**My good practice & lesson learned**

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**My good practice**

Description of the context: The high school accepts immigrant children from European countries. The children arrive in Israel alone, without their family members. They integrate into high school and live in boarding schools. They are accompanied by teachers, counselors, parents, and young guides. The children study together in their homogeneous class. They learn Hebrew while also using their mother tongue and with the help of cultural mediators.

On their first summer vacation in Israel, they go on a family visit to the country of origin. The state pays for the visit, the purpose of which is to bring the whole family to Israel. Only in their second year, after they have acquired the Hebrew language, are they integrated into regular classes with children whose mother tongue is Hebrew.

Description of your activities inspired by KIDS4ALLL:

The study units were an excellent opportunity to improve conversational skills in the local language, Hebrew. The students are immigrants who met Israeli students who speak Hebrew as their mother tongue. The meeting was personal and authentic, based on trust and openness. It was an opportunity to be exposed to informal language uses. The study meeting between Buddies was also a social event that helped me get to know the accepted norms of language in the receiving society. Also, the children reported that following the meetings in the classroom, meetings were also created after school hours. The platform helped them to communicate because the platform enabled multilingual activity. The children could switch from language to language using a dictionary or visual tools.

**My lesson learned**

Success factors: The fact that the meetings between the immigrant children and the Israeli children were part of the curriculum caused serious and significant attention from both sides. In addition, two teachers attended the meetings. The teachers provided educational, linguistic, emotional, and social support. Each meeting started with a social activity to deepen acquaintances, dissolve tensions, and create successful cooperation.

Barriers: The sessions were not accompanied by a conventional assessment of a test or work grade, so some children did not always complete the tasks.

**My suggestions for you:**

For Buddies meetings to be successful and for the children to take seriously the study units as part of the curriculum, educational and social preparation is required. Preparation that includes a significant exposure of the variety of study units, the choice options and it is possible that a formal assessment is also required.