

# RE-STARTER



## Digital Integration – Workshop series

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# Workshop 1: Every Conversation Counts

## Basic language skills (1)

### *Preparations*

#### **Learning goals:**

- Introducing yourself
- Asking about others
- Talking about yourself
- Casual conversation

#### **Activities:**

- Icebreaker
- Talking about today
- Guess who game

#### **Practicalities**

- Location:
  - Re-Starter's own meeting room.
- Facilitators:
  - 1 language facilitator (trained Re-Starter volunteer or ESL tutor).
  - 1 support volunteer to assist with reading/writing difficulties, provide translations, or help with materials.
- Children's Side Project:
  - In a nearby room or designated corner, supervised by a volunteer.

#### **Preperations**

- Activity 2
  - Make five different prompts for talking about your day and print (3x). E.g.:
    - At what time did you get up?;
    - What did you eat this morning?;
    - How did you get here? (Walking, bus, bike, car, etc.).
- Activity 3
  - Make cards with the following prompts (3x):
    - "A cook";
    - "A police woman";
    - "A teacher";
    - "A doctor"

# Workshop 1: Every Conversation Counts

## Basic language skills (1)

### Activities

#### Learning goals:

- Introducing yourself
- Asking about others
- Talking about yourself
- Casual conversation

#### Activities:

- Icebreaker
- Talking about today
- Guess who game

### Activity 1 – Icebreaker

- Sit in a circle with everyone.
- Each participant introduces themselves by:
  - Stating their name and where they are from.
  - Teaches everyone one word in their language.
- After the participant has introduced themselves, the group greets them.

### Activity 2 – Talking About Today

- Create groups of 2-3 participants (depending on total group-size).
  - In groups, everyone takes turn talking about their day, using the prompts made for this assignment.
- Once the speaker answered all questions on the prompts, other people in the group are encouraged to ask questions about the speaker's day.

*Note: If there are people who have difficulties with **reading** English specifically, make sure someone from Re-Starter sits with this group.*

### Activity 3 – Guess Who Game

- Keep the same groups as in Activity 2.
  - Give each group cards with the prompts made for this assignment.
  - Each participant grabs a card without looking at it and puts it in front of them.
  - The participants are allowed to know what the prompts are in the game.
  - The participants take turn asking a question about their prompt (e.g.: "Do I work with children").
  - The other participants answer with "yes" or "no".
  - Move on to the next participants. Keep this going until everyone has guessed their prompt.
- Together with everyone, discuss what was easy or difficult.

# Workshop 2: Small Words, Big Steps

## Basic language skills (2)

### *Preparations*

#### **Learning goals:**

- Learning dates and month abbreviations
- Filling in forms
- Asking for things

#### **Activities:**

- Month abbreviations
- Writing dates as numbers
- Filling in forms
- Role-play stations

#### **Practicalities**

- Location:
  - Re-Starter's own meeting room.
- Materials:
  - Enough pens for all participants
- Facilitators:
  - 1 language facilitator (trained Re-Starter volunteer or ESL tutor).
  - 1 support volunteer to assist with reading/writing difficulties, provide translations, or help with materials.
- Children's Side Project:
  - In a nearby room or designated corner, supervised by a volunteer.

#### **Preperations**

- Activity 1 + 2 + 3 [*Note: all prints can be found in additional document*]
  - Write on whiteboard or big paper:
    - All months (in order), with their corresponding month-number (e.g.: October - 10) underneath.
  - Print (enough for all participants):
    - 'Month abbreviations' worksheet.
    - 'Dates as numbers' worksheet
    - 'Form filling' worksheet.
- Activity 4
  - Have five common words ready for each of the following 'Situations' (e.g.: 'Sick', 'Pain', 'Dizzy', 'Stomach', 'Headache' under *Calling a Doctor*):
    - Calling a doctor
    - Visiting the supermarket
    - Calling boss
    - Greeting a neighbor
    - Going to the market

# Workshop 2: Small Words, Big Steps

## Basic language skills (2)

### *Activities*

#### **Learning goals:**

- Learning dates and month abbreviations
- Filling in forms
- Asking for things

#### **Activities:**

- Month abbreviations
- Writing dates as numbers
- Filling in forms
- Role-play stations

#### **Activity 1 – Month Abbreviations**

- Classically, briefly pronounce each month and let everyone repeat.
- Give every participant a 'Month abbreviations' worksheet.
  - Every participant individually fills in the worksheet (keep the months on the whiteboard).
- Discuss any questions together with everyone.

#### **Activity 2 – Writing Dates as Numbers**

- Give every participant a 'Dates as numbers' worksheet.
  - Every participant individually fills in the worksheet (keep the months on the whiteboard).
- Discuss any questions together with everyone.

#### **Activity 3 – Filling in Forms**

- Give every participant a 'Form filling' worksheet.
  - Every participant individually fills in the worksheet.
- Walk around and check if people need help with the activity.

