happens.

It is clear that the after-school club has created a vibrant space of cultural exchange and learning by employing ENACT activities. As the children get to know the volunteers and engage in more

activities, their enthusiasm and initiative in sharing and exploring their own and others' cultures grow.

After the English Lambton Worm activity, one child in Kenton Bar requested Kurdish activities for the ENACT web app because he **wanted to teach his friends his own language**. Another child from a refugee and asylum-seeking background who had lived in Newcastle for a while longer had only discovered the Lambton Worm tale that day:

“I have never heard this story before – I didn’t know Geordies had fairytales!”

These reactions highlight the profound impact engaging children in traditional stories and activities through the ENACT app has on deepening their understanding and awareness of different cultures. Children have begun to understand that culture can be used and shared beyond home thresholds as a way to get to know each other. Engrossing the children in **activities from across various countries breaks down the border barriers which new refugees often struggle with. The observed effect of this is an emerging sense of belonging, connection and a sense of cultural pride which contributes to children’s identities as global citizens.**

Connecting with children from refugee and ESL backgrounds through language is also evident from the social benefits observed by the school volunteers.

“The beauty of it is that it's so simple to use and it's so effective with the children.”

Charley (Kenton Bar Primary School): *The beauty of it is that it's so simple to use and it's so effective with the children. And I think language is one of the best ways to appeal to them and I've seen that that really does work because, you know, they love talking about it, whether that's their own or learning something new.*

Hadia (Simonside Primary School): *With the website itself, like they're all like really enthusiastic with the language and when you like pick the word to match the picture and stuff, they're all like really enthusiastic to join in on that.*

After-school groups across all four schools have a mixture of students from migrant, refugee, and asylum-seeking backgrounds. However, when it comes to the activities, the languages and cultures are usually new to all of them. The English proficiency is very good in most children attending the after-school clubs, but during some sessions children have shown frustration at the videos being in different languages. **Such a framework of the activities, however, enables true linguistic immersion and cross-cultural experiences.** It is helpful for first-language English speakers to put themselves in the shoes of new children from refugee backgrounds who are struggling with English as their second or third language. This perspective building is useful in **nurturing empathy and understanding:**

Tilly Atkinson, N.E.S.T School's Project Lead: *I remember we had one boy in particular, who had only arrived a couple of months prior, and he spoke not a word of English like nothing, he spoke Kurdish, it was very - and his parents didn't speak English either - so it was a very difficult situation. And in that club, he still loved it, even though he wasn't learning the language that arts and crafts was so much fun. And the other kids were being really helpful as well and encouraging him and demonstrating the instructions like physically rather than with words.*

“the other kids were being really helpful as well and encouraging him and demonstrating the instructions like physically rather than with words.”

The most significant impact of the Around the World Club in schools has not necessarily been the number of words the children learned, or how much of the story they took away from each session, but the interpersonal skills, empathy and understanding they developed. Having the space where culture and foreign languages are at the centre of conversation embrace the cultural differences which may exist between the children attending the club. This encourages the

children to grow friendly and more accommodating to new migrant students, learning how to communicate in alternative ways to help them, even if this is non-verbal.

[The ENACT club] “just continued because it's brilliant. The teachers love it. Children love it. I love it.”

