**My best practice & lesson learned**

**OsloMet 1**

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**My good practice**

Description of the context: During the three months of the pilot study we are present in the classroom 1-2 times per week, around 15 students (12-16 years-old), mixed sex, all of the children were newly arrived migrants from all around the world and several of them were war refugees, all participants were multilingual.

Description of your activities inspired by KIDS4ALLL: At the beginning of the school-year we scheduled the set fixed dates for our visits that suited the teacher. Each session lasted for 2 school hours (45 min for each session with a break half way). The teacher looked through the content including the competences and decided which competences would be the most suited for the class. For example, as all the students were new to each other, she thought that a good way to start was to choose the multiculturalism competence (the food example), as this would be a good opportunity for the children to present their culture and talk with others about it and exchange cultural experience related to food.

At the end of the semester, we had social event including bowling and pizza and a joint exhibition inviting the students and their parents from the schools and institutions involved in the project. During the exhibition we showed a slideshow with all of the students’ products created during the sessions. The students were also given diplomas for participation in the project.

**My lesson learned**

Success factors: The teacher knew the students best, so she decided on the competences that the students were going to work with, and she also paired the buddy-teams (two and two). The fact that the teacher could decide on the competences made it a more natural fit to the school curriculum. Allowing the teacher to pair the students together has created a better classroom environment as she intentionally paired the newer students with the more established students. Example: the children were able to draw on each other´s cultural/language resources during the language quiz. They engaged in the activity with enthusiasm.

The teacher allowed the children to talk freely with each other and walk around the classroom between the teams and get inspiration from each other which she thinks was a big facilitator of peer-learning.

The teacher organized the group tour to the social event organized in the end of the pilot. This gave the children the opportunity to learn how to navigate in the new city.

Barriers: The platform is heavily dependent on the good provision of internet. Once the connection was unstable, the whole classroom was stuck.

**My suggestions for you:**

It´s important that you chose the content that is somehow related to the curriculum so that if there are technical challenges, the teacher can switch to ordinary activities.