#### **Activity 4 – Role-Play Stations**

- Create a vocabulary wall: list five common words under each 'Situation'.
- Create groups of two, give each group a situation.
  - Each group takes turns: one participant asks question and uses words from the vocabulary wall, the other participant (tries to) answer the questions.
  - Switch roles after 10 minutes.
- Walk around and help where needed.
- Discuss the activity together with everyone. What went well? What didn't?

# Workshop 3: Hello, Digital World!

## Basic digital skills (1)

### *Preparations*

#### **Learning goals:**

- Using a mouse and keyboard
- Connecting to internet
- Using Google
- Basics of online safety

#### **Activities:**

- The Keyboard Story + Wifi
- Safety sorting game
- Writing a digital letter + decorate
- Letters of connection

#### **Practicalities**

- Location:
  - Re-Starter's own meeting room or local library computer room with a projector and stable Wi-Fi.
- Facilitators:
  - 1 digital literacy instructor (Re-Starter staff or volunteer).
  - 1 digital assistant to help troubleshoot, guide slower learners, and manage devices.
- Children's Side Project:
  - In a nearby room or designated corner, supervised by a volunteer.

#### **Preperations**

- Activity 2:
  - Create six cards (x4) with examples of safe and unsafe online websites/situations, e.g.:
    - 'Government website with .nl domain' (safe)
    - 'Email with strange link' (not safe)
  - Don't write on the cards themselves whether they belong to 'safe' or 'unsafe'.

# Workshop 3: Hello, Digital World!

## Basic digital skills (1)

### Activities

#### Learning goals:

- Using a mouse and keyboard
- Connecting to internet
- Using Google
- Basics of online safety

#### Activities:

- The Keyboard Story + Wifi
- Safety sorting game
- Writing a digital letter + decorate
- Letters of connection

#### Activity 1 – The Keyboard Story + Wifi

- Put a picture of a keyboard on a digital board or print out.
- Together with all participants, explain the basics of the keyboard, e.g.:
  - QWERTY instead of alphabetic.
  - Special keys like the spacebar, shift, capslock, enter, etc.
- Connect computer to digital board, show where to find the Wi-Fi icon and connect to a network (e.g.: Re-Starter Guest).

#### Activity 2 – Safety Sorting Game

- Make groups of 2–4 participants.
  - Give every group a set of six cards with online websites/situations.
  - Together with their group, participants sort cards into 'Safe' and 'Not Safe' piles on a table.
- Classically, discuss the answers and how to recognize trustworthy websites.

#### Activity 3 – Writing a Digital Letter + Decorate

- Each participants opens a blank Word document (depending on number of participants and laptops, take turns)
- Every participant writes a short letter to someone they miss. Prompt:
  - Start with Dear [Name]; write 2–3 short sentences (introduce yourself, what you are doing, what you learned); add a number ("I live in Amsterdam in 2026") to practice numeric typing; finish with best wishes, and their name.
  - Encourage them to use punctuation.
- Classically, show how to change font size, color, and bold.
  - Participants 'decorate' their letter using different formatting.

#### Activity 4 – Letters of Connection

- Create groups of two.
- Everyone reads out their letter to a partner, taking turns.
- Partners respond with one kind sentence (e.g.: 'I like your story').
- Classically, show how to *Safe As*

# Workshop 4: Dutch System Survival kit

## Tackling Dutch Bureaucracy

### *Preparations*

#### **Learning goals:**

- Getting familiar with Dutch (digital) bureaucratic processes

#### **Activities:**

- Decode the letter
- Digital walkthrough
- Role-play: help desk

#### **Practicalities**

- Location:
  - Re-Starter's classroom or local library computer room with a projector and stable Wi-Fi.
- Materials:
  - Sticky notes and pens
- Facilitators:
  - 1 instructor familiar with Dutch municipal systems.
  - 1 assistant for translation support and digital guidance.
- Children's Side Project:
  - In a nearby room or designated corner, supervised by a volunteer.

#### **Preperations**

- Activity 1:
  - Create and print out Dutch mock letters (from e.g. Belastingdienst or Gemeente). Print enough for each participant.
- Activity 3:
  - Create sample scripts (3x per script) with key English phrases for several scenarios:
    - Calling about a housing document.
    - Asking about benefits.
    - Reporting a change of address.



# Workshop 4: Dutch System Survival kit

## Tackling Dutch Bureaucracy

### *Activities*

#### **Learning goals:**

- Getting familiar with Dutch (digital) bureaucratic processes

#### **Activities:**

- Decode the letter
- Digital walkthrough
- Role-play: help desk

### **Activity 1 – Decode the Letter**

- Create groups of 2-3 participants.
  - Give each group a Dutch mock letter.
  - In groups, participants underline what they understand, guess meanings of key Dutch words and match them to English words.
  - Walk around and answer questions per group.
- Together with everyone, go through each letter and explain key Dutch words.

