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SPIS TREŚCI

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PRACTICAL WAYS TO TEACH THE BASICS OF SECURITY IN MULTILINGUAL CLASSROOMS

Introduction

In 2022 Poland has met a challenge of becoming one of the major countries, hosting people from Ukraine. According to the data of Straż Graniczna,[1] 3.5 mln people have arrived in Poland since February 24. According to the PESEL registration data, around 1 mln of them are in Poland. In March more than 160,000 children were willing to attend local Polish schools.[2] This influx of migrants and displaced people has made the Polish educational system develop means of answering these and related challenges. Changes introduced included increasing class capacity, introduction of preparatory classes for Ukrainian children, adaptation of the assessment criteria, employment of Ukrainian citizens at educational institutions.[3]

In this study we refer to the UN definition of displaced people „as persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters".[4]

Children coming to Polish schools are distressed and a majority of them do not speak Polish, which leads to the necessity of implementing the principles of multilingual pedagogy and giving psychological support to them. Scholars pay attention to the benefits of regular schedules, teacher guidance, and peer interaction for displaced and refugee children,[5][6] as well as providing them with basic necessities and facilitating their resilience.

The majority of Ukrainian primary school students speak Ukrainian as their mother tongue and English as their L2 (foreign language). Primary school education in Ukraine at ISCED 1 level takes 4 years. However in Poland ISCED 1 education is

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[1] Straż Graniczna https://twitter.com/Straz_Graniczna/status/1527891614164729856?ref_src=twsrc%5Etfw%7Ctwcamp%5Etweetembed%7Ctwterm%5E1527891614164729856%7Ctwgr%5E%7Ctwcon%5Es1_&ref_url=http%3A%2F%2Fwww.polskieradio.pl%2F398%2F7856%2FArtykul%2F2962739D092D196D0B4-24-D0BBD1 (downloaded on May 21,2022).

[2] How Polish schools are coping with an influx of Ukrainian children, https://www.economist.com/europe/2022/04/04/how-polish-schools-are-coping-with-an-influx-of-ukrainian-children (downloaded on May 20, 2022).

[3] Ministerstwo Edukacji i Nauki, https://www.gov.pl/web/edukacja-i-nauka/przyjmowanie-do-polskich-szkol-dzieci-i-mlodziezy-z-ukrainy--list-ministra-edukacji-i-nauki-do-kuratorow-samorzadowcow-i-dyrektorow-szkol (downloaded on May 20, 2022).

[4] UNHCR Guiding Principles on Internal Displacement, https://www.unhcr.org/protection /idps/43ce1cff2 /guiding-principles-internal-displacement.html (downloaded on May 20, 2022).

[5] J. Chinnapha, *How Can Schools and Teachers Help Displaced Children?*. In: Harkensee, C., Olness, K., Esmaili, B.E. (eds): *Child Refugee and* Migrant *Health*, Springer. Cham 2021. 37-47. https://doi-org.ezp1.lib.umn.edu/10.1007/978-3-030-74906-4_4

[6] K. Olness, *Trauma and PTSD in Children Who Are Refugees or Immigrants*. In: Harkensee, C., Olness, K., Esmaili, B.E. (eds): *Child Refugee and Migrant Health*, Springer. Cham 2021. p.53. https://doi-org.ezp1.lib.umn.edu/10.1007/978-3-030-74906-4_5

a part of ISCED 1 (3 years) + ISCED 2 (5 years) education.[7] Due to this difference there is a challenge of teaching the subject matter across the curriculum and aligning Polish and Ukrainian curricula to identify the gaps and topics to be modified. Subjects taught across both curriculums are to a large extent similar (e.g. Mathematics, Polish (as L1), English (as L2), Nature Studies, PE, Music and Art). In Polish schools there is also a subject which shares similar topics with Ukrainian „I Discover the World" – „Edukacja dla bezpieczeństwa". However, in Poland the main focus of the subject is teaching children about their security.

Authors believe that creating safe and language inclusive environments in Polish mainstream classrooms is possible when taking into account the similarities and differences between language and curriculums in Poland and Ukraine.

Therefore this study aims to answer the following questions:
1. What theory should education of Ukrainian refugees in mainstream Polish schools be grounded into?
2. What activities can help Ukrainian refugee learners become more active participants in Polish classrooms?

Philosophical and cultural foundations of education for security

Looking for the foundations, roots, assumptions of education as such, one should reach deep into history, the course of history and follow the footsteps of those who saw value in knowledge and made its transfer a mission. Education was supposed to form a human being, making him a being, who recognizes his own condition, role and place in the world, in particular in the reality of the social world, a human being striving to build unity on the basis of what was considered to be the essence, the quintessence of human nature, good (found in the moral sphere), truth (fixed ontologically and epistemologically). The formation of a human was based on specific patterns, καλοκαγαθία - kalokagathia was to be an expression of combining good and beauty, and παιδεία - paideia reflected them in man through upbringing.[8]

The model of upbringing established in Antiquity involved the individual in the relational and institutional network of social connections, the reality of the human community. The good of a human was to be an extension and at the same time the beginning of the common good. Building a world based on values chosen, nurtured and handed down from generation to generation was to counterbalance the original chaos.

