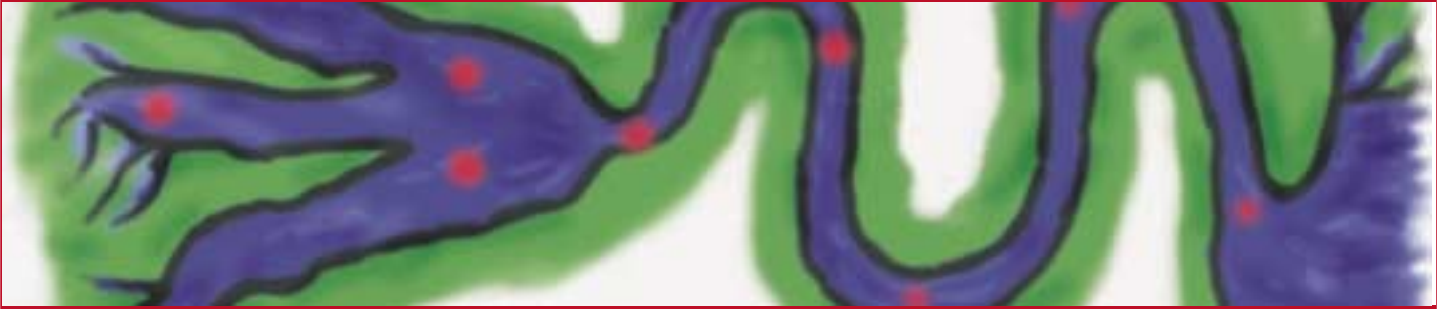




Reflect for **ESOL**

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES



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Reflect for ESOL



The national core curriculum for English for Speakers of Other Languages (ESOL) emphasises a learner-centred approach. ESOL providers and teachers are expected to be aware of the range of needs, skills and aspirations that each learner has and the implication of these for the learning process. *Reflect* offers a practical and proven way of achieving this.

By drawing on participatory tools and methods to address teacher/learner dynamics, *Reflect* enables participants to bring their existing knowledge, skills and creativity into the learning process. Participants develop visual learning materials related to their own immediate experiences. The development of language skills is thus linked to practical and relevant issues that relate to real situations. Participants also gain confidence to express their own opinions and challenge injustices. By linking language learning to the analysis of broader issues in learners' lives *Reflect* can help bring the real world into the classroom, helping participants to develop and strengthen their language skills through practical use.

Although literacy and language skills are important, they alone will not change people's lives. Refugees, asylum seekers and other long-term immigrants to the UK face a multitude of barriers and prejudices in accessing services and meeting their daily needs in an unfamiliar environment. They need to know how to access and use information not just how to read it. They need to develop more than just linguistic confidence to deal with the complex power dynamics around certain situations. They should feel as confident as anyone else to speak out when their rights are abused – as entitled as anyone else to address problems for themselves and to propose their own solutions.

Reflect can play a key role in linking the learning of ESOL to wider processes of social integration and community cohesion. The *Reflect* ESOL process will help to give refugees, asylum seekers and other marginalised groups a greater voice in their own community, challenging stereotypes and confronting social exclusion, racism and isolation. In a predominantly monolingual society, such as the UK, those who do not speak English are often ignored and marginalised. A *Reflect*-based approach to learning English can help equip participants with a greater understanding of the issues they face, whilst also developing their language skills in areas that are relevant to their lives. Learners will learn language skills alongside other skills, enabling them to participate in the national economy, become active citizens and access their basic rights and entitlements.

In this Resource Pack, we present a variety of *Reflect* materials adapted specifically for use in an ESOL context. We hope that teachers and other practitioners will make use of them. We hope to improve and add to these materials based on your experiences of using them, so please let us know what has and hasn't worked for you and what additions you would like to see to the Resource Pack (contact david.archer@actionaid.org).

Who are these materials for?

The *Reflect* ESOL Resource Pack is intended for anyone teaching or working with refugees, asylum seekers, or long-term immigrant groups in the UK. Section One provides an overview of the *Reflect* participatory process, starting from discussion, analysis and learning, through to practice and finally reflection and action. The materials provided in Section Two cover the four language skills of listening, speaking, reading and writing and are based on a variety of themes, all of which are pertinent to the lives of refugees, asylum seekers and immigrant groups. Examples are provided of how these can be mapped to the Adult ESOL core curriculum. Finally, in Section Three you can find a selection of the participatory tools used in *Reflect*, including graphics such as the tree, matrix and river.

The materials are not designed to run in sequence. The aim is not to provide a step-by-step guide for ESOL teaching, but to generate ideas to help facilitate a critical and collaborative learning process. The materials can be used to develop a specific scheme of work based on the *Reflect* approach, or dipped into to supplement an existing ESOL course. Practitioners can choose a relevant theme from those described, or work with their group to choose a new theme and develop it to reflect their own ideas and the specific needs and identities of the group.

The tools and themes described in this Resource Pack can be adapted for use at any stage in the learning process. The process can work with mixed language groups or single language groups. It can be used with people with similar levels of English or with mixed ability groups. Learners at pre-entry stage and beyond can use their first language to develop materials and bring in ESOL skills at their own pace. Pictures and graphics aid communication and encourage an easy transition to literacy skills. In a more advanced group the graphics encourage

lively debate, helping to draw in those who may be otherwise reluctant to participate. Any ESOL provider could work with *Reflect*, be they community-based organisations, further education colleges or local authority centres. The size of a group could be anything from 10 to 30 members.

Pebbles in the Sand

Since 1999, the Calgary Immigrant Women's Association (CIWA), a local Canadian NGO, has used *Reflect* in ESOL with refugee communities, specifically women, who are currently underserved by the traditional system. The CIWA staff had no specific training in the *Reflect* methodology nor any direct contact with other *Reflect* groups, just a copy of the *Reflect* Mother Manual.

Commenting on her experience of working with *Reflect*, Desiree Lopez (then programme manager) writes: *"from the beginning of the pilot phase, when all the staff primarily had conventional teaching experience, we were astounded by the multi-dimensional effect that using Reflect had on our experience. Yes, participants increased their reading and writing skills in English (on average 87% of participants increase in either their reading and/or writing benchmark within 10 weeks of part-time study and on average 70% move on to full-time study in mainstream programmes, employment or skills training programmes)... [but] working with Reflect opened it beyond that to look at additional issues around personal worth, community health, gender, illness, domestic violence, access and isolation and culture."*

Groups discussed topics such as family violence, poverty, immigration law, health, parenting, social services, etc., thus spreading the impact far beyond language learning. In its review, the standing committee on citizenship and integration of the House of Commons in Canada recognised this as good practice.



What is Reflect?

Reflect is an innovative approach to adult learning and social change that fuses the theories of Paulo Freire with participatory methodologies developed for Participatory Rural Appraisal (PRA). Originally developed through pilot projects in Bangladesh, El Salvador and Uganda, *Reflect* is now used by over 500 organisations in more than 70 countries, in each case adapted to the local context. It was awarded UN Literacy Prizes in 2003 and 2005, for the way in which it has revolutionised adult learning.

Central to *Reflect* is an awareness of power dynamics and relationships, and the effect of this on participation and learning. As such, the approach requires a transformation of traditional classroom roles, placing learners at the centre of their own learning process. The teacher becomes facilitator, their role transformed from one of directing or transferring knowledge to one of facilitating, sharing, enabling and catalysing, as well as learning and reflecting themselves. The participants set their own agenda, identify their own issues, prepare their own learning materials and act on their analysis.

Underpinning the approach is a huge (and ever-expanding) range of participatory tools and techniques. Prominent among these are visualisation tools (or graphics) such as calendars, maps, matrices, rivers, and trees, which enable participants to communicate their knowledge, experience and feelings without being restricted by literacy and language barriers. The construction of the graphic involves discussion on a key issue in the learners' lives, generating vocabulary that is relevant and practical. Other participatory tools such as role-play are introduced to give learners the opportunity to rehearse real situations.

The accumulated discussion, reflection and analysis of each issue leads learners to identify actions that they can take (individually or as a group) to improve their situation. These actions involve the practical use of oral and written language, thus strengthening people's language use outside the classroom. Furthermore, using the *Reflect* tools and approach encourages documentation of the learners' own experiences and histories – a valuable end in itself.



The core elements of Reflect

Reflect is based on a series of core principles and elements, derived both from the theoretical foundations in Freire and Participatory Rural Appraisal, and from evolution of the approach through practical application and experience.

... power and voice

Reflect is a process that aims to strengthen people's capacity to communicate by whatever means are most relevant to them. Although part of the process may be about learning a new language, the focus is on using this in a meaningful way. It is through focusing on the practical use that real learning takes place.

... a political process

Reflect is premised on the recognition that achieving social change and greater social justice is a fundamentally political process. *Reflect* is not a neutral approach. It seeks to help people in the struggle to assert their rights, challenge injustice and change their position in society. As such it requires us to explicitly align ourselves with the poorest and most marginalised. It involves working with people rather than for them.

... a democratic space

Reflect involves creating a democratic space – one in which everyone's voice is given equal weight. This needs to be actively constructed, as it does not naturally exist. As such it is counter-cultural – challenging the power relationships and stratification that have created inequality. It is never easy and may never be perfectly achieved, but it should be a constant focus.

... an intensive and extensive process

Reflect is rarely a short or one-off process. Groups usually meet for about two years, and sometimes continue indefinitely. Often they meet three times a week – sometimes up to six times a week and rarely less than once a week. Each meeting may take about two hours. This intensity of contact on an ongoing basis is one of the fundamental ingredients for a process that seeks to achieve serious social or political change.

... grounded in existing knowledge

Reflect begins with respecting and valuing people's existing knowledge and experiences. However this does not mean accepting opinions or prejudices without challenge. What's more, there will always be a part of the process in which participants are enabled to access new information and ideas from new sources. The key is to give people control over that process and confidence in their own starting point, so that they can be critical and selective.

... linking reflection and action

Reflect involves a continual cycle of reflection and action. It is not about reflection or learning for the sake of it, but rather reflection for the purpose of change. Neither is it about action isolated from reflection, as pure activism rapidly loses direction. It is the fusion of these elements, and it can start with either.

... using participatory tools

A wide range of participatory tools are used within a *Reflect* process to help create an open, democratic environment in which everyone is able to contribute. Visualisation approaches are of particular importance (calendars, diagrams, maps, etc...) and can provide a structure for the process. However, many other participatory methods and processes are also used, including theatre, role-play, song, dance, video or photography.

... power awareness

All participatory tools can be distorted, manipulated or used in exploitative ways if they are not linked to an awareness of power relationships. *Reflect* is a political process in which the multiple dimensions of power and stratification are always the focus of reflection, and actions are oriented towards changing inequitable power relationships whatever their basis. A structural analysis is needed to ensure that issues are not dealt with at a superficial level. Only through such analysis can effective strategic actions be determined.

... coherence and self-organisation

Reflect needs to be used systematically. The same principles and processes that apply to the participants also apply to us, within our own institutions and even our personal lives. It is important that the facilitator engage in the process alongside the participants, subjecting her/his behaviour, experiences and opinions to the same analysis, rather than standing outside as teacher and judge. Ideally, the focus of the process should be towards self-organisation, so that groups are self-managed where possible rather than being facilitated by, or dependent on, outsiders.

The Reflect process

Getting started

Whilst we recognise that some facilitators may wish just to dip into the materials, using the ideas to supplement their usual ESOL teaching, we feel that the greatest benefit will come from undertaking an integrated *Reflect* process. Here we describe some of the key elements of such a process.



Negotiating ground rules

If you are planning to run a *Reflect* group, in the first proper meeting it is important to negotiate some basic ground rules and norms. The participants may brainstorm a number of ground rules for discussion by the group. Alternatively, each participant could write a couple of proposed rules on a card. Rules may cover issues such as having fun, turning up on time, showing respect for fellow participants and not interrupting or ridiculing another participant, for example. Some of the proposed rules may well be rejected or amended by the group members, especially where there are contradictions. Others may be so similar that they can be merged into a single statement. A written or clear visual record should be kept of any of the basic norms or ground rules agreed. It should be noted that even at this stage, there are plenty of opportunities for language learning.

Appropriate ways should be found for discussing the importance of creating a democratic space, exploring what this means to participants and how it can be put into practice. It may be possible to discuss directly some of the power relationships that are present between participants and how these may affect the atmosphere or dynamic of the group. This may sound daunting, but it can be done quite simply. Sheer numbers may mean that one set of participants very obviously dominates the group. Visualisation approaches may be used to structure a reflection on these dynamics. For example, a series of chapati diagrams (see Section Three) could be used to look at the relative size and influence of different groups (according to sex, age, nationality, religion, social group, etc). In these discussions the facilitator should be prepared to acknowledge her or his own power in the group.

Layout and group dynamics

The layout of space has very significant power implications and it is important to consider this when working with *Reflect*. A traditional classroom layout with the teacher/facilitator at the front and the students/participants sitting at rows of desks will have echoes of school and will not encourage full participation. Although the group will probably have little control over the room assigned to it, there may be some scope for rearranging it to suit the participants' needs. It's a good idea to involve participants in designing, agreeing or arranging the use of space – always reflecting on the power issues involved.

Try to ensure that the room can be used for two purposes with relative ease. Space is needed for participatory activities; for example where graphics can be constructed on the floor or on a large surface, with room for participants to move around. The group should also be able to sit in a circle (perhaps around the graphic), ideally so that each participant can make eye contact reasonably easily with every other participant. It is also helpful to have places where completed graphics can be hung up. Keeping the materials on display will help with cross-referencing and the build up of a cumulative analysis, as participants are able to return to and build upon their work whenever they wish.

The Reflect Process

Getting started cont.

Expectations & aspirations

One early discussion should concern participants' expectations and aspirations. Each participant should be given an opportunity and the means to share their opinions on this. For example, the participants could be asked to write or draw their main expectations on pieces of card. These could be displayed as a web with similar expectations grouped together by the participants (a more advanced group may be able to come up with phrases that summarise the main expectations expressed by the participants). Following a discussion, the expectations could be recorded for future reference and used as a basis for ongoing monitoring.

It may also be useful to discuss the participant's reasons for wishing to attend the ESOL class (for some it may be compulsory). A lack of language skills is often a common cause of discrimination in a predominantly monolingual society such as that of the UK. A tree provides a good means of examining the cause and effects of a lack of language skills, with potential actions for improving their English (see Section Three). It could be combined with a graphic such as a river, which examines their recent experiences and the factors, that led them to come to the class, and might be a useful starting point for a group.

The *Reflect* process could also be useful for helping to review participants' progress and the completion of Individual Learning Plans (ILPs). One of the main barriers to students successfully completing ILPs, especially at lower levels, is a lack of language skills. Therefore, using graphics like a matrix could be useful for reviewing participants' progress. On the vertical axis the tutor can have a list of language outcomes, and in the next column, the participants can use symbols, such as faces, or numbers to reflect their opinions (for an example, see p.14).

Materials and resources

It is likely that the following materials will be needed, though alternatives can be improvised and many additional materials may be used at different moments:

- Large sheets of paper, flipchart paper or wallpaper.
- Large marker-pens and felt-tips, ideally lots of them and with a good range of colours.
- Sticky tape or masking tape.
- Coloured paper or card, which can be cut to make smaller cards as needed.
- A store of objects for the flexible construction of graphics (e.g. bags of different beans or rice, beads, buttons, pebbles, string).
- A blackboard or white-board, with chalk or pens.

Following the initial discussion of an issue within the group, the facilitator may introduce relevant supplementary materials on the issue being discussed.

These may consist of:

- Written materials – official forms, newspaper articles, leaflets, organisational plans, budgets.
- Visual materials – photos, pictures, maps, cartoons.
- Audio materials – external speakers, excerpts from TV or radio broadcasts.

These materials will be used to further analysis of the issue, with most language learning occurring through practical exposure and use.



The facilitator

Reflect requires a transformation of traditional classroom dynamics, in which learners are placed at the centre of their own learning process. They set their own agenda, identify the issues to be discussed, prepare their own learning materials (sometimes drawing on external information) and draw up and act upon their action plans. The teacher becomes a facilitator. Their role is transformed from one of directing or transferring knowledge to one of sharing, enabling and catalysing, as well as learning and reflecting themselves.

As well as language teaching, the facilitator needs to guide the group and keep them focused on the task they are carrying out. Central to the *Reflect* process is a respect for each individual's existing knowledge and experiences (though that doesn't mean that opinions and prejudices go unchallenged). However, while the learners' own experiences will form the basis of discussion around a theme, it will often be necessary for the facilitator to complement this with external information and documentation to aid analysis, planning and action.

Reflect involves creating a democratic space in which everyone's voice is given equal weight. The facilitator needs to develop an awareness of the power dynamics of the ESOL classroom and be prepared to transform their own and their institution's power.

Orientation

This Resource Pack is aimed primarily at trained and experienced ESOL teachers. However, we are aware that teachers who want to take on this innovative approach will need support. Whilst the materials are user friendly and ideally can be used off-the-shelf, some familiarisation or orientation will be important to ensure more effective practice. What's more, feedback from teachers will be essential for enriching the materials and situating them.

The focus of facilitator orientation should be on the process rather than the content. *Reflect* principles and processes should be fully applied, using participatory processes and engaging in power analysis of issues arising. The intention should be to achieve a level of internalisation and ownership of the process. Practical experience is key. A good option is to hold 'sandwich workshops', with two periods of training either side of a period of practical experience with the *Reflect* ESOL group. In the orientation process, facilitators can make new adaptations of *Reflect* and produce their own resource materials. Refresher workshops should be held at least once a year, preferably more often. The focus of these should be defined by the facilitators' needs and interests.

Please contact ActionAid for details of future *Reflect* for ESOL orientation workshops.

Peer support

Facilitators need intensive support in the first weeks of a *Reflect* process. It can be easy to get disillusioned, as things that seemed easy in the orientation workshop prove more difficult in practice and unexpected problems and obstacles arise. The facilitators will be the best support for each other, as they will have a shared experience and will understand each other. Where there is more than one facilitator in an organisation or group they may be able to undertake regular peer reviews as part of their reflective practice.

Regular facilitators' forums can be very effective, meeting with rotating facilitation from within the group. The forums can echo the *Reflect* circle process, identifying problems and finding practical solutions. They may offer space for facilitators to develop new ideas for participatory tools and other resources that can be of practical use. The sharing and review of their experiences can also lead to them identifying and discussing common issues arising across groups. In some cases the forum may decide to do further research on an issue, or develop joint actions.



A scheme of work

Identifying and prioritising issues

In an initial session, members of the group should be asked to identify the main issues or problems they face. This may be done as a group brainstorming activity, or perhaps each participant could be asked to identify two or three key issues. One way of doing this is for participants to write or (depending on their level of English) draw symbols representing the issues on cards. Cards representing similar issues may be grouped together and a definitive list agreed by the whole group.

These issues can then be ranked using a matrix (see Section Three). The issues identified are written along one side of the matrix and each participant indicates the ones that they feel are either the most important or the one's they most wish to discuss in the group. They may use numbers to rank them or other symbols chosen by the group. It may be worth dividing the group according to age/sex/ethnic origin or economic status, as this can reveal widely differing priorities.

The *Reflect* sessions can then be adapted and sequenced according to the primary concerns of the group.

The following issues were identified in one *Reflect* ESOL workshop in North London in 2003:
 childcare; children's schooling;
 cross-cultural relations; contact with home (information about family, politics); cultural identity;
 employment (recognition of qualifications, retraining, employer prejudice, minimum wage); enforced idleness (impact on self esteem and motivation); gender relations;
 healthcare; housing; immigration;
 inter-generational relations; isolation;
 media (prejudice, access);
 neighbourhood; schooling; shopping;
 social security; transport; trauma.

Planning a scheme of work

Section Two of this Resource Pack is made up of a number of sample sessions for you to review. These are not designed to be used in sequence. Rather you should produce your own sequence adapted to the needs of your group and based on the priorities that they have identified. Depending on the issue identified and on the interests of the group, a single theme may be covered over anything from one to ten sessions. Over a period of time a variety of different graphics may be used to explore different aspects of a single theme. Often one theme will lead into another and a graphic may be used to bring together the two themes in a linking session.

Some flexibility is important. Although you might wish to have a fairly tight structure for the first few sessions, once the lessons have gained momentum the participants should be given the opportunity to change the order of sessions, reject sessions or even propose new sessions.

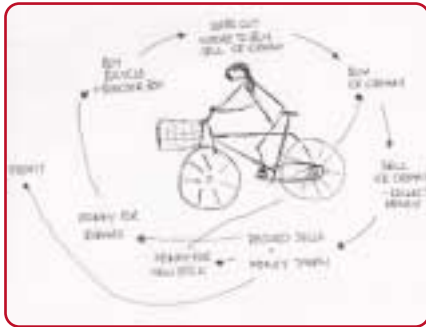
It is important to ensure that there is an integration of the different steps that need to be followed in each session. Every effort should be made to ensure that all the discussion, language and numeracy work relates to and arises out of each graphic, and weaves into a whole, rather than being a series of separate activities. It is worth noting that when producing sessions the sequence is very important. Try not to jump around between themes too often. Rather it is better to introduce a theme and then explore it in more and more detail before moving on to another theme (for example having a sequence of units on health and then one on housing rather than mixing them). However, similarly, spending too much time on one theme might lead to repetition and frustration.



Revision sessions should be held at certain intervals, such as at the end of each theme. It can be useful to refer back to past graphics so that participants can see how much they've progressed. They can often add further writing in the process. The revision sessions can also offer an opportunity for facilitators to pick up on any unresolved issues.

The Reflect session

Here we describe the core *Reflect* session, involving the construction of a graphic, discussion and analysis of the issue, moving to language learning, reflection and action. Section Two of this Resource Pack contains a number of specific ideas for *Reflect* sessions, which you may choose to adapt for use with your group. Alternatively, you may decide to develop your own sessions based on the issues identified by the group.



Constructing the graphic

Until the members of the group have had some experience of working with *Reflect* and are familiar with the variety of different graphics available, it will be up to the facilitator to decide which graphics is most appropriate for the analysis of a particular problem. Usually, there will be a wide choice as with a little imagination most of the graphics can be adapted to fit any topic. The choice of graphic will affect the way in which a particular topic is approached. You may wish to look at the materials provided in Section Three of this Resource Pack for ideas.

It is important to recognise that the graphics are not ends in themselves. The focus should be on the participatory process of producing them, rather than on the end product. The facilitator should play as small a role as possible, guiding the participants but not dominating the process. The construction of the graphic usually involves a great deal of structured discussion and negotiation. This is a key part of the process and helps to encourage the unselfconscious use of language even in participants who are usually reluctant to speak.

The group will need a defined space in which to construct the graphic, with plenty of room to move around. Participants may place or stick images and objects directly on to the wall or floor (if they know they are not likely to have to pack up half way through the exercise) or use large sheets of paper.