### **Activity 2 – Digital Walkthrough**

- On a shared screen, the facilitator opens a real municipal website.
  - Show how to move through the website, where the important buttons are, etc.
  - The group practices finding where to make an appointment, what buttons mean.
- Discuss any questions together with everyone.

### **Activity 3 – Role-Play: Help Desk**

- Create groups of 2-4 participants.
  - Per group, a volunteer joins to act as 'municipal worker'.
  - Give each group a scenario with their corresponding sample script.
  - Every group practices the scenarios and help each other.
- End the activity by asking: 'Which task felt/looked easiest online and offline?'; 'Which still feels confusing?'
  - Participants write their answers on sticky notes and post them under headings titled: *Easy, Need help, Still scary*
  - Facilitators can photograph the sticky notes for Re-Starter's internal use; a visual tool to understand ongoing challenges

# Workshop 5: From Talents to Opportunities

## Mapping skills and interests

### *Preparations*

#### **Learning goals:**

- Mapping out skills and interests
- Learning how to use these skills and interests

#### **Activities:**

- Skills treasure hunt
- Life story map exercise

#### **Practicalities**

- Location:
  - Re-Starter's own meeting room.
- Materials:
  - Pens
- Facilitators:
  - 1 career counselor or mentor familiar with integration/employment programs.
  - 1 Re-Starter facilitator for translation and group dynamics.
- Children's Side Project:
  - In a nearby room or designated corner, supervised by a volunteer.

#### **Preperations**

- Activity 1:
  - Create cards (x15) with different types of skills on them:
    - Communication
    - Organization
    - Cooking
    - Social Media
    - Teaching
    - Childcare
    - Digital literacy
    - Teamwork, etc.
- Activity 2:
  - Print out blank timelines for each participant:
    - Structure it like: *Childhood, Teenager*, etc.

# Workshop 5: From Talents to Opportunities

## Mapping skills and interests

### *Activities*

#### **Learning goals:**

- Mapping out skills and interests
- Learning how to use these skills and interests

#### **Activities:**

- Skills treasure hunt
- Life story map exercise

### **Activity 1 – Skills Treasure Hunt**

- Give each participant a set of cards with the different types of skills on them.
  - Participants sort these cards into: *I can do this*, *I'm learning*, and *I want to try/learn*.
- After everyone has sorted their cards in these categories, create groups of 3-4 participants.
  - Each participant presents their 'treasure chest' to the group.
  - They explain their answers with examples from their life.
- Walk around and see if groups/participants need help.

### **Activity 2 – Life Story Map Exercise**

- Give each participant a blank timeline sheet and a pen.
  - Every participant individually marks experiences, hobbies, volunteering, jobs, or even daily tasks that developed skills (they can use the cards from the previous activity for this) on the timeline, e.g.:
    - Caring for siblings → Teamwork
    - Cooking → Organization
    - Helping neighbors → Communication
- Together with the group go through everyone's timelines.
  - If you see experiences etc. that can be linked to more/other skills, first ask the group if they can find a link, afterwards explain the possible extra skills yourself.

# Workshop 6: Finding My Work Voice

## Professional environment language skills

### (1)

## *Preparations*

### **Learning goals:**

- Getting familiar with job names
- Getting comfortable talking about employment/jobs

### **Activities:**

- 'My work story' timeline
- Workplace role-play corner
- Find the right match

### **Practicalities**

- Location:
  - Re-Starter's own meeting room or a partner organization space equipped with a projector and whiteboard.
- Materials:
  - Pens
- Facilitators:
  - 1 language teacher or volunteer familiar with English/Dutch workplace terms.
  - 1 assistant to support pronunciation and translation.
- Children's Side Project:
  - In a nearby room or designated corner, supervised by a volunteer.

### **Preparations**

- Activity 1:
  - Create and print out 'work story' timelines with icons for different life stages.
- Activity 2:
  - Prepare props for three mini stations:
    - Café (menu, cups, notepads)
    - Office (computer, papers, phone)
    - Shop (price tags, items, fake money)
- Activity 3:
  - Create and print skill cards (x15) (e.g.: *I like helping people; I'm patient; I can cook; I like cleaning, etc.*

# Workshop 6: Finding My Work Voice

## Professional environment language skills

### (1)

## Activities

#### Learning goals:

- Getting familiar with job names
- Getting comfortable talking about employment/jobs

#### Activities:

- 'My work story' timeline
- Workplace role-play corner
- Find the right match

### Activity 1 – 'My Work Story' Timeline

- Give each participant a printed 'Work story' timeline.
- Write the following prompts on a whiteboard/big paper:
  - *What jobs or roles have you had before (even unpaid)?*
  - *What did you like about them?*
  - *What skills did you use?*
- Participants answer the questions in sentences on the right place on their timeline (e.g.: 'I worked as a teacher in Syria').
- Walk around and help participants write their short phrases.