Organizing reality, the world of human life, giving meanings, dressing concepts in clothes, creating logical networks of connections revealed the cognitive potential of human. Knowledge, and wisdom was to guard the public order, the order of the human world, it was to introduce a human into the sphere of justice, and thus create the foundations of a safe existence for individuals - citizens of the world-polis. Already the ancient people emphasized the inseparability of education from the sphere of politics.

The specific political nature of the education process was an indispensable element in the formation of future citizens, people equipped with specific features, able to co-create the reality of the polis, actively participate in social life, participate

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[7] Poland. Key features of the Education System. https://eurydice.eacea.ec.europa.eu/national-education-systems/poland/poland (downloaded on June 9, 2022).
[8] Vide: W. Jaeger, Paideia: Die Formung des griechischen Menschen. 2. ungek. photomech. Nachdr. in einem Band, Walter De Gruyter, Berlin, New York 1989, p. 46

in building a just state, a state (city) that protects its inhabitants and guarantees a relatively safe existence. Delving into the philosophical and cultural attitudes of education, it is impossible not to appreciate the contribution of the ancient people to thinking about the process of upbringing as introducing a person into a specific social context. Sociology of education in its traditional approach points to human socialization as "the process of preparing young people to fulfill specific roles in the adult world".[9] Pointing to the changes in both education and reflection on it in the new model of the sociology of education, the latter, "like politics or family, should be considered as an intersubjective reality that a person constructs, can be influenced by it".[10] According to the new assumptions, as emphasized by the author of Scholiologia after P. Woods, "... the quality of knowledge and the way it is created should determine the effectiveness of education".[11] By postulating the introduction of a new discipline of knowledge, scholiology, the author of the study points to the need for thinking about education to become part of the dynamics of functional and structural transformations of modern societies. Recalling the study by Feinberg and Soltis, School and Society, who emphasized that the challenge for education is to construct multicultural programs as a response to "the search for the right content and form of educating immigrants, and to use schools to create better life chances for economically disadvantaged groups and ethnic minorities", emphasizes Kuźma that open education, creating opportunities and development opportunities for all its participants, is perhaps one of the basic tasks and challenges that it faces. Drawn in this spirit, the contemporary goals of education would be a response to building a society open to differences, ready to engage in dialogue, constituting the basis for peaceful coexistence of people with different economic and cultural backgrounds. What should be noted, however, as emphasized by sociologists of education, is the element of ideologization, which is an inseparable component of education systems, and which can become, and as history shows, has often been a tool for strengthening oppressive authoritarian systems. Hence, the challenge is all the greater for those who are responsible for the process of educating future generations, the challenge of building a space open to other people, conducive to development, shaping the ability to make independent decisions in the spirit of acceptance of respect for others, a space where thinking and its shaping will be one of the elements dialogue with oneself as well as with another - another human being.

Hannah Arend emphasized that thinking can and should be a resistance against exploitation, social divisions and aggression. Thinking as an ability, its shaping becomes at the same time shaping the ability to make moral judgments, to distinguish between good and evil, which is particularly important from the perspective of education and upbringing.[12] Dariusz Stępowski, analyzing Arendt's thought, wrote: "In the history of the twentieth-century philosophy of education, Hannah Arendt can be considered an example of a thinker who, although not considering herself to be a philosopher of education and not speaking too often on

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[9] The Sociology of Karl Mannheim (RLE Social Theory) With a *Bibliographical Guide to the Sociology of Knowledge, Ideological Analysis, and Social Planning*, Published January 21, 2016 by Routledge; N. Foskett, J. Hemsley-Brown, *Choosing Futures: Young People's Decision-making in Education, Training and Careers Markets*, Routledge/Falmer, 2001 - Education p. 209

[10] J. Kuźma, *Scholiologia. Zarys koncepcji ogólnej nauki o szkole*, Oficyna Wydawnicza Impuls, 2018, p. 144, vide: P. Woods, *Sociology at the School*, Published April 10, *2014* by *Routledge*

[11] Ibidem, p. 144

[12] Vide: H. Arend, *Eichmann in Jerusalem: A Report on the Banality of Evil*, Viking Press, 1963, p. 254; *Hannah Arendt's Ethics*, Deirdre Lauren Mahony, Bloomsbury, Great Britain 2020, p. 102

matters directly related to upbringing and education, nevertheless left an indelible mark on pedagogy or - as it is more and more often said today - upbringing sciences".[13] Emphasizing the importance of thinking for the human condition, the author of Roots of Totalitarianism often pointed to the negative effects of neglect in the area of broadly understood human formation, which in turn lead to the formation of individuals insensitive to moral issues, and with them the development of entire socio-political systems in which a single person with his individual equipment, it ceases to matter. Erich Fromm also pointed to this particular context, emphasizing that resigning from one's own subjectivity, fitting, or rather adjusting to a pre-imposed, social model is destructive for man by definition, "in a secret, unobvious way sabotaging his constitution, development and education".[14]