When first creating a graphic the participants should agree on their own codes and symbols. They may use a mixture of pictures, objects and words to represent the various elements of the graphic. For example, in creating a world map to show the journeys made by each of the participants, the group may use photos to represent themselves, pieces of wool and blu-tack to trace the routes that each has followed, pink card to mark the place where they were born, blue to show the places they have lived and green to show where they are now, etc. There may well be a great deal of discussion around the best symbol to choose for each element of the graphic. And there will often be a lot of shifting around and correcting before everyone agrees that the graphic is accurate.

If the graphic was constructed directly on the floor or wall then, once all the participants are happy with it, a large paper copy should be made. At this point, depending on the level of the group, many of the symbols may be replaced by words; either introducing new vocabulary to the group or reinforcing what is already known. If appropriate, word cards may be used at this point. This may also be a good time to write up new phrases and sentences that have come up during discussion. It is a good idea to ask participants to also make a copy of each graphic in their own notebook so that they have a permanent record of it.

The Reflect session cont.

Analysing the issue

In *Reflect*, dialogue is central to the whole process. The production of the graphics depends on discussion, and this is structured by the task that the group collectively faces. The facilitator doesn't have to constantly guide or push the discussion in an artificial way, as it gathers its own momentum around the task.

Once the graphic is completed, focused questions can help participants to explore key issues. In Section Two, the themed resource sheets give examples of potential questions. The questions will relate directly to the participants' lives and their community because the framework for their discussion is the graphic that they, themselves, have produced. Participants feel the issues are theirs and as a result the discussions are more likely to lead to the identification of local solutions and local actions.

As refugees, asylum seekers and immigrants to the UK, the participants will have many shared experiences and problems, but there will also be many differences. They may have very different backgrounds. Some will have been in the UK for years, others for a relatively short time. Production of the graphics and the discussions that accompany and follow this will help participants to share common experiences, and pool local knowledge, as well as to better understand each other.

The process of discussion and reflection in a *Reflect* group need not end within the group itself. Each participant, by copying the graphics in their own books, can share them at home, or with others to develop discussions outside the group. If the meetings take place in a community centre or college and the graphics are left on display, other members of the community may show an interest and wish to become involved.

Some suggestions for maximising dialogue and action:

- Listen and encourage, asking open questions, which are focused and relevant. Avoid a discussion between the facilitator and participants, instead encouraging horizontal dialogue between the participants themselves.
- Recognise and value the different perspectives and knowledge of the participants. This brings a unique richness to each discussion.
- Many of the graphics can be discussed in relation to time. What was your situation ten years ago? How might it be or do we want it to be in ten years time? Keeping the time continuum in mind, facilitators can push the discussions beyond the here and now and can explore issues at another level. This may lead to participants producing a second or third copy of a graphic to show how things have changed or may change.
- Comparisons can also be made between the situation here in the UK and that in the participants' countries of origin. Participants may work individually, or in groups, or subgroups that are divided according to country of origin, ethnicity, sex or age, to produce graphics that represent different aspects of the topic.
- Comparisons may also be made between the actual situation and the ideal. Participants may then wish to analyse who needs to be involved and what steps must be taken to make the ideal reality.

From reflection to action

Following discussion and analysis, the group should identify actions that they can take, either as individuals or as a group. Some actions may entail a change in individual behaviour, accessing specific information (e.g. opportunities for IT training), contacting someone responsible for a particular issue (e.g. a housing officer), or a group activity (e.g. writing an article for a local newspaper about life as a refugee in the UK). Following up, monitoring and reflecting on these actions becomes an integral part of the *Reflect* ESOL process. They help to sustain learner motivation and ensure that language skills are used in real situations (not just inside a classroom).

The following are some useful points to keep in mind:

- The suggestions for action points must come from the participants not the facilitator. Avoid over dependency.
- The facilitator can be a bridge helping participants to access information, make contact with external organisations and experts.
- Further research (for example of statistics to back up observations made by the group) may be needed in order to present a solid case for change to decision makers.
- Avoid raising unrealistic expectations. Participants address a wide range of local issues and may identify many solutions /actions. But if these cannot be implemented then they are likely to become disillusioned. Try to focus on actions which are feasible and do not require external support.
- Share discussions with local community organisations and bodies that work with refugees and asylum seekers. The *Reflect* group can be encouraged to formalise regular meetings with the wider community.

- Where there is more than one *Reflect* group in an area, the different groups can formalise regular meetings with each other to discuss their work and present proposals for action.
- It may be useful to draw up an “action agreement”, identifying what will be done, all the steps needed and who will do what on what date. This is then signed by all who agree. Such documents serve both as reading and writing practice and as permanent records. The written word often has the power to make people do things which they would not get round to if they had only agreed verbally!

From graphics to words

In *Reflect*, language work arises either directly or thematically out of the graphics produced by the participants. The maps, matrices, calendars and diagrams, and the structured discussions based on them, provide rich source material for developing language practice in a meaningful context. The emphasis is placed on production, creation and action – not passivity, copying or absorption.

In Section Two of this Resource Pack you can find some specific ideas for language teaching linked with different themes and graphics. The graphics and the issues that arise from them can give rise to a wide variety of language activities:



- Participants write directly on the graphics, replacing symbols with words as their vocabulary expands.
- The group generates as extensive a vocabulary as possible around the theme of the graphic. This can be done individually, in pairs, as a group, etc.
- Participants create phrases, sentences or paragraphs based on the discussion and written up on the board by the facilitator or participants.
- Participants create a role-play based on some of the issues discussed.
- Participants read a “real” text on a related theme (e.g. newspaper article, brochure or leaflet), either as a group or individually.

- Participants are asked to find and bring in other written materials, which relate to the theme.
- Participants write joint agreements about actions identified by the group through the discussions.
- Participants collectively write letters to local authorities or other organisations regarding issues discussed or requesting help, etc. Responses to such letters will also generate additional reading materials.

Every effort should be made to link the work of the group to people’s daily lives. It is important that the reading and writing activities of the group are closely linked to the graphics and discussion. This will help to maintain motivation and relevance. At the end of the *Reflect* course each participant should have a book with a number of graphics about their lives and their community together with their commentary on these graphics. This amounts to a detailed diagnosis of their community and should be a document about which the participants will feel a strong sense of ownership.

Monitoring and evaluation

Depending on the ESOL provider, monitoring and evaluation processes may well be already built into the process. Here we describe some simple guidelines to participatory monitoring and evaluation that you may find helpful.

Monitoring

The role of monitoring the *Reflect* process should not be seen as the preserve of any one group of people. Certainly participants must be at the centre of monitoring their own progress, proposing their own objectives, indicators and modes of measurement. However, facilitators, trainers and other resource people are also participants in the process and need to establish their own objectives and indicators, to be revisited in the light of their experience and the changing nature and direction of the process.

Ideally this monitoring should form an integral part of the *Reflect* process, the cycle of action and reflection leading to new action and new reflection. Documenting and recording the process from different perspectives is not a neutral or detached activity but one that forms part of the continuing flow of the process. It is important to be aware of the power dynamics involved in monitoring and to include reflection on that as part of the monitoring process.

Evaluation

Participants can continually evaluate the *Reflect* ESOL materials and process. At the end of every session or course, participants can revisit their initial expectations and aspirations, review actions they have taken and reflect on their learning, with respect to language and literacy and more generally in relation to their confidence and capacity to communicate. This participatory evaluation may link in with the Individual

Learning Plans (ILPs), as conceived in present ESOL policy. It will also represent a key part of the facilitator's learning process, helping them to improve their skills in adapting participatory tools, in facilitation and in accessing information on key issues.

The learner should have control over their own learning process. They should be able to decide what exams they sit (if

any) and when. It is envisaged that in most cases participants will take the accredited ESOL examinations, but it should always be clear that these are self-contained language exams and not directly linked to the *Reflect* ESOL process itself. Facilitators can help to prepare learners who wish to enter exams to become familiar with the format of the exams and exam technique, but this support should be considered as outside the core *Reflect* ESOL process.

Self-evaluation matrix on participant progress

This can be built into the *Reflect* course, either at the end of each module or after every term, half term or at the end of the course.

Participants are asked whether they are happy with their progress in different areas in relation to their own initial expectations. A scale of three is the easiest to use (happy, OK, unhappy) although a scale of five will give more detail (very happy, happy, OK, unhappy, very unhappy). Simple faces can be used instead of (or as well as) words. The self-evaluation matrix may look something like this:

	Listening	Speaking	Reading	Writing
☺ happy				
☹ OK				
☹ unhappy				

Participants may keep personal copies of the matrix to show their own progression and may also add a mark to a large copy of the matrix (perhaps in a different colour for men and women so gender trends can be monitored) to give a picture of the group as a whole.

This type of self-evaluation matrix can be used with different questions. For instance, facilitators could ask whether the *Reflect* process has helped participants develop their self-esteem, problem solving, understanding of the education system or health issues in the UK, etc (whether it helped a lot, a bit, or not at all). One advantage of these matrices is that they can be analysed in a statistical way (for example, 70% answered that it helped them a lot to understand the UK education system).

Networking

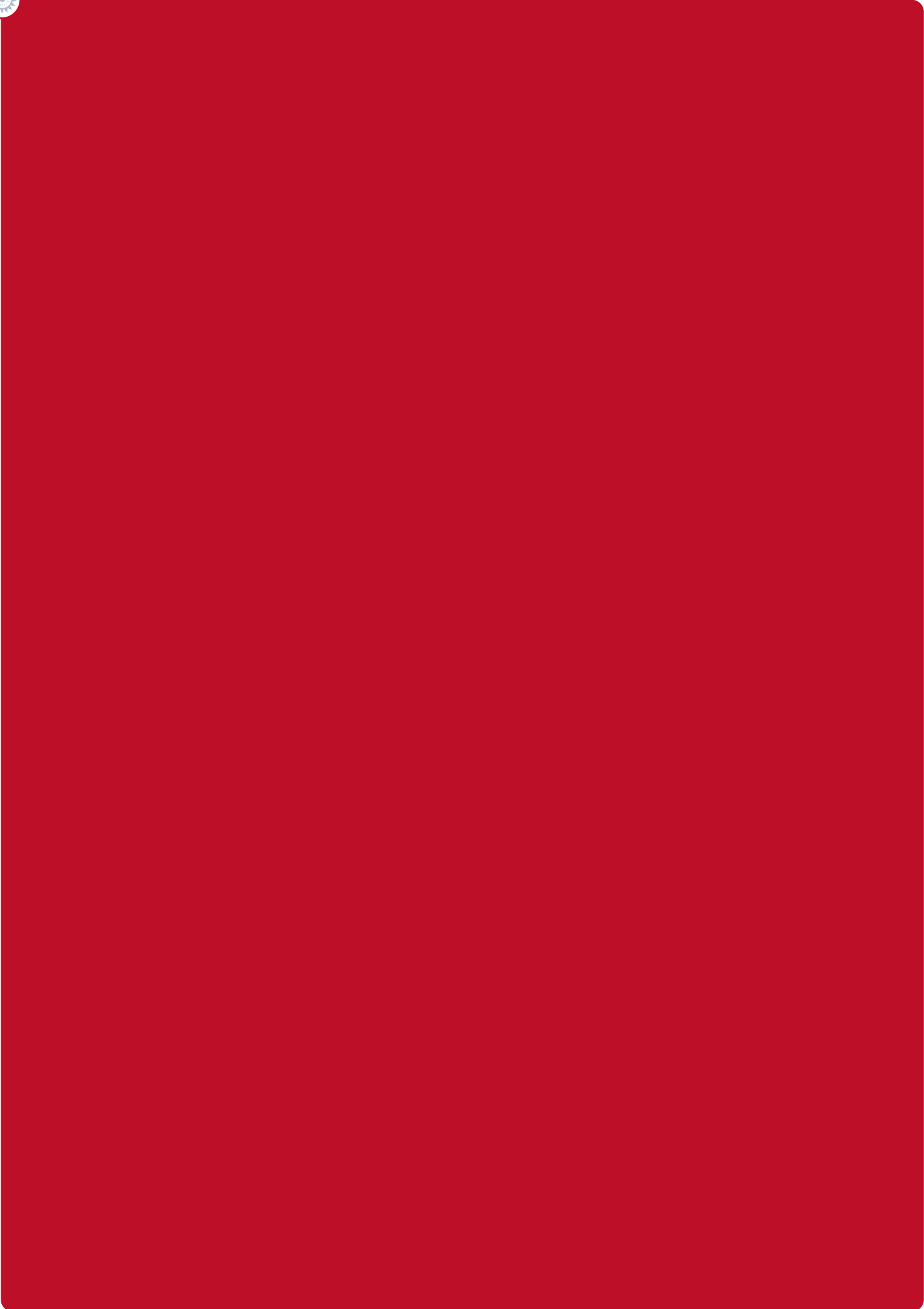
There are national *Reflect* networks or forums developing in many countries. Some of these are loose, informal groups of people; others are more formal involving many organisations and holding regular meetings. They are spaces for practitioners to share experiences and problems about using *Reflect*, to come together for further training, or to apply the *Reflect* approach to national level issues. These national networks are also part of sub-regional or regional networks, as well as the International *Reflect* Circle (CIRAC). CIRAC brings together *Reflect* practitioners from across Africa, Asia, Latin America and Europe, providing a space for the continuing spread of innovation, for critical reflection and analysis and for the development of common resources. If you are not presently in contact with other practitioners we urge you to seek out that contact. The CIRAC website (www.reflect-action.org) offers a list of contacts.

Linking *Reflect* groups

From the very start it is important to consider the links that can be made between participants in different groups, so that their analysis and actions are not reached in isolation. Groups may be paired or clustered so that they visit each other or have some regular points of contact. There may be 'participant forums' where representatives from each *Reflect* group in an area come together to identify common threads in their analysis, common obstacles or opportunities for action. Wider meetings or social events might also bring participants together. This helps to ensure that groups feel part of a wider process. At key moments they may be able to call on a wider source of support, and benefit from a sense of solidarity.

If the participants are enthusiastic, it may be possible for a *Reflect* group to continue to meet beyond the end of a structured ESOL course, especially where the participants are able to come together in a community group. At this point they may decide to select a member of their own community as facilitator and perhaps to invite other community members to join the process. Especially where English is the common language of the group members, language learning will continue even without the formal ESOL structure.







Adult education

This section seeks to explore issues surrounding the participants' education, including aspects such as definitions, expectations and experiences of education.

Why?

The concept of education can mean very different things for different people. In the UK, the word 'education' is usually used to refer to formal schooling and training. Some ESOL students may be highly qualified, but their skills are not recognised in the UK, whilst some others may have limited experiences of education. This is especially the case for refugees and asylum seekers, who may have either non-formal training or a formal education that has been severely disrupted by conflict or natural disasters. As a result, their skills and qualifications can go unrecognised and undervalued in the UK context.

Exploring the term 'education', and uncovering its various meanings, can be important for recognising and validating people's different experiences or understanding of learning and training. It is also important for helping participants to realise their ambitions and make plans for the future. Discussion and analysis can help participants to address the issues that surround access to education and training opportunities in the UK. Importantly, participants' prior knowledge and skills should also be highlighted and valued, as this can be very helpful in developing strategies to seek out opportunities to expand them further.

How?

Photographs/pictures

1. Photos or pictures can be a good way to challenge participants' perceptions of what is meant by education and learning. Start by selecting a number of pictures that are education related. It is important that these show education in a variety of forms and contexts. For example, pictures of school children, classrooms and schools in a formal setting need to be contrasted with informal work-based training, adult non-formal basic education groups and informal learning that occurs in social settings. The context of learning needs to be emphasised too, and therefore education-related pictures taken in developed and developing countries, as well as pictures of learning in secular and religious institutions, are needed. Ideally you will need 10-15 pictures.

Present continuous;

The children are working in a classroom.
The students are sitting under a tree.
The trainer is talking to a group of women.

2. Start by sticking the pictures around the walls of the room. Then give the participants the opportunity to circulate around the room to view all the pictures. Once they have looked at all the pictures, ask them to choose the three pictures, which they feel best represent education.

Questions for discussion:

- What is education?
- What is the difference between education and training?
- Where does education take place?
- Why is education important?
- When should education start?
- Who is education important for, and why?
- Who should be responsible for education?
- Who makes decisions in education?
- What choices do we make with respect to education?
- In what ways do these pictures represent education?
- Do any of these pictures not represent education?
- What are the benefits of formal education?
- What the benefits of non-formal education?
- What are the ingredients for quality education?

3. The participants can then be divided into small groups of three or four, in which they explain to each other why they believe some pictures represent education better than others.

'Wh' questions;

Who is this person?
What is this happening in this picture?
Where are these people?

4. Then, as a group they should choose three pictures that they feel best represent education. The facilitator can also ask the participants to explain why they think that some pictures do not represent education.

5. The facilitator should then ask the groups to go back to the same pictures and decide which best represent learning. Are they the same pictures as those that represent education for the group? If there are differences, why is this? Following on from this each group should then present their arguments to the rest of the group and open them to discussion. This should help participants to analyse concepts of education and learning and to recognise that learning can take place in many contexts and that education can take many forms.

Questions for action:

- What skills have you gained from your education that you had not previously recognised?
- Where do you access learning and training opportunities that you did not previously recognise?
- How do you access these educational experiences?

Timeline

1. A timeline is a useful means of examining participants' educational experiences. This is an activity that can be completed individually and then followed up with small group feedback sessions. If some participants have included information about less formal learning activities, then others will be encouraged to include similar information in their timelines. The process of working collectively should lead to a more powerful experience and produce more discussion.

2. Depending on the resources available, the graphic could be constructed in a number of ways. One suggested means is to stick a number of large sheets of paper together and then to draw a long

Questions for discussion:

- What is education?
- What is the difference between education and training?
- Why is education important?
- Who is education important for?
- Which other forms of learning are important outside formal learning?
- What influences have helped your education?
- What barriers have you faced in accessing education?
- Why did you leave school?
- Where have you received further training?
- Is education more important for boys than girls, or vice versa?
- If so, why?
- How does age affect attitudes towards education?
- How can education help you?

line to represent a period of time. This line needs to be divided into years, so that time up until the present is covered. If there are older participants within the group the line may need to be quite long. An alternative to using paper might be to use sticky tape along the floor or wall.

3. Having done this the facilitator can give the participants coloured pieces of card or paper to write down different types of education that they have experienced. For example; primary, secondary, and higher education, informal training, valuable life skills, language learning. It is important at this stage that the facilitator does not make any suggestions on what to write on the card, as it will be interesting to see what the group perceives as education. The cards are then placed on the timeline where they occurred in the participants' lives. For example, if they started primary school at the age of 8, then this is where it goes on the timeline, alternatively if they started English classes at 47, then the card will be placed accordingly. Participants can also vary the size of their cards to show the length of time that they spent studying in that particular form of education. This is important as it highlights the length of time spent in education.

Past simple;

- I started school when I was ten.
- I left school in 1989.
- I went to secondary school after I finished primary school.

4. Participants may be given different coloured cards according to their sex or age. This can help the group to highlight inter-generational issues, as well as differences between men and women, the value placed on boys and girls' education, or educational opportunities for different ethnic groups. The timeline can be as detailed as the group want to make it. They can add in other events that they feel are relevant to education. This might include feelings such as frustration and happiness that are born out of positive and negative experiences of education.

5. Once the graphic has been completed there will be opportunities to discuss what constitutes education and the influences and barriers to education. The participants could use this opportunity to revise their timelines to include informal learning. They can also look forward to the future and examine the groups' aspirations. This might be particularly empowering for students, who can collectively develop plans of action that bring their hopes to life. By also considering the barriers that have been faced in the past, they can develop strategies that prevent others falling into the same trap. This could lead to further discussion around educational achievement in the UK, looking at issues such as which sex performs best academically, and the reasons for this, which is something quite different from many other countries

Past continuous & past simple;

- I was going to school when the war started.
- I moved to the UK when I was studying.

Questions for action:

- Who can help you to access other education courses?
- Where do you go to register for courses?
- Where can you find out more information about education courses?
- Who can help you overcome the barriers to accessing education that you have identified?

Other ideas and graphics

■ A matrix could be used to examine the varying levels of education within adult ESOL groups. Often adult ESOL learners in the same group will have very different experiences of education and these will produce divergent attitudes towards it. By using different coloured cards, additional material can be added to the matrix that examines participants' children's levels of schooling. This can help with making inter-generational comparisons and produce discussion around the importance of education, ages for leaving school and the reasons for this. For example, the need for paid work or lack of value placed on girls' education. This analysis might also provide a good link into the themes of children's education and the family.

■ A tree might be a valuable tool to examine the barriers that participants have faced in their efforts to access education or training in the UK. The group could work individually or collectively. If working as a group each member could be given an A4 sheet of paper to write or draw symbols to represent what is needed for them to gain access to education or training. These sheets might be placed as the roots, with the branches being represented by the perceived benefits of education, whilst the fruit represent the group's future aspirations. Through discussion, participants will identify barriers that they face and develop strategies to cope with these. Another adaptation might be to use the tree to look at the barriers to having prior education and qualifications

recognised and valued in the UK and the impact of this.

■ A **chapati diagram** could be used for examining the power relations in education. For example, making comparisons between western formal models and more informal learning circumstances. This can be constructed by forming two different graphics, one representing formal models of education and the other informal learning. The different graphics can examine who funds and houses the learning programmes, who attends them and what the outcomes of the learning programmes are. This can help groups to examine what is perceived as acceptable and valid education. It could also be used to look at which subjects are valued more, and why this is, as well as examining the perceived 'masculinity' and 'femininity' of some subjects.

■ **Mobility maps** can be used to depict the barriers that adults face when trying to access further education here in the UK. This might include factors such as the cost of travel, their working hours, the time of classes, their immigration status, the cost of the course, or childcare. As a group, participants can share information and develop strategies to help overcome these barriers to accessing education and training.

■ Education resources could be identified on a **community map**. Participants could use the graphic for identifying informal places of learning, such as libraries and community centres, as well as colleges and schools. Participants may decide that they want to visit the different education providers within the community and collect information about entry requirements, enrolment and course content. Other options might include inviting a speaker from an organisation to come and talk to the group, or organise a group visit.

Potential action and learning outcomes

There are a number of issues that may arise out of the discussion, which the participants may want to address. Some participants may want to get recognition for pre-existing qualifications and skills. Therefore, they might identify organisations, such as RETAS (Refugee Education and Training Advisory Service), that can help them with re-training. They can then practise, either telephoning or writing to them, requesting information about their courses. This might give rise to the opportunity to bring real application forms for courses into the group, giving authentic reading and writing practice.

Participants may also wish to research courses within formal educational institutions that can help them gain formal qualifications for skills that they have developed in informal situations. For example, NVQs in subjects relating to childcare, housekeeping and social care skills.

If participants see their lack of language skills as a barrier to registering for courses, then they might like to use role-plays to practise the relevant language skills. Registering for courses at a college may involve a certain level of language skills, and meeting face to face with someone may be an intimidating experience. Performing role-plays that contrast how participants feel when registering for a course with how they would like to feel, can give opportunities for participants to describe and analyse their feelings, as well as practising the relevant language skills to help them in such a situation.