### Activity 2 – Workplace role-play corner

- Set up the three mini stations with their prompts.
- Create groups of 3-4 participants. Each groups rotates through all stations.
  - Practice short dialogues, e.g.:
    - *Hello, how can I help you?*
    - *I'm looking for work.*
    - *I worked as a...*
    - *I like this job because..., etc.*

### Activity 3 – Find the Right Match

- Give each participant a set of skill cards.
- Put up large posters of different jobs around the room.
  - Participants walk around and stick their skills under the jobs that match.
- Discuss as a group; What skills are needed for each job?

# Workshop 7: My Future Starts Here

## Professional environment language skills

### (2)

## *Preparations*

### **Learning goals:**

- Envision job aspirations
- Talking about job aspirations
- Getting comfortable with job vocabulary

### **Activities:**

- Future talk circle
- Future me vision board
- Find the job ad
- My dream sentence

### **Practicalities**

- Location:
  - Re-Starter's own meeting room or a creative space.
- Materials:
  - Cardboard or large sheets of paper (for each participant).
  - Glue
  - Markers
  - Scissors
- Facilitators:
  - 1 language teacher or Re-Starter mentor familiar with professional vocabulary.
  - 1 assistant to help with translation and individual support.
- Children's Side Project:
  - In a nearby room or designated corner, supervised by a volunteer.

### **Preperations**

- Activity 2:
  - Gather magazines and print out job images.
  - Create cards with prompts (for every participant):
    - 'I want to work as...'
    - 'I like...'
    - 'I can...'
    - 'In the future, I will...'
- Activity 3:
  - Create simplified job ad cards with real-life examples, e.g.:
    - *Cook wanted - Restaurant - Part-time*
    - *Cleaner wanted - Hospital - Morning shifts*

# Workshop 7: My Future Starts Here

## Professional environment language skills

### (2)

### Activities

#### Learning goals:

- Envision job aspirations
- Talking about job aspirations
- Getting comfortable with job vocabulary

#### Activities:

- Future talk circle
- Future me vision board
- Find the job ad
- My dream sentence

#### Activity 1 – Future Talk Circle

- Sit in a group with all participants.
- Going around the circle, every participants answers the following questions:
  - When you were a child, what did you want to be?
  - What do you want to do now?

#### Activity 2 – Future Me Vision Board

- Give every participant a piece of cardboard or large paper.
- Put all magazines, printed job images, glue, and markers on a table.
- Every participant individually creates a vision board that answers:
  - 'My dream job': Images/words showing what they want to do.
  - 'My future workplace': Where they imagine themselves working.
  - 'Skills I want to learn': What they need to get there.
- Participants cut, paste, draw and label images using the language cards.
- Help with translation and/or spelling where needed.

#### Activity 3 – Find the Job ad

- Make groups of two and give every group a few job ad cards.
- Together, participants find keywords and match which of their vision boards might fit which job.
- Afterwards, classically discuss if there were jobs they missed on the cards.

#### Activity 4 – My Dream Sentence

- Sit in a group with all participants.
- Going around the circle, each participant say one sentence aloud while showing their vision board:
  - 'In the future, I want to be a ..... because I like .....
- When done, display all the boards on a wall titled 'Our Future Together'

# Workshop 8: First Clicks to Employment Professional Environment Digital Skills (1)

## *Preparations*

### **Learning goals:**

- Getting familiar with online behaviors
- Getting familiar with emails
- Making a password
- Moving around websites

### **Activities:**

- Spot the difference: Online behaviors
- Inbox etiquette
- Password detective
- My first professional email
- My first online job search

### **Practicalities**

- Location:
  - Re-Starter's own meeting room or local library computer room with a projector and stable Wi-Fi.
- Materials:
  - Computers/laptops.
- Facilitators:
  - 1 digital literacy instructor (Re-Starter staff or volunteer).
  - 1 digital assistant to help troubleshoot, guide slower learners, and manage devices.
- Children's Side Project:
  - In a nearby room or designated corner, supervised by a volunteer.