3. Evaluation through structured feedback

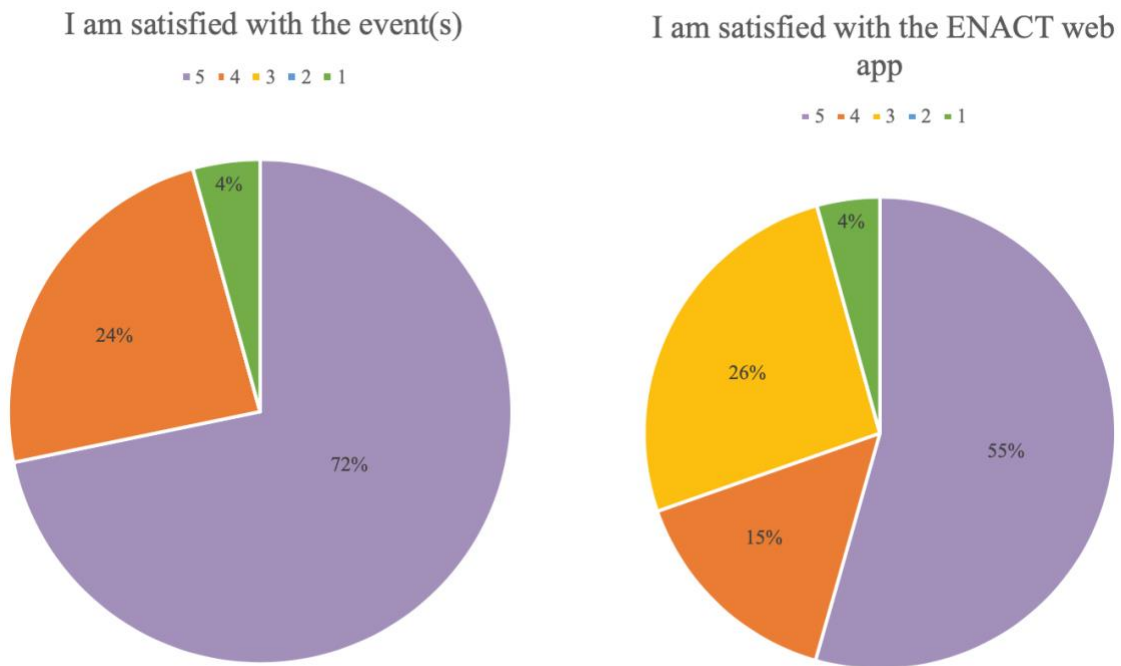


Figure 3 The percentage of children satisfied with the after-school activities and the use of ENACT Web App.

The ease and accessibility of the ENACT web app was echoed across both volunteer and children feedback. Although the N.E.S.T school volunteers are generally a consistent population, the nature of recruitment means that new volunteers are regularly integrated throughout the year. For the volunteers to run the session successfully, they are provided with materials and a link to an ENACT activity each week. Tilly remarks how convenient and effective this system is, as the ENACT web app is:

“really simple for the volunteers to follow.”

The simplicity of the web app spares the volunteers the effort and anxiety of planning these sessions from scratch, **offering significant organizational benefits for N.E.S.T.**

Charley (Kenton Bar): *I just think overall it is really useful, and I think for me, I was a bit nervous when I was doing the transition from secondary to primary school because, you know, the after-school clubs and the full day is very different, but I thought it was very, you know, accessible for me, learning how to do it and, yeah, I think it's really easy.*

Furthermore, the partnership with ENACT means the after-school clubs are provided with the loan of tablets to be able to access the web app in schools. This enables children to interact with the on-app activities directly and independently, which some of the children may not have access to at home. This further **supports N.E.S.T's ambitions to provide free of charge extracurriculars, to accommodate and support families with financial barriers.**

Tilly: *Extracurriculars can be really, like inaccessible to people who aren't in their financial position to pay for clubs, like sports, like football clubs, and different arts and crafts activities and stuff elsewhere can be quite costly for students, and for families from the refugee and asylum-seeking community.*

However, some volunteers have faced some bug and internet connection issues in the past, which may be the reason for the 27% of children ranking their satisfaction with ENACT as 3, or 'neutral'. This is due to some volunteers not having access to the school's internet networks, which is outside ENACT's control. The bug issues experienced earlier in the year have dissipated. Common feedback from children for improving the ENACT web app was to continue adding more languages and activities. This is taken on board by the ENACT team with initiatives to increase the breadth of cultural activities on the app, for instance, through the ENACT Web App Prize competitions in 2022, 2023 and 2024.

Children’s Feedback Evaluation



Figure 4 *The smiley face Likert scale used in children and parent feedback forms.*

A total of 23 individual children’s responses were collected across the 4 participating schools. The Likert scale was used to gather children’s feedback on 6 questions, measuring responses with 5 smiley faces from ‘extremely unhappy’ being the red face, ‘neutral’ the yellow face, and ‘extremely happy’ the green face. For the sake of figurative display and analysis, the scale will be referred to as 1-5 ratings. After each question, children were provided space to elaborate and explain their ratings, giving examples and opinions for some of the activities they recalled.