Potential language outcomes:

Sc/E2.2f	If participants have been using pictures or photos there is a lot of opportunity for practising descriptive language and asking questions about the pictures.	<i>What can you see? Who is in the picture? What are they doing? What does s/he look like?</i>
Sc/E2.3f	At lower levels this may involve giving a short description of the picture that uses present tenses and descriptive adjectives.	<i>It is a school. There is a smart teacher and some small children.</i>
Sc/L1.3e	At higher levels participants may focus more on describing and comparing the different pictures.	<i>In the first picture there is a teacher with some children, whereas in the second there is a teacher with men and women. The children in the second picture are older.</i>
Rt/L2/6a	If the participants decide that they want to find out more information about training or retraining, they might wish to use the Internet. Their use of search engines and ICT texts will be important, as well as practising using organisational feature systems to locate texts and information. The skills that they develop here are also easily transferable to other scenarios.	<i>Hyperlinks, menus, search engines, filing systems, indexes and contents pages.</i>
Rt/E2.1b	There are also a range of other potential reading skills, including obtaining specific information from texts by scanning for main events or skimming to get the gist.	
Rt/E3.9a	Further reading skills might deal with relating images in pictures to print and using the picture to help identify meaning.	
Ww/E1.1a	If participants decide that they wish to apply for courses, then they have the opportunity to practise their writing skills when filling in forms. This is the sort of practise that can take place on a variety of levels. For low-level students it may be only using and spelling some personal key words correctly.	<i>Spelling names, ages.</i>
Wt/E2.1b	At higher levels participants may record more detailed information and follow conventions around forms.	<i>Date of birth, address, nationality. Circling, deleting.</i>
Wt/E3.5a	In more advance levels more complex features such as filling in open responses and additional comments.	



Budgets

This sheet seeks to explore some of the issues that surround the control of money and budgets, as well as allocation of funds and the impact on individuals and social groups.

Why?

Budgeting is an essential element in deciding individual or group priorities. Looking at budgeting strategies and methods is therefore important for newly arrived refugees and asylum seekers. They often may have to survive on low incomes, whilst also adapting to a new currency, different price structures and spending needs. A budget can help individuals or groups to plan with the medium or long term in mind.

By examining individual or household budgets, which are familiar to participants, learning and discussion can be made relevant to participants' lives. Using a household budget, with real local prices, participants can analyse how income and expenditure decisions are made and their impact on different family members and households. This is important when considering the power dynamics that surround spending in a family. Furthermore, budgets hold information about planning choices and spending patterns.

Participants may wish to broaden their analysis. Through examinations of budgets of organisations that impact upon their lives, they can gain awareness of the power dynamics that exist around spending. Such analysis could give rise to important discussion around prioritisation of spending in certain areas and the impact this has on individuals and different social groups. This can help groups to recognise the choices they have regarding the services they access.

Importantly, through analysis and discussion of budgets, participants can strengthen their numeracy and language skills, whilst also developing valuable life skills that relate to planning and identifying potential income sources.

Calculators can be used to demystify mathematical operations, thus allowing participants to focus on the meaning behind numbers without getting caught up in complex arithmetic functions. They also help to provide links between computers, arithmetical figures (+ - ÷ x =), and short cut keys (%).

How?

The following are suggested graphics that might be useful for promoting discussion and analysis of issues that surround budgeting.

Pie chart

1. A pie chart is an excellent means of analysing the different ways in which individuals within a group are spending their incomes. The first step is to ask the group to individually consider how they spend their income. Then, collectively the participants can make a list of different areas of spending. Suggested categories might include; children, food, travel, education, housing, electricity, gas, water, entertainment or clothing.
2. Having done this, the participants can then start creating individual pie charts that represent their incomes. Participants start by drawing a large circle. The circle is then divided up into sections. Each section will represent a pre-agreed category, the size of which will reflect the amount of income that is spent every month or week on that particular category.

Vocabulary;

Numbers 1 – 100, cardinals, ordinals, percentages, approximate numbers.

3. Once the participants have completed their individual pie charts, they can present them to the rest of the group. The facilitator can ask the participants to explain why they spend more money on certain areas and which areas they feel are the most important. The presentations can then be used as a basis for further discussion. This could include how much flexibility and choice there is around spending, as well as times of the month or year when participants worry about money. It also may look at credit and non-financial inputs such as support from your family or peers. The facilitator may encourage comparisons to be made between different pie charts. The questions below might be useful for this.

Questions for discussion:

- What are your main sources of income?
- What are your main outgoings?
- How do you prioritise your spending?
- What areas would like to spend more money on?
- Who controls how your family income is spent?
- What is a good use of resources? And why?
- What is a bad use of resources? And why?
- How much influence do you have over the budget?
- Who contributes to / benefits from the family budget?
- How have spending patterns changed since you arrived in the UK?
- How does spending differ according to gender within the group?
- What factors cause your spending patterns to change?
- What services do you pay for in the UK, which you did not have to pay for in your country of origin (and vice versa)? (e.g. childcare, healthcare, education, the number of dependents in a household.)

4. A pie chart and work around budgets offers excellent opportunities for groups to work on numeracy skills. As well as arithmetic, the group may choose to look at the concepts of percentages and division.

5. After discussion participants may like to create an additional pie-chart that contrasts the ideal situation with the real. Separate pie charts might also be created as a means of analysing family incomes.

Questions for action:

- What would you like to change about the way your income is budgeted?
- How might you save yourself money?
- What have you learnt from the group?
- How might you change your spending patterns to make them more cost effective?
- Where might you get advice or information to help you with budgeting / obtaining extra funds / grants?
- Who might you approach?

River

1. A river is a useful tool for exploring the varied social security entitlements that different participants have. It can be used to explore the period of time between immigrants' arrivals in the UK until the present.

Questions for discussion:

- What social security entitlements do you have?
- When did you receive them?
- How regularly do you receive them?
- How easy / difficult was it to register for these benefits?
- What were the barriers you faced in accessing benefits?
- How are you paid your benefits?
- What do you think of the benefits system?
- What assistance do you receive in the UK, which you did not get in your country of origin and vice versa? (e.g. childcare, healthcare, education.)

2. Participants might work individually, or as a group, although the experience of constructing a graphic collectively will promote more language practice and lead to a stronger experience.

Adverbs (frequency);

I occasionally buy my children clothes.
I regularly buy cigarettes.
I frequently pay my bills on time.

3. The group should be given pieces of coloured card or paper to write down their different sources of income. This can include money they receive through social security, for benefits such as child support and job seekers allowance, assistance with travel and childcare costs, free healthcare and education, as well as money from employment. Different coloured cards could be used depending on the immigrant status of individual participants. This will help to draw attention to the differences in entitlements between refugees, asylum seekers and those with work visas.

Would + infinitive (suggestion);

I would spend more on my children.
I would not spend money on cigarettes.
I would spend less on going out.

4. Participants can draw rocks, waterfalls or rapids, as visual representations of the different barriers that they face now, or have faced in the past, when claiming different benefits. Positive factors that have helped them might be marked as additional tributaries, boats or people.

5. In subsequent discussion participants can examine the issues that surround the different entitlements that participants have, how fair they are and the impact they have on their budgets.

Questions for action:

- Where might you get further advice or information to help you with making benefits claims?
- Who might you approach for help?
- What actions can you take to make yourself less reliant on social security?
- What have you learnt from other group members that might improve your situation?

Other ideas and graphics

■ An income/outcome calendar is a useful means of examining sources of individual, or family income and expenditure over a time period. There are opportunities here to analyse income and spending patterns according to sex, as well as for using it as a tool for planning family budgets.

■ A chapati diagram provides a good opportunity for analysing who controls spending within a family and which organisations have an impact on individual spending. This gives a good opportunity to consider the impact of sex and age on power relations. It could also be used to explore the power dynamics that exist around spending on refugee and immigration services.

■ Participants can use an income/ expenditure tree as a means of analysing family or individual budgets, as well as for examining variations in the cost of goods. It encourages participants to share information on the cost of goods locally and through discussion they can explore reasons for discrepancies in prices, and consider what causes prices to vary.

■ A matrix could be used for examining both formal and informal budgets. Possibilities include household, school, community groups, and local or national government budgets. By using a matrix, the group can examine the effects the budgets have on different groups or individuals. Participants could also compare different budgets, as a means of examining the influences, decision-

making power and links between different groups, individuals and organisations. It may be particularly pertinent to examine budgets from a gender perspective.

■ Alternatively, a matrix might be used for examining different forms of credit and loans. Analysis can be used to introduce discussion on people's reasons for taking out loans, what interest is, and the implications of interest on budgets. Participants might also wish to consider how they feel when they borrow money, where they can borrow money from, and the (dis)advantages of different sources, as well as the repayment process.

■ The facilitator can bring in real budgets for the group to analyse. These could come from a variety of sources, but it is important that they relate to the participants' lives. Appropriate budgets might be budgets for ESOL classes within an FE college or community centre, or local government spending on refugee services. Discussion around who is involved in producing, approving, controlling and contributing to the budget, as well as deciding how it is allocated, will lead to important analysis.

■ Flow charts might be used as a simplified and more visual means of illustrating how budgets are allocated. After discussion the group can add in additional information about the importance they attach to the different sources of spending and compare this to reality of the allocation.

Action and learning outcomes:

Having analysed family budgets, participants may decide to examine different ways of paying for services such as gas, electricity or council tax. Groups can consider the benefits and drawbacks of different methods of paying. For example, paying more in monthly installments compared to paying a one off lump sum, the convenience of using

direct debit, or the drawbacks of having electricity on card-operated meters. A useful real life exercise could be created using forms for setting up a direct debit.

If participants have been examining family budgets and have been looking for ways to improve their family income, they may decide to make a ranking matrix that looks at different incomes from different types of work.

If participants have been using income / expenditure trees, or calendars, then they may decide to bring pay-slips to the group. This could provide a valuable opportunity for participants to look at issues around tax and National Insurance. As well as the opportunity to practise numeracy skills, participants can also hold discussions around how much tax is paid, what services it contributes to, different types of tax, how we benefit from taxes and how they might influence the council to provide more relevant and appropriate services.

Participants may decide that they want to challenge the public perceptions of refugees and asylum seekers. In order to do this effectively they need reliable and credible statistical information. Participants can further practice their numeracy skills, by researching statistics on issues affecting refugees and asylum seekers. For example, they may look for information about numbers in work, their financial contribution to the UK economy, or the numbers coming to the UK on working visas versus refugee numbers. The Home Office and Refugee Council websites would be a good source of information. Such work would provide a good link into the theme of prejudice and discrimination.

Potential language outcomes:

Rw/E1.3b	With discussion around family budgets there is a lot of opportunity for lower level participants to practice numeracy skills. This might be reading skills that include recognising digits and understanding the symbols that go with them.	<i>£, \$, €</i> <i>Different date formats.</i>
Sc/E1.4a	Participants may practise making clear statements of fact that use suitable grammar for expressing quantity and numbers.	<i>Numbers, dates, times.</i> <i>Some, any, many.</i>
Lr/E1.2e	Listening activities could involve extracting key information when following instructions around weights, places and times.	
Ww/E1.2b	Writing skills at low levels may be practising forming digits.	<i>0, 1, 2, 3, 4, 5, 6, 7, 8, 9</i>
Ww/E1.2a	Forming letters correctly can also be practised when writing numbers in their word form.	<i>One, two, three, etc.</i>
Sd/E2.1e	The process of creating a graphic and the subsequent discussion will lead participants to practise a range of skills that require them to interact with other speakers. For example, indicating (dis)agreement, asking others for their opinions.	<i>That's true.</i> <i>I don't agree.</i> <i>Yes, but ...</i> <i>What do you think?</i>
Sd/E2.1d	Participants will also practise expressing their own views and opinions.	<i>I think...</i> <i>I believe...</i>
Sd/E3.2b	At higher levels participants may use more advanced language skills, such as demonstrating the turn taking process.	<i>After you.</i> <i>Can I say something?</i> <i>May I come in here?</i>
Sd/E3.1g	This could involve more advanced ways of expressing (dis)agreement to other speakers.	<i>You're right.</i> <i>I'm not sure.</i> <i>Maybe, but...</i>
Sd/L1.2a	Also participants can use more complicated means of introducing opinions and views such as expressing hypothetical meaning and probability and possibility.	<i>If I was paid more, then I would spend more on my children.</i> <i>They could spend more on refugees in London.</i>



Migration & displacement

This sheet seeks to examine some of the issues that surround participants' decisions to migrate and the effect that migration and displacement has on their lives.

Why?

The issue of migration and displacement is an important topic for many ESOL students. Immigrants may have arrived in the UK for a variety of reasons; some participants may have migrated in order to join up with family members, whilst others may have married, or come to find employment, or in search of a better life. Yet for many refugees and asylum seekers the reasons are more sensitive. Many may have been forcibly displaced due to conflict, war or poverty and consequently this topic is a sensitive one, as it may bring up unhappy memories for those concerned.

Nonetheless the topic is an important one, which should be addressed. The process of examining the reasons behind participants' migration can be beneficial on a number of fronts. First, the sharing of experiences can, in a supportive atmosphere, be therapeutic in itself. The experience can also help to foster an atmosphere of trust and support within the group. Also, importantly, it can help participants to produce the language skills necessary for expressing themselves on issues around displacement and migration.

How?

The following are suggested graphics that might be used to generate discussion and action around the issues that affect migration and displacement.

Displacement map

1. Start by asking the participants to state from which country they came to the UK. Some groups may like to refer to a real map, if one is available, to show other group members where they are from.

2. Having done this, the group can cut out a shape to represent the UK and place it on the floor or wall. There is a lot of scope for creativity here. The group can decide collectively how it wishes to represent the country. The map can be constructed around this initial object and then later transferred onto paper.

3. The next stage is for the participants to add circles (or other shapes) that represent their countries of origin. Initially these should be made from card or paper rather than drawn directly onto the paper.



Daily routine:

This tool is a great way to learn time and numbers and learn about each other's daily activities. We also use this tool to compare gender roles in the home, monthly routine, strategies and solutions for helping the family work better together and how to free time for the woman etc.

Carla Dubon - CIWA, Canada

This allows the group to easily move the cards around and to make adjustments. If there is more than one participant from the same country in a group, then they can work together.

Prepositions of time;

I left Vietnam in 1983.
We often travelled at night.
My mother stayed from May until September.

4. The shapes are placed on the paper at varying distances. These may roughly correlate to the distance of the participants' country of origin to the UK. The group should collectively agree on the positioning of each object.

5. Once this has been done, participants use pieces of string or tape to show their individual journeys to the UK. Different colours can be used to identify different types of transport. Participants may also want to add additional information about the length of their journey and the number of people they travelled with. The group can discuss other types of information that it would like to add.

Questions for discussion:

- Where is your home country?
- What caused you to want to leave your country of origin?
- Why did you come to the UK?
- How did you reach the UK?
- How long did your journey take?
- What barriers did you face on your journey?
- How did you overcome the barriers that you faced?
- How has your situation changed since arriving in the UK?
- What barriers did you face entering the UK?

6. When the map is complete, the participants take turns to present their journey to the rest of the group, describing the route they took, the methods of transport and their travelling companions, etc. Another interesting follow up to this activity could be to compare the group's displacement map with one in an atlas.

Country names, adjectives and people;

Pakistan	Pakistani	Pakistani
Algeria	Algerian	Algerian
Serbia	Serbian	Serb
Sudan	Sudanese	Sudanese

Questions for action:

- Who else might be interested in hearing your story?
- Who might be influenced by your story?
- How could you use your story to influence others?
- How could you share it with different people?

River

1. For this particular graphic it is suggested that the participants should work individually. The first step is for participants to consider which factors influenced their decision to leave their country of origin. These should be added to the start of the river to represent the tributaries.

2. The participants should then use the rest of the river to depict their journey from their country of origin to their current location in the UK, with their arrival being represented as the mouth of the river. They should include important events that occurred during their journey. These might be the barriers that they faced, which could be either written or drawn as natural barriers such as waterfalls and whirlpools, or manmade barriers like a dam. Other features, such as additional tributaries or people, could be used to represent more positive events.

3. Once the graphics are complete, the facilitator can ask participants to split into small groups, and to make presentations of their journeys to the rest of the group. The above questions might be useful in helping to promote discussion.

Questions for discussion:

- Why did you leave your country of origin?
- How did you travel to the UK?
- Who helped you?
- What barriers did you face in trying to reach the UK?
- How did you feel when you left your country of origin?
- How did you feel when you arrived in the UK?
- What effect did leaving have on your family?
- What forms of transport did you use on your journey?

Past simple;

I travelled for 3 weeks.
I arrived in the UK at Heathrow.
My journey started in Iraq.

Other ideas and graphics

■ A chapati diagram might be used as a means of analysing the power relations that surrounded the decision to migrate. There may also be links into power relations that exist within the family, providing a good link between the two themes of family and migration and displacement. Issues in participants' country of origin, such as economic, social and political climates, as well as restrictions on travel between the UK and other countries could be discussed.

■ A tree could be a useful tool for analysing the reasons why participants left their country of origin and the effects that migration has had on their family. The causes of migration can be represented in the roots, whilst the branches are the effects.

■ Personal life story pictures could be drawn to represent the experience of migrating to the UK. These could be followed up either by presentations or short written texts that explain the drawings' content.

Because/due to;

- I travelled to the UK due to the problems at home.
- We left home because we didn't support the government.

Questions for action:

- Who else might be interested in hearing your story?
- Who might be influenced by your story?
- How could you use your story to influence others?
- How could you share it with different people?

■ Participants might be asked to bring photographs, articles, or brochures about their country of origin. These could provide a valuable source for discussion. They could be used to help participants tell stories of their lives in their home country. If the group has access to a camera, photographs might be used as a means of documenting their life in the UK.

Action and learning outcomes:

A group might decide that it wishes to dispel myths about refugees and asylum seekers and to consider ways that this might be done. If the group has been working with photographs they might decide to hold an exhibition or create a display to put up in their college or community centre. These could be accompanied by written texts. Graphics such as maps and rivers produced by the group could also be included.

Such an exhibition could be accompanied by talks in which participants tell people about their lives prior to arrival in the UK. The location for such talks will depend on the levels of confidence of the participants. For some, talking to members of another class might be appropriate. Whilst others may want to take their talks outside the classroom and speak at local schools or other events to educate the wider public.

Another potential action could involve participants writing to local or national newspapers to educate the public about their experiences, or writing to an MP to request support and assistance for an asylum application. Responses to such letters could then be brought into the class and used for reading practice.

Potential language outcomes:

Sc/L1.3c	The nature of this particular theme means that there is a lot of scope for discussion of past events. At higher levels this gives participants the opportunity to use a range of past tenses to narrate their past experiences of migration.	<i>We had tried to leave when it was dark. The night was quiet. I was carrying a heavy bag and my small son.</i>
Sc/E3.4a	At lower levels there are also opportunities to use tenses relating to events in the past when making statements of fact.	<i>I fell ill when I was on the boat. I have lived in the UK for 5 years.</i>
Sc/E2.3c	As lower level groups start to build up short personal accounts of events there will also be opportunities to practise using time markers to structure their narrative account.	<i>I left Morocco ten years ago. First, I took a boat, then I travelled by car.</i>
Wt/L2.3a	If participants decide that they want to write a letter to their local MP or councillor, then there are opportunities to practise a range of writing skills. At high levels this might include choosing different types of paragraph structure and linguistic features to aid sequencing and coherence, so that their letters are more persuasive.	
Ww/E3.1a Ww/E2.1a	At lower levels, participants who choose to write a letter may want to focus more on the importance of accuracy of spelling.	
Ww/E3.2a Ww/E2.2a	There will also be opportunities for the facilitator to stress the importance of legible handwriting.	
Ws/E2.3a	Correct punctuation is another area that will be important when trying to create a good impression.	
Rw/E1.3a	Groups may choose to examine their rights as asylum seekers and refugees in more detail. Therefore, they may want to bring leaflets published by government or refugee organisations into class to use for reading comprehensions. A range of reading skills might be practised depending on the participants' levels. New learners may initially like to focus on relatively simple tasks such as identifying the letters of the alphabet in upper and lower cases.	<i>Leaflets and the Internet will be important.</i>
Rt/E3.7a Rw/L1.2a	More proficient learners prefer to scan different parts of texts to locate information. Advanced learners can seek to recognise and understand the different vocabulary associated with different types of text.	<i>Specialist vocabulary relating to, migration and displacement as well as computers and Internet.</i>



The local community

This sheet seeks to examine some of the issues that may affect participants' lives in their local community and for the group to consider strategies to address these issues and bring improvements to their lives.

Why?

Arriving in an alien environment without the traditional support networks of family and friends can have a hugely disempowering impact on people's lives. When this is coupled with poor language skills the impact is even greater. Getting to know the local community is vitally important for new arrivals, and the process of sharing knowledge of it can be of great value to participants.

Finding one's way around the local community is likely to be one of the first tasks that newly arrived refugees, asylum seekers and immigrants face. Whilst many participants, will have some knowledge of the area in which they live, this is likely to be limited. Through the process of discussing the local community and analysing the issues that affect it, participants share their knowledge, and are better equipped to participate more actively in the wider community.

It is important to consider the dynamics of group when working with this topic. The sense of community and belonging within a group will vary, depending on whether it is meeting in a FE college, or in a community outreach centre. Some tools are better suited for analysing issues that affect the local area, whilst others are more effective for examining what participants feel is meant by the term community.

How?

These suggested graphics might be used to analyse the local community and the issues that affect it.

Community map

1. This graphic may work well early on with a group, as it provides a means for the participants to find out more about each other without revealing information that is too sensitive. Participants can become aware of fellow group members that live close to them and this can provide a valuable source of support and encouragement.

Prepositions of place;

I get my benefits at the post office.
I play football in the park.
My flat is on an estate.

2. To start with participants, either collectively or in small groups, discuss how they get to class and the distance they travel. As a group they need to agree on different symbols to represent the type of transport that they use.

3. Using the meeting place as the centre of the graphic they start to construct a map of the local area. Rather than drawing straight onto paper, it is suggested that either string or tape on the floor might be used to represent routes of travel as this can be easily moved. Different coloured string could be used to identify individual participants or methods of travel.

Questions for discussion:

- Where do you live now?
- How do you reach the college/community centre where you attend ESOL classes?
- What difficulties/benefits are there regarding travel in your area?
- What is good/bad about the surrounding area?
- Which services do you use most regularly in the area?
- Where do you go to access these services?
- How easy is it to find out information and access these services?
- Which do you think are the most important and why?
- Which places do you go to for help and which places do you visit to relax?
- What does community mean to you?
- How different do you think the sense of community is in the UK compared to in your home country?

The mapping process should be done through a process of negotiation, with everyone being encouraged to participate. One means of encouraging this, with the added benefit of it being less chaotic, might be for participants to go either individually, or in pairs, if they come from the same area. Agreement should be reached on the direction of the routes, the names of roads and the number of buses, etc.

4. Once the participants have mapped out their routes to where the ESOL groups meet, they should also add in important landmarks. These could be drawn or written onto a card.