Therefore, anchoring education in thinking, in the ability to dialogue with oneself, and consequently to dialogue with another human being, may become a resistance against evil, against falling into the trap of ideological entanglements of oppressive systems in their narrower (smaller social groups) and wider (society in the structures of the state) meaning. Investigating the sources of human mental activity - following the Socratic approach to human nature - Hannah Arendt will write: "Thinking... is an activity that accompanies living and is concerned with such concepts and justice, happiness, virtue, offered us by language itself as expressing the meaning of whatever happens in life and occurs to us while we are alive".[15] By emphasizing this special characteristic of a human - the ability to think, Arendt points to duality, the separation of consciousness from thinking and their simultaneous dialectical connection, the impossibility of thinking separated from consciousness. Thinking thus "become the outstanding characteristic of somebody who is a man".[16] Thinking becomes a challenge and a postulate at the same time, a challenge to oneself as a thinking being - a human being - finding one's humanity, a postulate of dialogical thinking. The highlighted duality of thinking itself is the introduction of a man into the space of the other "... if you want to think, you must see to it that the two who carry on the dialogue be in good shape, that the partners be *friends* ".[17] In order for dialogue to exist, it needs entering, stepping into the horizon, the space of being, the life of another human being encountered inside the world. For man, being in the world, constantly encounters another, another man in it, his existence is initially anchored in being within the world as well as in the being and towards the being of another man.[18] The experience of the world is also the experience of the presence of others in it. The emerging difference between self and other is the disclosure of this separation on the basis of I-I or I-other in me.[19] Confrontation with otherness is at the same time a possibility of opening, opening to the presence of the other. Arendt emphasizes that speech, conversation is born in opening to the other, the other is the one with whom and towards whom we utter words, thus communicating ourselves and the world we see. Conversation with oneself is what is born second.[20]

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[13] D. Stepowski, *Myślenie – sądzenie – odpowiedzialność. Fundamentalia wychowania moralnego według Hannah Arendt*, Lubelski Rocznik Pedagogiczny t. XXXIX, z. 3 – 2020, p. 156

[14] R. Włodarczyk, *Utopia i edukacja. Studia z filozofii, teorii edukacji oraz pedagogiki azylu*, Instytut Pedagogiki Uniwersytetu Wrocławskiego, Wrocław 2021 p. 96

[15] H. Arendt, The Life of the Mind: Thinking: Vols 1&2, Harvest/HBJ Book 1981, p. 178

[16] Ibidem, p. 187

[17] Ibidem, p. 187-188

[18] Vide: M. Heidegger: *Sein und Zeit*, Akademie Verlag, 2001

[19] M. Buber, *Ja i Ty*, (in:) M. Buber, *Wybór pism filozoficznych*, przeł. J. Doktór. Warszawa 1992, s. 45

[20] Vide: H. Arendt, The Life of the Mind: Thinking , p. 188

Opening to the other is also the opening of thinking as a human need, the need to explore, investigate, and understand. As we read in „Thinking in its non-cognitive, non-specialized sense as a natural need of human life, the actualization of the difference given in consciousness, is not a prerogative of the few but an ever-present possibility for everybody",[21] an ability that should be nurtured and developed.

„The relationship between education and meaning should be considered", only where understanding is constantly growing and developing is there learning,[22] and there education is education towards understanding, education of dialogue. Education open to other people is at the same time introducing it into a dialogical space.[23] Thinking is closely related to language. Therefore, it is generally accepted that learning to speak and learning to think and reason are closely related.[24]

The authors of the work *Philosophy in the Classroom* emphasize that the task of the school should be to develop passion, stimulate children's curiosity, interest in the world and people, and shape the cognitive attitude.[25] Following in the footsteps of Hannah Arend, the way to education understood in this way is to look at thinking as a specific skill that is subject to development. The authors of the work Philosophy at school emphasize that the school's task should be to develop passion, stimulate children's curiosity, interest in the world and people, and shape cognitive attitudes.