### **Preperations**

- Activity 2:
  - Create cards (x5) with examples of good email etiquettes and bad email etiquettes, e.g.:
    - *All caps message*
    - *No greeting*
    - *Nice closing sentence*
- Activity 3:
  - Create cards with examples of weak and strong passwords, e.g.:
    - "Maria123," "password," "12345" (weak).
    - "BlueSky2026!," "Coffee@Morning8," "Travel&Learn!" (strong).
- Activity 5:
  - Create a "Job Journey Map" worksheet for each participant. With:
    - 'My name'
    - 'My interests'
    - 'My dream job'
    - 'What I searched online'
    - 'What I found'



# Workshop 8: First Clicks to Employment Professional Environment Digital Skills (1)

## *Activities (part 1)*

### **Learning goals:**

- Getting familiar with online behaviors
- Getting familiar with emails
- Making a password
- Moving around websites

### **Activities:**

- Spot the difference: Online behaviors
- Inbox etiquette
- Password detective
- My first professional email
- My first online job search

### **Activity 1 – Spot the Difference: Online Behaviors**

- Sit in a group with all participants.
- Show two examples of an email on screen:
  - 'Hi! I want a job. Please send info.'
  - 'Dear [Name], I'm interested in the cleaner position. I have experience. Thank you!'
- In pairs with the person next to them, participants discuss which one looks more professional.
- Write key takeaways of what a good email entails on board (e.g.: greeting, clear tone, polite ending, etc.).

### **Activity 2 – Inbox Etiquette**

- Give every participant a few cards with the short examples.
  - Individually, participants place each card under 'Good Email' or 'Not a good Email'
- Discuss the answers clasically.

### **Activity 3 – Password Detective**

- Create groups of 2-3 participants.
- Give every group a set of cards with the examples of weak and strong passwords.
  - In groups, participants discuss which passwords are safe, which not, and why.
- Together with everyone, go over the answers and explain what a good password entails.
- Individually, participants create a strong password for themselves on paper which they can later use.

# Workshop 8: First Clicks to Employment Professional Environment Digital Skills (1)

## *Activities (part 2)*

### **Learning goals:**

- Getting familiar with online behaviors
- Getting familiar with emails
- Making a password
- Moving around websites

### **Activities:**

- Spot the difference: Online behaviors
- Inbox etiquette
- Password detective
- My first professional email
- My first online job search

### **Activity 4 – My First Professional Email**

- Sit together with everyone in a group
  - On a projector, show how to create an email account and sign in.
- Individually but with help (taking turns if needed), participants create their own email account, using the password they just created.
  - Every participant writes a short email for a fictional job ad.
  - Participants send the email to Re-Starter's inbox.
- Together with everyone, discuss what was easy or hard.

### **Activity 5 – My First Online Job Search**

- Give each participant a 'Job Journey Map' worksheet.
- On a projector, show how to open Indeed.nl (or another job-related website) and slowly show how to:
  - Type 'job' and a keyword (e.g.: *cleaner, cook, teacher assistant*).
  - Filter by location (e.g.: *Amsterdam, Utrecht, Rotterdam*).
  - What common words mean (e.g.: *part-time, full-time, apply*).
- Participants follow along on phones or laptops.
  - Walk around to help where needed.
- Each participant looks for a real job that matches their interest and add it to their worksheet with:
  - The job title.
  - The city.
  - One thing they like about it.
  - One thing they don't understand (language, requirement, etc.).
- Afterwards everyone shares their findings with the group.
- Together, discuss possible difficulties participants encountered.

# Workshop 9: Meeting Office Professional Environment Digital Skills (2)

## *Preparations*

### **Learning goals:**

- Getting familiar with Microsoft Office programs

### **Activities:**

- Introducing Office
- My first job file
- Meet Excel

### **Practicalities**

- Location:
  - Re-Starter's own meeting room or local library computer room with a projector and stable Wi-Fi.
- Materials:
  - Computers/laptops.
- Facilitators:
  - 1 digital literacy instructor (Re-Starter staff or volunteer).
  - 1 digital assistant to help troubleshoot, guide slower learners, and manage devices.
- Children's Side Project:
  - In a nearby room or designated corner, supervised by a volunteer.

### **Preparations**

- None

# Workshop 9: Meeting Office Professional Environment Digital Skills (2)

## Activities

### Learning goals:

- Getting familiar with Microsoft Office programs

### Activities:

- Introducing Office
- My first job file
- Meet Excel

### Activity 1 – Introducing Office

- Sit together with everyone in a group.
- On a screen/monitor, show the 'Word' and 'Excel' icons.
- Explain in simple words what each program is used for, e.g.:
  - *Word is for writing.*
  - *Excel is for numbers and lists.*
- Participants each sit in front of a computer/laptop.
  - Call out one program name at a time.
  - Participants search their desktop to find and open each program.

### Activity 2 – My First Job File

- Individually (or in turns if not enough laptops/computers), participants open Microsoft Word again.
  - Everyone creates a document with the following things:
    - Their name and contact info.
    - A sentence about what kind of job they're looking for.
    - Two skills or experiences they are proud of.
    - A short closing line.
  - Save the document ("My Job File.docx")
- Participants can later use this for job applications.

### Activity 3 – Meet Excel

- Sit together with everyone in front of a screen/monitor.
- On the screen, open Excel.
  - Slowly, show how to create a simple one-line table (e.g.: 'My weekly schedule')
- Ask around if anyone has any questions so far.
- Create groups of 2-3 participants.
  - Together with their group, participants try to re-create what was just done on the big screen.
- Together with everyone, reflect on what was difficult or easy.

