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SPARKLE – Inclusive Literacy Teachers' Toolkit

Ready-to-use activity sheets, templates and classroom tools for teachers, educators and social workers

Contents and activity index

This Toolkit is organised as a practical companion for training and classroom use. It transforms selected good-practice ideas into printable activity sheets, templates and facilitation tools.

No.	Activity sheet	Good Practice inspiration	Main method	Syllabus module
1	Learner Context Map	Partner needs analysis; Syllabus Module 1; Training Material Module 1	Diagnostic facilitation / inclusive planning	M1
2	Easy-to-Read Reading Circle	Good Practices: Easy-to-Read Reading Clubs; ETR Reading Clubs Guide; We talk about books / Xerrem de llibres	Easy-to-Read + communicative approach	M2 / M4
3	Line Hopping Instructions	Good Practice: Line Hopping	TPR / embodied learning	M3 / M6
4	Object Vocabulary Lab	Good Practices: Use of Physical Objects for Concept Assimilation; Visual/tactile low-resource materials	Multisensory / TPR / concrete vocabulary	M3 / M6
5	Shopping LOTO	Good Practice: Shopping LOTO	Game-based communicative learning / visual vocabulary	M4 / M6
6	Through the House	Good Practice: Through the House	Spatial language / TPR / task-based learning	M3 / M5 / M6
7	Public Service Easy-to-Read Card	Good Practices: Easy-to-Read in administration, legal adaptations, elections, job market and support for refugees	Easy-to-Read / task-based learning	M2 / M5
8	Conversation Buddy: Everyday Dialogue Ladder	Good Practice: VxL Volunteering for Language; conversation-based support practices	Communicative approach / peer interaction	M4
9	Welcome Classroom Survival Pack	Good Practices: Welcome Classroom / Aules d'acollida; partner contributions on newcomer support	Communicative + visual routines	M1 / M4 / M6
10	Skills for Work: My Competence Cards	Good Practices: Finland job portal in Easy-to-Read; partner workshop needs on access to training and employment	Task-based learning / ETR / empowerment	M2 / M5
11	Neighbourhood Photo Task	Good Practices: Use of Smartphones; task-based community language activities	CALL / task-based learning / low-tech alternative	M5 / M7

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15	BlaBla: Sound, Voice and Short Dialogues	Good Practice: BlaBla	Oral-first / communicative improvisation	M3 / M4
16	Museum Object Story	Good Practices: LALI – Language and literacy learning through art; Musée du Quai Branly / museum-based practice; MUSE Easy-to-Read in museums	Art-based learning / Easy-to-Read / communicative approach	M2 / M4 / M6
17	AI Visual Animation Prompt Card	Good Practice: AI-Generated Visual Animations for Language Learning	CALL / visual scaffolding / teacher material design	M6 / M7
18	Smartphone Audio Phrase Bank	Good Practice: Use of Smartphones	CALL / learner autonomy / oral-first	M7
19	AAC Picture Dialogue	Good Practice: ParlaConMe / AAC Software	Augmentative and Alternative Communication / visual dialogue	M4 / M7
20	CPIAbot Role-Play: Practising Before Real Encounters	Good Practice: CPIAbot	CALL / chatbot-supported rehearsal / low-tech twin	M5 / M7
21	Testing to Read: Can Learners Use the Text?	Good Practice: Testing to Read	Easy-to-Read testing / user feedback	M2 / M8
22	Give Me Time to Rhyme	Partner contribution: Cyprus GFC – Give me time to rhyme	Playful oral practice / phonological awareness	M3 / M6

1. Purpose and use of the Toolkit

The Teachers' Toolkit provides ready-to-use classroom resources for teaching a foreign language to adult migrants, refugees and newcomers with no, low or interrupted literacy. It is intended for teachers, educators, volunteers and social workers who need practical activities that can work in heterogeneous groups, irregular attendance contexts and low-resource classrooms.

How to use the Toolkit:

- Use the activity sheets as complete sessions or as short routines inside a longer lesson.
- Adapt every sheet to the learners' literacy profile, oral level, language needs, emotional safety and available resources.
- Print the templates, copy them into partner layouts, or translate them into national languages.
- Use the Good Practice inspiration lines to connect activities with the SPARKLE collection without reproducing the full Best Practices Book.

Toolkit logic

Each activity sheet follows a consistent format: inspiration, purpose, target learners, materials, step-by-step facilitation, language support, adaptations and evidence of learning. This makes the Toolkit easy to scan, print and adapt.

2. Facilitation principles

Principles for using the activities	
Oral before written	Start with listening, gesture, image, action or object before asking learners to read or write.
Adult dignity	Play, movement and sensory work are powerful, but they must never infantilise learners or force personal disclosure.
Low-resource by default	Every activity should work with paper, objects, flyers, voice, gesture and a small room.
Digital with a twin	Digital activities need an offline version for learners without devices, data, confidence or stable internet.
Easy-to-Read as a transversal base	Short sentences, concrete vocabulary, clear layout and user testing should guide materials across modules.
Task and output	Learners should leave with something usable: a phrase card, map, dialogue, appointment card, portfolio item or visual dictionary page.
Safe participation	Choice, consent, privacy and emotional safety matter as much as method. The best activity fails if learners feel exposed.