Theory of Social and Emotional Learning as a Basis of Teaching Displaced People

One of the background theories encompassing refugee and migrant education is the Social and Emotional Learning theory (SEL). SEL competencies include self-awareness (abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts), self-management (abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations), social awareness (abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts), relationship skills (abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups), and responsible decision-making (abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations).[26]

The CASEL framework provides a general guidance to the way SEL competencies are demonstrated by other people. In the case study by Cho, Wang and Christ, the US refugee students have significantly underscored in social awareness and relationship skills compared to their peers.[27] Classroom teachers have implemented the following teacher interventions in working with refugee students: explicit teaching through verbal instruction, individualizing instruction,

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[21] Ibidem, p. 192

[22] M. Lipman, A. M. Sharp, F. S. Oscanyan, *Philosophy in the Classroom*, Temple University Press, 1980, p. 12

[23] Vide: A. Kurkiewicz, Pedagogika międzykulturowa a pytanie o innego, *Przegląd Naukowo-Metodyczny. Edukacja dla Bezpieczeństwa* nr 4, 2013, p. 181-182.

[24] M. Lipman, A. M. Sharp, F. S. Oscanyan, *Philosophy in the Classroom*, op. cit., p. 19

[25] Vide: ibidem, s. 15

[26] CASEL Framework. https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/ (downloaded June 9, 2022).

[27] H.Cho, X. Wang, T. Christ, *Social-Emotional Learning of Refugee English Language Learners in Early Elementary Grades: Teachers' Perspectives*, *Journal of Research in Childhood Education.* 2019, No 33(1), p. 40-55

creative positive classroom climate, collaboration and support.[28] According to Olness, appropriate interventions to help distressed children include being empathetic when children share their memories and providing them with access to art supplies.[29]

Previous findings indicate that students and providers struggled with acculturative stressors and structural barriers to meaningful engagement. Schoolwide implementation of SEL provided several ways to create a more welcoming environment for newcomers and equipping students with life competencies. At the same time, authors believe it is important not only to adopt SEL framework, but to implement multilingual pedagogy as well.

Multilingual approaches towards teaching refugee and migrant children

It is a generally accepted fact that refugee and migrant children bring cultural and linguistic diversity to classrooms. There are many issues to be addressed in terms of inclusion of these children into the mainstream schooling system. Some of them include revision of the legislation to ensure children have access to the schooling system, development of the enrollment procedure for non-residents, allocation of additional funds to support the needs of students (e.g. books, stationary, school lunches, scholarships etc.), adaptation of the curriculum and additional training for teachers working with refugee and migrant children.

A number of these challenges were addressed by the Letter of the Minister of Education and Science of Poland to curators, local authorities and school directors.[30] However, in terms of the approaches to working in multilingual classrooms, it only mentions the adaptation of the curriculum for preparatory departments of primary and secondary schools and the provision of materials for teachers, students and parents. There is a gap in provision on the approaches and methods to be used in multilingual classrooms.

Based on the literature review we have identified different approaches to teaching multilingual learners in mainstream schools. Chinnapha gives a brief overview on the specific cases of education of resettled children. The scholar describes Thai experience in organizing day-centers, which provide displaced children with lessons in basic literacy and prepare them for smooth transition into mainstream schools.[31] The Turkish education system emphasizes the importance of language preparation and introduces mandatory at least 15 hours of Turkish per week.[32] In Norway, the primary task of relief workers is helping the child build connections with peers and set personal goals and teachers teach them and provide them with psychological support[33]. The UK provides anti-bullying and welcoming programs for refugee children[34].

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[28] Ibid.

[29] K. Olness, *Trauma and PTSD in Children Who Are Refugees or Immigrants*. In: Harkensee, C., Olness, K., Esmaili, B.E. (eds): *Child Refugee and Migrant Health*, Springer. Cham 2021. p.53. https://doi-org.ezp1.lib.umn.edu/10.1007/978-3-030-74906-4_5

[30] Ministerstwo Edukacji i Nauki, https://www.gov.pl/web/edukacja-i-nauka/przyjmowanie-do-polskich-szkol-dzieci-i-mlodziezy-z-ukrainy--list-ministra-edukacji-i-nauki-do-kuratorow-samorzadowcow-i-dyrektorow-szkol (downloaded on May 20, 2022)