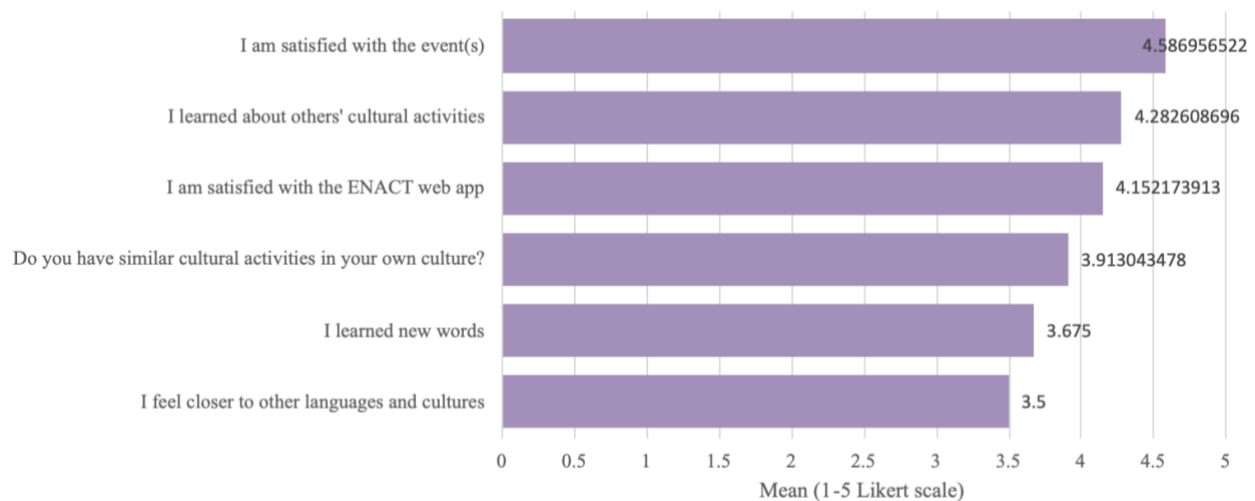


Figure 5 *Mean ratings from children's feedback forms.*

The overall feedback from the children was very positive. Some children who had filled out the forms no longer attended the after-school club, due to change of extracurricular schedules and the high numbers of children signing up to the club. This may be the reason why “I feel closer to other languages and cultures” received lower scores. Retrospective feedback may have led the children to feel negatively about the language learning as they no longer remembered the words due to the lack of repetition. Because each session focuses on different cultural activity, the students felt less confident about their language retention. This was especially the case for

Simonside Academy where, due to the club’s popularity, some children were no longer able to sign up for the consecutive term:

SS6: *Like the whole school signed up for it!*

4. Experiences and memories

The children often recalled the culture and language of focus even when they could not remember the exact words in that language. Nevertheless, **using ENACT in the schools exposed the children to diversity of languages they would not have come across in their regular school curriculum.**

KB2: *Yeah, not English, but the other languages yes! I enjoy learning languages; we only learn Spanish in school!* (Responding to “I feel closer to other languages and cultures.” After the Lambton worm activity.)

Children remembered the materials they used and the object they took home which aided their memories of the activity. One child in particular, who attended the after-school club a term before Christmas (five months prior) still vividly remembered the Japanese origami boat she produced:

My Japanese boat was pink, yellow, and blue.



Figure 5 Child’s (SS3) Response to “I Learned New Words” with Examples.



Figure 7 A child holding her Japanese Origami Boat.

Similarly, two friends at Simonside Primary School traced their steps back to the Japanese origami boat activity to remember the Japanese words they learned, such as the equipment used “*scissors, pen, sellotape*”. One of the girls who had a Japanese background also wrote her name in Japanese, excited to show her friend and the volunteers her Japanese writing.