3. How Good Practices are transformed into activity sheets

The SPARKLE partners collected Good Practices spanning from easy to read methodology, to alternative language learning, visual/sensory approaches, community learning and digital support. For the Toolkit, these practices are translated into adaptable classroom tools rather than copied as full descriptions.

Good Practice transformation grid

Good Practice material	What the Toolkit keeps	Classroom output
Reading clubs / books / ETR guides	Accessible text, social reading, oral discussion, confidence-building routine.	Reading circle sheet, reaction cards, ETR checklist.
Line hopping / human orchestra / BlaBla	Body, voice, rhythm and movement as supports for comprehension and repetition.	TPR instruction cards, rhythm phrases, oral dialogue routines.
Shopping LOTO / Through the house / physical objects	Concrete materials, visual vocabulary and everyday tasks.	Game boards, object vocabulary lab, house/map tasks.
Smartphones / AI animations / CPIAbot / AAC	Digital supports used carefully with privacy, accessibility and low-tech alternatives.	Audio bank, visual sequence cards, chatbot role-play, picture dialogue board.
Museum, art and sensory practices	Observation, object-based language, emotion and sensory memory without forcing disclosure.	Museum object caption, smell/taste activity sheets.
Public-service ETR practices	Accessible information for administration, legal, health, job and civic contexts.	Public-service card template and testing protocol.

4. Activity sheets

The following sheets are designed to be printable and modular. Teachers can use one activity as a full lesson, as a short routine, or as a practical exercise during teacher training.

Activity Sheet 1. Learner Context Map

Good Practice inspiration	Partner needs analysis; Syllabus Module 1; Training Material Module 1
Purpose /goal of activity	Teachers need a practical way to understand learners before choosing methods or materials.
Target learners	Teachers, educators, volunteers and social workers working with mixed low-literacy groups.
Duration	45–60 min
Main methodology	Diagnostic facilitation / inclusive planning
Materials	Printed learner profile map; sticky notes; pens; optional scenario cards.
Learning outcomes	Participants identify learning needs, barriers, strengths, priorities and adaptation options without labelling learners.

Step-by-step facilitation

1. Present two short learner scenarios, including different literacy levels, languages, attendance patterns and life constraints.
2. Ask groups to identify what they can observe, what they need to ask respectfully, and what they must not assume.
3. Complete the learner context map: literacy, oral confidence, immediate needs, barriers, strengths, support preferences and realistic next steps.
4. Choose one first-session objective and one adaptation for each learner profile.
5. Debrief with the question: what changes in our teaching when we understand the context first?

Language support / phrase bank

- “I can...” statements: I can say my name / I can ask for help / I can recognise a place / I can use one useful phrase.
- Teacher prompts: What does the learner already know? What helps participation? What blocks participation?

Adaptations

- Use icons instead of long written fields.
- For online training, make the map as a shared board or simple table.
- For sensitive groups, use fictional scenarios only; do not ask participants to share personal stories.

Evidence of learning

Each group produces one completed context map and one realistic learning priority linked to a learner profile.

Activity Sheet 2. Easy-to-Read Reading Circle

Good Practice inspiration	Good Practices: Easy-to-Read Reading Clubs; ETR Reading Clubs Guide; We talk about books / Xerrem de llibres
Purpose /goal of activity	Reading can become social, oral and confidence-building when texts are accessible and discussion is supported.
Target learners	Adult learners with emerging reading skills; mixed groups where some learners read slowly or with support.
Duration	60–90 min
Main methodology	Easy-to-Read + communicative approach
Materials	Short Easy-to-Read text; picture support; word cards; emotion cards; printed discussion prompts.
Learning outcomes	Learners identify key words, understand the general meaning of a short text and express a personal reaction orally or with support.

Step-by-step facilitation

1. Show the title and images first. Ask learners to predict the topic with gestures, single words or drawings.
2. Read the text aloud once. Learners only listen and point to images or key words.
3. Read again in short chunks. Learners repeat useful words or phrases.
4. Use three comprehension questions with visual choices: Who? Where? What happens?
5. Invite learners to choose an emotion card or picture to react to the text.
6. Close with one useful sentence copied, traced, recorded orally or matched to an image.

Language support / phrase bank

- I like / I don't like...
- This is about...
- The person goes to...
- I feel...

Adaptations

- For pre-literate learners, replace written questions with images and oral choices.
- For higher levels, add a short personal sentence or a new ending.
- Use the same routine every week to build confidence.

Evidence of learning

Learners can point to or say three key words and choose one sentence or image that summarises the text.

Activity Sheet 3. Line Hopping Instructions

Good Practice inspiration	Good Practice: Line Hopping
Purpose /goal of activity	Movement helps learners understand instructions before they are asked to read or write them.
Target learners	Groups who need to practise classroom, workplace or daily-life instructions through action.
Duration	30–45 min
Main methodology	TPR / embodied learning
Materials	Tape or rope line on the floor; instruction cards with icons; optional music or rhythm.
Learning outcomes	Learners understand and perform simple instructions, direction words and action verbs.

Step-by-step facilitation

1. Make a visible line on the floor. Demonstrate “in front of”, “behind”, “left”, “right”, “on the line”.
2. Give one instruction at a time and model it physically: step forward, step back, turn, stop, wait, change place.
3. Learners perform without speaking first. Add repetition and rhythm.
4. Show picture cards or written cards and connect them to the action.
5. Learners give one instruction to the group using voice, gesture or card.
6. Finish with a very short written or pictorial sequence: 1. Step forward. 2. Turn left. 3. Stop.

