



MEET ME TRIESTE ÖSTERSUND

INCLUSION OF FOREIGN
UNACCOMPANIED MINORS

LIBRARY OF TOOLS





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The toolbox is a collection of methods based upon the Erasmus+ project “Meet me Trieste Östersund” Methods for language learning, activities for integration, strategies and methods for well-being and good health.

The project aims to exchange experiences and knowledge between the two communities for minors in Östersund, Sweden and Trieste, Italy. An overall objective with the project is to share our experiences with other organizations in Europe that work with housing of unaccompanied minors. Each community in Östersund and Trieste has done two exchange visits to the other organization to increase competence of our housing staff, broaden our minds and become better at supporting our unaccompanied minors and to efficiently integrate them into our societies. In the Library of Tools, we have collected the methods that we use to promote the integration of unaccompanied minors into the society.

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Small-scale partnerships | Erasmus+ (europa.eu)

Erasmus+ Small-scale Partnerships are designed to widen access to the program to small-scale actors and individuals who are hard to reach in the fields of school education, adult education, vocational education and training, youth and sport. With lower grant amounts awarded to organisations, shorter duration and simpler administrative requirements compared to the Cooperation Partnerships, this action aims at reaching out to grassroots organisations, less experienced organisations and newcomers to the Programme, reducing entry barriers to the programme for organisations with smaller organisational capacity.



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- **Promote mental health**

TMO – Trauma Aware Care
MI - Motivational Interviewing
SOL - Salutatorian, Care and Learning
Sport

- **Educational methods for minors**

Chat away
Find the right

- **Games and play, daily life**

Memory
In other words
Who's there?

- **Promote well-being, independence and integration**

Cooking and multiethnic exchange
Health screening
Psychological support
Legal information
Sport
Music
Paint and draw

- **Educational methods for minors**

Language learning tools
Milmet Erasmus + project

- **Games and play, Daily life**

Memory
Bingo

- **Digital tools**

Mentimeter
Kahoot
Canva
Thinglink





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ÖSTERSUNDS KOMMUN
STAAREN TJIELTE

Promote mental health
TMO, Trauma Aware Care
MI, Motivational Interviewing
SOL, Salutatorian, Care and Learning
Sport



Promote mental health

Trauma aware Care, TMO



TMO is a research-based approach that aims to create environments that promote healing and recovery. The knowledge is based on research by psychologist Howard Bath. The starting point is that children who have been exposed to trauma need to feel safe, have positive relationships and good coping strategies. A trauma can be about violence, abuse, war, torture, accidents, neglect, mental abuse. It can be described as a psychologically stressful event that is outside the realm of human experience and that often involves a feeling of intense fear, terror and helplessness.

The approach is based on three pillars. The first one is **SAFETY**, it's about conveying and creating a sense of security. Security is one of human's most basic needs. It can be physical security, relational, emotional and cultural security.

The second pillar is **CONNECTIONS** and it's about relationships. Creating a relationship with a child or young person who has experienced severe stress takes time and requires patience. To handle stress and regulate emotions will be more successful when there is an adult nearby who is safe and with whom the minor has a good relationship.

The third pillar is **COPING STRATEGIES**, and it is about managing emotions. It means that you could handle external stress and internal feelings and impulses. When one's own regulatory ability is not enough, an important adult is needed who functions as regulatory support. The person who is an important adult helps to master strong emotions by conveying calm, stability and putting words to and confirming feelings in the minor. We all are affected by other people's feelings, and it is easier to stay calm with others who are calm. Feelings are contagious and that is called affective contagion. When we are stressed and under pressure, we are more susceptible and minors who have been exposed to trauma are extra sensitive and easily infected by the emotional state of others.

How we do it

In Fornborgen, all housing staff have knowledge about the trauma aware care - approach in their contact with the minors in everyday life. A contact person has regularly and individual conversations with each minor and the staff offers different places for conversations with the minors such as conversation room, during a walk outside, in the car etc.



www.youtube.com/watch?v=ehPgZrzB8ZU

Promote mental health

Motivational interviewing, MI



What is MI, motivational interviewing?

It is a conversational method with the aim of achieving behaviour change and increased motivation.

The method is based on accepting that people who need to change their behaviour have varying conditions and willingness to change. The method is not judgmental or degrading. You want to make the person aware of problems, consequences or risks with the behaviour and try to help imagine a better future and increase motivation.

The strategy is to create new paths of thoughts. The differences between traditional counselling and motivating conversation are that you want to help the person figure out for themselves how they should act instead of telling them what to do.

