

## Case study 17

- **Description:** Sophie is 9 years old from a mixed marriage of a Bulgarian woman and an American citizen with Japanese roots. Born and lived in China, she came without any idea about Bulgarian culture and traditions, which were totally new to her. She has difficulties expressing herself in Bulgarian and has limited vocabulary which reduces her ability to communicate with peers and teachers.
- **Key words:** born, live, traditions, culture

### Needs-solutions action plan

Mr. Georgi, her teacher, noticed she is not playing with other children in the classroom. Keeps herself distanced, does not take initiative in conversations and avoids participation in any class activities. For this reason, he chooses the “Looking for talent” tool. He creates a small stage where children learn and perform a song in the language they feel comfortable with. The aim is for each kid to share their understanding of the song in the local language.

The participation in the show enables her to feel included in a group activity, receives the approval of peers and teachers and creates excitement for further similar activities. In addition, the talent show helps her learn new words in local language and develops a sense of belonging to the group.

To carry out this initial integration in the class unit, the teacher chooses another tool “Monthly newsletter”. Sofia is paired with a local child and they both carry the task of writing a short story about their favourite holiday. The newsletter is presented in front of the class. Peers have the chance to ask questions initiate discussion about the holidays and find differences and similarities in the way traditions are carried out. Project then is placed at the school’s message board, to be viewed from all students. As a result of working as a team with a classmate, there is an initial possibility for a friendship to start and Sofia demonstrates more outgoing behaviour.

Further, seeing the results of her work displayed for the whole school to read, brings a sense of pride and accomplishment. This provides her with a higher sense of self-esteem and makes her feel further accepted in the school community.

In addition, the tutor uses the vocabulary game tool “More words, more words on the topic... on daily bases in class to evoke desire and curiosity towards learning new words from the local language in a fun environment.

Observing her behaviour further, leads us to believe the child shows signs of initial integration into the classroom environment and processes can be sustainably carried out with positive results.