Language support / phrase bank

- Step forward / step back / turn left / turn right / stop / wait / come here / go there.
- At work: Take it / put it here / bring it / clean it / open it / close it.

Adaptations

- Small-room variant: use hand movements or table objects instead of full-body movement.
- No-touch rule: learners move by themselves; the teacher demonstrates from a distance.
- For mixed levels, advanced learners become instruction leaders.

Evidence of learning

Learners perform three instructions correctly and can give one instruction using voice, gesture or a card.

Activity Sheet 4. Object Vocabulary Lab

Good Practice inspiration	Good Practices: Use of Physical Objects for Concept Assimilation; Visual/tactile low-resource materials
Purpose /goal of activity	Real objects reduce abstraction and make vocabulary memorable for learners who cannot rely on written notes.
Target learners	Beginners and low-literacy adult learners in survival-language, workplace or daily-life courses.
Duration	45–60 min
Main methodology	Multisensory / TPR / concrete vocabulary
Materials	Everyday objects: keys, spoon, cup, medicine box, form, ticket, map, phone, bag; object labels; photos.
Learning outcomes	Learners name or recognise objects, match object–image–word and use simple action phrases.

Step-by-step facilitation

1. Place objects on the table and let learners touch, point or choose one object.
2. Name each object orally. Learners repeat, point and pass the object.
3. Match object to photo or icon; add written word only after oral recognition.
4. Create action phrases: take the cup, show the ticket, open the bag, call with the phone.
5. In pairs, learners prepare a mini-dialogue with two objects.
6. Create a mini visual dictionary page with photo/icon + word + action.

Language support / phrase bank

- What is this? This is a...
- I need...
- I have...
- Take / give / open / close / show / put.

Adaptations

- Use objects from the learners' real context: housing, transport, health, administration or work.
- If objects are not available, use photos from supermarket flyers or public-service brochures.
- For trauma-sensitive facilitation, avoid objects that may trigger personal histories unless learners choose them.

Evidence of learning

Learners match at least four objects to images and use one object in a short phrase or role-play.

Activity Sheet 5. Shopping LOTO

Good Practice inspiration	Good Practice: Shopping LOTO
Purpose /goal of activity	Shopping vocabulary becomes useful when learners connect words, images, prices and speaking turns.
Target learners	Adult learners preparing for daily-life interactions in shops, markets or food distribution settings.
Duration	45–75 min
Main methodology	Game-based communicative learning / visual vocabulary
Materials	LOTO boards with food/object images; picture cards; price tags; supermarket flyers; tokens.
Learning outcomes	Learners recognise common products, ask for items and understand simple price or quantity language.

Step-by-step facilitation

1. Introduce product images orally: bread, milk, rice, apples, soap, ticket, etc.
2. Give each learner a LOTO board with images. The teacher names or shows a product card.
3. Learners cover the image if they have it. Repeat with different rhythms and voices.
4. Add communicative turns: "I need..." / "Do you have...?" / "How much is...?"
5. Use supermarket flyers to match real images and prices.
6. End with a mini-market role-play using the cards and price tags.

Language support / phrase bank

- I need... / I would like... / Do you have...?
- one kilo / one bottle / two packets / cheap / expensive / How much is it?

Adaptations

- Use fewer cards for beginners; use categories for higher levels.
- For non-readers, use only images first; add words progressively.
- No-budget variant: cut images from flyers and make boards by hand.

Evidence of learning

Learners ask for two items and recognise or point to at least six products in the game.

Activity Sheet 6. Through the House

Good Practice inspiration	Good Practice: Through the House
Purpose /goal of activity	Home vocabulary and spatial instructions are practical, visual and easy to adapt with maps or objects.
Target learners	Learners who need daily-life language for housing, family, appointments and home routines.
Duration	45–60 min
Main methodology	Spatial language / TPR / task-based learning
Materials	Simple house plan; room cards; object pictures; toy objects or cut-outs; tape; pens.
Learning outcomes	Learners name rooms, locate objects and follow simple directions in a house plan.

Step-by-step facilitation

1. Show a simple house plan. Name rooms with images: kitchen, bedroom, bathroom, living room.
2. Learners place object cards in rooms: bed, table, shower, fridge, chair.
3. Teacher gives instructions: put the cup in the kitchen; the towel is in the bathroom.
4. Learners guide a partner through the house plan using one or two directions.
5. Add problem-solving task: "Where is the medicine?" "Where do you wash your hands?"
6. Learners create their own very simple room plan or arrange cards on a blank page.

Language support / phrase bank

- in / on / under / next to / near
- Where is...? It is in...
- Go to the kitchen / put it on the table.

Adaptations

- For privacy, use an imaginary house, not learners' real homes.
- Use a classroom map, shelter map or neighbourhood map with the same language logic.
- For pre-literate learners, use only pictures and oral instructions.

Evidence of learning

Learners place three objects correctly and ask or answer one "Where is...?" question.

Activity Sheet 7. Public Service Easy-to-Read Card

Good Practice inspiration	Good Practices: Easy-to-Read in administration, legal adaptations, elections, job market and support for refugees
Purpose /goal of activity	Learners need accessible language for real services: appointments, rights, documents, schools, health and employment.
Target learners	Teachers preparing learners for encounters with public services or community organisations.
Duration	60–90 min
Main methodology	Easy-to-Read / task-based learning
Materials	Original public-service text or form; ETR checklist; icons; blank one-page card template.
Learning outcomes	Participants transform a complex public-service message into an accessible learning card.