5. Next the facilitator can ask the group which places in the area that provide a service are most important to them. These should be marked onto the map too. If more than one person in the group uses a particular service or place then this could be noted on the piece of card representing it.

6. When complete, the houses of all the participants and facilitator, as well as the routes and services that are used by participants, should be marked onto the map. The above questions might be used to promote discussion. Following analysis of the situation, it is important to then consider what actions might be taken to promote change. The below questions for action may be useful for this.

Comparisons between past and present time;

In England I live in a city.
In Pakistan I lived in a village.

Questions for action:

- What have you learnt from the discussion that is of use of you?
- What areas or issues would like to change?
- Who might help you to bring about these changes?
- What can you do as a group / individually to tackle these problems?
- Where might you go to get more information?

There might be a number of possible opportunities to build upon a community map graphic with a group in future sessions. For example a map could be used to look at particular types of service that are available in the local area. Housing, health or education services within the community might be explored.

"I started by asking the students to think about which services were important to them in their neighbourhood. I also produced some supporting materials that were designed to encourage discussion. Initially the students were unsure what was expected of them, but they soon caught on and this stage was, I felt, successful. It resulted in the students producing a list of places that were important in their eyes. The areas that were flagged up were Banks and Post Offices, and money. This influenced the topics that my colleague taught the group in her classes. I also taught some more traditional lessons alongside Reflect-based ones, which introduced adjectives and verbs to discuss their neighbourhood.

There were a number of language outcomes that came out of the exercise. These included relevant vocabulary and spelling, simple prepositions of place and infinitives of purpose.

The students have more recently started drawing together the work we have been doing through writing and presenting short descriptions of their neighbourhood. I intend that the students will then practice dialogues for settings that they see as being important. The aim of all of this is to increase confidence, fluency and accuracy for each student depending on his or her needs in terms of language and life."

Kay Rodbourn – Bristol City College

Matrix

1. As a group the participants may decide that they wish to examine some of the problems within the area. These might include issues such as crime and anti-social behaviour, fly-tipping and litter, racism, lack of integration, and domestic or sexual violence.

Conditional (if + would);

If the park was tidy, I would use it more.
If someone listened to me, I would complain

2. These can then be written down on pieces of card and placed upon the vertical axis of a matrix.

3. Having identified problems they might want to refer back to a community map, if one has already been created, to identify the specific areas where these problems are occurring.

Adjectival order;

My street is run down and old.
The community is friendly, new and mainly South Asian.
The community centre is modern and large.

Questions for discussion:

- What are you (un)happy about in the area?
- Which areas of the community do these problems occur in?
- What times of day do these problems occur?
- What causes these problems?
- Who are the community leaders in your area?
- Are they male or female, young or old?
- How representative of ethnic groups in the area are they?
- Which services within your area are (in)effective?
- What are the reasons for services being (in)effective?
- How do these problems differ from the type of issues that were faced in your country of origin?

4. Then across the horizontal axis the participants add a number of columns. The content of these should be negotiated by the participants. A suggestion for the first column is for the group to rank the importance of each problem. If each participant ranks the problems individually, a group consensus can be reached by totting up the individual scores. Further columns might look at what the group would like the situation to be, what might be done to achieve this and, who to approach for help. This provides a good means of looking at issues and thinking about practical actions that might be taken to address them.

Questions for action:

- How important is the issue to you?
- Who might you approach to solve these problems?
- What organisations exist within the community that might want to address the problem?
- What knowledge is there within the group that could be used to tackle the problem?
- Where can you go to get more information about it?
- What actions might you be able to take either individually or as a group?

Other ideas and graphics

■ The participants might have the opportunity to leave the classroom and take photographs of important services and areas within their community. These might be added onto a community map or used to make up a storyboard of the area. The group could then use the photos along with their own text, to create either group or individual representations of the area. Analysis of photos and looking at different ways in which people interpret them may also provide interesting insights into the community.

■ Chapati diagrams might be used to examine the power of different organisations and individuals in the area that affect the lives of the participants.

■ Maps might be used to explore issues around mobility. They can look at different transport options. Problems and difficulties that people experience around transport might be explored.

■ Timelines might be used to look at different members' arrival in the area. Are their experiences affected by gender, age, religion, or ethnicity and how easy is it to integrate into British society. There is also potential for interesting discussion around the power dynamics of choices made by participants when selecting the area they have settled in. Those that have been in the area for longer will be able to share their knowledge with others with less experience.

■ A brainstorming activity would be an interesting way for participants to explore what constitutes a community. The facilitator can ask participants to write down what they see as the important ingredients for a community, thinking about physical as well as social elements. Participants should be given the opportunity to explain their choices, and this can be followed up with discussion. The group could then go on to form a ranking matrix to identify the factors that they felt were most important.

Potential action & learning outcomes

Having analysed some of the issues the group may decide that it wishes to take some further action. There may be a desire to communicate with the local community or organisations in the area on issues they have identified. For example, they may wish to link up with local organisations to hold talks or workshops in local schools in order to counter racism. Another possibility is to invite local representatives to attend a group in order to talk to the participants about issues in the area. The group can prepare questions to ask the visitor.

Further action on issues in the community might include participants writing to their local councillors or MP to ask them for their support in action. This may mean that the participants need to go away and practice using research skills; first, to find out who these people are and second, how to get their contact details. This might mean having a homework activity or class trip to visit a local library to find out information, and then e-mailing or writing to an MP or councillor. Some group members might want to go to a monthly MP's or councillor's surgery. Participants could prepare questions as a group and role-play scenarios first in class. If the group is happy with a particular service in the area then they may wish to write to local representatives and recommend that that particular service is replicated elsewhere.

The participants may be relatively new to the area and feel that they do not have enough information. Therefore, they may decide to conduct some research to find out more about the area's history and the services within the area. There are a range of places that they can access information, ranging from local community organisations and the internet, to conducting interviews with local people, and visiting citizens' advice bureaus and tourist information centres. This is an excellent way to take the classroom outside into the community, as well as tying in with one of the other themes in this booklet, accessing information.

If a group has been focusing on the question of what makes a community, then they may wish to approach local community leaders with suggested ways of developing community spirit. The group could draw up a charter containing suggested activities to develop a sense of community participation. For example, greater consultation with residents on community planning, or organising local events.

Potential language outcomes:

Sc/E1/3c	Drawing on the work done around a community map, there are excellent opportunities for the group to practise giving and following instructions. This is a valuable exercise for a variety of levels. At lower levels asking for directions and location.	<i>Excuse me, where is the bank? Excuse me, where is the Job Centre? Where is the post office?</i>
Lr/E1/3b	Listening skills can also be practised with the participants following instructions.	<i>Take the next left, then go right.</i>
Sc/E2/3e	These skills that surround directions can be built upon at higher levels too.	<i>How do you get to the bank?</i>
Lr/E2/4a	They can also listen to more complicated responses around the topic of directions.	<i>When you reach the roundabout go right, go straight over the lights and it is on your left.</i>
Sc/L1/3e	At higher levels participants can develop language skills around describing the area they live in. This can be compared to where they lived in their country of origin. The descriptive language that is produced will help participants with creative writing, as well as expressing their feelings about being a refugee or immigrant.	<i>My neighbourhood in the UK is tidy and modern. There are lots of tall buildings. In India the buildings are smaller and I lived in a village.</i>
Sc/E1/4d	Analysis of the community is also very useful in building up vocabulary that relates to housing and the area in which one lives. Again this can be useful at a variety of levels. At low levels participants can practice using common adjectives to describe places.	<i>Modern, old, (un)friendly, beautiful, ugly.</i>
Sc/E2/3f	Participants may use the verbs be and have in the present tense to describe a place.	<i>There is ... We have ...</i>
Sc/E3/3d	They also can practise asking each other to describe the places where they live.	<i>Could you describe your neighbourhood? Tell me about your street?</i>
Wt/E3/2a	If a group decides that it wishes to write to a housing association, landlord, or local community leader there are ample opportunities to practise their reading and writing skills. At higher levels they should be demonstrating an ability to structure their writing correctly in paragraphs.	
Ws/E3/1a	They will also have the opportunity to use more complex sentences.	<i>Subordinate, conditional, and relative clauses, appropriate conjunctions.</i>
Wt/L1/5a	Participants can look at selecting appropriate formats and structure for formal letters and more informal e-mails.	



Family

This section looks at the topic of family, and seeks to explore issues that affect family life and structure.

Why?

For many refugees, asylum seekers and newly arrived immigrants the topic of family is sensitive. Many people have fled their country of origin due to political persecution, war or conflict, which may mean they have been forcibly separated from their own families, or in some cases that family members have died or been killed. It may be advisable to wait to tackle a topic like this until participants are more comfortable with one another. It is important though, to also acknowledge the positive role of the family. It can be an important source of comfort, which gives someone the confidence to embrace life in the UK.

Displacement may also have ramifications for families, as it can impact on family roles and power dynamics. Differing levels of linguistic ability can alter the dynamics of family relations and increase the levels of disempowerment amongst some family members. This may especially affect women, who may have less opportunity to participate in English language learning. Conversely children often speak better English than their parents. There also may be clashes of culture and religious practice that can impact on family cohesion.

How?

The following are suggested graphics that might be used as a means of promoting discussion around the issue of the family.

Chapati diagram

This particular graphic can be used to represent power relations within families. It will work more effectively with either small groups or with participants working individually.

1. The easiest way of explaining this activity is for the facilitator to demonstrate to the group the creation of a chapati diagram for his/her own family.
2. A large circle is drawn to represent the family or household. Each family member is represented by a piece of coloured card cut into a circle; the more powerful that person is perceived to be, the bigger the card. A useful starting point is for participants to consider the different types of power. For example; economic, emotional, physical, age, sex, etc. Then ask participants to consider who is the most powerful person in the family. Following on from here you can then think about who the next most powerful person is and so on.

Personal pronouns;

My brother, my sister, his father, her cousin, your mother, their relations.

3. Photos, pictures or a written name can be used to represent the person and their power. Different coloured card may be used to represent different types of influence and power.

Questions for discussion:

- Who is the most powerful person in the family?
- Why are they powerful?
- How do they use their power?
- What stops the different family members from being more powerful?
- What are the differences between men and women, and boys and girls?
- What makes certain individuals more powerful than others?
- Have some family members become more powerful since they have been in the UK?
- What factors have impacted on family power?
- Which family members are powerful in situations outside the family?
- How do traditional family values affect relationships within the family?
- How do traditional practices affect power in the family?
- What are the differences in beliefs between younger and older generations in the family?
- What differences do you see as being positive, and which do you see as being negative?
- How do your traditional family values differ from those in the UK?

Chapati diagram:

This graphic lends itself very well to an analysis of changing dynamics over time. Once the participants have completed a diagram representing their current family situation you may ask them to do the same for the family before they left their home country or when they were children. This can help the participants to analyse how the move to the UK has affected family power dynamics and their own role within the household.

Or you may chose to switch the order and ask the participants to create a chapati diagram for their childhood and then do one showing the current situation. This can be particularly powerful in getting parents to question their own power. Someone who remembers being bullied and belittled as a child may then be shocked to consider their current power in relation to their own children.

4. Other family members or friends who are influential, but don't share the family home, may also be included outside the circle if wished. This could be further extended to wider influences on the family too. The group or facilitator may choose a number of other symbols to include in the chapati diagram. For example, different coloured card might be used for male and female. Information about age, ethnic background, economic status or education levels may also be represented on each card.

Questions for action:

- Which issues would you like to change?
- How can you change the issues to help you?
- Who can you approach to help you?
- What knowledge do you already have that you can use to bring about change?
- What do you need to do to be able to affect change?
- Where do you need to visit to find information?

5. Family members are placed according to how closely they relate to each other. For example, the circles for a mother and a newborn baby would be placed extremely close together, if not overlapping. Two family members who barely speak might be placed on opposite sides of the circle. String or coloured lines may also be used to illustrate different dynamics between individuals or groups in the family.

6. Following the completion of the graphics, participants can discuss and explain the choices they have made by comparing their individual graphics. This is a good opportunity to practice oral presentation skills. The above questions might be useful for promoting discussion and drawing attention to the impact of displacement upon family dynamics and linking the two themes. Following analysis of the situation, it is important to then consider what actions might be taken to promote change. The questions for action below may be useful for this.

Daily routine charts/timetable

This graphic might be used as a means of analysing how different family members actually spend their day. It has the possibility of raising awareness amongst family members of other family members' daily activities, as well as drawing attention to the value of unpaid, domestic work. It also could provide a good link into the theme of work, through examining the constraints to 'paid' work.

Comparatives and superlatives;

My brother speaks the best English
 My father is the most powerful because he is the head of the family.
 My sister looked after me more than my Mum because she worked.
 My father is stronger than me.

Questions for discussion:

- What do you do during the day?
- What activities are you expected to do?
- How do these activities differ according to husband, wife, children, boys, girls, and age?
- Which activities are more social?
- Which activities do you enjoy the most? (And why?)
- Which activities do you least enjoy?
- How do your traditional customs and values influence your daily routine?
- How much have your daily routines changed since arrival in the UK?
- How have the changes affected different family members?
- Which roles and activities could be shared more equitably amongst family members?
- Which roles and activities cause some family members to become isolated from local community / civil society?
- What external factors have influenced the way your family operates and relates?
- How did events leading up to your move to the UK change your family structure and life?

1. Participants should start by drawing a grid divided by 24 columns to represent the '24 hour' clock. If you decide to work as a group and the group size is not too large, there could be a row for each class member, which is then divided further into different family members. It is better to separate family members by sex, as male and female routines might be quite different due to prescribed gender roles. Alternatively students could also work individually and then make presentations to the rest of the class or in groups.

2. As a group, or individually, the class can decide how they wish to represent the different family members, which family members they want to discuss, and what symbols they will use to represent the different activities done throughout the day. Participants may want to bring photographs of family members to class, so they would need to be forewarned.

Phrasal verbs

I wake up at 7 o'clock.
I get up at 7.30.
After dinner I wash up.
At the weekend I go out with my friends.

3. The participants then need to fill in the grid with the different activities carried out by each family member. The group could use different coloured card to represent different types of activity. For example one colour for paid work related activity, one for childcare, one for rest, leisure, etc...

4. Once the students have filled in the chart, individual participants can explain the individual routines of their different family members. In doing this participants might look at the similarities and differences between different families and types of family members.

5. An interesting variation might be to look at how the family routines have changed since arrival in the UK, by constructing two tables. The first would look at the period prior to arrival in the UK, and the latter would examine time since arrival in the UK.

Questions for action:

- Which issues would you like to change?
- Who can you approach to help you?
- What knowledge do you already have that you can use to bring about change?
- What do you need to do to be able to affect change?
- Where do you need to visit to find information?
- How can the family members support each other integrating into UK society?

Present simple (daily routine);

We work nights and start at 20.00.
I come home at 6 p.m
My wife collects the kids from school at three o'clock.

Other ideas and graphics

■ A river can be used to illustrate different events in family histories. This might also be used to show how each person would like to see their family roles develop in the future.

■ Following analysis of the family, participants may then wish to use a **body map** to examine parenting. A body map could be used to look at the qualities that are needed as a good parent, and then compared with how parents feel in reality. For example some participants may wish they were better able to help their children with their homework, or that they could communicate more effectively with their children. Discussion could also examine the reasons for the gap between the ideal and reality.

■ A **pie chart** could be used to show the various skills that family members have, including traditional skills i.e. weaving, baking, carpentry and modern skills i.e. using a computer, new language skills etc. This might help to examine how different skills influence power within the family.

■ **Family stories, drawings or photos** could be used to remind children of their past traditions and family members, whom they may not have met. It links with **dance, song and poetry** about the family. These could be translated and used to highlight indigenous knowledge and aspects of culture from home countries.

■ **Drama or role-plays** – could be used to show family issues looking at the past and present. Working in groups, students might wish to act out situations they face and the effective coping strategies that they have identified. If confident, they may wish to take these out into the wider community and act them to an audience.

■ A **tree** would be a useful tool to examine the difficulties within the family. This is generally used to highlight cause and

effect. So, if examining the effects of displacement on the family, the roots might represent the reasons for moving, whilst the branches are the effects on the family.

■ **Personal life story pictures** can be used to examine different periods and the effect that these have had on family life. This has been used widely in the CIWA programme.

Action and learning outcomes:

Participants may wish to continue working on the theme to address some of the emergent issues. Some of the best actions that might be taken will be strategies already used by some group members. It is important to recognise participants' prior knowledge and experiences.

Again there may be opportunities to break down the classroom walls. Participants might be given the opportunity to investigate the sources of help and advice available locally, whether this is from government agencies, or from community organisations. They may wish to create their own support groups based around a common factor such as sex, discrimination they have faced, or nationality.

Learning to use the Internet may be another means of linking with family members or issues in their home countries that would also enhance participants' literacy skills. They may choose to use their new skills to research how to help other relatives to come to the UK.

Alternatively, participants may have developed action plans based on their vision of their ideal future family unit. In this case, the services or advice required may not be strictly related to family relations, but include training opportunities for different family members, immigration advice relating to absent family members, or contact with cultural or language associations, as well as support services for refugees and victims of domestic violence.

Potential language outcomes:

Sc/L1.3d	The participants and the facilitator may decide they want to be able to express more clearly the reasons why they are not able to do certain activities. This gives the facilitator the opportunity to look at how they might express cause and effect. The facilitator can then refer back to examples of barriers and their effects that arose in the graphic creation, to help teach the linking of clauses.	<i>I can't come to class on Monday mornings because I have to work. My husband goes to the Mosque on Friday therefore he can't help.</i>
Sc/E1.4a	The daily routine chart creates an ideal opportunity for beginners to practise using the present simple tense for making simple statements of fact.	<i>I wake up at... I get up at... I take a shower at... I have breakfast at...</i>
Sc/E2.3a	At higher levels, when participants want to express statements of fact, they may choose to use the past simple and present simple to contrast their past and present lives.	<i>In the UK only my daughter is with me. In my country all my family was with me.</i>
Lr/E1.2e	The facilitator can get participants to present their daily routines to the rest of the class or in groups. This can help to develop other participants' listening skills as they listen and extract key information.	
Lr/E3.2a	At higher levels they can listen for greater detail in the participants' narratives.	
Wt/E2.1a	Another area that might be addressed following analysis of the family with a chapati diagram, is writing. Students can use their analysis to write short descriptions of their families following on from the discussion. During this they could practise using compound sentences using common conjunctions.	<i>My father is a nurse and my mother is a businesswoman. My father earns money, but my mother earns more. My sister goes to secondary school. I go to English classes at college and I want to study computers or engineering.</i>
Ws/L1.2a Ww/L1.1a	More advanced groups may seek to ensure greater accuracy in their use of grammar and spelling.	



Health

This section seeks to examine a variety of issues around health, ranging from accessing health services, to personal and family health matters and care for the sick.

Why?

The theme of 'health' is extremely important in relation to the lives of refugees and asylum seekers who have fled their homelands due to war, political repression, torture, natural disasters and poverty. Many may arrive in the UK with a number of health problems. Government health statistics consistently show that, in terms of ratio per population, refugees and asylum seekers suffer more acutely from physical and mental health problems. On top of this their lack of language skills can further compound their problems by hindering them in accessing appropriate healthcare.

A *Reflect*-based group gives the opportunity for participants to develop a framework of language skills and actions that enable participants to make the most of the health services available to them, whilst also making the most of their pre-existing and indigenous knowledge for treating illnesses. The theme of health can also cover issues such as diet and exercise, food and nutrition, on top of disease and general ailments, as well as examining mental health. Mental health is an important area, because of its impact on physical health. The suggested ideas that follow aim to aid participants with acquiring vocabulary specific to the topic of health and also build their confidence in talking about health issues, which in some cases, for socio-cultural reasons, may be difficult or alien to them.

It should be noted that some illnesses that people have suffered from might potentially be embarrassing or hold some form of stigma. Facilitators, therefore, should be wary around such topics and it is recommended that you should use this topic once a good rapport has been developed within the group.

How?

The following are suggested graphics that might be developed as a means of promoting discussion and analysis of health issues that affect participants.

Body map

1. To start with one participant lies either directly on the floor or on top of paper whilst another group member draws around them with a pen or chalk.

Vocabulary;

parts of the body, illnesses, treatments, emotions, qualities.

2. Following on from this, the participants add in the physical features of the body such as facial features, as well as internal organs. At this stage of construction the body map graphic has a lot of use for language work around parts of the body. Depending on the dynamics and size of the group the facilitator may wish

to divide the group by sex. Some participants may feel more comfortable working in same sex groups. Through male and female participants working separately the opportunity to examine specific differences between men and women may arise.

Questions for discussion:

- Which illnesses have you suffered from since arriving in this country?
- What illnesses did you used to suffer from in your country of origin?
- What parts of the body do these illnesses affect?
- Where do you go to get help if you are ill in the UK?
- Where did you go if you were ill in your home country?
- What experiences do you have of the UK health system?
- How does it differ from your experiences in your country of origin?
- What social networks do you use to help if you are in the UK?
- How do these differ from your country of origin?
- What problems do you face in accessing health services?
- Have you ever used the emergency services?
- If so, what kind of experience did you have?
- How does being ill affect other areas of your life (such as work, family life, etc.)?
- What stigma is attached to certain illnesses (HIV/Aids, mental illness, etc.) ?
- How do you tackle these issues?

3. Having completed the drawing, the group can label the different parts of the body using their collective knowledge. Where necessary, at lower levels, it is suggested that participants' first language might be used. With higher-level participants the facilitator might ask them to think of verbs that are associated with the different body parts. For example, think with the brain, listen with the ears, and digest with the intestines.

4. Having labelled the graphic, ask the participants to draw or write the names of illnesses that they have experienced since arriving in the country onto coloured card or paper. You may wish to allocate a particular colour to a particular type of illnesses.

5. These pieces of card are then placed onto the graphic in relation to the parts of the body they affect the most. You may want to have multiple cards for illnesses that affect more than one region of the body.

6. Following on from here, the group can collectively discuss the positioning of the cards, and if in agreement make adjustments. Through this analysis, the participants can share information and knowledge on treating these illnesses. Importantly the facilitator should encourage participants to share indigenous knowledge, as well as knowledge of modern medicine.

Indirect speech;

She said she hasn't had the flu.

They said they had no one to help them when they were ill.

I said I had malaria once.

7. A follow up activity could be for the group to repeat the exercise, except this time to think about illnesses that have affected them in the past, when they were living in their countries of origin. In the resulting discussion the group might examine the differences in the type of treatment and the access they had to it.

Questions for action:

- Where can you find out more information about health services in your area?
- Which are the closest health facilities to where you live?
- What have you learnt from other group members that might help you if you get ill?
- What can you do to counter some of the problems that you face?

Matrix

1. This activity starts by the group brainstorming the different kinds of illness that either they or someone that they know has been affected by. It is important that participants know there is a degree of anonymity. This will hopefully make them more prepared to talk about stigmatised illnesses. They write the names of the illnesses onto pieces of card or paper. These are then arranged into a column that forms the vertical axis of the matrix.