How we use it

At Fornborgen all staff have regular and individual conversations with the minors with this method. Mostly these conversations are about motivating the minors to better routines, sleeping routines, better eating habits, motivating to study etc.



Promote mental health

Motivational interviewing, MI

MI conversation contains 4 steps. 1. confirm, 2. open questions, 3. reflect, 4. summarize.

1. Confirm what the person tells you. An important part of listening is not to interrupt the other part's flow. We confirm to show the other part that we understand the other part's image and encourage them to tell us more.

Exempel: Minor- "Im so stressed and worried about my family and I can't focus on school. And nobody listens, everyone just nagging me to go to school."

Staff- "Okay, you're stressed and no one is listening."

2. Open questions: Use open-ended questions to get the person to tell you more. These are questions that start with, for example, How, When, What. That is questions that cannot be answered only yes or no.

Example: "How would you...? When do you want to...? What do you want to...?"

3. Reflect and give a receipt on what you understood that the other has said. It can be simple reflections such as repeating a word or sentence to confirm that you are on the same page. You can also try to read between the lines.

Example: Minor- " It is important that I have clear goals in order to thrive and develop."

Staff- Simple reflection: "So it is important to you to have clear goals?"

Staff- Reading between the lines: "Lacking a vision and direction makes you unhappy and you want to leave school?"

4. Summarize what you have perceived. Try to capture the problem itself and any feelings connected to it. Keep in mind the reason for a change and that the person you are talking to has the ability to contribute to a solution.

Example: Staff- "Okay, let me see if I got you right. You have told me you are worried about your family and feel stressed about not being able to help them right now. This makes you unfocused in school and when you can't perform as you wish, you avoid being there."



Promote mental health

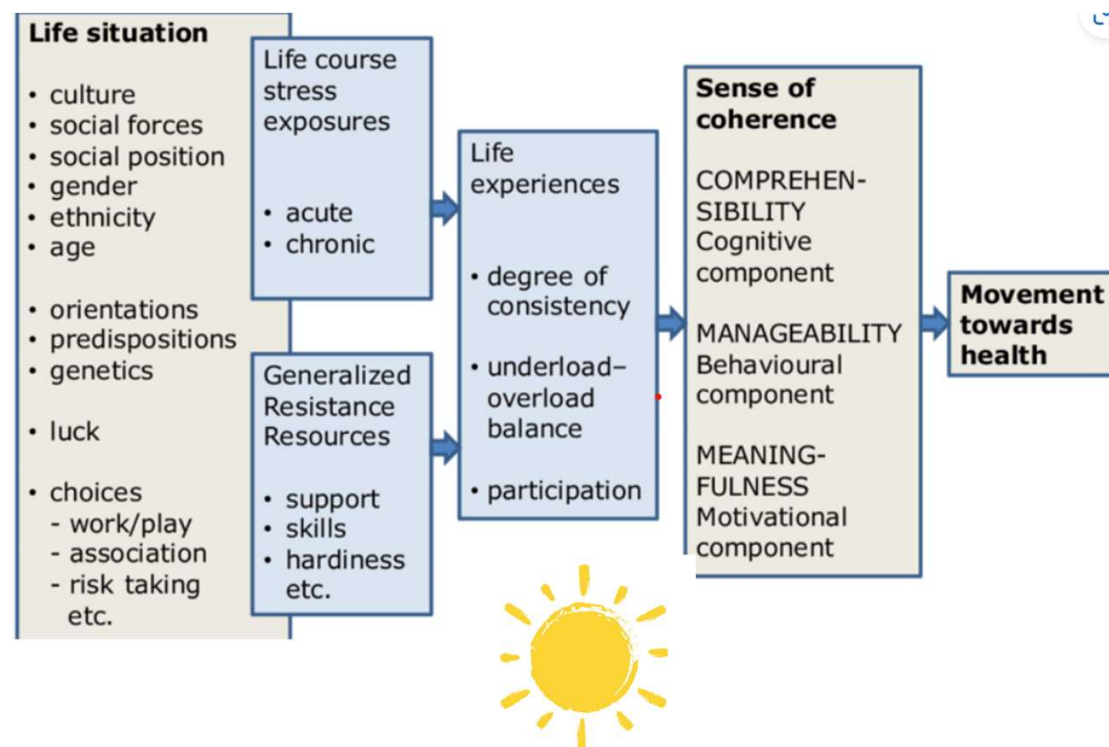
Salutatorian, Care and Learning, SOL

In Fornborgén the value base of our work is called **SOL** (Salutogent Omsorg Lärande). It stands for Salutatorian, Care and Learning. This is the basis of our work, and we try to adapt this theory into our daily work at Fornborgén. Our work around minors are based on the salutogenic approach.