Step-by-step facilitation

1. Choose one authentic text: appointment message, school note, job portal instruction, housing notice or health information.
2. Identify the essential message: what must the learner understand or do?
3. Remove unnecessary information and rewrite in short active sentences.
4. Add icons, sequence numbers and one action box: "What I do now".
5. Test the card with another participant using a read-aloud protocol.
6. Revise the card after feedback and add two classroom questions.

Language support / phrase bank

- I have an appointment on...
- I need to bring...
- I must call...
- I can ask for help at...

Adaptations

- For very low literacy, use oral explanation plus pictograms and colour coding.
- For digital delivery, send the card as one image or PDF, not as a long message.
- For privacy, never use real learners' personal documents without removing names and sensitive data.

Evidence of learning

Participants produce one accessible service card and explain the adaptation choices using the ETR checklist.

Activity Sheet 8. Conversation Buddy: Everyday Dialogue Ladder

Good Practice inspiration	Good Practice: VxL Volunteering for Language; conversation-based support practices
Purpose /goal of activity	Regular conversation with a supportive partner helps learners practise useful language in a low-pressure setting.
Target learners	Learners who need oral fluency, confidence and repeated everyday speaking opportunities.
Duration	30–45 min per session; repeatable routine
Main methodology	Communicative approach / peer interaction
Materials	Dialogue ladder cards; topic cards; visual phrase bank; optional audio recording tool.
Learning outcomes	Learners practise greetings, asking for help, requesting repetition and speaking about daily topics.

Step-by-step facilitation

1. Pair learners or match learner–volunteer. Give each pair a topic card: transport, food, appointment, school, work.
2. Start with a fixed greeting routine. Everyone practises the same safe opening.
3. Use the dialogue ladder: repeat, choose, complete, personalise, ask back.
4. Partners practise for five minutes, then switch roles.
5. Add a repair phrase: “Can you repeat?” “I don’t understand.” “Slowly, please.”
6. Close with one phrase each learner wants to keep for the next session.

Language support / phrase bank

- Hello, my name is... / Nice to meet you.
- Can you repeat, please? / Slowly, please.
- I need help with... / I am looking for... / I go to...

Adaptations

- For beginners, use only two-turn dialogues with images.
- For mixed levels, stronger speakers ask follow-up questions but do not dominate.
- For anxious learners, allow rehearsal with a card before speaking.

Evidence of learning

Learners complete a short dialogue and use one repair phrase during practice.

Activity Sheet 9. Welcome Classroom Survival Pack

Good Practice inspiration	Good Practices: Welcome Classroom / Aules d'acollida; partner contributions on newcomer support
Purpose /goal of activity	New learners need immediate language that helps them participate from the first day.
Target learners	Newcomer learners entering a language class, school support group or community course.
Duration	60 min initial session + reusable routines
Main methodology	Communicative + visual routines
Materials	Name cards; classroom icons; routine poster; phrase cards; visual timetable.
Learning outcomes	Learners understand classroom routines and use basic participation phrases.

Step-by-step facilitation

1. Introduce the visual timetable: hello, today, activity, break, goodbye.
2. Use name cards and a safe introduction routine: name + one gesture or chosen image.
3. Teach classroom survival phrases with gesture and icons.
4. Learners match phrase cards to classroom situations: asking to repeat, going to the toilet, needing help, not understanding.
5. Create a personal "first phrases" card for each learner.
6. Repeat the routine at the beginning and end of the next sessions.

Language support / phrase bank

- I don't understand. / Can you help me? / I need a break. / I have a question. / Can I go out?
- Today we... / First... then...

Adaptations

- Use multilingual support only for safety and orientation, then return to target-language practice.
- Let learners choose whether to speak or point during the first session.
- For very low literacy, use icons and gestures before written forms.

Evidence of learning

Learners use or point to at least two classroom survival phrases during the session.

Activity Sheet 10. Skills for Work: My Competence Cards

Good Practice inspiration	Good Practices: Finland job portal in Easy-to-Read; partner workshop needs on access to training and employment
Purpose /goal of activity	Learners often have skills that are not visible because the language for naming them is missing.
Target learners	Adult learners exploring work, training, volunteering or recognition of prior experience.
Duration	60–90 min
Main methodology	Task-based learning / ETR / empowerment
Materials	Competence picture cards; job area cards; blank “I can” cards; simple CV or portfolio template.
Learning outcomes	Learners identify skills, name previous experience and create simple statements for a portfolio.

Step-by-step facilitation

1. Show picture cards of activities: cooking, caring, repairing, cleaning, organising, driving, selling, helping, studying.
2. Learners choose three cards that represent something they can do.
3. Teacher models “I can...” statements orally and with gesture.
4. Learners match skills to job/training areas using pictures.
5. Each learner creates two competence cards: image + “I can...” + optional place/context.
6. In pairs, learners present one competence card and ask one question.

Language support / phrase bank

- I can... / I know how to... / I worked in... / I want to learn...
- good with people / careful / fast / patient / organised.

Adaptations

- Avoid asking for legal status or personal employment history unless relevant and safe.
- For higher levels, add “I would like to...” and “I have experience in...”.
- Use drawings if learners prefer not to write.