[31] J. Chinnapha, *How Can Schools and Teachers Help Displaced Children?* In: Harkensee, C., Olness, K., Esmaili, B.E. (eds): *Child Refugee and* Migrant *Health*, Springer. Cham 2021. p. 42. https://doi-org.ezp1.lib.umn.edu/10.1007/978-3-030-74906-4_4
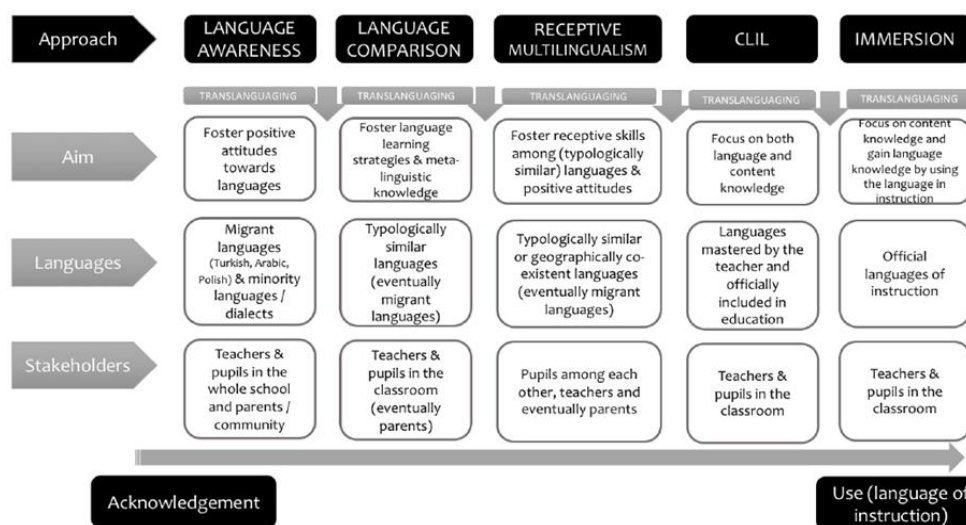
[32] Ibidem, p. 43

[33] Ibid.

[34] Ibid.

Recent research of multilingual models demonstrates the popularity of two-way immersion programs to teach migrants. It aims at simultaneous teaching of the language of migrants and the majority of the population at the same time. The class is divided into two equal groups with speakers of both languages.[35]

However, all of the abovementioned measures can be implemented only if the education system has enough capacity. In the case of an emergency, when the influx of migrants in the middle of a school year is much more significant and the number of teachers is not enough, the measures to include migrants focus mostly on adapting classroom approaches.

Duarte suggests a holistic model of implementing multilingualism in education (Table 1).

Table 1. Duarte's holistic model of multilingualism

Approach	LANGUAGE AWARENESS	LANGUAGE COMPARISON	RECEPTIVE MULTILINGUALISM	CLIL	IMMERSION
	TRANSLANGUAGING	TRANSLANGUAGING	TRANSLANGUAGING	TRANSLANGUAGING	TRANSLANGUAGING
Aim	Foster positive attitudes towards languages	Foster language learning strategies & meta-linguistic knowledge	Foster receptive skills among (typologically similar) languages & positive attitudes	Focus on both language and content knowledge	Focus on content knowledge and gain language knowledge by using the language in instruction
Languages	Migrant languages (Turkish, Arabic, Polish) & minority languages / dialects	Typologically similar languages (eventually migrant languages)	Typologically similar or geographically co-existent languages (eventually migrant languages)	Languages mastered by the teacher and officially included in education	Official languages of instruction
Stakeholders	Teachers & pupils in the whole school and parents / community	Teachers & pupils in the classroom (eventually parents)	Pupils among each other, teachers and eventually parents	Teachers & pupils in the classroom	Teachers & pupils in the classroom

Acknowledgement → Use (language of instruction)

Source: Duarte, J., & van der Meij, M. *A holistic model for multilingualism in education*. *EuroAmerican Journal of Applied Lingustics and Languages*. 2018. No 5(2), p.24-43.

Among the main classroom approaches adopted for inclusion of multilingual learners are the following: language awareness, language comparison, receptive multilingualism, CLIL, and immersion.[36] Within all of these approaches there is usage of translanguaging. The suggested approaches range from admitting there are other languages, to comparing them, focusing on receptive skills only, learning both the content and the language and immersion.[37]

In our opinion, implementation of the immersion approach provides for regulatory changes. However other approaches are more flexible in terms of individual teacher's usage. Depending on the languages of instruction and migrant languages, it is possible to first start with admitting there are other languages in the

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[35] M. Ruiz-Funes, *The development of oral ability in L2 Spanish by English-home language learners in a TWI program*, Foreign Language Annals. 2020. No 53(1), p. 97.

[36] J. Duarte, & M. van der Meij, *A holistic model for multilingualism in education*. EuroAmerican Journal of Applied Lingustics and Languages. 2018. No 5(2), p. 24-43.

[37] Ibid.

classroom (e.g. Polish and Ukrainian). Then gradually teachers can introduce the idea of comparing languages and finding similarities between them as they belong to one language family. The next steps of implementing receptive multilingualism and introducing CLIL approach might become a further advancement for multilingual learners.

