

Title of the activity	A GOOD NEIGHBOUR
Brief description	<p>Quite often, people have no or hardly any contact with their neighbours. Sometimes this contact is more negative than positive. The primary question for this activity is: how do you interact with your neighbours? This question will be explored in a playful manner.</p> <p>Step 1:</p> <p>Ask a participant to come forward. You will play the role of his or her new neighbour. You ring an imaginary doorbell and introduce yourself. What does the participant say? Discuss this together with the class. What would you say if your new neighbour rings your doorbell? And what will you do when you are the new neighbour?</p> <p>Investigate together which reasons you can have to ring the doorbell of your neighbour. Use this later, in the follow up of the role-play.</p> <p>Ask another participant to come forward. You turn up the music on your phone (very loud!) The participant rings your doorbell. What does she/he say to you? Discuss this together with the class.</p> <p>Ask a third participant to come forward. You ring his or her doorbell and ask if you can borrow some coffee. What does the participant say to you? Discuss this together with the class.</p> <p>You can make use of the drawings below to illustrate situations that might occur between neighbours.</p> <p>Step 2:</p> <p>Use the situations that came up during the introduction. Practice the situations in a role-play.</p> <p>Step 3:</p> <p>After step 2 the participants will practice situations in pairs using image cards. Depending on the language level further practice of basic words and sentences (like 'Welcome', 'Can you turn down the music?', 'Can I borrow ...?', 'I'm having a party, would you like to come?', etc.) might be needed.</p> <p>Step 4 (homework):</p> <p>Give the participants an assignment to do at home. Ask them to ring a neighbour's doorbell or strike up a conversation with a neighbour in the street. Tell them to ask the neighbour if it is ok to record the conversation for educational purposes and to take picture. If the neighbour gives</p>

	<p>permission, they will record the conversation and take a photo. This will be shared with the group via, for example, WhatsApp. The picture and the recording are optional! If it doesn't feel ok for the participant and/or the neighbour, then the participants don't have to do it.</p> <p>Step 5 (next lesson):</p> <p>During the next lesson you discuss the neighbours' stories and the experiences of the participants. What went well/not well? What was difficult/not difficult?</p>
Aims	<ul style="list-style-type: none"> • Gaining the confidence and skills to build relationships with your neighbours • Having the skills to be assertive when something bothers you about your neighbours • Being able to deal with conflicts with your neighbours in a way that the result is preferably a win-win situation • Being able to ask your neighbours for help in everyday situations
Duration	1 hour
Number of participants	<p>Small groups</p> <p>Large groups</p>
Oral language level	<p>Beginner</p> <p>Moderate</p> <p>Advanced</p>
Main skills addressed	<p>Language skills</p> <p>Speaking</p> <p>Listening</p> <p>Interpersonal Skills</p> <p>Assertiveness</p> <p>Dealing with conflict</p> <p>Empathy</p> <p>Asking for help</p>

	<p>Courage</p> <p>Cognitive and digital skills</p> <p>Cultural awareness</p> <p>Problem solving</p>
Why is this activity suitable for promoting civic participation and integration?	It helps people to socialise with neighbours and to address (sensitive) subjects with neighbours. A good connection with neighbours helps participants to function more independently and strengthen their social network.
Type of activity	<p>Reflection</p> <p>Personal development</p> <p>Outside the classroom</p>
Suitable for how many participants (min. / max.)	4-20
Indication of duration of the activity	<p>2 x 1 hour for the lessons</p> <p>1 hour for the after school activity'</p> <p>Duration time 1 hour +</p>
Indication of preparation (time, which material are needed)	<p>Up to 1 hour preparation time</p> <p>Materials needed (prints with the pictograms)</p>
Evaluation method (if applicable)	Repeat the role playing after a month, check if the knowledge, skills are still there. Check occasionally if participants still have (new) contact with neighbours.
Variations	If participants find it too nerve-wracking to ring a neighbour's doorbell or have a conversation with a neighbour in the street they can work in pairs and help each other with the conversations.
TIP / ADVICE	<ul style="list-style-type: none"> The homework assignment might be a bridge too far, especially if participants don't have any contact with their neighbours. Try to think of an option that is less demanding, for instance: ask

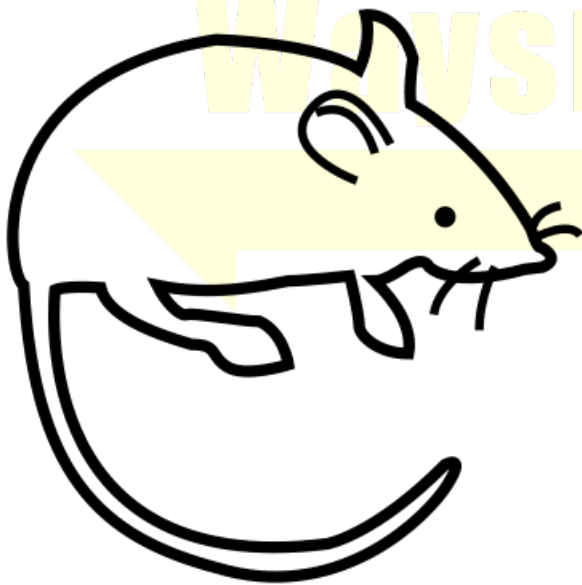
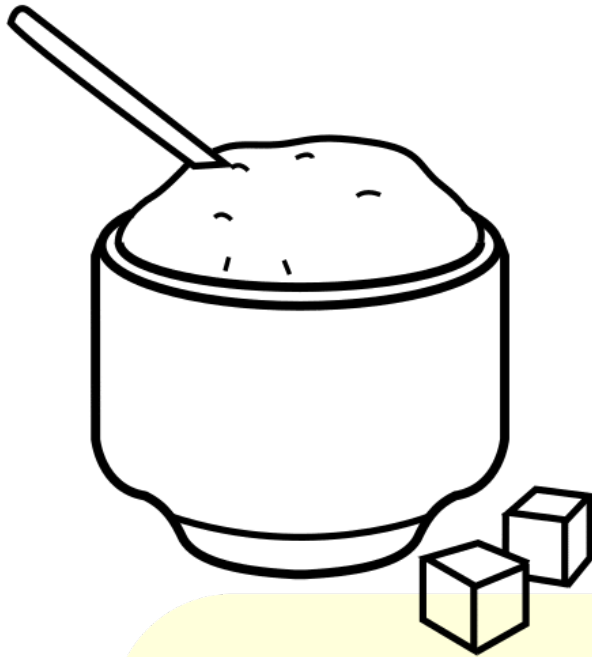
	<p>participants to invite one of their housemates or friends to ring the bell and act as if he/she is a neighbour. The conversation should be in the local language and be recorded.</p> <ul style="list-style-type: none">• One could add an extra aspect to the activity, by taking time before you start the activity to talk about, for instance, what it means to be a good neighbour; if it is common to know your neighbours; if you just say hello when you meet each other in the building or street or if you can actually knock on your neighbour's door if you need to borrow something and whether that is a common thing to do. You could then ask the learners to talk about the differences in how one relates to one's neighbours in the culture in their new country compared to their original culture.
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Alternative
Ways





Alternative
Ways