Evidence of learning

Each learner leaves with at least two competence cards that can be included in a learning portfolio.

Activity Sheet 11. Neighbourhood Photo Task

Good Practice inspiration	Good Practices: Use of Smartphones; task-based community language activities
Purpose /goal of activity	Smartphones can connect classroom language to the real environment, but the activity must work without internet too.
Target learners	Learners who use phones or can work with printed photos; groups learning local orientation language.
Duration	Preparation 20 min + field task 30–60 min + debrief 45 min
Main methodology	CALL / task-based learning / low-tech alternative
Materials	Phone camera or printed image set; consent rules; map; photo task sheet; word bank.
Learning outcomes	Learners identify places, services and signs in their neighbourhood and create simple oral or visual reports.

Step-by-step facilitation

1. Before leaving the room, discuss privacy: no photos of people without explicit consent.
2. Give a task: find and photograph or select images of three useful places: pharmacy, bus stop, school, association, market.
3. Learners work in pairs. If outside work is impossible, use printed photos or Google-free image cards prepared by the teacher.
4. Back in class, each pair shows one image and answers: What is it? Where is it? Why is it useful?
5. Create a class map or poster with images and useful phrases.
6. Learners choose one place they need and rehearse how to ask for directions.

Language support / phrase bank

- This is a... / It is near... / I go there to... / Where is...?
- Turn left / go straight / near / far / next to.

Adaptations

- No-phone variant: use printed photos, maps, flyers or teacher-made cards.
- Low-literacy variant: learners record audio instead of writing captions.
- Safety variant: use images from inside the training centre only.

Evidence of learning

Learners present one image orally or with support and connect it to a useful action or service.

Activity Sheet 12. Smelling Memories: Senses and Stories

Good Practice inspiration	Good Practice: Smelling Memories
Purpose /goal of activity	Smell can trigger vocabulary, memory and emotion, but facilitation must respect consent and boundaries.
Target learners	Groups ready for sensory work; useful for vocabulary around food, places, feelings and memories.
Duration	45–60 min
Main methodology	Multisensory / oral storytelling / adult-appropriate play
Materials	Small closed containers with safe smells: coffee, mint, lemon, soap, cinnamon; emotion cards; word cards.
Learning outcomes	Learners describe sensory impressions and connect them to simple words, places or feelings.

Step-by-step facilitation

1. Explain that smelling is optional. Learners may pass without explanation.
2. Introduce smell containers one by one. Learners smell if they choose and select a word or image.
3. Collect vocabulary: good/bad, strong/soft, sweet, fresh, food, home, shop, clean, morning.
4. Learners choose one smell and one feeling card.
5. In pairs, learners say one short sentence: "This smells like..." or "I remember..." only if they want to.
6. Create a class sensory word wall with images, words and optional drawings.

Language support / phrase bank

- It smells like... / It is strong / It is sweet / I like it / I don't like it.
- It makes me think of... / It is from...

Adaptations

- Avoid smells linked to alcohol, smoke or personal trauma unless clearly appropriate.
- Use food packaging images instead of real smells if allergies or sensitivities are present.
- For pre-literate learners, use icons and oral repetition.

Evidence of learning

Learners select one smell/image and associate it with at least one descriptive word or phrase.

Activity Sheet 13. Tasting Stories

Good Practice inspiration	Good Practice: Tasting Stories
Purpose /goal of activity	Taste activities can generate rich language, but they need strong care around allergies, religion, diet and dignity.
Target learners	Groups working on food, preferences, health, shopping and cultural exchange.
Duration	45–60 min
Main methodology	Sensory learning / communicative approach / intercultural dialogue
Materials	Small safe food samples or food pictures; allergy consent; preference cards; taste word cards.
Learning outcomes	Learners express preferences, describe taste and ask simple food questions.

Step-by-step facilitation

1. Check allergies and dietary restrictions in advance. Participation in tasting must always be optional.
2. Introduce taste words with pictures: sweet, salty, sour, bitter, spicy, hot, cold.
3. Learners taste or look at food images and choose taste cards.
4. Practice preference phrases: I like / I don't like / I can't eat / I prefer.
5. Pairs ask and answer one food question using cards.
6. Close with a mini "food advice" card: one food I like, one food I cannot eat, one food I want to try.

Language support / phrase bank

- I like... / I don't like... / I can't eat... / I prefer...
- sweet / salty / spicy / hot / cold / healthy.

Adaptations

- Image-only variant if food is not possible.
- Use supermarket flyers to connect to shopping vocabulary.
- Avoid forcing cultural explanation; learners decide what they want to share.

Evidence of learning

Learners express one preference and one dietary need or limitation using cards or speech.

Activity Sheet 14. Human Orchestra: Rhythm for Pronunciation and Instructions

Good Practice inspiration	Good Practice: Human Orchestra
Purpose /goal of activity	Rhythm supports memory, pronunciation and group cohesion without requiring reading.
Target learners	Learners needing repetition, pronunciation practice and confidence in speaking aloud.
Duration	30–45 min
Main methodology	Embodied learning / rhythm / oral-first
Materials	Body percussion; simple word cards; optional objects that make soft sounds.
Learning outcomes	Learners repeat useful phrases with rhythm and improve confidence in oral production.