Children feel closer to their own cultures after they are given the space and encouragement to share and celebrate it together. This is also present in the children’s feedback for more languages, activities and games on the ENACT web app. With the wide range of languages provided on the ENACT web app, it is evident that the **demand is for children’s own cultures to be represented with more school-friendly activities.**

During the Japanese origami boat activity in Central Walker, a child who signed up for the club second term in a row also underrated his experience due to knowing some Japanese already. The boy’s interest in Japanese was piqued by comic books and enjoyment of origami, and he was happy to teach other children how to make origami paper balls at the end of the session. This further shows the mobility of cultural learning, as children with existing knowledge or relation to the cultural activities can be a valuable asset to the session by sharing their existing knowledge and skills with others, whether it is origami making, or Japanese writing. This extends to the objects they make through the ENACT web app; Andrew Thorogood reported that children do not need prompting to share about their objects with him on the way back from the club. Notably, with the Saint Martin’s Lanterns, they were enthusiastic to share how they made them, what was difficult about it, and the traditional context of the lanterns.

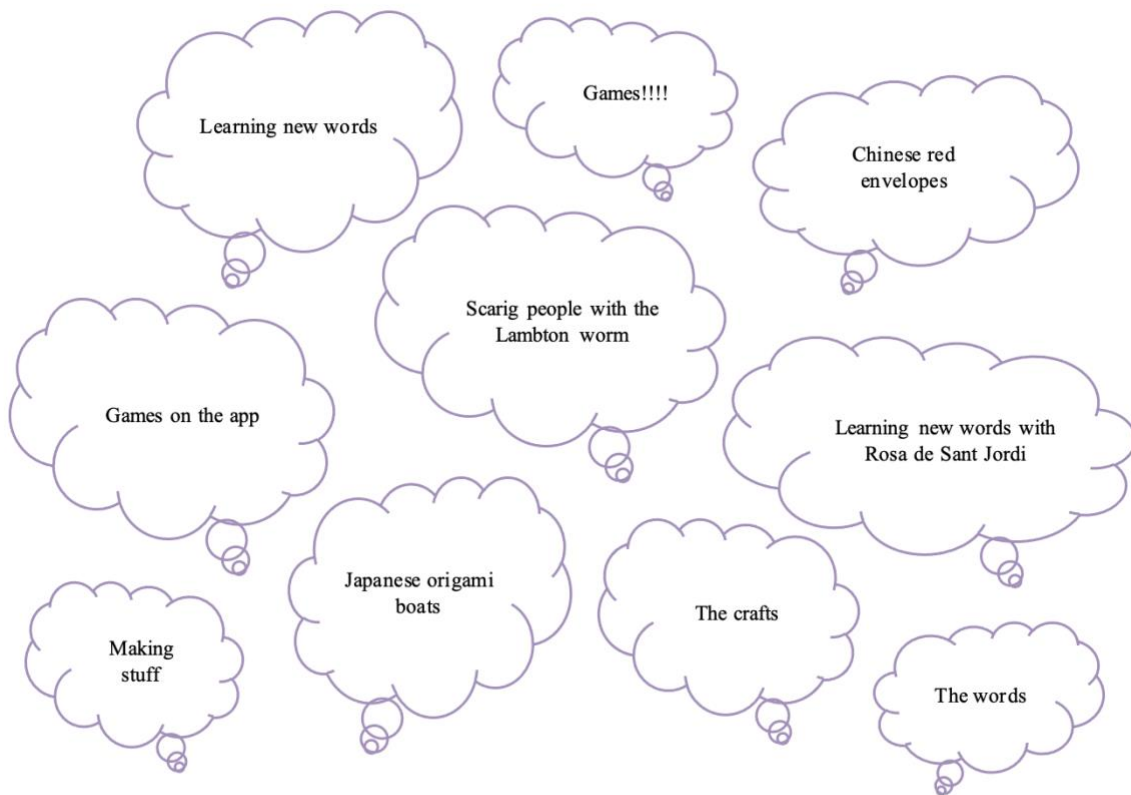


Figure 6 Children's responses to "What do you enjoy the most?" in the after-school clubs.