The salutogenic perspective is a theory that comes from Aaron Anthonovsky and it focuses on factors that cause and perpetuate health. The opposite of salutogenesis is pathogenesis, which tries to explain why people get sick. Anthonovsky studied and interviewed women who survived concentration camps. 29% of them experienced and expressed that they had fairly good mental health.

Anthonovsky concluded that a person needs to feel a sense of coherence to be able to handle change, stress and still have good mental health. To get this sense of coherence one needs to feel comprehensibility, manageability and meaningfulness.

A person needs to experience that they can understand the context in which they find themselves in, that they can handle the situation as they wish, and that the context and the task feels meaningful to them.



Promote mental health

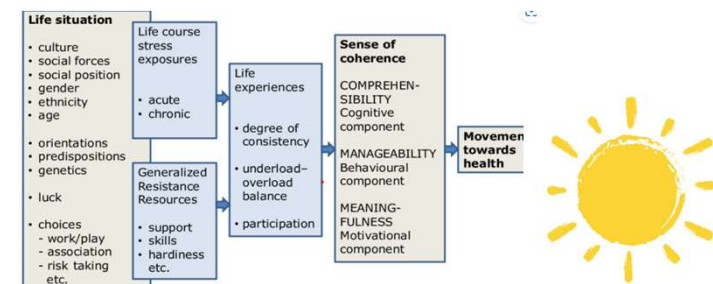
Salutatorian, Care and Learning, SOL



How we use it

The minors in Fornborgen comes to a brand-new life when they arrive in Östersund, Sweden. The way of living here is often quite different from their past life experiences. We have a very cold climate, different culture and for them a new language. When a new minor arrives in Fornborgen we give them the most urgent information on the first day. Too much information can be overwhelming, so we try to spread it out in adequate portions. We always use an interpreter and try to keep our questions open so that the minors themselves can ask or give us the information they need or want to share with us.

The salutogenic approach is all about being interested and curious about what resources people have, instead of what they don't have or cannot do. At Fornborgen we have staff meetings every week and when we want to raise a question about a minor, we do it out of a salutogenic approach by using any of the three concepts in our question; comprehensibility, manageability and meaningfulness.



Promote mental health

Sport



It is well known that physical activity can make you feel more energetic and happy, that your ability to concentrate increase and that your memory improve. You can also get increased resistance to stress and you get better sleep.

The youth who practice physical exercise together with other people feel much better and have access to social support through friends and social network. Sport makes it easier for them to enter mainstream society and be integrated in general.

All youth at Fornborg receive money every month for activity costs, regardless of asylum status. Through this effort, we make it possible for them to test sport/activities that gives them respite from their sometimes difficult circumstances.

Since Fornborg started a collaboration with the football team The Mighty Cosmos, they have started a football club, the Star Finder Academy project.



When you believe in people and give them a chance – They will flourish and shine.



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Educational methods for minors

Chat Away

Find the Right



Educational methods for minors

Chat away



The educational material *Chat away* consists of two parts. In the first, we cover what we think you need to know and understand before you, as one of two conversation leaders, get started with the groups. The second part consists of the themes the conversations revolve around.

Themes, information & exercises

Each theme has an introductory text, which should serve as inspiration for the conversation leader and give some background information on the theme. This is followed by a proposal for how the conversation can be set up, with a description of exercises, suggestions for discussion questions and more. Each theme also has a concluding part in to round off the conversation.

Under the theme **Health**, we discuss what affects our health and how we ourselves affect our health.

Culture touches on the fact that there is a notion that Swedish culture differs so completely from other cultures, how can we understand other people's actions from a cultural perspective.

Collaboration, the conversation revolves around the factors that facilitate and improve cooperation.

Friendship, we create space for conversations and discussions about the importance of supportive friendships.

In the concluding theme, **Change**, we talk about different forms of change. We also discuss changes based on concepts such as predictability, fate and chance.

Educational methods for minors

Chat away

How we use it

The conversations give the minors the opportunity to meet caregivers and group leaders who take the time to be present in the conversation so that security and relationships can be created.



During the group discussion, topics that are current for the young people here and now are discussed, which makes their existence more understandable, more manageable and more meaningful.

The goal of the group discussions is for the participants to get tools to deal with everyday situations so that tension does not turn into stress and mental illness.

The presence of other participants also creates more opportunities for reactions and reflection and a greater space for reflection.

An important factor in group discussions is that the participants get to meet people who have been through roughly the same things and who may have similar feelings and thoughts about their situation.