According to the holistic model, one of the methods suggested to use with every approach is translanguaging. Translanguaging is a method of teaching when the entire linguistic repertoire of students is encouraged to be used and legitimized in the classroom.[38] Cenoz and Gorter define pedagogical translanguaging as a pedagogical practice „designed by the teacher who uses the stronger language to develop the weaker one, and in this way, it implies a deep understanding of meaning and can result in increased proficiency in the two languages".[39]

Tsokalidou identifies four levels of translanguaging ranging from using individual sounds and words from a foreign language, changing some words with similar words in a foreign language, to using both languages as separate systems and finally to using languages to transmit deeper level messages between two languages.[40]

There are many cases reporting the usage of translanguaging practices in multilingual classrooms. For instance, teachers used the language of a textbook to read texts, translated them into the secondary language of the textbook and discussed them in the language of instruction.[41] In speaking activities translanguaging might happen more often when learners still learn the target language vocabulary and they replace words they do not know with their native language equivalents.[42] In casual conversations outside of activities organized by teachers, translanguaging activities in classrooms are subject to the classroom language policy. Karlsson, Nygård Larsson, and Jakobsson in their longitudinal research state that multilingual learners utilize translanguaging as one of the meaning-making activities aiming at facilitating the understanding between elementary school students. This is possible due to the language policy introduced in the classroom.[43]

Thus, translanguaging is one of the important methods enhancing the inclusion of multilingual learners helping to create a safe environment for language learning in a classroom.

Taking into account a scattered research on emergency measures of including refugee and migrant children into mainstream classrooms, as well as similarities and

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[38] L. Aghai, *What Teachers Need to Know About English Language Learners' Translanguaging in the Classroom*. In J. Keengwe, & G. Onchwari (Eds.), *Handbook of Research on Assessment Practices and Pedagogical Models for Immigrant Students,* IGI Global. 2019. 109-126. https://doi-org.ezp3.lib.umn.edu/10.4018/978-1-5225-9348-5.ch007

[39] J. Cenoz, & D. Gorter, *Teaching English through pedagogical translanguaging.* World Englishes. 2020. No 39, p. 300– 311. https://doi.org/10.1111/weng.12462

[40] R. Tsokalidou, Beyond Language Borders to Translanguaging within and Outside the Educational Context. In C.E. Wilson (Ed.), *Bilingualism: Cultural Influences, Global Perspectives and Advantages/Disadvantages.* Nova Science Publishers. 2016, 108-118.

[41] N. Hassan, & A. Kamal, *Exploring translanguaging: a case study of a madrasah in Tower Hamlets.* Research in Teacher Education. 2015, No *5* (2), p. 23-28. https://doi.org/10.15123/PUB.4763

[42] L. Mary, & A. Young. *From Silencing to Translanguaging: Turning the Tide to Support Emergent Bilinguals in Transition from Home to Pre-school.* In B. Paulsrud, J. Rosén, B. Straszer, & Å. Wedin (Eds.), *New Perspectives on Translanguaging and Education,* Blue Ridge Summit: Multilingual Matters. 2017. pp. 108-128. https://doi.org/10.21832/9781783097821-009

[43] A. Karlsson, P. Nygård Larsson, & A. Jakobsson. *Multilingual students' use of translanguaging in science classrooms*, International Journal of Science Education. 2019, No. 41(15), p. 2049-2069.

differences between the Polish and Ukrainian curricula, in the next part of the paper we make an attempt to identify activities, that can help Ukrainian refugee learners become more active participants in Polish classrooms.

Methods

This is an exploratory qualitative study based on case studies, where pedagogical translanguaging activities were used.

The materials designed are rooted into the theory of translanguaging and supported by the research on working with refugees, migrants and displaced persons. Materials are designed by authors.

Results

This section contains suggested activities for elementary classrooms in Polish context. Polish is a a target language and language of instruction and Ukrainian is a native language for migrant and displaced learners.

The design of these activities is rooted into language acquisition theory, and multilingual education theory.

These activities are based on the content of the subject „Edukacja dla bezpieczeństwa" and take into account the theoretical grounding of the pedagogical translanguaging theory.

Activity 1. Picture Dictionaries
Aim: to teach students vocabulary for EDB
Level of language: A0-A1
Time: 10 mins
Preparation:
Students need individual notebooks, coloured pencils; a teacher needs a list of topic-related vocabulary
bezpieczeństwo i higiena pracy (BHP) – безпека та гігієна праці
tlenek węgla – чадний газ
wypadek – нещасний випадок
Procedure:
1. Explain to the students you are going to make a pictionary.
2. Explain to them the meaning of the "pictionary". Bring some examples and show them.
3. Share a list of words with students.
4. Ask them to draw pictures showing the meaning of the word. One picture per page.
5. Ask them to label pictures in PL and UA/ENG.
6. Start your lessons with a definitions game using the pictionary.

This activity can be the first and basic activity to introduce the idea of a multilingual picture dictionary to students. It requires the adjustment of the usual lesson plan flow to spend some time creating picture dictionaries and utilizing them. After creating such picture dictionaries, students can recall words at any time they want or teachers can organize vocabulary games before the main session of the class.

From the pedagogical point of view this activity implements the idea of art therapy[44] into practice, as learners can use any tools and techniques to draw these pictures.

Activity 2. Translanguaging-based reading discussion

Aim: to practice skimming and scamming reading techniques; practice discussions based on reading

Level of language: A1

Time: 15-20 mins

Preparation: Students need copies of texts, a gadget and a copy of the after-reading tasks and follow-up questions for discussion in both languages.