2. Having done this, the participants add other columns across the horizontal axis. The contents of these should be decided by the participants. There are a number of possibilities depending on how complicated you wish to make the matrix. Some suggested headings for columns include: the symptoms of the illness, the areas of the body affected by a particular illness, the different responses taken when treating different illnesses, and different locations of treatment centres. Lower level groups might initially draw onto cards, and later add the words.

3. To keep the matrix simple it is suggested that it is created with different ailments on the vertical axis and on the horizontal axis the different actions that participants might take if they were suffering from a particular ailment. Possible categories might be; do nothing, self medicate, go to a pharmacy, visit the doctor, use a traditional remedy, or go to hospital. The content of the columns should be decided by the group.

Should / ought to (suggestion);

When you have the flu, you should go to the pharmacy.

If you have a serious accident you should ring 999.

Present perfect;

I have had malaria before.

He has broken his leg.

They have had the flu.

4. Having created the matrix, the next step is to fill it in. This can initially be done using small moveable objects. Dried beans, buttons, or small pebbles are useful. Ask the participants to consider each illness and then to place a button in the column that is designated for the treatment that they would most likely use. Once everyone has added their objects, the group should discuss their choices. Analysis of the issues can be helped by counting up the number of buttons allocated to different treatments. Importantly, the facilitator should encourage participants to explain their reasons for choosing each particular action.

Questions for discussion:

- What illnesses have you suffered from since arriving in the UK?
- Which parts of the body does it affect?
- How do you treat illnesses normally?
- Who usually treats you when you are ill?
- How has being in the UK affected the way in which you treat illnesses?
- Can you still use traditional ways of treating illness?
- What have your experiences of the UK health system been?
- Are you registered with your GP?
- How did you communicate with the doctor / pharmacist / nurse?
- Where are your local health services located?
- Who cares for you when you are ill in the UK?
- Who used to care for you when you were ill in your country of origin?
- What happens about your job when you are ill?
- What do you know about the links between health and nutrition?

5. A further extension that might provide interesting discussion is asking participants how their responses might differ depending on whether they were in the UK or in their country of origin. It is important for the facilitator to draw attention to the fact that indigenous knowledge need not be discarded because of a participants' location.

Questions for action:

- How might you change your actions to get more effective health care?
- Where might you get more information about health services in the area?
- What have you learnt from other group members that might be useful in the future?
- What areas of traditional knowledge are useful for treating illness in the UK?
- How might you prevent illness through good nutrition?
- What would you like the health service to provide?
- Who might you approach to help you when you are ill?

Other ideas and graphics

■ A tree can be used to examine the symptoms, causes and treatments for different illnesses. The tree roots can be used to represent the symptoms, the branches the causes, and the fruits different possible treatments.

■ Another matrix could be formed to give a brief description of the function of parts of the body.

■ A community map, which looks at the health services within the area, is an excellent means of raising awareness of the different healthcare facilities available. This is a particularly effective way of sharing knowledge between those that have been living in the UK for longer and recently arrived participants.

■ Role-plays can be used as an effective means of highlighting issues around healthcare. The participants can base their role-plays on real experiences they have

had, and then use these to generate further discussion. They might, for example, look at problems of finding a doctor, or communicating with a health worker. They could also contrast their experiences with role-plays of visiting the traditional healer in their own country.

■ Many parents worry about their children's health. A matrix that lists the different types of food that children eat could be created. The participants can then have additional columns that analyse how (un)healthy foods are. There might be additional columns that explain why foods are (un)healthy. Finally foods might be ranked according to their health value. An alternative might be to look at common childhood ailments and the possible options for treatment. For example, looking at modern versus traditional treatments.

■ In an all female group a chapati diagram might be used to analyse issues around childbirth. It can be used to examine the different influences on childbirth, such as different family members, local health facilities, midwives and children. Another way in which a chapati diagram might be used is to examine the power relations around consent to sex and safe sex. This might work well with youth groups. This could provide a good lead in to discussion around HIV/AIDS and STDs. For groups wishing to explore this in more detail there would be potential to use further participatory practices (see <http://www.talcuk.org/>, or contact jemala@actionafrica.org regarding STAR).

■ A timeline might be used as a means of examining individuals' and groups' experiences of illness. These could be used in a variety of ways. One might be to analyse the impact of the time of year on the health of individuals or a group. Another might be to look at participants' health over their lifetime and to examine the impact of age.

■ A brainstorming activity could be an effective way to explore what participants consider illness to be. This could be a good way to challenge the participants' perceptions of what is meant by illness and to introduce the different perspectives and the idea of stigma around illness.

Potential actions & learning outcomes:

There are a number of potential follow up activities that a group might decide upon as a means of building upon the analysis they have done through the graphic. These should seek to make the most of the knowledge that exists within the group, whilst also seeking to tap into resource pools of information that exist within the community.

One possible approach might be to try to create pamphlets about exercise and diet. These might be accompanied by designing posters to be displayed around the classroom, college or community centre. The group might wish to conduct some research by picking up leaflets from a hospital, health centre or doctor's surgery. They may wish to think of ways of making existing leaflets more appropriate to themselves and other community members.

Another idea that helps to transcend the classroom walls, is for the group to think about inviting health workers into their classroom to talk to them about relevant health issues. Through liaising with a speaker, the facilitator can turn the talk into a listening activity with worksheets.

Participants may not feel confident enough in their language skills to book an appointment at their doctor's surgery on the telephone. Through practising such situations within a role-play scenario, participants can identify the areas that they wish to work on. Alongside this, listening skills can also be practised by using recordings.

Potential language outcomes:

Sc/E1.4a	Participants might decide that they would like to work on developing their understanding of instructions for medication. This gives the opportunity for the facilitator to look at numeracy skills and the language that is associated with them. The participants will have to make simple statements of fact using grammar that is suitable for quantities and numbers.	<i>These tablets contain 500mg of Paracetamol and 50mg of Codeine Phosphate. You take 2 tablets.</i>
Rw/E1.3b	The facilitator might ask the participants to bring medication packaging to the group. By looking at instructions that centre on quantity and dosage as a starting point, the facilitator can expand into more general work around numbers and students will be practicing recognition of digits.	<i>Directions for use: Two tablets not more than every 4 hours or as directed by your doctor. Do not take more than 8 tablets in a 24 hr period. Do not exceed the stated dose. Please read the enclosed leaflet closely.</i>
Rw/E1.1a	In addition participants will learn to recognise a number of limited words, signs and symbols around the topic of health. There is also important vocabulary around warnings and precautions on packaging.	<i>Adults; take 2 x 200 mg tablets 3 times daily with meals. Warning: Do not take if pregnant or breastfeeding</i>
Sd/E3.1e	In discussion following the construction of a matrix where participants have been considering what action to take, there may be good opportunities to practise making suggestions using the modal verbs 'would' and 'should'. This demonstrates participants' ability to make suggestions and to give advice.	<i>You should take some Paracetamol. I would go to my GP. If you have the flu, you should stay in bed.</i>
Sc/L1.3a	In discussing previous illnesses, participants may practise using a range of verb tenses as statements of fact. At higher levels the passive voice might be used to talk about who treated someone for an illness.	<i>I was treated by a doctor at the hospital when I had malaria in Bangladesh. I was cured by the herbalist.</i>
Sc/E2.3b	At lower levels using the past simple to talk about past events will be common. The present simple might also be used to make comparisons between participants' present situation and the past.	<i>I caught malaria in Addis Ababa. My mother died from typhoid in 1987. I have asthma. He gets the flu every winter</i>
Wt/E2.1a	The group might wish to write a problem page that addresses issues that are relevant to their community. This gives them a chance to practise their writing skills at a range of levels depending on their ability. At lower levels the group would be practising constructing simple and compound sentences.	
Wt/E3.2a	Whilst at higher levels these might be developed so that participants improve the structure of their writing by using paragraphs correctly.	
Wt/L2.3a	Participants may also choose between different types of paragraph structure and linguistic features to aid with sequencing and coherence.	



Housing

This sheet aims to examine some of the issues that surround the provision of housing and the way it is serviced.

Why?

Where we live and the type of housing that we live in has a huge impact on our daily lives. It can affect our physical health and mental wellbeing. Ensuring adequate housing is of utmost importance to all ESOL students, especially as it has ramifications beyond the individual and impacts on whole families. The majority of refugees and asylum seekers live in rented accommodation that is either provided for them by the government or a housing association, or privately rented. Therefore, being able to communicate effectively with landlords and representatives of housing providers, and having knowledge of one's legal rights is of great importance for ESOL students.

Housing is also important because of the benefits of having a permanent address. It is often necessary for tapping into other support services that are vital for those trying to settle and integrate in the UK. Services such as benefits, training, regular healthcare and school places for children are important for everyone, but especially impact disadvantaged groups of immigrants such as women, unaccompanied children, and those with disabilities and mental health problems. In addition to this, housing-related support workers also act as key links with health, education, training and other services. There are also issues around the lack of control that many refugees and asylum seekers have over their housing situations. Through the process

of analysing the issues that impact upon housing, participants are able to share information and knowledge so that they can learn from one another.

How?

The following are suggested activities that will help participants to analyse their current housing situations, and to develop strategies that might help improve their housing.

House visioning map

1. A possible way to build upon a community map could be to look at housing in more detail. This graphic could then be added onto the map of the community, to supplement information about where people live.
2. Participants create a house-visioning map by, firstly, drawing a picture of their own home. Then they mark onto this all the things that they like about their home, followed by the things that they dislike. A colour code system could be used to distinguish between the two categories. This will lead participants to identify problems with their current housing. The discussion around aspects of housing will generate a lot of vocabulary that is relevant and useful to the participants' lives.

Vocabulary:

House, flat, tower block, bed-sit, apartment, room, kitchen, bathroom, lounge.

3. As a means of exploring the power dynamics that exist around the problems with participants' current housing the group could colour code the labels according to their power to change the problems. This could then be linked with either a chapati diagram or a ranking matrix. Some issues could be addressed by participants themselves (or perhaps members of the group could share their skills), whilst others may be the statutory responsibility of the council/landlord and so can be resolved through a complaints procedure. Others may require a group to come together to complain, or the problems may be so bad that a request for re-housing is the only option. The questions for action will then lead directly from the graphic.

Questions for discussion:

- What kind of house do you live in?
- What do you like about your house?
- What do you dislike about your house?
- Where is your house located?
- How many people live in your house?
- What facilities does your house have?
- What are the differences between your housing here in the UK and in your country of origin?
- Is your house rented or owned?
- If you are a tenant what is your relationship with your landlord like?
- Does your house feel like home?
- What is the difference between house and home?
- How is the space inside your house used?
- Who controls the different spaces in your house?

Modal verbs (could, can);

You could repair the bathroom door.
I can clean the windows.
He could get some plants or flowers.

4. Additional discussion and analysis could centre on the concept of what makes a home. This could be done by the group comparing their houses in the UK with their homes in their country of origin. This analysis could help participants identify things they could do to make their houses more homely as well as potentially highlighting improvements in their housing situation.

5. A further extension might involve the participants (either individually or as part of a group) drawing a picture of a house, that represents what they perceive as being ideal accommodation. If working as a group, this will need to be negotiated. Importantly, the facilitator would need to keep the group focused on a realistic ideal.

Questions for action:

- What might you change in your house?
- Who do you need to approach to get action on changes to your housing?
- How might you approach them?
- Where might you get advice / information on your housing rights?

Chapati diagram

1. Start with the group seated in a circle. Then ask them to think about which individuals, organisations and parties impact most on their housing situations. These might include landlords, housing officers, the government, immigration services, family members, etc. Then ask them to write these down onto pieces of paper or card and to place them on the floor or table between them.

Questions for discussion:

- Is your house provided by the government, rented, owned, etc...?
- Which factors have the most influence over your housing situation?
- What kind of house do you live in?
- Who decides where you live?
- How does this make you feel?
- What responsibilities do you have for your home?
- What decorating and renovating are you allowed to carry out on your house?
- Were you a homeowner in your country of origin?
- What land rights did you have in your country of origin?
- How do your rights around housing compare to those of you had in your country of origin?
- How are these different factors exerting influence over your housing situation interlinked?

2. Once this has been done, ask the participants collectively to group together any of the cards which are the same or similar. Having done this, the facilitator can ask the group to rank the different influences according to their perceived importance. The repetition of factors could be useful for the group in helping to identify which factors are collectively important. It is important that the participants reach a group consensus.

3. The next stage is for the facilitator to ask the participants to cut out a circular piece of card to represent each factor. The size will be used to identify each factor's relative power, so the largest circle will represent the most powerful and the least powerful will be the smallest. If the group feels some factors exert equal amounts of power they would be the same size.

Past simple & past continuous;

Past simple and past continuous;
I had a small house when I was living in Sierra Leone.
We were living in the countryside, when we lived in India.

4. The group can then arrange the factors according to how they interact with one another. If they are closely interlinked it might be that a small circle is placed within a larger one or so that the two circles overlap. If two factors have a close relationship or some sort of tie to each other, the participants might decide to link the two using string or tape. It is important that the group should discuss the positioning and links, and come to a final decision collectively.

Present simple;

NASS decides where I live.
My landlord repairs my house.
I complain to the housing association.

5. Having completed the construction of the graphic, the participants might wish to have a discussion around the different types of housing that they live in as a group. For example those living in council housing, housing association, rented, private, etc.

Questions for action:

- What have you learnt from other group members about housing issues that might help you in future?
- Whom do you need to approach to get improvements to your housing situation?
- From whom / where can you get advice and support on housing related issues?
- How might you approach them?

Other ideas and graphics

■ A matrix/forcefield diagram could be used as a means of analysing the positives and negatives about participants' housing situations. Start by asking participants to make a list of the positive and negative issues with their current housing situation. These can then be placed in the first column. Then in subsequent columns the group can include their reasons for choosing the

issues, decide whether they are positive or negative issues, what their ideal situation would be, what participants can do personally to either improve the situation or replicate it, and from whom or where they can get assistance.

■ A **matrix** could also be used to examine who is responsible for addressing housing problems. This could build upon the analysis of a mapping exercise. The problems could be placed down one side and the various parties involved across the other. Then the group could identify which of the various bodies are responsible for, or impact on change.

■ A **tree** could be used for identifying issues around housing. Participants could start by identifying problems they have with their housing. These are then written on cards and used to represent the roots. A similar process is then used to consider the ways to improve participants' housing situation, this time placing the cards in the branches. Ripe fruit could then be used to depict the benefits of having a good housing situation, whilst unripe fruit could be used to depict the negative effects.

■ A **tree** could also be used in a similar way to analyse a different aspect of housing. Instead of focusing on improving the housing situation, the group might like to examine the benefits of having a permanent address. This time the roots section of the graphic can be represented by what is needed to achieve a permanent address, with the branches section as the benefits of having one, and the fruit as the participants' future aspirations.

■ **Calendar budgets** (see budgets theme for more details) would be an effective means of examining issues around household expenditure. Participants might be asked to list their monthly outgoings for expenditure on goods and services like rent, gas, electricity, council

tax, water, repairs, phone bills, etc. This could help to raise awareness amongst participants of budgetary planning, as well as identifying areas where group members can get support.

■ A **household income/expenditure tree** would be a useful tool for identifying the different forms of income that exist within a group, and for examining how income is allocated against the outgoings of different households. This can be done by using the roots of the tree to represent the household income, whilst the branches represent the outgoing expenditure. The group could be divided by sex, to examine differences between income and expenditure between men and women, and the impact that this has on the household. The discussion that arises from such an activity would be useful in raising awareness around budgeting and prioritising spending.

Action and learning outcomes

For a group that has been analysing the issues around housing, there are a number of potential actions that the group might like to take. If the group is keen to broaden its knowledge of its rights around housing, then the facilitator may decide to invite speakers to come to address the group. Guest speakers might be invited from organisations like local housing associations, refugee organisations or local government. The group could prepare questions beforehand, or make presentations based on their analysis from discussions.

Another potential course of action might be to ask participants to bring application forms from housing associations to class. The process of sourcing out information uses useful research skills, as well as linking to the theme of information and community. Through this process participants could also gather leaflets, which can be cut up and used for

reading activities. Such activities are important for empowering participants by reducing their reliance on others.

Through analysis of the power structures that affect housing, participants may decide that they wish to write letters to the appropriate bodies or organisations to get assistance on an issue relating to their housing situation. Some participants may be in such a bad housing situation that applying for re-housing is the only option. They could look into what their rights are in such a situation and write a letter applying for re-housing.

It would be useful to look at the respective rights and responsibilities of landlords and tenants. For example, tenants' responsibilities for the upkeep of properties compared with landlords' responsibilities for repairs and maintenance of accommodation. Where problems have been identified that are the responsibility of the landlord, the group could practice their letter writing skills.

If a participants are unhappy with aspects of their present housing situation, then they may wish to practice learning to complain politely and assertively. This will mean looking at role-playing situations and focusing on specific language skills. These might include looking at structures such as 'I would like ...', specific vocabulary and practising language conventions around using the phone.

Potential language outcomes:

Sc/E3.3a	If the group has decided that it wishes to be better equipped for making complaints about housing situations, then the participants will need to practise making requests. This can be done in a variety of ways depending on the participants' level. Participants should be able to use 'can' and 'could' for asking for requesting action.	<i>Can you please repair the fridge? The roof is leaking. Could you fix it?</i>
Sc/L1.2a	Higher level participants might demonstrate a greater range of modal verbs for asking for something to be done.	<i>Would you mind coming now? Can I speak to your supervisor?</i>
Sd/L1.2a	During discussion between participants, learners will have to ask each other about their feelings and opinions.	<i>What about you? What do you think? Do you agree? What's your opinion?</i>
Rt/E2.4a	If the group has decided to gather information around housing rights, then leaflets and forms are an excellent way to transcend the walls of the classroom. At lower levels, if the group has been looking at leaflets, then participants can practise obtaining information from illustrations, simple maps, diagrams or captions.	
Rw/L1.2a Rw/L2.3a	At higher levels participants can practise recognising and working out the meaning of vocabulary that is associated with specific types of text.	
Rt/E3.9a	Another reading skill that can be practised when reading leaflets is relating an image to print and using it to obtain meaning.	
Wt/E1.1a	Form filling is an important part of many refugees' and asylum seekers' lives, and through using real forms that relate to housing, groups have the opportunity to practise life skills, as well as language skills. At low levels this might merely be composing a simple text that shows awareness of the basic conventions and layout of a form, by using short answers	<i>Name Address Telephone number Signature</i>
Wt/E2.1b	As participants' levels become more advanced, this may progress to showing awareness of form-filling conventions.	<i>Circling or deleting information. Ticking boxes.</i>
Wt/L1.6a	Participants can practise completing forms with more complex features and open responses	<i>Open answers and additional comments.</i>



Prejudice & discrimination

This section aims to address many of the issues that are behind the prejudice and discrimination that have been and are suffered by refugees and asylum seekers.

Why?

Discrimination and prejudice exist at all levels of society, and for many refugees and asylum seekers are a common experience. Some might have been forced to flee their home countries as a result. They also face increasing hostility in the UK because of negative portrayals in the media. Unfortunately discrimination and prejudice can take on many forms, ranging from verbal or physical personal attacks, to political or institutional discrimination through government legislation, or social prejudice as demonstrated in the media.

Discrimination and prejudice against refugees and asylum seekers can be linked to misinformation. Being labelled a 'refugee' or 'asylum seeker' can automatically be disempowering because of the negative connotations circulated within the media and wider society. Whilst the labels 'refugee' and 'asylum seeker' are meant to accord individuals certain legal rights, such as the right to protection and the right to stay in the country, they also carry negative connotations. These ascribed labels mark people out as 'other' and outside of the accepted community. Importantly, refugees and asylum seekers who need to attend ESOL classes are also often ignored and marginalised because of their poor English language skills.

Using Reflect techniques to analyse some of the issues that surround discrimination and prejudice can be instrumental in helping participants

understand why others may discriminate against them and to think of actions that can be taken to challenge discrimination and address negative perceptions.

How?

Once the group has decided that they wish to focus on the topic of prejudice and discrimination, they will need to choose a specific issue to address. The following are some suggested ways of analysing some of the issues that surround the topic.

River

1. The river is an excellent means of examining experiences over a period of time and it allows the participants to explore and eventually share their individual stories. The sharing of such stories can be a very empowering and rehabilitating experience in itself. However, this is a sensitive topic so it is important to create a secure and safe environment within the classroom. It is important for the facilitator to emphasise how people have overcome the barriers they faced so that the exercise is a positive one, rather than merely focusing on the negative. As with the other graphics, the facilitator should also take part, creating and sharing his/her own river of life.

Questions for discussion:

- Were you discriminated against in your country of origin? If so, why?
- Have you been discriminated against since you arrived in the UK? If so, why?
- Who discriminated against you?
- How did you feel when you were discriminated against?
- Have you ever discriminated against other people? If so, why did you do it?
- Which elements of UK culture and communication do you find particularly difficult?
- How are women treated differently from men in your traditional culture?
- How are older people treated compared to younger people in your country of origin?
- How does power affect discrimination and prejudice?
- How have you overcome barriers created by discrimination and prejudice?
- How have you benefited from discrimination or prejudice?

'Wh' questions;

- Who discriminated against you?
- When were you discriminated against?
- Where were you discriminated against?
- Why were you discriminated against?

Passive voice;

I have been shouted at by a group of boys.
He was taken away by the police.

2. Participants are first asked to consider different types of prejudice that they have experienced during their lives and why they were discriminated against. These might include factors such as age, gender, race, ethnic background, nationality, religion, caste, political affiliations, or physical or sexual orientation.

3. Once these have been discussed the participants can start to fill in their rivers. The source of the river is the start of their lives. It is worth remembering that some people face discrimination from birth on account of their sex, race, ethnicity, class, etc. The participants can use imagery (such as rapids, waterfalls, dams, or whirlpools) to represent the various forms of prejudice and discrimination they have faced. Positive elements, such as a good teacher, or a kind relative, should also be included. They might be represented as boats or bridges. Encourage the participants to be as creative as possible.

4. Importantly, the facilitator should also encourage participants to include ways in which they may have benefited from discrimination, and prejudice. For example they may have gained opportunities because of their economic or social status, gender or education.

Questions for action:

- What lessons can be learnt from the group's stories about prejudice and discrimination?
- What strategies can we use in our future actions to challenge prejudice and discrimination?
- How might you change or challenge peoples' perceptions? (e.g. through the media, talks in schools, plays)
- Which organisations or institutions can you approach for help?

5. When the graphic is complete the participants can talk through their rivers. The facilitator should help to guide discussion at this point. Some of the suggested questions may be of use. After the discussion, the group members should consider possible actions that they might take in order to combat prejudice and discrimination that they have experienced in their lives or may face in the future.

Tree

1. A tree provides an excellent means of examining the causes and effects of an issue, and can be used to build on analysis from a river. The group should select a particular form of discrimination identified during discussion (e.g. discrimination faced upon arrival in the UK) and use the tree to gain a greater understanding of it.