This can reduce the participant's experience of being odd and different.

Educational methods for minors

Find the Right



Find the right

We use a material called Hitta Rätt (Find the right) which is aimed at young people who have come to Sweden alone. The folder contains approximately 100 worksheets divided into six areas based on the social service's BBIC- system (Barnets Behov I Centrum). The contact person at the accommodation works together with the young person and goes through the material during the time that the young person lives with us. It contains things that are good to know and at the back of the cover there is a signature list to keep track of what we have done.

The material is divided into six different topics. Some of all chapters are mentioned here, on each chapter there are also discussion questions that belong to the topic.

- 1 **Health**
- 2 **Education**
- 3 **Social interaction**
- 4 **Independent**
- 5 **Family and relationships**
- 6 **Identity and development**



1. Health,

Who do I call in different emergency situations?
What care am I entitled to during my time as an asylum seeker?
Psychologist and various types of conversation support.
What can I do myself and what might be good to have in my home pharmacy.
Diet, sleep and exercise.
Alcohol, tobacco and drugs.
Sex and the law.

2. Education,

School in Sweden
Study techniques and homework
Study and vocational guidance

3. Social interaction,

Your accommodation contract
What do you show with your body language?
Traditions and holidays
Telephone and email
Freedom of expression
The equal value of all people

4. Independent,

Your city/municipality, places to know
Shopping and cooking
Money and budget
Clothes, washing and cleaning
Social services
The Swedish Migration Agency
Social security number and ID card

5. Family and relationships,

The role of the staff at the accommodation.
Activities and association life.
Red Cross and search for family members.

6. Identity and development,

Who are you?
Self-esteem and confidence
Quarrels and conflicts
Religion



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Games and play, daily life

Memory

In other words

Who's there?



Games and play, daily life

Fun games for learning



In our common areas at the accommodation, we have various board games. These fulfill several functions. Relationship building, community, language training to name a few.

Memory

Memory which involves looking for the right pair that fits together, face down cards on the table and you have to turn the cards over and find the right picture as on the first card. There are different variations on this: words that rhyme (house, mouse), pictures of animals, numbers etc. Good language training.



Who's there?

Who's there? Is a game where two players sit opposite each other with each a tile with several portraits. The players draw a card and then start asking each other yes and no questions to find out who the opponent has on their card.

A good game for language training to use different words to describe an appearance.

In other words.

A game with different words that you have to describe to your team members without saying the word that is written. There will be good language training and lots of laughs.



Does your person wear glasses?
Does your person have gray hair?
Does your person have brown eyes?

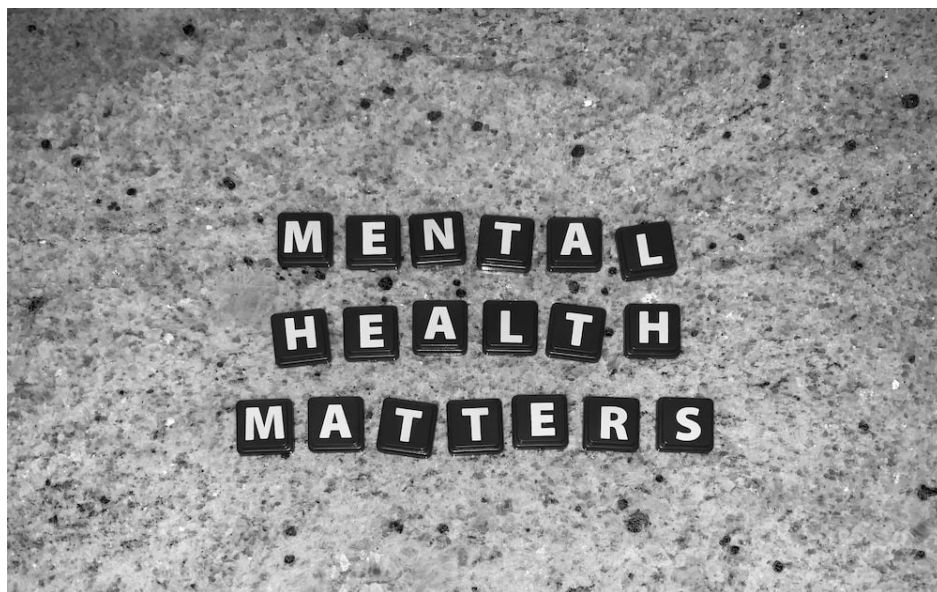




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Promote well-being, independence and integration