5. Inclusive and accessible

The inclusive delivery for the sessions is aided by the trained N.E.S.T volunteers and the accessibility of the ENACT web app to children from ESL and refugee backgrounds. **Bringing children from various backgrounds together in the ENACT after-school clubs, where differences in culture and language are emphasised as contributions and not adversities, can help disarm the influences of ethnocentric attitudes early on.** During the sessions, children are given an opportunity to share their own cultural traditions and languages they speak at home:

SS6 (of Portugese heritage): *You can have multiple birthday parties in Portugal!*

SS5 (from Lebanon): *Happy Eid - you give out lots of money and collect a lot of money. I even have a piggy bank!*

Children are respectfully engaged in group conversations when it comes to their peers talking about their cultures and languages. In Central Walker, siblings who speak Urdu as their first language were happy to share some words whilst making St Martin's Day lanterns. The openness to the topic of culture alone seems to encourage the cultural exchange among children. Remembering the red envelope activity in celebration of the Chinese New Year, a child at Simonside Academy recalls learning that "*Number 4 is an unlucky number in China!*" At the end of the session, the children asked the volunteers to translate each of their names into Chinese. Children are keen to understand how the objects they produce in the Around the World club are used in the cultural traditions, and their interest can extend beyond the focus of the activity.

The overall children's feedback is overwhelmingly positive. Consistent high rankings for the activities of the club (21) and the ENACT App (16) at 4 or 5, indicate that children enjoy attending the after-school club. In terms of learning and cultural exposure, **children reported learning new words, often recalling the English terms they remember the language activity using.** Compared to the rest of the feedback, overall learning and relation to culture was ranked less positively. This can be accounted for by the diverse rotation of sessions and the changes in the club's attendance or the fact that children underestimated this due to the different style of learning they were engaged in.

The objects produced in the sessions acted as impactful memory aids for many children, recalling the culture and language of prior sessions. Providing additional "take-home" activities encouraging repetition of the language learned may be beneficial to longer term retention of learning. **The ENACT team have therefore agreed to provide printouts of activities for children to take home with them.**

6. Case Study: Impact at Welbeck Academy

Currently, **out of 480 students at Welbeck Academy, around 150 of them speak English as an additional language (ESL)**. These numbers have risen dramatically since the onset of the COVID pandemic, prior to which the school had just around 30 students from ESL backgrounds. Within the past year, the school has put efforts into facilitating the **social integration and communication** prospects for these students. Andrew Thorogood talks about how choosing the after-school club via ENACT has fitted brilliantly in their agenda:

The Around the World club seemed like a great thing, just to get them talking, mixing, breaking down the social barriers. So that's probably the reason as well. We are doing Voice21, which is, it's a way of getting children to verbalise things and discuss things in class. It's not just ESL, so we're doing a lot of work on speaking, listening; if someone's speaking, follow the speaker. So, we're just trying to type everything in to give the children as best an opportunity as possible.

The oracy curriculums of Voice21¹ focus on improving children's oracy (referring to their communication language skills) by engaging children in talking groups and providing them with 'voicing vocabulary'. The project employs oracy practitioners in 852 primary and secondary schools across England in 2022-2023, Welbeck Academy being a recent addition to this in 2024. The project is evidently effective in embellishing children's future opportunities by improving their ability to communicate, as shown by an increase in active learning and engagement, greater academic results (rise in English and math grades), and smoother transitions to employability.

The ENACT club is a great steppingstone for the Voice21 oracy curriculum, allowing the children from ESL backgrounds to open up and gain confidence in their accents, pronunciation and grammar as a natural component of diversity instead of adversity.

Andrew noted seeing clear social benefits of the after-school club, especially in children's communication with him. Children's evolving confidence and ability to open up to him was prompted by their excitement to show off and share about their creations:

¹ Voice21 Impact Report, 2022-23. <https://voice21.org/>

“the children's openness with me has increased”

I take them out every night after the club and the children's openness with me has increased. They're just talking and really, really engaged and actually wanting to show us. So, we've got the Year 5 and Year 6 in there, and normally Year 5 and 6 children aren't really, really chatty, but as the project's gone on, it's been presenting to us, right, well, this is what we're doing. I've been able to have discussion more in depth as the weeks have gone on, so yeah, seeing the social aspect much better.