1. Zagrożenia w domu

Wypadki mogą przytrafić się każdemu, zawsze i wszędzie. Najczęściej zdarzają się tam, gdzie spędzamy dużo czasu, czyli **w domu**, a w przypadku uczniów – także **w szkole**. Są to miejsca, które na ogół kojarzą się ze spokojem i bezpieczeństwem. Trzeba jednak pamiętać, że nawet tam możemy się znaleźć w sytuacji zagrażającej zdrowiu, a nawet życiu!

Zdecydowanie największa liczba obiektów będących źródłami niebezpieczeństw w domu znajduje się **w kuchni**. Nieroztropne użytkowanie urządzeń i przedmiotów, w które jest wyposażona, może prowadzić do wielu wypadków. Na przykład niewłaściwa eksploatacja oraz awarie kuchenek gazowych mogą powodować **ulatnianie się gazu**, co grozi wybuchem lub zatruciami.

Po wyczuciu specyficznego zapachu ulatniającego się gazu, należy wykonać następujące czynności:

- zamknąć dopływ gazu, np. zakręcić kurek w kuchence,
- otworzyć szeroko okna, aby wywietrzyć wszystkie pomieszczenia,
- opuścić dom lub mieszkanie i powiadomić rodziców albo inne osoby dorosłe o zaistniałej sytuacji.

Ćwiczenie 1

Wskaż, które zdania są prawdziwe, a które – fałszywe.

	Prawda	Fałsz
Jeżeli tylko wyczuje się specyficzny zapach ulatniającego się gazu, należy w pierwszej kolejności zadzwonić po straż pożarną.	✗	✓
Numer telefonu pogotowia energetycznego to 991.	✓	✗
Як тільки почуєш специфічний запах газу в квартирі, перш за все зателефонуй пожежникам	+	-
Номер телефону служби з питань надзвичайних ситуацій, пов'язаних з електроенергією - 991	+	-

Procedure:
1. Explain students you are going to talk about security at home.
2. Ask students to give examples of accidents which can happen at home.
3. Pre-teach key vocabulary in target language.
4. Share an article with students in Polish and practice skimming and scanning reading techniques with them. Allow multilinguals use Artificial Intelligence for translation if necessary.
5. Check students' answers to post-reading activities in the language they chose and have a follow-up discussion.

This activity is designed to encourage students reinforce their understanding based on key words and their background knowledge. Although the target language

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[44] Z. Akthar & A. Lovell, *Art therapy with refugee children: A qualitative study explored through the lens of art therapists and their experiences*, *International Journal of Art Therapy*. 2019. No. 24 (3), p. 139-148.

is Polish, post-reading activities are provided for individual work in the language of learner's choice. It helps multilinguals gain deeper understanding of the text and build their vocabulary and grammar skills.
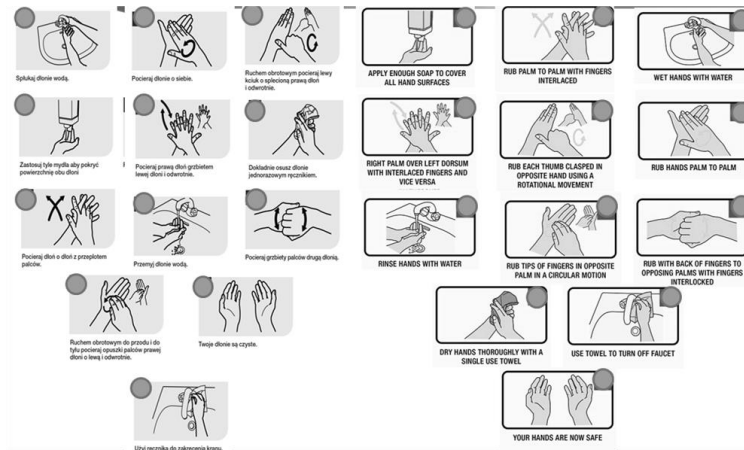
Activity 3. Translanguaging reading
Aim: to teach students healthy habits, build up vocabulary on security topics
Level of language: A0-A1
Time: 15 mins
Preparation: find an instruction you want to share with children, prepare copies in Polish and English or Ukrainian, cut them into separate parts and mix. Distribute between pairs of students.

Procedure:
1. Explain students you are going to talk about washing hands.
2. Ask students to recall the order of actions when washing hands
3. Share 2 sets of cards with students
4. Ask them to match pictures in Polish and English /Ukrainian. Encourage them to read instructions in a foreign language.
5. Mingle students and ask them to tell their partner how to wash hands in a foreign language.

This activity is designed to encourage the development of students' cooperative skills, reading skills. This activity also provides step-by-step scaffolding for the following speaking activity.