Cooking and multiethnic exchange

Sport

Music

Paint and drawing

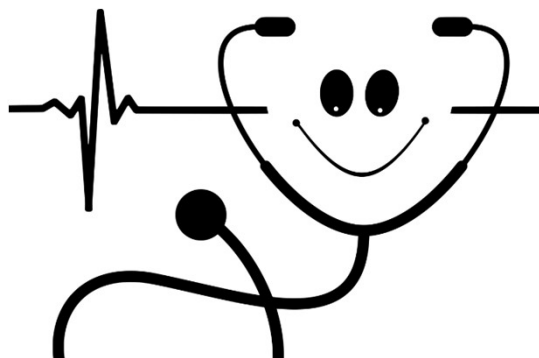


Promote well-being, independence and integration

Health Screening

HEALTH SCREENING

In the first days of prompt reception, the guys, coming directly from the Italian/Slovenian border, the destination of the Balkan route, are subjected to a health screening to check their health conditions: the presence of traumas, infections, parasites... in order to activate the necessary care and treatments in time and to guarantee them the primary right to health, despite the absence of documents that can give them access to the national health service.



How we use it

We have the availability of a qualified professional nurse (member-worker of our cooperative) available on call, who is assisted by a small staff of students from the university nursing course on internship. We also have an agreement in place with the Donk association, made up of volunteer doctors for the initial treatment of migrant subjects, both adults and minors.

The nurse is alerted when we have new admissions; he intervenes within the following 48 hours personally and/or with the nurses in training. After an initial visit, the community workers receive the appropriate therapeutic indications, in the case of "simple" problems; otherwise volunteer doctors are activated, or in case of serious health problems, the emergency room of the Pediatric Hospital of Trieste is used.

Promote well-being, independence and integration

Psychological support

Psychological support

During the first month of reception it is likely that the newly welcomed UASC will begin to present psychological difficulties: insomnia, crying, depression, relational problems, acting out, confusion... all situations closely linked to the traumatic events of long journeys illegal immigrants and the dramatic episodes they had to face.



How we use it

Also in this case we have activated the availability of a psychologist-psychotherapist, a working member of our cooperative, in collaboration with another volunteer professional from the Donk association, who are activated upon recommendation by the coordinators of the various reception facilities through a special WhatsApp group . This small staff begins a cycle of listening and psychological support sessions as soon as possible with the presence of linguistic-cultural mediators.

Promote well-being, independence and integration

Legal information

Legal information

To orient themselves in a legal world that is very different from that of origin, where the steps to be taken are very complex and will determine the entire future migration history of the minor, our organization provides a legal information and mediation service to the children welcomed.



How we use it

After a few days from the first reception, considering a "respectful" time in which the minor settles in, relaxes, begins to build a relationship of trust with the host community and with his reference educators, the coordinators activate the first meeting of legal information. This is a conversation lasting approximately an hour, in the presence of a linguistic-cultural mediator, in which specially trained legal operators (worker members of our cooperative or members of affiliated associations) explain and share the rules that regulate immigration in Italy and in Europe and the various possibilities that the person has to complete their journey through integration. A second interview is usually carried out approximately one month later.

Promote well-being, independence and integration

Cooking and multiethnic exchange

Food and cooking represent an important tool and activity aimed to bridge between the young hosts, coming from different countries and cultures, living inside the community (Timavo/Kontovel 531), as well as between the community and the local context. During these moments or workshops the refugees can also learn and know some Italian activities and objects about the kitchen.



When we **cook in a group**, it is a shared experience, a collaboration to achieve a shared goal. Roles and spaces are divided, cementing the understanding and obtaining a satisfaction that concerns teamwork rather than individual skills.

Therefore, cooking is also a very important tool to combat and cure social critical issues through mechanisms of social inclusion through a process of gradual integration in which participants are given the opportunity to express their skills, improve autonomy and gain confidence in themselves.



The purpose is multiple: know each other's culture and exchange different approaches; share activities and increase the practical competences towards an independent life; active and practical language learning; integration in the local context and reduction of prejudices.



The kitchen can be a real training ground for refugees: it helps them improve on an emotional, sensorial, and learning level.

Promote well-being, independence and integration

Cooking and multiethnic exchange

How we use this tool

As we highlighted in the Handbook, the collective dimension of daily life sharing in Timavo and Kontovel 531 and the further communities, managed by the Cooperative, has an important value and impact. All activities, in between the common cooking and meals, are aimed to the inclusion of our young hosts.

It's important to have feedback about the kitchen tools during the Italian class offering them some exercises like Bingo, Memory and Word Search Puzzle.