Step-by-step facilitation

1. Create a simple beat with claps or table taps. Keep the sound gentle and inclusive.
2. Add one word per beat: hello / today / ticket / doctor / work.
3. Build a phrase rhythm: I need help / Where is the bus? / I have an appointment.
4. Divide the group into sound layers: beat, keyword, phrase, gesture.
5. Learners choose one phrase and lead the rhythm with the group.
6. Debrief: which words became easier to remember?

Language support / phrase bank

- I need help. / I have an appointment. / Where is the bus? / I don't understand.
- Stress on key words: NEED / APPOINTMENT / BUS / HELP.

Adaptations

- For noise-sensitive groups, use finger tapping or silent gestures.
- For shy learners, allow group repetition without solo performance.
- Use phrases from current class needs, not artificial tongue twisters.

Evidence of learning

Learners repeat a target phrase with the group and identify one key stressed word.

Activity Sheet 15. BlaBla: Sound, Voice and Short Dialogues

Good Practice inspiration	Good Practice: BlaBla
Purpose /goal of activity	Voice work can reduce fear of speaking when it begins with sound, emotion and rhythm before full sentences.
Target learners	Learners who are blocked by fear of error or who need oral rehearsal before functional dialogues.
Duration	45–60 min
Main methodology	Oral-first / communicative improvisation
Materials	Emotion cards; situation cards; simple dialogue strips; optional audio recorder.
Learning outcomes	Learners practise intonation, turn-taking and short everyday dialogues.

Step-by-step facilitation

1. Start with non-verbal voice warm-up: soft / loud / question voice / happy voice / tired voice.
2. Use emotion cards to repeat one phrase in different tones: "Excuse me", "I need help", "Thank you".
3. Introduce a two-line dialogue strip with icons.
4. Pairs rehearse the dialogue first with "bla bla" sounds, then with real words.
5. Learners personalise one word in the dialogue.
6. Optional: record audio and listen only if the group agrees.

Language support / phrase bank

- Excuse me. / Can you help me? / I need... / Thank you.
- Question intonation, polite tone, repetition.

Adaptations

- No performance pressure: learners can rehearse in pairs without showing the group.
- Use gestures if learners do not want to use voice immediately.
- Keep humour respectful and adult; the aim is confidence, not clowning.

Evidence of learning

Learners complete one two-line dialogue and use voice or gesture to show meaning.

Activity Sheet 16. Museum Object Story

Good Practice inspiration	Good Practices: LALI – Language and literacy learning through art; Musée du Quai Branly / museum-based practice; MUSE Easy-to-Read in museums
Purpose /goal of activity	Art objects invite observation and language without requiring immediate reading or personal disclosure.
Target learners	Adult learners in cultural, museum, community or classroom settings.
Duration	60–90 min
Main methodology	Art-based learning / Easy-to-Read / communicative approach
Materials	Museum image or object photo; observation cards; ETR caption template; drawing paper.
Learning outcomes	Learners describe an object, ask questions and create a simple accessible caption.

Step-by-step facilitation

1. Show one image or object. Give silent observation time.
2. Learners point to what they see: colour, shape, person, animal, object, material.
3. Use sentence frames: I see... It is... It has... It makes me think of...
4. In groups, learners create three questions for the object.
5. Create an Easy-to-Read caption: short title, 3 simple sentences, one image or icon.
6. Optional: make a mini-gallery walk where learners present their caption.

Language support / phrase bank

- I see... / It is big/small/old/new/red/round.
- What is it? Where is it from? Who uses it?

Adaptations

- Use local objects, photos or postcards if no museum access is possible.
- Avoid turning objects from learners' cultures into exotic display; keep interpretation respectful and open.
- For pre-literate learners, caption can be oral or pictorial.

Evidence of learning

Groups produce one simple object caption and orally share one observation or question.

Activity Sheet 17. AI Visual Animation Prompt Card

Good Practice inspiration	Good Practice: AI-Generated Visual Animations for Language Learning
Purpose /goal of activity	AI-generated visuals can help teachers create contextualised images, but the output needs checking for accuracy, bias and accessibility.
Target learners	Teachers creating visual supports for low-literacy language activities.
Duration	45–60 min
Main methodology	CALL / visual scaffolding / teacher material design
Materials	Smartphone/computer if available; prompt template; printed fallback images; accessibility checklist.
Learning outcomes	Participants create or select a simple visual sequence that supports an oral language activity.

Step-by-step facilitation

1. Choose a real-life scenario: taking the bus, going to the doctor, buying bread, asking for help.
2. Write a plain prompt using the template: place + action + people + visual style + no text in image.
3. Generate or select three images representing a sequence.
4. Check the images: clear? respectful? culturally appropriate? no misleading details? easy to understand?
5. Add oral prompts and one Easy-to-Read sentence per image.
6. Prepare a no-tech version using drawings, photos or flyer cut-outs.

Language support / phrase bank

- First... then... after that...
- The person is... / The person needs... / The person asks...

Adaptations

- If AI is not available, use open images, hand drawings or photos taken by the teacher.
- Never use real learner photos in AI tools without explicit informed consent.
- Keep text outside the image so it can be adapted and translated.

Evidence of learning

Participants produce a three-image sequence with a clear teaching objective and an offline twin.