Similarly, the Around the World Club has also enabled N.E.S.T school volunteers to build greater rapport with the children. Some children in the after-school clubs also attend N.E.S.T's reading sessions during the day. This is often something they are less enthusiastic about, but by providing them a fun activity to look forward to at the end of the day, the volunteers note the changes in children's engagement with them and the reading as the session progress:

Charley: From the first session, like obviously we didn't really have a relationship, whereas in the last one now, you know, they really engage with you, and because they understand what's coming in the after-school club, they get excited for it; and when I see them in the halls or when I'm talking to some of them in the reading groups, they're like, oh, is around the world on tonight? [...] and even just when they're talking to you, you can tell that they've really opened up more.

“they've become more confident”

Jess (volunteer at Central Walker): *Definitely, like the kids that have come regularly I've noticed they've become more confident but I don't know sort of what whether that's just*

because they didn't know us and they've got to, like because we have been familiar faces over the year.

Ellie, a N.E.S.T's Schools Volunteer at Welbeck, has observed that all of the children are always looking forward to making “*something cool*”, whether that is a Japanese origami boat, or a more difficult St Marten's Lantern making:

I think it's very, either they really want to engage, or they're too interested just doing the activity and making something cool. [...] I think it is really good for the kids. [...] Majority of the time like I think it's a good little activity to do after school. The kids seem to enjoy it.



Figure 7 Volunteers delivering a Chinese Festival Paper Cutting Activity at Welbeck Academy.

The effects of the ENACT club were also observed in classroom behaviour. Andrew recalls noticing one child's hand go up more in class. The child was shy in nature and language barriers have prevented her from partaking in classroom activities previously. During a science discussion about *spores*, the child raised her hand to answer the questions about the new word she would have just learned. This shows **the effects of after-school clubs on children's confidence, which encourages them to take more initiative with their school learning.**

In conclusion, the ENACT club in Welbeck Academy provided a safe space where children's own cultures were openly valued and sharing was encouraged. The positive environment in the sessions alone promotes children's confidence, which is apparent in the changes in communication with their school teachers and increased engagement during lessons, as noted by Andrew. This is mostly facilitated by familiarity with the N.E.S.T volunteers running the sessions, rapport which is built through cultural activities and joint interactions with the ENACT web app. Spoken language and communication not only supports the current social and cultural integration of children from new migrant and asylum-seeking households, but is also an important component for their future developmental prospects in further education and employment. The “Around the World” club, therefore, is a stepping stone for the Voice21 oracy

curriculum at Welbeck Academy. By building friendships, empathy and cultural awareness, the club nourishes children's engagement with the oracy curriculum which they can take part in with greater confidence, openness and collaborative intentions.

7. Recommendations for the ENACT web app

As of June 2024, the ENACT web app has 15 cultural activities in Arabic and 3 in Persian. Based on recurring comments about the significance of children being able to share and speak in their own language, N.E.S.T encourages the ENACT group to push forth for more activities in languages of refugee and asylum-seeking backgrounds. Tilly Atkinson has noted that N.E.S.T works with children mostly from Kurdish and Arabic-speaking backgrounds, so school-friendly craft activities in these languages would be great for after-school club use.

There aren't many, like, Arabic, Kurdish Farsi, which are typically the kids we work with the languages they speak. So perhaps having more activities for those sorts of languages would be great for the kids, because they always do ask like "Oh, can we do one in Arabic?" and I'm like the oh, I might be wrong. So (you'd have to fact check this) but as far as I can remember, I think the only one that's an Arabic is either cooking or there's a dance video, and none of them want to dance, and we can't cook in the school. So maybe just continuing to add different activities would be great, too. I think I think some of the activities are probably better developed than others.

Andrew Thorogood emphasises the **importance of children being able to converse in their own language as a steppingstone to them learning English. Empowering them to talk about their own culture is also significant in terms of pride and confidence in their heritage, which can provide wider social and learning opportunities.** The most common backgrounds of refugee and asylum-seeking children in the UK are: Ukraine, Afghanistan, Iran, Syria, India, Bangladesh, Sudan, Pakistan, Iraq, El Salvador. ([Asylum Statistics, House of Commons. \(2023\)](#) pg. 16-19)

Carry on adding more things [...] I feel like sometimes we've had to do certain things again, like over the course of, you know, the year.