Questions for discussion:

- What kind of discrimination have you faced in your life?
- Why do you think you were discriminated against?
- Who discriminated against you?
- What impact did this discrimination have on your life?
- Have you ever discriminated against other people? If so, why?
- Why do people treat each other differently?
- What are the factors that influence discrimination and prejudice?
- How does power effect discrimination and prejudice?
- How have you overcome barriers created by discrimination and prejudice?
- How have you benefited from discrimination or prejudice?

Should (recommendation);

You should say something.
You should ring the police.
You should tell your family.

2. To start with, ask the group to think of examples of discrimination or prejudice that they or someone they know have faced. These can be written onto pieces of card and placed at the bottom of the tree. Once this is done, participants should group similar cards together. A proliferation of cards about a particular issue will highlight the importance of this issue for the group. Once they have agreed on the position of the cards, the participants can stick them down and draw in the roots.

3. The second stage is to fill in the branches, following a similar process. The participants write down the effects of the prejudice and discrimination that they have experienced. Again the group should reach collective agreement on the position of the cards, and fill in the branches once this has been done. It is worth emphasising that sometimes with trees it is easier to start with the effects and to work backwards to the causes.

4. The final stage is to fill in the fruit at the end of the branches. The group should consider what actions could be taken to combat prejudice and discrimination. These might include things like speaking out, or writing a letter to a local newspaper, or contacting local support organisations. A potentially useful exercise would be for the group to think about positive actions, and to depict these as healthy fruit, whilst contrasting these with negative actions (e.g. becoming violent), which can be depicted as rotting fruit.

Questions for action;

- What lessons can be learnt from the group's stories about prejudice and discrimination?
- What strategies can we use in our future actions to overcome prejudice and discrimination?
- How might you change peoples' perceptions?
- Which organisations can you go to get help from?

5. The group can also include factors that have an outside influence on prejudice and discrimination, such as the media or government, as external factors such as the weather conditions or soil nutrients.

Other ideas and graphics

- Select **photographs** of different situations and ask the participants to discuss what is happening in them. You can then compare the participants' perceptions with the reality. This can bring out the differences between an interpretation of a situation and what is actually happening and thus illustrate how wrong initial assumptions can be.
- A similar **stereotyping analysis** exercise could be used with higher-level participants analysing newspaper articles, official documents, political propaganda and schoolbooks. After reading the text, participants could discuss at the kind of stereotypes that are being enforced. This could be followed by discussion of the links between stereotyping and prejudice.
- A **discrimination walk** can be useful for sharing personal experiences of discrimination. The group stands at one end of the room and the facilitator then asks people to cross the room if they have ever been discriminated against because of a particular characteristic (race, sex, sexual orientation, language, political beliefs, appearance, class, refugee status, etc). It can be very powerful to observe that even in a superficially homogenous group, some people are repeatedly crossing the room, while others may leave their position only once or twice. This is a very sensitive activity and some participants may find it intimidating and uncomfortable. You may wish to adapt it by asking participants to take a pace forward instead. The facilitator should also join in the activity. Participants can then share specific examples and recount their feelings

(How did you feel when you crossed the room / watched others cross the room?).

- A group may wish to dramatise examples of prejudice and discrimination they have experienced through **role-plays** or drama. This can be a great way to bring participants' experiences out into the open, and to provide a forum to discuss ways of tackling discrimination and prejudice.
- A **chapati diagram** is a useful tool for examining the issue of power in relation to prejudice and discrimination. The graphic can be used to promote discussion around who or what influences the ways in which refugees and asylum seekers are perceived.
- The **label game** is another useful way to get participants to consider the feelings of those who are experiencing prejudice and discrimination. The facilitator starts by asking all the group members to think of positive and negative qualities. These are then written onto pieces of sticky sided paper and stuck on participants' backs. The group can then mingle, greeting each other differently, depending on what is written on their label. This can be followed up with discussion on how the participants felt during the exercise.
- **Traditional songs and dances** are a good way for group members to share elements of their culture. This might be done along with presentations about aspects of life in the participants' home countries.
- A lack of language skills is often a cause of discrimination in a predominantly monolingual society such as that of the UK. A **tree** provides a good means of examining the cause and effects of a lack of language skills, with potential actions for improving the participants' English. It could be combined with a graphic that examines why participants want to study English, and might be a useful starting point for a group.

Potential actions & learning outcomes

The participants may decide that they wish to take some action to break down misconceptions that others have about their culture and status. Possible actions might include holding cultural evenings open to the wider community. These might involve talks, storytelling, photo or art exhibitions and the performing of traditional dances or songs. This could help to develop cultural understanding.

Participants may choose to write letters to the local or national media. By speaking out about social status and cultural practices, participants can attempt to dispel some of the myths that surround refugees and asylum seekers. It may be possible to collaborate with a local newspaper, newsletter or radio station to have a regular feature based on the group's personal histories and experiences as refugees and asylum seekers.

Importantly, if participants wish to try to dispel some of the myths about refugees and asylum seekers, they need to be able to counter some of the misinformation that exists. Therefore, they may choose to examine some of the media attention given to the subject. This could be done by asking participants to analyse newspaper stories, as well as looking for sources of information that counter inaccurate information. A good source of sound information, is the 'Myth Busters' section of the Refugee Council website (<http://www.refugeecouncil.org.uk/news/myths/myth001.htm>).

Other groups may decide that they need more support in coping with issues of prejudice and discrimination. They might undertake research into local support services that can give assistance and advice to refugees and asylum seekers, e.g. Refugee Action, Refugee Council, Migrant helpline, local community organisations.

Potential language outcomes:

Sc/E1.3a Sc/E2.2c	Following on from the analysis of a graphic or activity, participants may decide to work on their ability to ask questions. During the label game activity, an ability to form 'wh-' type questions would be important.	<i>Why are you rude?</i> <i>What is wrong?</i> <i>Who are you?</i>
Sc/E3.3b	At higher levels questions may be more complicated and use a range of question words, as well as different tenses and comparative questions.	<i>Who discriminated against you?</i> <i>Why were you discriminated against?</i> <i>When were you discriminated against?</i> <i>Which is worse ... or ...?</i>
Rw/E2.4a	Through the process of searching for local groups that provide support, participants gain valuable experience in accessing information, as well as practising their reading skills. During the research process participants may need to use dictionaries to obtain the meaning of unfamiliar words.	
Rw/E2.2a	Using recognition skills for familiar words and common spelling patterns will also be important.	
Rt/L1.5a	At higher levels the valuable research skills of skimming and scanning texts for meaning can be introduced.	
Sc/E2.3a	By asking the participants to discuss and share past experiences, a range of past tenses can be practised depending on the group's language level. At lower levels this may be using only the past simple.	<i>The police beat me at home.</i>
Sc/E3.4a	Whilst at higher levels the present perfect may be needed.	<i>The government has not helped me because I am an asylum seeker.</i>
Sc/L1.3a	Also the past perfect and passives may be used too.	<i>I was beaten by the police at home.</i> <i>He had helped me before.</i>
Wt/L2.6a	If the group has decided to write to a local newspaper, they may want to tell their personal stories as to how and why they came to the UK. There are a whole range of different skills that they may need to use. At higher levels they need to choose the correct style of writing depending on their purpose.	
Ws/L2.1a	Participants will also use a range of sentence structures that suit the purpose.	
Ws/E3.3a	At lower levels greater importance can be attached to the spelling of common words and special interest vocabulary correctly, along with clear punctuation.	
Sc/L1.3d	By using the tree or river, the causes and effects of prejudice and discrimination will be examined. This provides an excellent opportunity for participants to practise using constructions that demonstrate cause and effect.	<i>As I am an asylum seeker, I can't work.</i> <i>She stays at home because she looks after the children.</i>



Schools

This section seeks to explore the issues surrounding children's education by focusing on issues such as participants' expectations of their children's schools, their relationship with staff and their own early experiences of education.

Why?

On arrival in the UK many long term immigrants, refugees and asylum seekers face a very different education system to that of their home country. For many parents their children's education is of great importance, but for those who need to attend ESOL classes, there are a number of potential problems they face in fully participating in it. As well as dealing with cultural barriers, they are also hampered by their weak language skills.

By examining issues around the provision of education in the UK, such as choosing schools, communication with teachers, the indirect costs of schooling and the barriers to access, participants are better equipped to fully participate in their children's education.

How?

Having decided with the participants what topic they wish to discuss, there are a variety of graphics that might be used to examine the issues that surround children's education and schooling.

Vocabulary;

classroom, playground, playing fields, library, computer lab, science laboratory, teacher, head teacher, form tutor, textbooks, exercise books

School visioning map

This graphic works along similar lines to the body map and gives participants the opportunity to explore how they feel about the schools that their children attend. It would work particularly effectively for parents who attend ESOL classes in their children's school. For groups that have children who attend different schools, the participants may work on individual graphics or divide into small groups according to the school/s their children attend. Those without children could explore their own experiences of school in their country of origin, highlighting the positives and negatives, and comparing this to the UK.

1. Start by asking the group to map out or draw a picture of their children's school. Depending on the level of the class, varying amounts of detail can be added. If the focus is a single school the map may be quite literal. If groups are from mixed communities and have children at different schools they could either create individual maps, or you could allocate different coloured card for different schools. These can then be added onto the same graphic, which will be a representative rather than literal map of the schools concerned. Participants should write or draw the qualities, such as friendly, helpful, or intimidating, and issues, like lack of sports facilities, poor school dinners, or weak academic achievement, on coloured cards, which are then placed on the map. Their positioning should be decided by group consensus.

2. The facilitator can then ask the participants what they consider to be ideal qualities and facilities of a school. Using different coloured card they could place these on the corresponding areas of the original school maps. Participants could work in small groups or pairs and brainstorm ideas together.

Questions for discussion:

- What do you know about your children's school?
- Which members of staff have you spoken to?
- Who would you like to meet in the school?
- What would you like to talk them about?
- What do you like about your children's school?
- What do you not like?
- What difficulties do you have in accessing the school?
- What positive efforts does the school make to involve you?
- How do schools communicate with you? E.g. letters, e-mails, newsletter, notice board, etc ...

3. The group may wish to focus on particular areas. The following are suggestions, which might be used to prompt discussion. They can be built upon and wherever possible participants should choose the criteria themselves.

- Relationships with parents and accessibility of teachers and headteacher
- Physical facilities and school equipment
- Relationships of staff with pupils
- Parental involvement in the school
- School's academic performance
- Cultural sensitivity

- School meals
- Out of school and after school activities
- Links with the wider community
- Atmosphere
- Additional costs of schooling (milk, snack / lunch money, school trips)
- Homework
- Uniform
- Inclusion of children with learning and behavioural problems
- PTA and school governors
- Discipline
- Bullying

Would + like;

I would like the school to have better sports facilities.
We would like to meet teachers regularly.

4. Next the groups need to feedback to one another, and agree as a group, which are the most important qualities and facilities that are needed in a school. This could be organised in a ranking matrix.

5. Having done this, the participants can examine the similarities and disparities between the ideal school and the reality. This could be done by writing the reality and the ideal onto the same cards or adding extra columns to the matrix. This may lead the group to focus on specific areas for further action. Having analysed the topic, the participants should then consider what actions might be taken to promote change. The questions below may be useful for this.

Questions for action:

- Which areas of the school would you like to see improved?
- What needs to be done to bring about these changes?
- Who can you approach to help you?
- What knowledge of schools and education do you have as a group that can be used to help your situation?
- What could you do as an individual or as a group to bring about change?
- What do you know about the school that you did not before?
- What else would you like to find out about the school?
- How could you find out this information?

Chapati diagram

1. For the creation of this graphic the participants should work in small groups. Start by asking them to each think about which factors influence their children's education and what they learn.

2. Having done this, participants should draw a circle that represents them. The size of this circle will depend on how much influence the participants feel that they have over their children's education. It would also be possible to do this exercise for the participants' own education, especially if working with younger groups.

3. The next step is to consider which people or organisations influence their children's education the most. For example teachers, headteachers, parents, local education authorities, government, etc. A circle should be cut out of card to represent each one. Depending on the group's language level the participants can either write or draw a symbol on the card to represent that factor. The size of the circle will depend on the perceived power of that person or organisation in relation to the participants. The circle's position on the page depends on how close the factor is to the participant.

4. The process is repeated for all the factors that the participants feel have influence over their children's education. Participants may decide that they wish to show links between different factors by drawing lines between them or linking them using string or tape.

Verbs expressing preferences;

like	dislike
love	hate
adore	detest

Because' to link clauses;

- The school is important because my children learn at school.
- The government is important because it chooses what children learn.
- The teacher is important because they teach my children.

5. Finally the participants should look at each person or organisation and decide what makes them so powerful/powerless. Each group should present their chapati diagram to the rest of the participants explaining some of the reasoning behind their choices. Participants may improve the current situation and then go on to look at how they can gain a greater say in their children's education.

Questions for discussion:

- How did you get your children into a UK school?
- How easy / difficult was it?
- Who helped you?
- How did you choose the school?
- Why do you think your children's school is good or bad?
- What does your child like / dislike about school?
- How are the schools different from schools in your home country?
- Who runs the school?
- Do you feel confident to complain, speak to, ask about your child's school / teacher if there is a problem?
- Why do some children go to school and others do not?
- Why is education and schooling important for all children?
- Why do you think this?
- What do you see as the main purpose of your child's education?
- How many years of education should children have and why?
- What subjects should children learn at school?
- What differences are there in terms of academic achievement and truancy between boys and girls?
- Why is this?
- Does the curriculum or teacher reinforce gender stereotypes?

Questions for action:

- How do you help your children with their homework?
- How can you become more involved in your child's education or schooling?
- What have you learnt from the other group members that might help you with your children and their education?
- Where can you find out more information?
- How can you communicate more effectively with your children's teachers?
- What organisations or individuals might help you better understand the UK education system?

Other ideas and graphics

■ A body map of an “ideal parent” would be a useful tool for exploring a number of aspects of children’s schooling. Participants could be asked to consider what makes a good parent. By identifying good parental qualities, participants may discuss aspects of their children’s education. For example how they are expected to participate in their children’s education; helping with homework, getting their children into good schools, or dealing with problems at school such as bullying. Making comparisons with such expectations in their home country would also be a valuable complimentary exercise. A body map could be used in a similar way to explore expectations of teachers and students.

■ Community maps could be a good means of increasing knowledge about the schools in the group’s local area. Through group discussion experiences can be shared around issues like catchment areas and the different provision provided by different schools (for example, facilities for children for whom English is not a first language). This may lead participants to look at the admissions procedures for schools in the area, what choice is available to parents, how to decide which would be the best school for their child and how to appeal if they feel they have been let down by the system.

■ A mind map might be a valuable tool to examine participants’ attitudes to school. The facilitator might ask the participants to write down their feelings about school. These will be influenced by their experiences as children and by their role as parents. These can be grouped by similar themes and discussed individually. Attention can be drawn to viewpoints that are widely shared by the group and are of greater importance to them. Some perceptions may be specific to older participants, to women or those from a particular country. This activity can be particularly useful in breaking down some of the preconceptions participants may have about schools. For example, their experiences as children may mean that they are reluctant to question teachers or

challenge authority. They may feel unable to get involved in their children’s education if they feel disempowered as parents.

■ A pie chart might be a useful way of looking at issues that surround the hidden costs of children’s schooling. It gives parents the chance to share information about the cost of school-related outgoings and to consider as a group the importance and impact of education on their budgets and expenditure. It might be useful to compare it against other areas of spending and could also include work on numeracy. This could result in participants contacting school governors or head teachers to highlight the hidden costs of schooling and the problems faced by people on low incomes.

■ A daily routine chart could be used to examine how childcare changes between term time and the school holidays. Participants might wish to look at what services are in the area that offer childcare or provide activities for children during holiday time.

Potential action and learning outcomes

If the group has been using a graphic to analyse their children’s schooling, then they may decide to write a letter to the school governing body or PTA about an issue that has arisen in the group. Alternatively, if the group is based in a school, it may well be possible to get the head or a teacher to come to speak to the group and to answer questions. Other participants may wish to become more involved with helping their children with homework. They might want to bring in examples of their children’s homework so they can analyse the type of language skills that are required for such tasks.

Having discussed “What makes a good school” the group could look at how they find out about different schools and the different sources of information available to them. These might include talking to other parents, visiting the school, or using the Internet to look at OFSTED reports. Some might actually be in the

process of deciding which schools to apply for and this could be a useful exercise because of the extra support that might be needed for their children if they do not speak English. This, for example, may give them more power to look outside their catchment area.

Another area where the group may wish to take action is communicating with their children’s teachers. Due to a lack of language or cultural barriers, some parents may lack the confidence to approach their children’s teachers. Through group discussion the participants can identify issues that they might want to discuss or are concerned about. As a group they could make a list of questions for teachers about their children and prepare role-plays around the scenario of a parents’ evening. Through this sort of practice they might gain in confidence and self-belief. More confident participants may wish to join Parent Teacher Associations, where they can be more actively involved in the running of their children’s school.

A further means of examining the issues faced by parents in communicating with teachers and schools could involve using role-plays or short dramas to highlight some of the problems that exist for non-native English speaking parents. By asking groups to perform complimentary role-plays that show the differences between the reality of their interactions with teachers and how they would like the interactions to be, the linguistic and cultural barriers can be highlighted. This could help to encourage parental participation in education, by helping to increase their confidence and their ability to question aspects of their children’s education.

Potential language outcomes:

Sd/E3.1b	Through practising role-play scenarios that deal with formal situations such as meeting a teacher, or telephoning to ask for information about a course, participants will be taking part in a formal interaction.	<i>Hello, I'm Pleased to meet you. Could you please tell me how to register for ... I wondered if you could help me.</i>
Sc/E3.3a	Simultaneously, they will also be developing the ability to function in formal situations, as well as to make requests for something or action.	<i>I'm sorry to bother you, but please could you help me. Would you mind if I leave a message?</i>
Sc/E1.3d	At lower levels participants may wish to focus on developing their ability to ask for clarification.	<i>Can you speak more slowly, please? Please can you repeat that?</i>
Lr/E1.5c	Participants might wish to practise recognising how to respond to greetings and requests for information within the context of formal exchanges. Such skills would be invaluable for parents when communicating with schools and teachers.	<i>For example; Take a seat. What can I do for you? Come in. How are you?</i>
Wt/E2.1a	Writing skills might be developed at a range of levels. For example, if the group decided that it wanted to write a letter to a school to request information or to practise writing a sick note for children, then they would be practising composing a simple text, and developing the understanding that texts share common features; layout, structure, and language.	
Wt/L1.5a	At higher levels the structure and layout of the composition will be more complicated with participants demonstrating appropriate formats and structure for certain scenarios.	
Rt/E2.1b	There is also scope for practising reading skills by asking students to bring letters from schools into class. At lower levels participants might be asked to practise scanning texts for specific or main events.	<i>For example; Establishing the purpose of the letter. Establishing appropriate responses to a letter.</i>
Rt/E3.2a	At higher levels learners can use scanning for identifying the purpose of letters.	
Rw/L2.1a	Participants can also practise reading and understanding more technical vocabulary that is of particular relevance to schools and education.	<i>School reports. OFSTED inspection reports.</i>



Information

This sheet seeks to explore some of the issues that surround access to information, its reliability and the power attached to those holding information.

Why?

For many new arrivals to the UK accessing reliable information is hugely important for starting a new life. Knowing and understanding how UK systems work, where to access information and advice, as well as how to determine its reliability are crucial to the processes of settling and integrating.

The ability to access reliable information is key to identifying and making the most of rights, entitlements and opportunities. However, the issue of access to information goes beyond simple availability. To be able to understand and make use of information requires confidence and the capacity to communicate, as well as critical analytical skills. Therefore, information is inextricably linked to communication.

Importantly, information is not neutral. It is clearly linked to power and therefore discussions need to centre on participants' experiences of using information and the barriers they have faced in accessing and understanding it. Information needs to be considered from a variety of angles, taking into account participants' sex, age and ethnicity. Through sharing experiences, participants discuss how they have used information to exploit opportunities and to improve and make the most of their situation. Throughout the discussion, links between information, communication and power need to be drawn out.

How?

Below are suggested graphics for analysing issues that surround the topic of information.

Matrix

1. Start by asking the participants to consider where they obtain information. This could include newspapers, television, radio, friends, family, community centres, local organisations, immigration officers, or the Internet. They can then write these onto pieces of card. Similar cards should be grouped together.

2. Once this has been done, the cards should be placed vertically, to form the first column of a matrix.

Comparatives with 'than';

Radio information is more reliable than information from my friends.

The radio is more accessible than the Internet.

3. The next stage is for the facilitator to ask participants to consider what criteria they would use to judge a source of information. Again these can be written onto cards. Participants can group cards with similar criteria together. The group will then need to collectively decide on headings to represent each grouping. These headings are then used to represent additional columns across the horizontal axis. Possible headings might include reliability, usefulness, affordability and accessibility.

Questions for discussion:

- Why is information important?
- What criteria can you use to judge the value of information?
- What do you use information for?
- What information is not accessible?
- Why is some information not accessible?
- Where do you go to get information?
- Who helps you obtain information?
- Whose information do you trust?
- Whose information do you not trust?
- Why do you trust / not trust some information?
- What are the benefits of good information?
- What are the effects of poor information?
- How do you feel when you don't have access to information?
- Which sources of information are more affordable?

4. Once the group has collectively decided on the framework for the matrix, the final step is to fill it in. The group can rank the information sources by allocating objects to the different columns. Buttons would make suitable objects, with the group either using different colours or different amounts to indicate their degrees of preference.

5. Once the participants have completed the matrix, they can explain the reasoning behind their choices and discuss possible actions they can take to improve their access to reliable information.

Cause and effect (because, as, since);

- I cannot get good information because I speak bad English.
- Since we went to the community centre, we got good information.
- I feel sad as I don't know who to trust.

Questions for action:

- How can you judge the reliability of information?
- What have you learnt from other group members that might help you access reliable information?
- Can you help you with accessing reliable information?
- Where can you access reliable and useful information?
- What information do you want find out?

Role-play

1. Role-play is an effective means of participants gaining different perspectives on certain situations, and this is an important step for challenging and changing relationships of power. It is important, though, that role-plays are based on the real needs of the students, and avoid inauthentic situations.

Questions for clarification;

Can you explain ... ?
Could you repeat that?
How do you spell it?

2. The facilitator can break the participants into small groups of two, three or four. Having done this, the participants can be asked to each think of examples they, or people they know, have experienced of the use, misuse, or abuse of information.

Sequence markers;

Then, when, next, before, after, once, first.

3. As a group they should then discuss these stories. This would give participants the opportunity to practice their narrative language skills. Once they have discussed them, they should choose one to act out to the rest of the group.

Questions for discussion:

- What examples of use, misuse, or abuse of information can you think of?
- Why did the group choose each particular role-play?
- Why did each character react to the situation in the way they did?
- How do you think the other people in the role-play felt?
- What differences are there in reaction to the situation within the group?
- How does good / poor information impact people's lives?
- How do you feel if you have been given good / poor information?
- How do you feel when you don't have access to information?
- Why is information important?
- What criteria can you use to judge the value of information?
- What do you use information for?
- Who helps you obtain information?
- Why do you trust / not trust some information?