Promote well-being, independence and integration

Sport (Cricket, basketball....)

Sport and group training have beneficial effects not only on our body, but above all have a positive influence on our motivation and allow us to overcome initial shyness and overcome boredom.

Those who practice sport in a group report a significant **improvement in the quality of life from a physical, mental and emotional point of view**. Team sports tend to encourage cohesion and relationships between people, also providing social skills and the ability to collaborate in group work. Sports represent an important tool and activity for different reasons indeed they can play outside, know different places in the city and know the sports culture of the place they are living in.

How we use it.

Timavo has a proper Sport field. The practice of group sports and tournament as for example soccer, basketball or cricket, the latter is very popular for example in Pakistan or Bangladesh, to connect and exchange cultural knowledge with the local context, build friendship and therefore also promote inclusion.



Promote well-being, independence and integration

Music

Music plays a fundamental role in many societies and cultures. Since the dawn of time, it has been the protagonist of rites, signs of identity and as a method of human expression. Furthermore, from a social point of view, music strengthens personal relationships.

The reasons why music strengthens personal relationships are many and varied. Among the general ones, and not exclusive to music, there are sharing attention on something, having a common goal or experiencing positive feelings by carrying out a shared activity.

Whether it's **dancing, singing** or **playing musical instruments** together, music gets more people in synchronising. Just like doing the same dance move or singing the same songs strengthens the relationship. In this way a positive loop is created in which the people involved get closer. It is possible that involvement in the same activity and the activation of the same networks increases the difficulty of discriminating between one and the other, thus creating a link between the two.

How we use it.

Ethnic dances, instruments, create and learn songs, play music together, at the same time becomes language learning but also transfer of the proper language. The refugees listen and learn Italian songs by YouTube, particularly children's songs. They do some exercises about this focus like swap instruction where they can reorder the word of the song. The educator plays the guitar and improvises some simple phrases (like "what is your name?" "How old are you?" "where are you from?" "Stand up, sit down"). They also use some tools about music where they can learn new Italian words about this and other topics.



Promote well-being, independence and integration

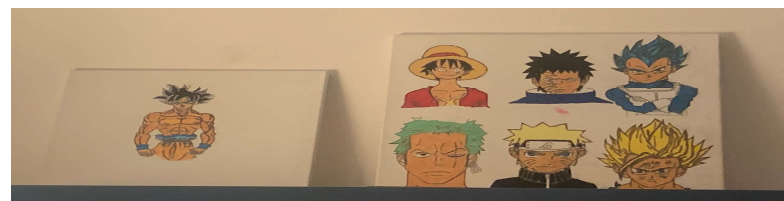
Paint and drawing

Paint/Drawing is an important tool because during this workshop, the guys can voice their emotions, their creativity, drawing important landscapes for them. They also paint some persons which are important in their life or their country flags: it's very important for them to not forget their origins.

During the painting course, the minors can **express their emotions and their creativity**, painting landscapes that have particularly struck them, drawing people they have become fond of, the flags of their countries so as not to forget their origins, often associated with the Italian flag, the country in which they were welcomed.

How we use it.

We use pencil, watercolors, colors, canvas, markers, papers and billboards. Sometimes it's an individual activity and other times it's a group activity.





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Educational methods for minors

Language learning tools

Milmet Erasmus + project



Educational methods for minors

Language learning tools

The access to health, social, educational and support services in the path to autonomy, are some of the good practices that institutions and reception facilities should follow to provide help to unaccompanied foreign minors (MISNA) .

Another fundamental element for success in the inclusion process is the **language learning** which can also be supported in the community living context, as a complement to the school learning process, for which numerous researches, programs and projects have been developed.

The living place offers the opportunity to improve the proper language skills by connecting the learning process to the practical everyday situations.

How we use it.

In the daily life of Timavo and the other communities managed by the Cooperative, we use different approaches and methods to multiply moments of language learning.

An attitude based on mutual learning is also part of this. We could verify that an attitude of reciprocity, and therefore the curiosity on the part of educators to know the language of their young tenants, helps to increase motivation and the quantity of learning situations.

In the same way, the community becomes a place of peer-education among the young people themselves.



Educational methods for minors

Language learning tools

Within the **Erasmus+ project Milmet**, partners, including Duemilauno Agenzia Sociale, have developed language training materials aimed to better support and facilitate the process of integration from the first moment of arrival of migrants, with tools simultaneously adopted within specific labour activities in different green economy sectors (recycling of wood, textiles, plastic, agriculture egg).