# Workshop 10: Ready to Shine!

## Professional Environment Confidence Skills

### *Preparations*

#### **Learning goals:**

- Knowing how to prepare for job interviews
- Feeling comfortable doing job interviews

#### **Activities:**

- Confidence circle
- The friendly interview
- My next step
- Certificate celebration

#### **Practicalities**

- Location:
  - Re-Starter's own meeting room.
- Materials:
  - Pens
- Facilitators:
  - 2 Re-Starter mentors (one leading, one supporting with role-play feedback)
- Children's Side Project:
  - In a nearby room or designated corner, supervised by a volunteer.

#### **Preperations**

- Activity 2:
  - Create/print questions cards for practicing job interviews, e.g.:
    - *Can you tell me about yourself?*
    - *Why do you want this job?*
    - *What are your strengths?*
    - *What do you like to do?*
- Activity 3:
  - Create/print 'My next step' cards for each participant.
- Activity 4:
  - Create a 'Re-Starter Workshop Series Certificate of Completion' for each participant.

# Workshop 10: Ready to Shine!

## Professional Environment Confidence Skills

### *Activities*

#### **Learning goals:**

- Knowing how to prepare for job interviews
- Feeling comfortable doing job interviews

#### **Activities:**

- Confidence circle
- The friendly interview
- My next step
- Certificate celebration

#### **Activity 1 – Confidence Circle**

- Sit in a group with all participants.
  - Every participant shares one thing they're proud of learning during the workshop series.
- Afterwards, ask if there are things they would like to continue learning.

#### **Activity 2 – The Friendly Interview**

- Make groups of two.
  - There are two rounds, participants switch roles of interviewer and applicant to practice job interviews.
  - Give every group the question cards.
  - Participants ask and answer the questions.
- Walk around and give gentle feedback (e.g., on posture, tone, eye contact, etc.)

#### **Activity 3 – My Next Step**

- Give every participant a 'My next step' card.
  - Everyone writes one personal goal on the card, e.g.:
    - 'I will apply for one job next month.'
    - 'I will practice Dutch every day.'
    - 'I will help my friend with her resume'
- Once done, cards are collected on a shared wall titled 'We're Ready For The Future'

#### **Activity 4 – My Next Step**

- Together with everyone, hold a short closing ceremony with certificates, photos, and applause.
- Each participant receives a "Re-Starter Workshop Series Certificate of Completion" and a printed group photo.

# Children's Side-Project Series

Re-Starters Digital Integration Workshop Series

## Structure

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## Children's Side-Project 1 – “All About Me and My Family”

**Duration:** 1 hour

**Theme connection:** While mothers learn to greet, introduce themselves, and engage in casual conversation, children do the same through stories, games, art, and songs.

**Goal:** Introduce self and family members in English through interactive creative play.

### Part 1: Warm-up Game – “Hello Around the World” (10 min)

The facilitator shows a world map and says “hello” in different languages such as Dutch, English, Arabic, Spanish, etc.

Children repeat, wave, and guess which countries the greetings come from.

→ Builds a sense of inclusion and introduces “hello” as a universal bridge between cultures.

### Part 2: Main Creative Activity – “My Family Story Poster” (30 min)

Each child gets a big sheet of paper or cardboard and decorates their own “All About Me” poster.

Sections include:

- **My Name Is...** (they write or trace their name)
- **My Family** (make drawings of family members)
- **I Like...** (draw favorite food, toy, or color)
- **My Home** (draw their house, flag, or neighborhood)

Facilitators or volunteers circulate and help with language, encouraging them to say words aloud (“This is my mother”, “I like apples”).

Add simple word labels (Mum Dad, Me, Sister) with stickers or cards for kids who can’t write yet.

### Part 3: Music & Movement – “Hello Song” (10 min)

Children learn and perform a simple *Hello Song* for example, the Super Simple Songs version:

“Hello, hello! How are you?  
“I’m good, I’m great” etc.

Link to the song: <https://www.youtube.com/watch?v=tVlCkp3bWH8>

They can act it out with dancing to it or following the moves of the animations.

→ Reinforces pronunciation, rhythm, and confidence in speaking out loud.

### Part 4: Story Time & Sharing Circle (10 min)

Each child gets to share their “All About Me” poster with the group, saying one or two short phrases (“My name is Sara”, “This is my mama”).

Facilitators cheer and give each child a sticker or small token.

→ Builds confidence, language use, and a sense of pride and belonging, mirroring what their mothers are doing in their own workshop.



## Children's Side Project – Workshop 2: “My Week, My World!”

**Duration:** 1 hour

**Theme:** Learning about days, months, routines, and simple forms through creative play

**Goal:** Help children practice everyday English words (days, months, basic questions, and self-introduction) through interactive art and movement.