4. During the role-play participants could be either re-enacting or simulating a situation. After the discussion the group can discuss why different characters acted in the way they did, and the feelings they experienced. The facilitator could use some of the above questions to help promote discussion. As part of the discussion the participants should revisit the role-play and discuss alternative responses and outcomes. This is central to the exercise and what distinguishes it from a standard role-play. Where groups have role-played a less than ideal situation, replaying it after discussion, so that a more desirable result, is achieved could really empower the participants.

5. It is recognised that the activity described above may well work more effectively with a more advanced group. For a beginners group the role-play may need to focus on something simpler, such as identifying an information need. The role-play can then be practised in anticipation of a real-life situation. Following on from the role-plays there will still be opportunities for discussion around the power dynamics of information, and possible alternative responses and outcomes.

Questions for action:

- What can you do to ensure information is accurate?
- In what ways would you change the responses of different characters?
- What would have been a more positive outcome?
- What alternative responses might have been taken to ensure more positive outcomes?

Other ideas and graphics

■ An information map (see sheet on Community theme for further details) that analyses different information sources within the local community could provide a good means of highlighting issues around access to information. The mapping process can help to share information within the group, identify areas where there are gaps in knowledge, and identify opportunities for change.

■ A chapati diagram would be a useful way to analyse the power dynamics that exist around controlling information. It could be used to highlight the importance of different types of information, as well as the barriers that exist in accessing information.

■ A ranking matrix could be devised to identify the information needs of the group. The group could identify different areas of their lives that they need information for. These can be placed in the vertical axis, whilst on the horizontal axis

they can have columns with different indicator criteria. Possible indicators might be social, economic and overall impact.

- An **information tree** could be created to show the links between the causes and effects of good and bad information. The roots can be used to represent what is needed for acquiring good information, whilst the branches could symbolize the different places where information can be accessed, and the fruits can represent the effects of good or bad information. Any outside influences might also be included as weather or soil conditions. The group may want to focus on a particular type of information, such as information around welfare rights, housing, employment or education. This can help to provide a link to other themes.

- Individual participants could complete **spider diagrams** to show the different information networks that they are part of. These could show the participants at the centre, surrounded by the different individuals and organisations that they use, as well as those that are reliant on them for information. Participants can include additional information about the types of information exchanged and power relations between them. Presentations and group discussion should then be used to share information between group members.

- **Real life TV, radio and newspaper clips** could be brought into a group by the facilitator and group members. Ideally these would be chosen by participants to ensure that they relate directly to participants' lives. Through using these different forms of media, participants can look at different types of information and consider the impact of different forms of media on communication. During the analysis participants can examine clips for bias, as well as considering which forms of communication are trusted and the reasons for this trust.

Action and learning outcomes:

Participants, aided by the facilitator, may decide to research reliable sources of information, based on their analysis. By using criteria to judge the reliability of information sources, they can look at information from a variety of sources. These could include leaflets, benefit forms, newspapers, radio and television shows, and the Internet.

As group members' confidence improves, they might be encouraged to visit relevant agencies or offices in pairs or small groups to find out information on their rights and entitlements. When they have gathered all of this information together they can feed this back to the class, discuss the difficulties that they encountered and how they managed to negotiate them.

A further means of following up on this research work could be for the group to produce a short booklet about information services in the local area. It could list details such as contacts, location, directions, reliability, as well as the language services available. This could then be distributed amongst the class, or even more widely.

Potential language outcomes:

Sc/L1.2b	Through research, participants will be able to practise asking for information. At higher levels, asking for information might include participants practising asking people to explain how things work and are organised.	<i>Can you explain where I find more information? How is it organised? Can you repeat that please?</i>
Sd/E2.1a	At lower levels the group may want to focus more on taking part in social interactions.	<i>Hi, Nice to meet you. Please can you help me?</i>
Sc/E2.4a	Another important skill that is integral for ensuring information is accurate is asking for clarification and explanations.	<i>How do you spell that? What does ... mean?</i>
Lr/E3.1b	Listening skills can also be incorporated. If the group decides to examine different forms of media like radio or TV, then they can practise skills like listening for gist.	
Lr/L1.6b	Participants may also need to be able to follow discussions without participating.	<i>E.g. on TV or radio.</i>
Sc/E2.3c	If participants have used a role-play activity there is plenty of opportunity to use their oral skills when giving a short account about the use, abuse, or misuse of information.	
Sc/E3.4c	At higher levels the past tenses can be incorporated into narrating events.	<i>I read the newspaper everyday. I found information about home. I was looking for news about Bangladesh.</i>
Sc/L2.4c	This can be further complicated by the introduction of time and sequence markers, conjunctions and subordinate clauses.	<i>I went to work and the office was closed. The next day when I went back I asked why the office had been closed. They told me it was a bank holiday. I didn't know what this was.</i>
Rs/E1.2a	Participants will also have the opportunity to practise their reading skills whilst researching different types of information. For beginners this may focus on using the format of a text to help identify its purpose.	<i>For example; common signs and symbols.</i>
Rt/E3.5a	At higher levels different reading skills could be worked on, such as using organisational features, like contents, index and menus to locate information.	
Rw/L2.1a	Learners may also like to work on practising reading and understanding technical vocabulary.	<i>For example; computers.</i>
Ws/E1.1a	If the group decided to produce a booklet on information sources in the area they could practice a number of valuable writing skills. At lower levels the facilitator could get participants to fill in gaps with correctly used and spelt key words.	
Ws/E3.2a	As participants progress, their level of contribution can increase, so that other skills are used, such as writing sentences that use basic sentence grammar accurately.	
Wt/L1.5a	At higher levels they can focus on selecting structures that are appropriate for the format.	



Work

This sheet looks at the topic of work, and gives some suggestions as to ways in which *Reflect* tools might be used to examine issues such as barriers to work, the impact of work and the working day.

Why?

Many ESOL students cite a desire to find paid work as their main reason for attending ESOL classes. They perceive improving the quality of their English as being essential for this. ESOL classes though, also provide the ideal platform for students to consider the issues that affect employment and, to develop strategies to tackle them. As well as this, there is the opportunity to empower participants by drawing their attention to their pre-existing skills and experiences, and to consider how these might be used to their advantage. By focusing on a mixture of participants' aspirations and their pre-existing knowledge, skills and experiences, students are better placed to access employment. Alongside this, through consideration of the issues that surround employment, participants are able to identify the areas of language that they need to improve their situation, and are thus further empowered.

How?

Ideally participants should choose which graphic and what area of discussion they wish to tackle. The following are suggested graphics that might be used as a means of promoting discussion around the issue of work.

Body map

This was an idea conceived during a *Reflect* ESOL training workshop for ESOL tutors. A body map might be used to explore the different qualities that participants perceive as necessary for finding employment and draw attention to the skills and experience that they already possess.

1. The group will initially decide whether to work individually, or collectively. If working individually, the participants should use the graphic to explore the qualities needed for a specific job or profession. This should be chosen by the participant and be a job that they would like to do in the future. If working as a group, participants could think about the generic qualities that are required for getting a job. This may work more effectively if the group is part of an embedded ESOL course with specific aims in mind. For example on an ESOL and Childcare course.

2. Once the decision has been made on the dynamics of the graphic construction, one student lies on the floor on top of paper and another student draws an outline of a body around him/her. If participants are not comfortable with this, then they can draw an outline of a body.

Need/ought + infinitive (obligation);

- You need to be keen.
- You ought to be helpful.
- I need to get qualified.

3. Then, as a group, students consider what they see as the qualities of an ideal candidate for employment. This is done by first, either drawing, or writing words onto coloured card or paper. The cards are then placed onto the areas of the body they feel are most closely associated with those qualities. The different coloured card can be used in a variety of ways to represent different aspects of the discussion; for example participants' sex, or pre-agreed criteria, such as qualities relating to personal traits or different physical skills.

Questions for discussion:

- Which qualities are the most important for finding paid work?
- What skills are the most important for finding work?
- What skills and qualities that you used in your home country can you use in the UK?
- What are the barriers that are stopping you from accessing paid work?
- What experience do you already have? (e.g. unpaid work, volunteering, childcare, managing the household budget, patience, multitasking, etc.)
- If you are already working what is it that you like / dislike about the job?
- How are the qualities needed for a job different in the UK different from your home country?
- What differences in skills and attributes are there between paid and unpaid work (if any)?

Would + like + infinitive (aspirations);

I would like to be a lawyer.
I would like to be a teacher.
I would like to work in the hospital.

4. Once the group has finished placing the cards, the participants should discuss and agree on their positioning. Certain qualities will be identified as being more important through the concentration of cards in one area, or the repetition of qualities. A possible follow up activity is for the students to individually or collectively rank the qualities by their importance.

5. The second stage is to draw another body map, this time representing the skills, qualities and experiences that they already possess. This time different coloured card should be used to represent individual students. Following this there should be discussion amongst students in which they compare the two graphics. The questions in the box could be used to promote discussion.

Questions for action;

- Who can help you retrain or upgrade your existing skills?
- Where do you need to go to upgrade or retrain?
- How can you gain more experience?
- What have you learnt from other group members that may help you with finding paid work?
- How can you overcome the barriers that you face in finding work?
- How can you match the skills that you already have to ones that are needed?
- What different words can you use to describe what you already know?

Tree

This graphic might be used to explore the barriers that prevent people from accessing work and looking as a group at how these barriers might be overcome.

1. Students use a tree to represent the issues on three different levels. They start with the roots, which represent the barriers to paid work that are faced by participants. For example participants may have problems getting adequate childcare, or with its cost, or they may see the jobs available to them as being poorly paid and with low status.

2. Participants write, or draw the different barriers they face on coloured card. Different colours might be used to disaggregate the barriers by sex. This will give an opportunity to see if the barriers faced differ according to sex, and to consider if the actions that are required to address them should be different too. Prescribed gender roles may restrict women's ability to find paid work. They may also constrain men's choice of work too. For example if they wished to work with children.

Questions for discussion:

- What is work? (paid / unpaid, etc.)
- What (un)paid work did you do before you came to the UK?
- If you didn't work, why not?
- Do you work now?
- If so, what do you do?
- How does looking for work or working differ in this county to your country of origin?
- What kind of work would you like to do?
- Where can you look for work?
- How might you improve your chances of finding work?
- What are the main barriers to finding work?
- What experiences do you have looking for work in the UK?
- What positives and negatives can you take from these experiences?
- How do these experiences differ from those in your home country?
- How do you value work?
- Why do you want to work?
- How is your choice of career determined by your sex?
- Why is this?

a' and 'an' (occupations);

A doctor	An architect
A farmer	An electrician
A driver	An optician

3. The placement of the cards, and their grouping by similar themes should be agreed by group consensus. In subsequent discussion the different barriers might be disaggregated further to examine which barriers are faced only by women, which are faced by men only and which are shared, as well as the differences amongst men and women. For example, the differences between women and girls and men and boys. Once the cards positioning is agreed the roots can be drawn in.

4. The trunk represents the overarching theme of work, and the second stage is to consider the content of the branches. These are used to represent the different skills, qualities and experiences that are required for students to overcome the barriers they face in accessing work. A similar approach of using different coloured, moveable cards should be employed, with their positioning once again being negotiated by the group. Again, once consensus has been reached, the branches can be drawn onto the graphic.

5. The final stage is to depict the fruits on the tree. These can be used to show the benefits of gaining employment for the different students. The students can discuss how these benefits relate to the different issues highlighted in the branches and place them accordingly. The group might want to include further positive and negative influences visually through using soil and climate conditions. For example, the government, immigration services, etc.

Can;

- I can work.
- I can't work because I am not qualified.
- I can work in a nursing home but I cannot work in the hospital.

6. Discussion should then take place amongst students about the topic. Again the questions in the text box could be used to promote discussion. Experiences and knowledge amongst the group should be shared. Students should be encouraged to describe their experiences around job seeking, especially those that are already in employment, who should be encouraged to share their stories around finding employment. Through this process of sharing information, the group can devise effective strategies for finding employment.

Questions for action

- Who can help you retrain or upgrade your existing skills?
- Where do you need to go to upgrade or retrain?
- How can you gain more experience?
- What have you learnt from other group members that may help you with finding paid work?
- How can you overcome the barriers that you face in finding work?
- How can you match the skills that you already have to ones that are needed?
- What different words can you use to describe what you already know?

Other ideas and graphics

The topic of work is one that links through to many other areas that are of importance to ESOL students, and this should be considered before addressing the topic and when deciding which issues specific to work that the group is going to examine. For example, for many female students the issues of childcare may well need to be examined prior to considering employment, or in the case of asylum seekers there are issues around the right to work that need to be addressed too. The following are further ideas for graphics that may be useful.

■ A matrix might be used to examine daily routines and how work impacts on the participants' lives. This may draw attention to potential barriers to work or how work can affect other areas of the participants' lives.

■ A river of life would be a good tool to use for drawing attention to the life skills and other experiences that participants have gained in non-formal situations. By getting students to reflect on their lives when they were outside the formal education system and work, the facilitator can draw attention to the different skills that they have developed that may be useful in employment and how these compliment more formal skills. This can have a very empowering effect on participants, whilst the process of sharing experiences can help to bring the class together.

■ Community maps might be used to look at the resources within the local area that can aid students with finding employment. These should include a variety of organisations, ranging from education and career-counselling services, to the voluntary and community-based sectors, government organisations and schemes. The sharing of knowledge and experiences can be of real benefit to participants.

■ A chapati diagram could be used as a means of examining the power attached to different occupations and skills. It could link into a similar graphic that examines power relations within a family. Further gender analysis could centre on the value of paid work versus unpaid work and the implications this has for gender roles.

■ Dramas or role-plays could potentially be used to highlight the issues and barriers that are faced by participants when searching for employment. By following these up with group discussion, the group can devise strategies to cope with situations and give advice to other group members.



"A tree made by a group of 16-18 year old men, as part of a social and personal deprivation programme for an Entry Level 2 employment based course, for the NEET target group. The trainees welcomed the chance to work with an artist and the tree was apt as their work experience is alongside Horticulture."

Juanita Azubuikwe - Bromley by Bow Centre

Action and learning outcomes:

Through the discussion, participants may wish to discuss ways to improve their chances of finding employment. It is important that these actions should make use of all possible resources available to the students and therefore actions should transcend the classroom walls, with the outside being brought into the classroom.

This might be done in a variety of ways, including encouraging students to bring job adverts into class and writing job applications. The conducting of role-play job interviews and using video to analyse them is a potential means of preparing the participants for job hunting. As a group, they may decide that they want to produce a leaflet or a poster with advice on it as to how to improve their chances of finding work. This might be put on the walls of the classroom, college, or community centre, or distributed to other groups.

Another means of breaking down the classroom walls could be to invite speakers from local community and government organisations that run schemes to get people into work or provide work experience, to visit the group. Making contact with organisations that can help with getting recognition of pre-existing qualifications and re-training is an especially important service.

Potential language outcomes:

Sc/E1.4d	There are a number of potential language outcomes for students that will arise from discussion around the topic of work. A great deal of vocabulary relating to the topic will arise. Leading on from the body mapping exercise, the group may decide to focus on using adjectives for describing characteristics. Depending on the level, these will gradually become more wide ranging.	<i>Hard-working, industrious, helpful, patient, organised, conscientious, skilled, qualified, analytical, professional, etc.</i>
Sc/E2.3d	The construction of a tree is particularly good at demonstrating the process of cause and effect. Participants and the facilitator may wish to focus on how to make statements that explain the causes and effects of the barriers to work.	<i>I cannot work because my qualification is not recognised. We cannot work in the evening since we look after our children. As I can't work, I am depressed.</i>
Rw/E3.1a	If the group decides to look at job adverts as a follow up activity, then they can bring real life adverts to the group. Not only does this get participants practising job seeking skills and thinking about where they might look for jobs, but it can cultivate reading skills. Recognising and understanding relevant and key words within a text is a key skill here.	
Rw/E1.3a	At beginner levels the texts could be broken down and used for identifying individual letters and the changes in case.	
Wt/E3.5a	As a writing activity participants can complete job application forms for the adverts that they have been looking at.	
Wt/E2.1a	Learners can practice writing whole sentences and short paragraphs, as well as giving short answers. At lower levels this might centre on composing a simpler text and ensuring the correct format.	

TOOLS *MAPS*

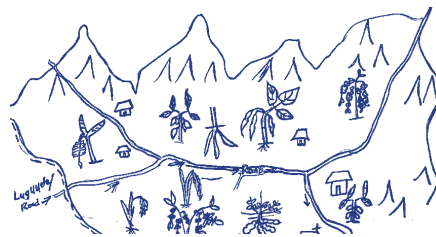
Maps are an effective way of presenting local information – problems and opportunities – in a clear, visual way.

Why?

Maps can be used to present basic local information in a revealing new light and are a useful tool to structure analysis. A basic map of an area can be overlaid with information relating to any pertinent local issue, such as education or health services. On another scale, international maps may be used to trace the participants' journeys to the UK. Or maps could be made of the classroom, local school or participants' homes. Maps can be developed to show changes over a period of time or to anticipate changes or expectations for the future.

When?

At any time. Maps can be particularly useful at the beginning of a process, helping the participants to look in more detail at their community, perhaps focusing on a particular aspect such as health, education or information services.



Below: Participants at a Reflect workshop in the Netherlands construct a displacement map.



How?

Maps and models are flexible tools and there are no definitive steps to the process. However, some key observations are useful.

Initially, a map should be created on a large scale on the floor or any large surface, so that all participants can actively contribute and clearly see what is going on. The first things to be put down should create a basic framework for the space. The community centre or college where the group meets could be used as a starting point, for example. Important features such as main roads and public buildings help people to orient themselves and therefore participate more actively. The group may wish to begin the exercise by taking a walk around the area to note key features they wish to represent and analyse.

Many different materials can be used to represent the various elements on the map. These could be anything that is easily available and easy to move, such as coloured card, pictures or photos, drawing pins, thread, sticky tape etc. The meanings of the symbols should be selected and agreed upon by the whole group - for example, a particular colour of card could represent residential housing and another might be used for public buildings such as libraries and schools. Movable objects are crucial, as everyone needs to be able to go back, change and add elements as the map develops. Less assertive participants find this particularly helpful.

Once all the physical things relevant to the purpose of the map are in place, more qualitative judgements can be considered, for example to indicate positive or negative perceptions of what

TOOLS *MAPS* *cont.*

is represented. Participants may choose to highlight their favourite places on a map or indicate problem areas, such as perceived 'no-go' areas, for example.

Then the group can reflect on the map as a whole, drawing out insights or conclusions to stimulate discussion. The completed map often enables people to see issues or phenomena in a new light – as they are removed from daily reality whilst simultaneously gaining new perspectives of it. In some cases the "real" map may then be used as a starting point for developing an "ideal" or "visioning" map, showing future changes, whether practical and achievable, or idealistic and visionary. In some cases such maps can become practical planning tools.

For the map to be recorded on paper or card, participants need to identify pictures, symbols or words with which to label key elements on the map. Once down on paper, participants may wish to make their own, smaller copies.

Suggestions for use

- A **health map** is an excellent means of raising awareness of the different healthcare facilities available in an area. This is a particularly effective way of sharing knowledge between those that have been living in the UK for a long time and more recently arrived participants.
- An **information map** that analyses different information sources within the local community could provide a good means of highlighting issues around access to information. The mapping process can help to share information within the group, identify areas where there are gaps in knowledge, and identify opportunities for change.
- A **displacement map** showing where all the participants are from and how they got to the UK would be a useful way of helping participants to share their experiences as immigrants to the UK and of promoting understanding between different groups.
- A **school visioning map** could be made of the school/s attended by the participants' children. Participants write or draw on cards to indicate the qualities (friendly, helpful, intimidating) and issues (good sports facilities, poor school dinners, weak academic achievement) of the school. These are then placed on the corresponding areas of the map. They may then go on to construct a map of their ideal school and look at ways of improving the current situation.

TOOLS *BODY MAPS*

“Using this tool really helps to discuss oneself. We build confidence together by talking about what we like and the things we like about ourselves.”

Carla Dubon - CIWA

Why?

Body maps can be used to learn about and discuss the parts of the body and internal organs, as well as related issues such as health, nutrition and pregnancy. The body map can also be used to discuss abstract qualities; likes, dislikes, skills, emotions and characteristics.

When?

Any time.

How?

Draw the outline of a person on a large sheet of paper. A quick way to do this is to ask one of the participants to volunteer to lie down on the floor and draw around them. Depending on the focus of the exercise, participants may then be asked fill in the names of parts of the body or internal organs. This is best done by writing or drawing on bits of card that can be moved around if necessary. Additional cards may then be introduced to look at specific issues such as health, nutrition, pregnancy, etc.

If the body map is being used to discuss abstract notions such as qualities, skills or emotions, the participants will need to discuss how to place the cards - there will not necessarily be a correct position. For example, some may feel that a card representing fear would be best placed on the head while others might chose to place it on the stomach.

“We were just starting a unit on health, and I wanted to use the body map to practise body parts... The students are all Muslim, so did not want to draw around a body, so I just drew an outline. Fortunately they did not mind drawing body parts. Once we got underway it was hard to stop them. I had to keep cutting up more bits of card. We spent maybe half an hour either drawing the body parts or writing out the words and placing them on the outlines. I told them not to worry about spelling and we would work on that later. I was amazed and impressed at how many body parts they knew. At that level students often know far fewer body parts.

“After we finished putting the cards down we went through to compare the two different bodies we had produced, agree placement and drill pronunciation. We also checked spelling, putting accurate spellings on the board for any words misspelled or not written out (but put on the outline as a picture). This was done in a friendly supportive way (‘Who knows the spelling?’) not a ‘Look how many words are WRONG’ way, and it went quite well. The students then spent ages practising their spelling, and we ended with a spelling test.

“It was a very productive and enjoyable activity. Students who tend to be very quiet and hard to draw out got just as involved as the others. The class is the next level up from absolute beginners, with quite a range of abilities.”

Lisa McDermott - Tower Hamlets College

In an all female, low-level literacy group, the body map was used effectively as a means of examining body parts in relation to different cosmetics and toiletries. Having labelled the body parts, participants then matched them to the different things that they might buy from a pharmacy. For example, a toothbrush and toothpaste were matched to the mouth and teeth.

Desiree Lopez - CIWA, Canada

TOOLS *BODY MAPS* *cont.*



Participants at a Reflect workshop in Cardiff prepare to construct a body map of the "ideal ESOL teacher".

Suggestions for use

- A body map could be used to look at the various health problems associated with the different parts of the body. Participants may go on to discuss issues of prevention and cure as well as possible sources of information and help. A specific health issue may be chosen as the focus of more detailed discussion.
- Focusing on a woman's body, the group could discuss issues surrounding pregnancy. What should the woman do / not do? What should she eat? What kind of support and advice is available?
- A body map could be used to explore the different qualities that participants perceive as being necessary for finding employment and draw attention to the skills and experience that they already possess.
- The group could use a body map to analyse the qualities that represent for them the ideal citizen, parent, teacher or student, for example. They may then go on to contrast this with a body map representing the reality of the situation. How different are the two body maps? How easy is it to live up to the ideal model? Is it even desirable? What help is available in each situation?