Inside the hosting communities, managed by the Cooperative, this method is introduced and used for daily activities, both, in the setting up of the spaces and during moments of sharing and language learning training, part of the daily activities.



How we use it.

The combination of image and word (objects and actions in the relevant professional sector) allows people to quickly acquire the linguistic bases, necessary to exchange and collaborate in the hosting context.

During some of the piloting workshops inside this project, the unaccompanied minors had the opportunity to sew a backpack with the material from broken umbrellas.

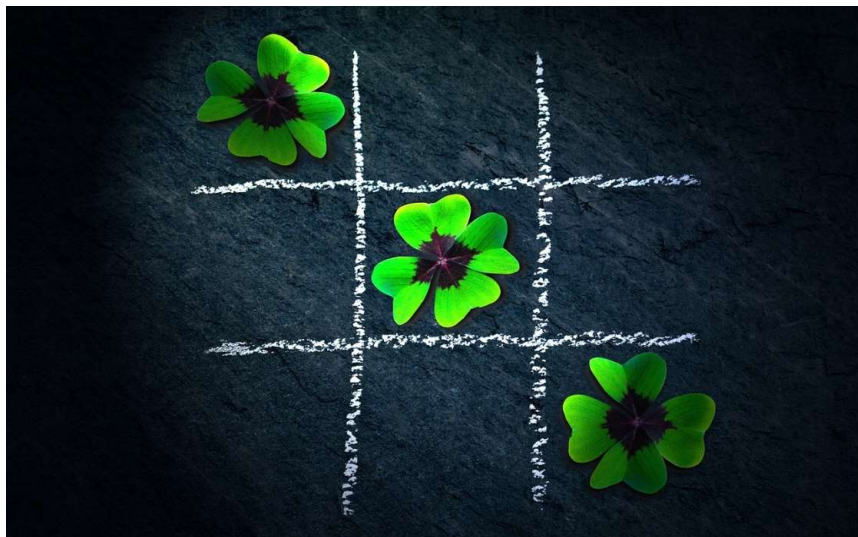




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Games and play, Daily life

Memory

Bingo



Games and play, Daily life

General aspects

Relationships are a source of discussion, learning, emotions and even play! Playing together allows us to get involved from different points of view. A play might involve the socio-emotional, cognitive, communicative, motor, etc. spheres.

In the pedagogical field, it is known that learning through playing, is basic and should be an integral part of education. Playing games such as board games can speed up the development of semantic and numerical skills. It can decrease stress related to learning, increase motivation, promote feelings such as optimism, cooperation, exploration.

A play can also be a good tool for understanding rules, whether purely educational or even social. It represents an excellent tool for creating bonds and promoting inclusiveness.

Most of the games proposed have also the side effect of language learning.



Games and play, Daily life

Memory

A **memory game** is a type of learning game that is based on remembering words or images and recalling them when necessary and can take different forms according to the aim, the objectives and the learning content.

Memory games can be developed with physical materials or developed digitally, and either be printed or played online, if there is availability of the necessary digital equipment for all the learners. There is also the possibility for the trainer or educator to develop memory games that are suitable both for beginners and not experienced learners of the language and for learners of a more advanced level. A memory game can also be used for group activities with a group of learners or for a single learner.

How we use it.

Possible activities using a memory game can have the following structure:

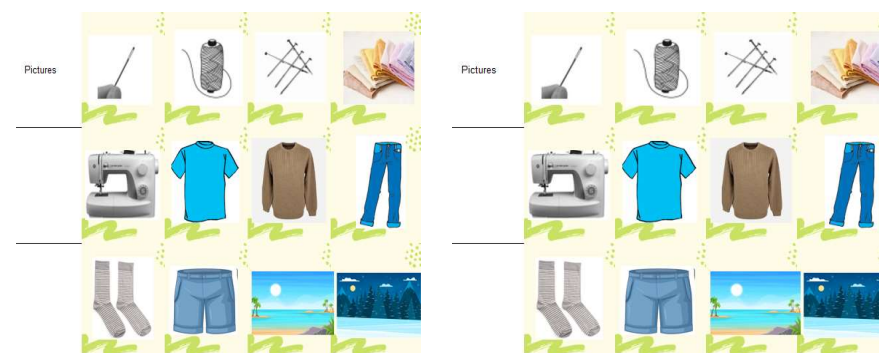
Matching game: Learners are asked to find pairs of cards, images, or words that are identical or related.

Recall game: Learners are asked to remember a list of items, words, numbers, or facts presented to them, and they have to recall it, either verbally or in writing.

Sequence game: Learners are asked to repeat or recall a pattern of words, numbers, sounds, colours, or movements.