### 10 min – Warm-Up: “The Calendar Song”

- Children sing a fun, rhythmic song about the days of the week and months of the year (can use a simple YouTube video or facilitator-led chant).
- Add movement: clap for weekdays, jump for weekends, spin for your birthday month!  
Purpose: Builds vocabulary through music and repetition.
- Links for songs: <https://www.youtube.com/watch?v=mXMofxtDPUQ> , <https://www.youtube.com/watch?v=-d3jkbP1xc8>

### 15 min – “My Daily Life Wheel”

- Give each child a paper circle divided into 6–8 segments (like a pie chart).
- In each segment, they draw something they do during a normal day: waking up, going to school, eating, playing, sleeping.
- Facilitator helps label the drawings with short words or phrases (“wake up,” “school,” “play,” etc.).

Purpose: Connects language learning to daily routines, encourages storytelling.

### 15 min – “Date Detective”

Set up a small “*calendar corner*” on the wall (with magnetic or paper months, numbers, days).

Children “solve” small challenges like:

- “Find your birthday month!”
- “What day is today?”
- “When do we go to school?”

Purpose: Introduces structure and vocabulary related to time and routine in a playful, tangible way.

### 15 min – “My Form, My Story”

Simplified, child-friendly “form” worksheet: name, age, favorite color, favorite food, favorite game.

Each child fills it in with help, then swaps with a friend to learn about them (“Oh! You like pizza!”). If they don’t feel like writing, they can always sketch.

Purpose: Mirrors the mothers’ form-filling activity but in a fun, expressive way; practices writing and social communication.

### 5 min – “Show and Share” Circle

Quick closing circle where each child shares one thing they drew, learned, or loved about their day.

Purpose: Builds confidence in speaking and reinforces the community aspect.

## Children's Side Project – Workshop 3: "Little Digital Explorers"

**Duration:** 1.5 hours

**Goal:** Build early digital confidence through hands-on exploration, creativity, and safety awareness.

**Theme:** "Discover, play, and stay safe online."

### 15 min – Welcome & Icebreaker: "What's Inside a Computer?"

- Start with a simple show-and-tell: show photos (or printed images) of computers, tablets, phones, a mouse, and a keyboard.
- Ask: "What do you think this does?" "Who uses one at home?" "What can we do with it?"
- Children walk to a picture when the facilitator calls out a digital action (e.g., "Send a message!" → run to the phone; "Write a story!" → run to the computer).

Purpose: Builds excitement, introduces digital vocabulary, and gets them moving and engaged right away.

### 20 min – "Keyboard Treasure Hunt"

Give each child a large keyboard printout or use unplugged keyboards.

- Turn typing practice into a fun *"find and press"* game:
  - "Find the first letter of your name!"
  - "Find a number!"
  - "Find where the space bar lives!"
  - "Type your favorite food!" (they spell it slowly by touching the keys)
- For older kids: a short typing race on paper ("type" a short sentence by touching the letters).

Purpose: Develops familiarity with keyboard layout, spelling, and letters while staying playful.

### 20 Minutes "Build Your Own Computer" Craft

Provide paper cutouts of a computer screen, mouse, keyboard, and icons.

- Kids assemble their own "computer" on a sheet of colored paper, gluing on the pieces.
- They draw what they'd like to see on their screen e.g. a message, a video, or their favorite game.
- Facilitator helps label each part (mouse, screen, spacebar, etc.) and discuss what it does.

Purpose: Strengthens conceptual understanding of digital tools, improves fine motor skills, and gives a tangible takeaway to show their mothers later.

### 25 min – "My Safe Internet Map"

- On a large sheet, children create their own "digital world map."
- Divide the page into two colors:
  - **Green zone:** safe places (video calls with family, learning games, messages with friends).
  - **Red zone:** unsafe spaces (talking to strangers, clicking unknown links, sharing personal info).
- Use drawings, stickers, and short words.
- End with the safety chant:  
"If you don't know, don't go! Ask an adult before you click!"  
Purpose: Teaches digital literacy and safety visually and memorably.

### 10 min – Creative Closing: “My Digital Explorer Badge”

- Each child receives a blank “Digital Explorer Badge” card with icon spaces.
- As they complete each activity (keyboard, mouse, safety, typing), they earn sticker icons to fill their badge.

Purpose: Creates a sense of achievement and visualizes progress - paralleling the “confidence through small wins” concept from the main workshops.

## **Children’s Side Project – Workshop 4: “Mini City Helpers”**

**Duration:** 1 hour

### **Objective:**

- Introduce children to basic concepts of organization, forms, and following steps in a playful way.
- Encourage teamwork, problem-solving, and basic literacy/numeracy skills.
- Give children a sense of accomplishment while their mothers focus on the workshop.