Activity 4. Video-based discussion

Aim: to encourage students using all their linguistic repertoire, make sure students cooperate with native and non-native speakers

Level of language: A0-A1

Time: 10 mins

Preparation:

Encourage students using all their linguistic repertoire, make sure students cooperate with native and non-native speakers

Materials: Jak bezpiecznie korzystać z urządzeń elektrycznych?
https://www.youtube.com/watch?v=xqVym7AjIFY
Корисні підказки 2. Електрично-фантастично
https://www.youtube.com/watch?v=mGAcslmgyOo

Know	**W**ant to know	**L**earnt

Procedure:
1. Explain students you are going to talk about their security when using electrical appliances
2. Ask students to say what rules they know and fill in the KWL chart
3. Ask students to write what questions they have in the "Want to know" section
4. Provide students with videos to watch in their native language
5. Ask students to fill in the "Learnt" section with what they learnt from the video
6. Start discussion with questions students had and if they found answers in the video
7. Facilitate further discussion with pre-prepared questions
8. Ask students to work in mingling pairs and discuss some of the questions

This activity is designed to reinforce students' knowledge of native language and it allows them to understand the video better by discussing it in the target language with their peers.

Activity 5. QR code revision quest
Aim: to revise the rules of security with students
Level of language: A0-A1
Time: 20-25 mins
Preparation:

Teachers create tasks for each station of the quest. Then they make them QR codes and post around the classroom. Students are divided into get a separate and get their route maps. They follow the route, do tasks at every stop and whichever group finishes first is the winner.

Stacja
Bezpieczeństwo w internecie

Stacja
Bezpieczeństwo na drodze

Stacja
Cyberbezpieczeństwo

☺ Provide a screenshot of the correct answers

☺ Make a mindmap of Dos and Don'ts in the car

☺ Explains the meaning of the word to the rest of the group, who have to guess the word and write it down

Procedure:
1. Explain students they are having a revision class and they will work in groups.
2. Split students into groups.
3. Give each group a route map for their quest.
4. Check if students have gadgets and know how to use QR code readers.
5. Explain that group finishing the quest first and submitting answers are the winners.
6. Manage the classroom and provide help when needed.

This activity provides chances for non-native speakers to participate in a group work with native speakers. Videos and short tasks are based on previously learnt material and support from ntive speakers can help students succeed in this task.

Conclusions

Based on the results, it can be concluded that the research into the ways of supporting displaced children in emergency situations is underresearched. Implementation of the basics of education for security should be grounded into student-cenetered approach, social and emotional framework and multilingual approaches. One of the methods suggested is translanguaging. A number of translanguaging activities are suggested based on the school subject "Education for Security" in primary classrooms.

Abstract

Pełnowymiarowa inwazja Federacji Rosyjskiej na Ukrainę wywołała kryzys uchodźczy w całej Europie. Polska spotkała się z ogromnym napływem dzieci w wieku szkolnym. Prezentowany artykuł jest eksploracyjnym jakościowym studium przypadku, mającym na celu określenie podstaw teoretycznych i praktycznych sposobów pomocy ukraińskim uchodźcom uczącym się, aby stały się bardziej aktywnymi uczestnikami polskich klas szkolnych. Autorzy wskazując na wagę problemu, poprzez omówienie filozoficznych i kulturowych podstaw namysłu nad edukacją i szerzej kondycją ludzą, przedstawiają praktyczne sposoby nauczania podstaw bezpieczeństwa migrantów, uchodźców i przesiedleńców w środowiskach wielojęzycznych. Proponowany dokument zawiera przegląd praktyk opracowanych wcześniej dla placówek wielojęzycznych. Na podstawie badań literaturowych autorzy podsuwają pomysły na nauczanie bezpieczeństwa uczniów szkół podstawowych. Zaproponowane działania mogą być przydatne dla nauczycieli przygotowujących się do pracy, nauczycieli szkół podstawowych i praktyków pracujących w klasach wielojęzycznych.

Słowa kluczowe: uchodźca, klasa wielojęzyczna, translanguaging, bezpieczeństwo

Practical ways to teach the basics of security in multilingual classrooms

Abstract

The full-scale invasion of the Russian Fedaration into Ukraine has caused the refugee crisis all over Europe. Poland has met a huge influx of children of school age. The paper is an exploratory qualitative case study aiming to identify the theoretical grounding and and practical ways to help Ukrainian refugee learners become more active participants in Polish classrooms. The authors pointing to the importance of the problem, by discussing the philosophical and cultural foundations of reflection on education and, more broadly, the human condition, present the practical ways to teach the basics of safety to migrants, refugees, and displaced children in multilingual environments. The suggested paper gives an overview of practices previously developed for multilingual settings. Based on the literature research, authors suggest ideas of teaching primary school learners about security. The suggested activities can be useful to pre-service teachers, primary school teachers and practitioners working in multilingual classrooms.

Keywords: refugee, multilingual classroom, translanguaging, security

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