TOOLS CALENDARS, TIMELINES & DAILY CHARTS

Time visualisation tools such as calendars and timelines can be used to track changes, document histories and processes or analyse routines.

Why?

Time is an important dimension of most issues: looking at how something came about, learning from experience, or anticipating what might happen. Many problems are experienced in a very immediate way – but responding to them effectively requires a long-term perspective, recognising the factors that led to the situation in order to ensure sustainable solutions. Visualising these in the form of a calendar or timeline can be very effective.

Examination of routine uses of time can clearly show differences in individuals' patterns of work or behaviour, encouraging shared analysis, debate and in many cases assisting planning for change.

When?

A time dimension is useful for analysis of nearly any issue or situation, and can be introduced at any point.

How?

Three main graphics can be used to add a time dimension to analysis. *Calendars* can be used to map and analyse monthly patterns and variations, for example, tracking household expenditure over a period of time or looking at how childcare needs vary over the school year.

Timelines are an effective way of tracking changes in relation to a particular issue over time and predicting future events on the basis of past experiences. Both bring out powerfully associations between cause and effect, and can be used to improve planning and preparedness.

In contrast to the longer view of calendars and timelines, *daily routine charts* can help participants to focus on the micro use of time, allowing for shared analysis of patterns in work-load or behaviour. By highlighting the differences, or convergences, in work routines and household tasks, the charts are useful for encouraging debate about the division of labour between sexes or opportunities for collaboration. This type of individual graphic is particularly powerful when examining gender issues and power relations.

Social/Cultural Calendar:

"This calendar is a great way to celebrate all the important events and celebrations that we all have through out the year. Also, to talk about the different cultures within the group and all that makes them unique."

Carla Dubon - CIWA, Canada

As with any visualisation exercise, calendars and timelines should be used to deepen analysis of an issue arising from group discussion. Common themes include work, health, education, income and gender relations, although a long-term perspective of any situation can be useful. Depending on the issue or situation to be analysed, different units of time will be appropriate, whether hours, days, months, years or decades. In some cases, this will relate to a specific period, and in others it will be general: months of the year or hours of the day.

Once the time units have been determined, a basic calendar or timeline can be drawn up. This can either be done individually or as a group. Participants then place symbols or words representing relevant events in the appropriate place on the graphic. If done as a group, the decisions about which events are relevant, and when they occur, may in itself be cause for revealing debate. Group analysis and discussion of the resulting calendar can form the basis for drawing up strategies for coping with, or preventing, regularly occurring problems.

TOOLS CALENDARS, TIMELINES & DAILY CHARTS *cont.*

Suggestions for use

- An expenditure calendar could be used to analyse issues around household expenditure. Participants might be asked to list monthly outgoings such as rent, gas, electricity, council tax, water, phone bills, etc. This could help to raise awareness of budgetary planning, as well as identifying areas where participants can get support.
- A health calendar or timeline might be used as a means of examining individuals' experiences of illness. For example, a calendar might be used to analyse the impact of the time of year on the health of individuals or a group. A timeline could be used to look at participants' health over their lifetime and to examine the impact of age.
- An education timeline could be used to look back at the participants' educational history. They can look at the influences and barriers faced in the past or look forward to the future and examine the groups' aspirations. It may also be interesting to examine differences in schooling between generations.
- Migration timelines might be used to look at different participants arrival in the UK. How are the participants' experiences affected by gender, age, religion or ethnicity and how easy is it to integrate into British society? There is also potential for interesting discussion around the power dynamics of choices made by participants in selecting the area they have settled in.
- A family routine chart could be used to analyse how different family members actually spend their day. It can raise awareness amongst family members of other family members' daily activities, as well as drawing attention to the value of unpaid, domestic work. It also could provide a good link into the theme of work, through examining the constraints to 'paid' work
- A childcare routine chart could be used to examine how childcare needs change according to the age of the child and between term time and the school holidays. Participants might wish to look at local services offering childcare or providing activities for children during holiday time.

TOOLS *RIVERS*

A river, constantly flowing and changing, is an image which people can use to map their own life experiences, or other ongoing processes.

Why?

A river is a powerful symbol for many people and visualising any process in the form of a river can produce creative insights. The most common use is for people to draw rivers representing the course of their own life – but many other uses have emerged.

When?

Any time. Personal rivers can generate trust within a group, enabling participants to see each other as full and complex human beings. However, it is important to recognise that the process of constructing and “telling” a personal river can be very emotional. The facilitator should ensure that there is a good level of trust and mutual support within the group.

How?

The characteristics of a river: its changing width, current and direction as well as features such as whirlpools, islands, rapids, waterfalls and forks, can represent changes and events in our own histories. In richly illustrated rivers the surrounding landscape can represent the environment that forms us. If being used to map an individual's personal journey, it will be constructed individually. However, it might be used to represent the history of a community or organisation, in which case the process would be communal.



A personal river made by a participant at a Reflect workshop in the Basque Country.

Personal rivers:

Each person need only include in their river those events or situations which they feel comfortable to share with the group. A useful way for people to focus is to sit quietly together with eyes closed while the facilitator prompts them to think silently about different moments in the course of their lives, from birth to the present moment, with suggestions or open questions. Then each person draws the journey of his or her life in the form of a river. This can be done on large sheets of paper or (if it is possible to work outside) directly on the ground, using chalk and locally available materials such as pebbles, sticks, etc. The facilitator should also construct their own river – throughout the *Reflect* process, they should never expect the participants to commit more of themselves than they are prepared to do.

When everyone has completed their river, they can discuss them in small groups. Each person chooses the level of detail they wish to relate: they may wish to focus on a particular time or current, or take people briefly through the whole journey. It is useful to note that the first person to tell their river often sets the tone for the rest of the group, so if they are prepared to be open and honest, those who follow will feel more comfortable to do the same. The facilitator may wish to start the process her/himself or to ask someone who they know will be happy to share. At the end of each person's story, other participants can ask questions if they wish, always respecting the privacy of the person.

The aim is not just to hear stories, but also to find a link between our personal experiences and attitudes, and the ways

TOOLS RIVERS *cont.*

Below: In the global Reflect conference in India in 1998 participants constructed huge rivers on the beach to explore the evolution of Reflect in different parts of the world.



in which we are influenced by the environment in which we have grown up and live. The facilitator may wish to direct discussion and analysis to consider issues of power and control, cause and effect, to draw out patterns or major influences. Comparisons might be drawn between people of different social classes, cultural contexts, sexes or ages in order to uncover influences and analyse the environmental forces that shape us all.

Group rivers:

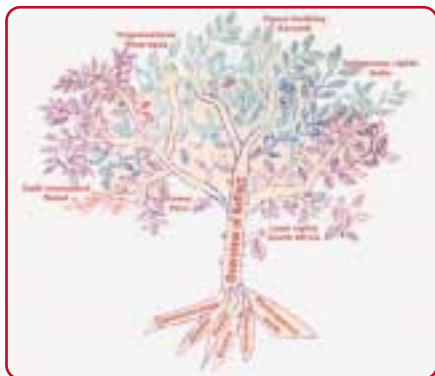
Where a river is used to map the turning points and key events in the history of an organisation or community, participants will work together, negotiating the points to be represented and the symbols to be used. In this case, the process of constructing the image will in itself be the cause of much discussion and debate, as different perceptions of the significance of situations and events become apparent. Where the exercise is done in small groups, feedback and discussion of the process should be facilitated.

Suggestions for use

- A river could be used to examine events in a family history. Individual streams might be used to represent the members of the family, moving apart and coming together at different points. It could also be used to show how each person would like to see their family roles develop in the future.
- A river of life could be used to analyse the various forms of prejudice and discrimination that participants have faced throughout their lives. This might take the form of images like rapids, waterfalls, dams, or whirlpools. More positive aspects, such as a good teacher or a kind relative, should also be included. They might be represented as boats or bridges.
- A river of life could be used to draw attention to the life skills and experience that participants have gained in non-formal situations. By asking participants to reflect on their lives outside the formal education system and work, the facilitator can draw attention to the different skills that they have developed that may be useful in employment and how these compliment more formal skills. This can have a very empowering effect.
- A river could be used to look at an organisation's history, looking at how it was founded, the various influences on its development over the years and plans for the future.

TOOLS TREES

The image of a tree, with roots, trunk and fruits, can be very effective to draw out relationships, such as cause and effect or inputs and outputs.



Why?

A tree is a universally recognised symbol with clear metaphorical meanings, which people can use to explore issues or processes from a new angle.

When?

Any time.

How?

The various elements of a tree working together in a cycle are a basic metaphor for almost any situation to be analysed:

- The trunk usually represents the situation to be studied;
- The roots represent inputs, whether that be causes of a situation, past events leading up to it, or things necessary for its existence, or income;
- The branches are the consequences or outputs of the situation, or expenditure;
- Fruits or flowers may be added to represent possible solutions or actions.

The first time that the technique is used, it might be useful for the group to study a real tree and discuss its various parts and how these could be used to discover, compare and analyse an aspect of community or family life.

Once the basic idea has been established, participants can develop rich analysis in a number of directions, often with much artistic expression, representing complex connections and relationships in a relatively simple image. As long as participants develop the image in consultation with each other, it will be linked to a serious structured discussion about the situation being addressed - of the causes and effects of what we are studying, of implications and comparisons.

In practice, participants often continue the metaphor to add other elements to the tree, such as:

- threats or limitations to a situation represented by weeds, fungus or pests;
- fundamental damage or major risks shown for example as lightening;
- environmental factors, represented by the quality of the soil, nutrients that can be added, or the climate;
- different living creatures in the tree whether positive or negative forces, within or outside of the participants' control.

Analysis of the full tree highlights the fact that problems cannot be addressed by concentrating on the branches, or effects, alone - the roots are key. Participants might consider whether the resulting tree is sustainable, or whether the weight of all the branches and fruit is too much for the roots to bear. Finally, the image is copied onto flipchart paper so that a permanent record remains of the work and the collective conclusions.



An income and expenditure tree made by Reflect participants in El Salvador.

TOOLS TREES *cont.*

Suggestions for use

- A tree could be used to examine the causes and effects of displacement on the family. The roots might represent the reasons for moving, whilst the branches represent the effects on the family.
- A tree could be used to look at the issue of housing. The roots could be used to represent problems, with suggestions for improving the participants' housing situation placed in the branches. Ripe fruit could be used to depict the benefits of having a good housing situation, with unripe fruit to depict the negative effects of a poor situation.
- A household income / expenditure tree would be a useful tool for learning about budgeting. The roots of the tree could represent the sources of household income, whilst the branches represent expenditure. The group could be divided by sex, to examine differences between income and expenditure between men and women, and the impact that this has on the household.
- A tree could be used to explore the barriers that prevent people from accessing work and looking as a group at how these barriers might be overcome. The roots could represent the barriers to paid work that are faced by participants.
- The dual images of a healthy tree and an unhealthy tree could be used to encourage analysis of health issues. The healthy tree would illustrate the factors promoting good health (as roots) and the consequences of good health (as branches), whilst the unhealthy tree would show the factors influencing poor health and the consequences of it.

TOOLS *MATRICES*

A matrix can help to structure discussions on a complex issue: usefully consolidating information and comparing items in a systematic, visual way

Why?

When dealing with a complex issue it can be difficult for a facilitator to structure a serious discussion without getting sidetracked. As discussions get more detailed, the big picture can be lost. Matrices help to ensure a systematic approach, in which all details are covered and the big picture becomes progressively clearer.

When?

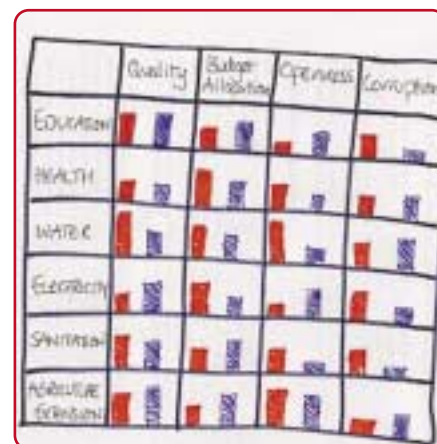
On any occasion when a complex, multi-dimensional issue arises, or there is a danger that discussions may lose coherence.

How?

A matrix is a table or graph, which shows a set of elements across the top, and another set of criteria or classifications down the side. Matrices can be constructed on almost any topic. They can be used to represent systematically the wealth of information or knowledge held in the group around a particular issue or topic. Alternatively, they can be given a stronger analytical role, where different elements or items are evaluated as they are entered onto the matrix.

Matrices can be constructed to compare the value of different items in a preference ranking. The same list of items is placed across the top and side axes of the table and each pair of items is compared. This exercise can then be deepened with analysis of the reasons given for preference of particular items, or simplified with a ranked list of preferences.

As with many visual tools, once the group has grasped the basic idea of a matrix, they can structure the discussion for themselves and the facilitator can take a back seat. It is important to do all matrices on a large scale so that everyone can join in – and to use movable objects, symbols or cards so that new items, categories or criteria can be added and scores adjusted in relation to one another. The matrix is only transferred to paper once complete.



A matrix used by a Reflect group to analyse key issues in their community.

TOOLS *MATRICES* *cont.*

Suggestions for use

- A matrix could be used to identify and prioritise the main problems that exist within the community. These might include issues such as crime and anti-social behaviour, fly tipping and litter, racism, lack of integration, and domestic or sexual violence. These would be placed on the vertical axis. Across the horizontal axis the participants could rank each problem. Further columns might look at what the group would like the situation to be, what might be done to achieve this and, who to approach for help.
- A matrix could be used to look at illnesses and health problems that have affected the group. On the horizontal axes they could include details such as the symptoms of the illness, the areas of the body affected by a particular illness, the different responses taken when treating different illnesses. Possible categories of response might be; do nothing, self medicate, go to a pharmacy, visit the doctor, use a traditional remedy, or go to hospital, for example.
- A matrix could be used as a means of analysing issues around participants' housing situations. A list of positive and negative factors might be placed in the first column. In subsequent columns the group could include their reasons for choosing the issues, decide whether they are positive or negative, what their ideal situation would be, what participants can do personally to either improve the situation or replicate it, and where they can get assistance.

TOOLS *CHAPATI OR VENN DIAGRAMS*

This tool can be useful for exploring relationships between things – particularly the relative importance, influence or power of people, organisations or groups.

Why?

The analysis of power is central to *Reflect*. Chapati diagrams can be very helpful in structuring the analysis of complex dynamics or relationships between people, groups or organisations. They can also be used to explore the relative importance of different influences on a person or process.

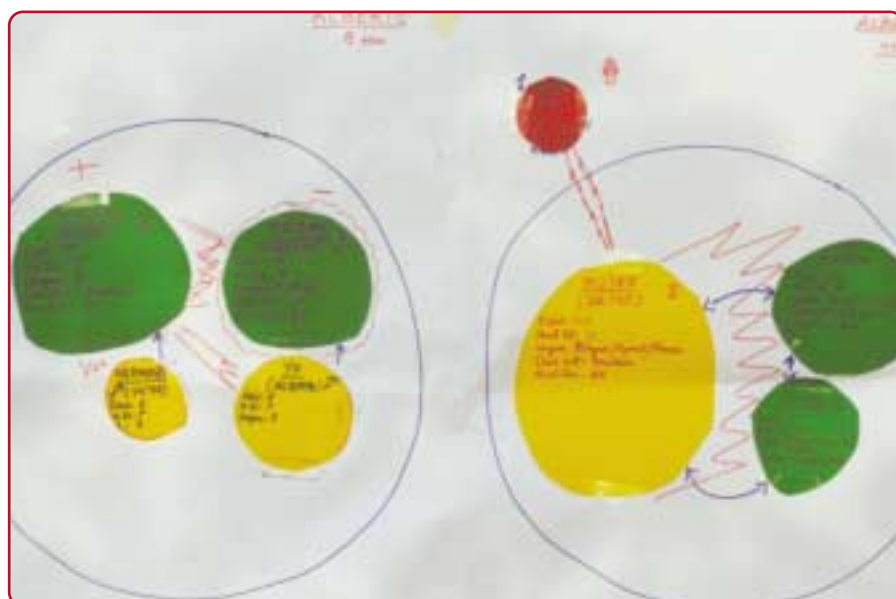
When?

At any time.

How?

Chapati diagrams are made up of a variety of circles, each representing a different actor or influence in a situation. The size and position of each circle is used to indicate the relative power and the links between the different actors/influences.

As with the other graphics, movable objects are used for an initial, large-scale version developed by the whole group. Alternatively, individual participants may construct their own chapati diagrams using coloured card.



A chapati diagram constructed at a workshop in the Basque Country. The diagram on the left represents the participant's childhood and on the right his current situation – he placed himself outside the family circle as he is separated from his wife and children.

Personal power:

One powerful use of the chapati diagram involves individual participants drawing diagrams of power relations within their family. Each person in the family, including the participant, is represented by a circle. The size of each circle indicates the relative power of that person.

The circles are then placed at different distances from each other to show the nature of relations between them, and lines or symbols added accordingly. Alternatively, the figures can be placed only in relation to the person making the diagram.

Participants should agree on further details to be added to each circle and on symbols to represent them. These may include factors such as age, sex, ethnicity, economic or social background,

educational achievements, languages spoken, etc. These may all come into play when analysing the power relations that exist in the family.

Participants often start by constructing a chapati diagram that represents their childhood (it is usually helpful to focus on a particular year or age). When this is complete, they may go on to construct a second diagram illustrating power relations in their present home environment. This can be a particularly good way of getting people to look at their own power. Someone who felt powerless as a child may be shocked to consider their own power in relation to their children or partner. Discussion and sharing of stories might focus on why certain people are attributed significant power, how it feels to be powerless or powerful, whether patterns changed

TOOLS CHAPATI OR VENN DIAGRAMS *cont.*

across generations or with the move to the UK, and whether similarities can be drawn between families.

This same process can be used to analyse relationships between people in many other contexts, including the *Reflect* group itself, or the community in which it operates. The diagrams may be constructed individually and then shared/analysed or a single diagram may seek to capture the consensus of the whole group (though conflict should not be avoided in the process).

Influences within a community:

Chapati diagrams can also be used to look at different power dynamics within and between groups and organisations. This type is constructed collectively.

This mapping of organisations can yield a rich analysis, helping participants to share information and opinions in a structured way and enabling them to see gaps or identify opportunities for change. The visualisation can be extended, for example to add different “values” to each organisation – indicating which are allies, which are neutral and which are antagonistic – or by developing ‘ideal’ versions and exploring how to get there. As always there will be systematic discussion and analysis in the process of constructing such a graphic, and a further layer of discussion and analysis once it is complete and the whole picture can be seen.

Suggestions for use

- A chapati diagram could be used to analyse the power relations that surrounded the decision to migrate to the UK. Issues in the participants’ country of origin, such as economic, social and political climates, family relations, as well as restrictions on travel between the UK and other countries could be discussed.
- A chapati diagram could be used to analyse issues around children’s education. It could be used to examine the different influences on a child’s education, including the parents, teachers, education authorities and other children.
- A chapati diagram could be used to look at the different individuals and organisations that impact on the participants’ housing situations. These might include landlords, housing officers, the government, immigration services, family members, etc.
- A chapati diagram is a useful tool for a group to examine the issue of power that surrounds prejudice against refugees and asylum seekers. It can depict different elements of power that exist within society and the local community through large and small circles. The graphic can then be used to promote discussion around who or what influences the ways in which refugees and asylum seekers are perceived.

TOOLS *FLOW DIAGRAMS*

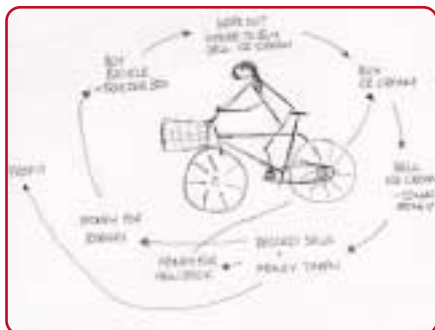
There are countless ways to use diagrams to help make sense of different processes or complex systems – to explore cause, effect and inter-connections.

Why?

To help capture complex processes or systems in an image that can be analysed in its parts and as a whole – exploring, for example, how change in one element may have effects on others.

When?

A basic level of literacy in English is helpful in using these tools, as it is often difficult to represent all the information in a purely visual form.



How?

Flow diagrams are a means of exploring causal relationships between events – following the process as each event causes another event to occur and so on. They are particularly helpful for identifying negative cycles and actions that can break them.

To begin constructing a flow diagram, place a card representing the central theme in the middle of a large, empty area. Participants can then start to identify the causes and effects of this phenomenon, making a card for each suggestion using words or symbols and placing it in relation to the central theme. These might be of different colours to capture different categories or types of event. It is essential to use moveable cards, as flow diagrams can get very complex with new connections identified during the process, leading to radical restructuring. Threads of different colours can be used to make links with different meanings between cards.

The facilitator then urges participants to consider the effects of each effect (and if relevant the causes of each cause) and the flow diagram starts to expand. Each time a new card is laid attempts are made to link it to any others that are already there and gradually concentrations of cards are likely to occur around certain key cards. At some point the group will have to decide to end the exercise, stepping back to review the overall picture and discuss where action or intervention might be most effective.

Process diagrams:

Similar to a flow diagram, a process diagram shows different stages involved in a process. It can be elaborated to include many details such as roles, time or costs involved at each stage. A process diagram might be constructed to analyse the steps involved in accessing a certain government scheme or entitlement, making a legal claim or producing something.

Process diagrams can be started at the beginning or at the end of a process: for example it may start with a goal and work backwards to determine the steps necessary to achieve it; or it may start with the current situation and work forwards. Each stage is set out on a separate card, and the more detail that can be included the better, including the precise actions, those responsible for making them happen, times and dates, materials needed and so on. The result is often an effective action plan.

Systems diagrams:

Another similar diagram explores the interdependence of different elements within a system. It may be used to demystify the workings of a specific government system such as social security, an organisation/small business or a household economy.

The aim is to map out roles, activities and outcomes within a given system, using the same technique of movable cards and links as described above. Once the diagram is complete, questions can be asked about how to improve the system, where it is failing and what actions would most effectively change it, as well as making key points of leverage clearer.

TOOLS *FLOW DIAGRAMS* *cont.*

Suggestions for use:

- A flow diagram could be used to examine the different factors that led the participants to migrate to the UK. This could be done on an individual basis or as a group.
- A flow diagram could be used to examine and analyse the causes and effects of disillusion and alienation amongst young people in the local community. The group may go on to look at possible ways of improving the situation.
- A systems diagram could be used to help the participants to map out their access and entitlements to different government schemes. This will allow participants to learn from each other's experiences, to demystify government bureaucracy and make sure that they are accessing full social security entitlements.
- A process diagram could be used to look at the application process for housing. If participants are unable to complete the diagram based on their own experience, they may turn it into a mini research project, bringing in leaflets, looking on the Internet and perhaps inviting a local housing officer to speak to the group.