Crossword game: Learners are asked to read questions and statements or see images and recall words. They write each letter of the guessed word in the appropriate space.

Word puzzles: Learners are asked to find words based on a hint, and/or a logical sequence


















Games and play, Daily life

Bingo

Bingo is a game of chance using boards with a grid of different elements, like numbers or words, and a number or all these elements should be covered, after players listening to prompts given by a caller for the participant to win the game.

A bingo game is suitable both for a small and a large group of learners and can be carried out either online or by using printed materials, like boards or cards. The educator can also choose to make learners play in teams so they can help each other find the words more quickly.

				
GOMITOLO DI LANA VERDE	SPILLI	MAGLIE DI COTONE NERE	CUCIRE	AGHI DI SICUREZZA
				
DITALE	CAPPELLO DI LANA	APPENDINI	RICICLARE	SCIARPE DI LANA
				
STIRARE	LAVARE	FILI ROSSI	TAVOLO DA LAVORO	FORBICI

Games and play, Daily life

Bingo

How we use it.

Bingo offers the opportunity to educators and trainers to use it during the educational process in many ways and can be easily adapted to the language level of the learners with little to no effort by the educator.

Simple bingo: the educator just reads the words individually;

Spelling bingo: the facilitator spells out the words for the learners;

Translation bingo: the educator reads out loud the words in the mother language and the educator must find the corresponding word and cross it on their board;

Picture bingo: the trainer reads the words out loud and the educator must find the corresponding picture on the board;

Sentence bingo: the educator uses the words in a sentence;

Description bingo: the trainer describes the meaning or defines a word, and the learner must cross out the correct word on the board.



BUTTONI	MACCHINA DA CUCIRE	PANTALONI	LAVARE	SCUCITORE
SPILLI	RICAMARE	RICICLARE	SARTO	GOMITOLO DI LANA
TAGLIARE	FILI DI COTONE	METRO	MAGLIA DI COTONE	APPENDINI



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Digital tools

Mentimeter

Kahoot

Canva

Thinglink



Digital tools

Mentimeter

In the digital world we live in, it is essential that **educators, trainers and teachers** can introduce innovative educational technology tools in the daily work.

Technology is a trustworthy assistant that helps to make the teaching and learning processes more democratic, enjoyable and effective for all, even in the daily life and in all activities which allow to increase the knowledge and to move in a more independent way.

Mentimeter is a platform that allows you to create interactive presentations and get feedback with interactive elements such as questions, polls, word clouds, reactions and more. Persons can therefore share information, collect ideas and exchange opinions.

How we use it.

During events (conferences, multiplier events...) in which our young people participate, we can notice the important ability, especially for the “digital generation”, to use tools such as the Mentimeter, and to therefore be fully involved into the activity.



<https://www.mentimeter.com/>

Digital tools

Kahoot! Canva, Thinglink

Kahoot! is a game-based learning platform that brings engagement and fun at school, at work, and at home. You can realize Quizzes and test life in a funny way, increasing attention, testing the proper competences and creating more involvement.

Canva is a graphic design tool. It uses a drag and drop selection format and provides access to a database of photographs, vector images, graphics and fonts. It is used by designers and professionals but can easily be used by everyone for the editing of images, learning and teaching, for the creation of a CV or of a short video presentation.

ThingLink is an educational technology platform that allows you to easily enrich images, videos and virtual tours with the inclusion of additional information and links. Over 4 million teachers and students use ThingLink to create accessible visual learning experiences in the cloud.

How we use it.

Kahoot can be a great way to break up the middle of the class to check the minors understanding of the lesson. Minors could take the material from a particular unit and create their own Kahoot!

Kahoot!

<https://kahoot.com/>



<https://www.canva.com/>



<https://www.thinglink.com>



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Meet Me Trieste Östersund Handbook and Library of Tools are available for similar organizations in Europe.



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Handbook

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Library of Tools

The toolbox is a collection of methods based upon the Erasmus+ project "Meet me Trieste Östersund" Methods for language learning, activities for integration, strategies and methods for well-being and good health.

The project aims to exchange experiences and knowledge between the two communities for minors in Östersund, Sweden and Trieste, Italy. An overall objective with the project is to share our experiences with other organizations in Europe that work with housing of unaccompanied minors. Each community in Östersund and Trieste has done two exchange visits to the other organization to increase competence of our housing staff, broaden our minds and become better at supporting our unaccompanied minors and to efficiently integrate them into our societies. In the Library of Tools, we have collected the methods that we use to promote the integration of unaccompanied minors into the society.



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