The main feedback from children and volunteers surrounds the need for more languages and activities. Despite the broad range of activities that already exist on the ENACT site, not all of them are accessible for school environments and primary school ages; for instance, cooking is not accessible and Tilly notes it is hard to encourage the children to dance in one of the Arabic activities. **The ENACT team is therefore increasing the range of activities (1) by collaborating with N.E.S.T to organise workshops for children and their families to produce their cultural activities especially in Arabic and Kurdish, and (2) by offering annual competition prizes for the addition of materials in new languages and cultures.**

A child from Saudi Arabia said she liked learning about other countries and playing the games on the app (meaning the word-picture match activities.) She said it was **the "most perfect club in the world!"** The children love the games and quizzes they get to play at the end of the sessions. Including more and a range of such activities in the framework of “create” for contributing users may encourage greater engagement for learning.

“I love it because I can make crafts and learn languages. [...] I remember putting my hand up and matching words to the language and pictures.”

June 2024, Newcastle Upon Tyne

Appendix 1. A Guide to Running “Around the World” After-School Club using ENACT (by N.E.S.T volunteers)

WHY?

Setting up an after-school club with ENACT web app provides a fantastic opportunity to engage children in fun and creative activities, whilst they learn some new words in other languages! There are a variety of cultural activities on ENACT web app, from dancing to cooking, pumpkin carving to paper crafts, something for every age and ability.

N.E.S.T School Project’s volunteers have been running “Around the World” club in four primary schools using ENACT since 2022. Here are some tips from their current volunteers on how you can do the same!

MATERIALS NEEDED

The activities will require a digital device, a computer and a projector board or a tablet (e.g. chrome book or an iPad). Wi-Fi or mobile data connection will be required.

In addition, most common craft materials for ENACT activities are: various types of cards, origami-sheets and colored paper, pencils, fel tips, paint, paintbrushes, scissors, glue, stickers, pipe cleaners, cello-tape, and wool.

The following example will use the [Rosa de Sant Jordi](#) activity.



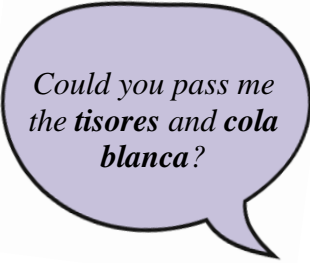
Before the club:

1. Explore activities by clicking [LEARN](#) in the top banner of ENACT’s website, and searching by country, culture, language, or key word.
2. Familiarise yourself with the chosen story/context to prepare for all the curious questions!
3. Follow the step-by-step instructions of the activity (we advise crafts as most engaging and school-friendly) to make an example for the children.
4. Set up materials and enacteuropa.com on tablets or projector board.

Beginning the club:

5. Engage the children by making them guess what culture/country they think the activity will be based on by looking at the example.
6. Play the first video on the activity page (and second for Rose de Sant Jordi) for children to learn about the culture of the activity.

What grew out from the blood of the dragon Sant Jordi slayed?



Could you pass me the *tisores* and *cola blanca*?

7. Discuss what they have found interesting and can remember from watching the video.
8. Use the interactive “key vocabulary” activity to teach the children some words related to the culture; get them to repeat these after you.
9. Play the second video giving instructions of the craft (whilst using materials, encourage children to use the new language words.)

At the end of the club:

10. Once all children finish the activity, play the matching game consolidating their learning – in larger groups, you can have them test each other!

Tips on connecting the children with their “Around the World” citizenship:

- Have the children talk about the object they have made, which they will be taking home.
- Ask the children about their own traditions, do they have similar celebrations at home? Talk about why these celebrations are important and what they mean to them and their families.
- Ask if anyone in the group can speak more than 1 language, and if they could share some words corresponding to the activity. For instance, *a pencil in Catalan is llapis, what is it in Arabic? It is qalam.*
- Talk about any differences/similarities between the new language and their own. Ask the children what they find most interesting about the language words they have learned.
- Engage children with the new language by prompting them to talk about how they made the object using the learned vocabulary:

Today we made _____ (*Rosa de Sant Jordi*) in celebration of Catalonian Sant Jordi day. We made the _____ (*Rosa de Sant Jordi*) by cutting out petals on _____ (*paper vermell*) using _____ (*tisores*) and gluing them on _____ (*pal de fusta*) with _____ (*cola blanca*).