Activity Sheet 18. Smartphone Audio Phrase Bank

Good Practice inspiration	Good Practice: Use of Smartphones
Purpose /goal of activity	Audio recordings can help learners practise outside class even when writing is difficult.
Target learners	Learners who have access to a phone, or groups where the teacher can provide shared audio.
Duration	30 min set-up + repeated 5 min routines
Main methodology	CALL / learner autonomy / oral-first
Materials	Phone audio recorder or messaging app; phrase list; consent agreement; paper backup.
Learning outcomes	Learners build a personal bank of useful phrases they can replay and practise.

Step-by-step facilitation

1. Select five useful phrases from the current lesson.
2. Teacher records each phrase slowly and naturally, or learners record with support.
3. Learners listen and repeat individually or in pairs.
4. Add one image or icon per phrase in a notebook or paper card.
5. At the end of each session, learners choose one phrase to keep and practise at home.
6. Next session begins with a replay and recall routine.

Language support / phrase bank

- Can you repeat, please? / I have an appointment. / I need help. / Where is...? / I don't understand.
- Use phrases from actual learner needs.

Adaptations

- No-phone variant: teacher provides printed phrase cards and group repetition.
- Shared-phone variant: one device circulates, or the teacher plays audio aloud.
- Privacy: do not share learner recordings outside the class without consent.

Evidence of learning

Learners replay or repeat one saved phrase and use it in a short role-play.

Activity Sheet 19. AAC Picture Dialogue

Good Practice inspiration	Good Practice: ParlaConMe / AAC Software
Purpose /goal of activity	Picture-supported communication can include learners with very low oral confidence or additional communication needs.
Target learners	Mixed groups including learners who need visual choices, non-verbal support or slower interaction.
Duration	45–60 min
Main methodology	Augmentative and Alternative Communication / visual dialogue
Materials	Picture communication board; printed icons; simple dialogue mat; optional AAC app.
Learning outcomes	Learners build a short dialogue using pictures, gestures and/or words.

Step-by-step facilitation

1. Introduce a small set of icons: hello, I, you, need, help, doctor, bus, food, work, yes, no.
2. Teacher models a picture dialogue: Hello + I need + help.
3. Learners choose icons to make one personal phrase.
4. Pairs exchange picture phrases and add one spoken word if possible.
5. Add repair icons: repeat, slowly, stop, I don't understand.
6. Learners take home or keep a mini communication strip.

Language support / phrase bank

- I need help. / I need doctor. / I go bus. / Yes / No / Repeat please.
- Focus on communication first; grammatical accuracy comes later.

Adaptations

- Use printed icons if no app is available.
- Limit the number of icons to avoid overload.
- Respect learners who prefer speaking; AAC is support, not a replacement imposed on everyone.

Evidence of learning

Learners create and exchange one meaningful picture-supported message.

Activity Sheet 20. CPIAbot Role-Play: Practising Before Real Encounters

Good Practice inspiration	Good Practice: CPIAbot
Purpose /goal of activity	Chatbot or scripted role-play can prepare learners for real-life interactions, as long as teachers control the language level and purpose.
Target learners	Teachers designing rehearsal tasks for appointments, services or workplace communication.
Duration	45–60 min
Main methodology	CALL / chatbot-supported rehearsal / low-tech twin
Materials	Chatbot if available; teacher-made script; role cards; phrase bank; privacy guidance.
Learning outcomes	Participants create a safe rehearsal task with digital and non-digital options.

Step-by-step facilitation

1. Choose a real encounter: asking for an appointment, calling a school, job interview greeting, pharmacy request.
2. Write a simple role-play script with three turns per person.
3. If using a bot, test the script and simplify responses manually if needed.
4. Learners rehearse with role cards first; only then try the digital version if appropriate.
5. Add repair phrases for misunderstanding.
6. Debrief: what was useful, what was too hard, what must be simplified?

Language support / phrase bank

- I would like an appointment. / Can you help me? / I am looking for... / I need...
- Can you repeat? / I don't understand / Please write it down.

Adaptations

- No-internet variant: scripted role-play with teacher or peer.
- Low-literacy variant: use icons and audio only.
- Digital safety: avoid entering personal names, legal status or sensitive information into AI tools.

Evidence of learning

Participants produce one role-play script with a digital option and a low-tech twin.

Activity Sheet 21. Testing to Read: Can Learners Use the Text?

Good Practice inspiration	Good Practice: Testing to Read
Purpose /goal of activity	Accessible material is not truly accessible until real or representative users can understand and use it.
Target learners	Teachers and material designers creating texts, cards, instructions or service information.
Duration	60 min
Main methodology	Easy-to-Read testing / user feedback
Materials	Draft text/card; testing grid; three user questions; revision pen.
Learning outcomes	Participants test a text for comprehension and revise it using learner feedback.

Step-by-step facilitation

1. Prepare a short draft text or card linked to a class objective.
2. Ask a peer or learner representative to read or listen to it.
3. Use three questions: What is this about? What must the person do? Which word or part is difficult?
4. Observe without explaining too much; the goal is to test the material, not the learner.
5. Revise vocabulary, sentence length, order, icons and action steps.
6. Record what changed and why.

Language support / phrase bank

- This text tells me... / I must... / This word is difficult.
- Teacher language: Thank you, the text needs to be clearer.

Adaptations

- For pre-literate learners, read the text aloud and test images and action steps.
- For multilingual testing, ask users to explain meaning in any language; comprehension is the priority.
- Keep the testing process short and respectful.

Evidence of learning

Participants submit before/after versions and one note explaining the revision based on user feedback.

Activity Sheet 22. Give Me Time to Rhyme

Good Practice inspiration	Partner contribution: Cyprus GFC – Give me time to rhyme
Purpose /goal of activity	Rhythm and rhyme support pronunciation, memory and pleasure in language learning when adapted for adults.
Target learners	Beginners and mixed groups practising sounds, short words and repeated phrases.
Duration	30–45 min
Main methodology	Playful oral practice / phonological awareness
Materials	Rhyme cards; picture cards; rhythm beat; optional objects.
Learning outcomes	Learners recognise sound patterns and repeat short useful phrases with confidence.

Step-by-step facilitation

1. Choose a small set of useful words from the lesson: bus, card, bread, name, phone, home.
2. Group words by sound only if it helps; avoid abstract phonetics at first.
3. Create a simple chant with a real phrase: "My name, my card, my phone".
4. Learners repeat with rhythm, gesture and picture support.
5. Pairs choose two words and make their own short chant or phrase.
6. End by connecting the sound play back to a practical sentence.

Language support / phrase bank

- My name is... / I have my card / I take the bus / I go home.
- Sound focus: repeated final sounds, rhythm and stress.

Adaptations

- Avoid childish nursery rhymes; use adult-relevant words and respectful humour.
- Learners can participate by clapping, pointing or repeating one word.
- Use words from workplace, transport or services depending on the group.

Evidence of learning

Learners repeat one short phrase with rhythm and identify one useful word from the chant.

5. Printable templates

These templates can be copied, printed or adapted. They are intentionally simple so that partners can translate and redesign them without losing the pedagogical structure.

Template 1 – Learner Context Map

Area	Notes / observations	Teaching adaptation
Literacy experience		
Oral confidence		
Immediate needs		
Strengths and resources		
Barriers to participation		
Preferred supports		
First realistic objective		
Follow-up needed		

Template 2 – Easy-to-Read Material Checklist

Check	Yes / To improve	Revision notes
One main message per section		
Short sentences in active voice		
Common vocabulary; difficult words explained		
Clear action: what must the learner do?		
Images support meaning and are not decorative only		

Layout has enough spacing and readable font size		
Tested with a learner or peer		
Revised after feedback		

Template 3 – Activity Adaptation Grid

Original activity	Learner barrier / need	Adaptation
Text too difficult	Low literacy / new script	Use image, audio, gesture, oral repetition, shorter text.
Too much movement	Small room / mobility issue	Use hand gestures, object movement or seated version.
Digital requirement	No device / no internet	Prepare printed images, teacher audio or role cards.
Personal question	Privacy / trauma risk	Use fictional characters or general scenarios.
Group too heterogeneous	Mixed levels	Use layered tasks: point, repeat, say, write, create.
Attendance irregular	Learners miss sessions	Make activity self-contained with a visible outcome.

Template 4 – Visual Word Card

Picture / object	Word	Action phrase	My example

Template 5 – Task Card

Situation	Useful phrases	Steps	Output
		1. 2. 3.	
		1. 2. 3.	
		1. 2. 3.	
		1. 2. 3.	

Template 6 – Learner Portfolio Page

Today I practised...	I can now...	A phrase I want to remember	Next time I need...

Template 7 – Teacher Reflection After Activity

Question	Notes
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Did learners understand the objective?	
Which support helped most: image, object, gesture, voice, peer, phone?	
Who participated less and why might that be?	
What should be simplified?	
What could be extended for stronger learners?	
What evidence of learning was visible?	
What will I change next time?	

Template 8 – Low-Cost Materials Set Checklist

Material	Prepared?	Possible use
Blank picture cards		Vocabulary, matching, memory, dialogue prompts
Supermarket flyers		Shopping, prices, quantities, categories
Local maps / transport maps		Directions, services, neighbourhood tasks
Everyday objects		TPR, object lab, workplace language
Emotion cards		Reactions, storytelling, sensory work
Tape / string		Line hopping, room maps, movement boundaries
Phone audio or teacher recording		Phrase bank and pronunciation
Reusable icons		ETR cards, AAC dialogue, classroom routines

6. Quick checklists for trainers

Before the session

Question	OK / Notes
Is the objective visible and useful for learners?	
Can the activity work without reading first?	
Is there an Easy-to-Read or visual support?	
Is there a low-tech/no-internet option?	
Have privacy, consent, food allergies or sensory issues been considered?	
Is the activity adult-appropriate?	
Is the output concrete and realistic?	

After the session

Question	OK / Notes
What did learners manage to do by the end?	
Which instructions were unclear?	
Which materials should be kept or improved?	
What feedback did learners give directly or indirectly?	
What should be repeated next time?	
Which activity could become a portfolio item?	

7. Glossary for the Toolkit

Easy-to-Read	A way of writing and designing information so that it is easier to understand: short sentences, common words, clear structure and supportive visuals.
TPR	Total Physical Response: learners understand and practise language through physical action and instructions.
Communicative approach	Language learning focused on meaningful interaction and real communication.
Task-Based Learning	Learning organised around completing a concrete task with a practical output.
CALL	Computer-Assisted Language Learning: digital tools such as phones, audio, images, apps or chatbots used to support language learning.
Low-tech twin	A non-digital version of a digital activity, prepared so the class can continue without internet or devices.
Activity sheet	A ready-to-use facilitation guide that teachers can print, translate or adapt.