### Introduction – 10 min

- Facilitator explains that the city is full of tasks to do, just like adults do in real life.
- Each child gets a “Helper Pass” (folder or envelope) and a pencil.

### Exploring the Mini City – 20 min

- Children visit each building on the city map. Each station has a small task that mimics bureaucratic steps in a playful way:
  - **Post Office:** Fill in a “letter to a friend” (practices writing and form-filling).
  - **Library:** Match books to subjects (learning organization skills).
  - **Bank:** Count toy coins to “pay a bill” or “save money” (numeracy skills).
  - **Hospital:** Match patients to the right doctor (problem-solving).
- Children can use stamps or stickers to mark their tasks as “completed.”

### Team Challenge – 15 min

- Children are divided into small teams and given a “community mission”:  
Example: “Deliver letters to the post office, check out 2 books from the library, and pay the bank bill.”
- Teams must navigate the city together, learning sequencing, planning, and collaboration.

### Reflection & Story Time – 15 min

- Gather the children and discuss:
  - What tasks were easiest? Hardest?
  - How do you think adults use these buildings in real life?
- Storytime: a short story featuring a child helping their parent navigate a city, connecting their play to real-life bureaucratic experiences.

## Children's Side Project Week 5: "My Super Skills Adventure" – 1 hour

### Concept:

Children explore and celebrate their own skills, interests, and strengths in a fun, hands-on adventure. This mirrors the main workshop, where mothers map their skills and interests, but makes it age-appropriate, playful, and interactive.

### Introduction (5 min):

- Facilitator explains that everyone has **superpowers** (skills and interests).
- Children are going to **discover and share their superpowers** today.

### Main activity - Superpower Skill Quest (45 minutes)

Children embark on a group adventure, where each kid must use their "superpower" (their best skill or talent) to help the team overcome different challenges and complete the quest.

#### Setup:

- Arrange stations or checkpoints around the room or outdoor space. Each station represents a different skill area (creativity, problem-solving, communication, movement).
- Prepare mini-challenges at each station that require children to use their "superpower" to succeed. For example:
  - Creativity station: Build a bridge from blocks or craft a magic item to "save the team."
  - Problem-solving station: Solve a simple puzzle or decode a riddle to unlock the next path.
  - Communication station: Work together to tell a story or give instructions to navigate a mini-maze.
  - Movement station: Hop, balance, or crawl to retrieve a "magic token" needed for the adventure.

#### Instructions:

1. Before starting, each child identifies their superpower (e.g., drawing, quick thinking, being a great communicator, being fast/active).
2. As a team, they move through each station, using their superpowers collaboratively to overcome challenges.

### Show & Celebrate (10 min):

- Children share one or two of their superpowers with the group.
- Facilitator awards stickers, "superpower badges".

## Workshop 6 Children Side Project – "Mini Job Fair" (1.5 hours)

### Objective:

Introduce children to different professions in a playful, hands-on way while practicing basic vocabulary, communication, and teamwork skills.

### Warm-up & Icebreaker (15 minutes)

- **Activity:** "Who Wants to be What?"
  - Children sit in a circle. Facilitator shows pictures or names of jobs.
  - Each child chooses a job they want to try today and says one word about it (e.g., "I want to cook")

- Quick round of “Job Charades”: a volunteer acts out a job, others guess.

#### Job Station Rotations – Part 1 (30 minutes)

- **Set-Up:** 4–5 stations representing different professions.
- **Stations & Activities:**
  1. **Chef/Baker:** Pretend to cook meals with play food. Children describe actions (“I cut the apple,” “I mix the dough”).
  2. **Builder/Engineer:** Build structures with blocks or Lego. Encourage simple sentences (“I build a tall tower”).
  3. **Teacher:** Teach a mini-lesson to a or peer. Practice phrases like “Good morning class” or “Please open your book.”
  4. **Doctor/Nurse:** Use toy medical kits to check “patients” and say phrases like “Are you okay?” / “Take your medicine.”
  5. **Artist/Designer:** Draw or craft, describing creations (“I draw a house,” “I make a red flower”).

#### Job Station Rotations – Part 2 (30 minutes)

- **Rotation Revisited:** Children can revisit 2–3 favorite stations from Part 1, but now add a “challenge”:
  - **Chef/Baker:** Follow a “recipe card” with simple steps (cut, mix, pretend to bake).
  - **Builder/Engineer:** Build a “tower that can hold a toy” or create a mini “bridge.”
  - **Teacher:** Teach a 2-minute mini-lesson to a small group.
  - **Doctor/Nurse:** Solve a “patient puzzle” (e.g., match symptoms to treatments).
  - **Artist/Designer:** Create a “poster for a job” with drawing and labeling skills.

#### Reflection & Sharing (15 minutes)

- Children sit in a circle. Each child shares their favorite job or task.
- Facilitator asks: “What did you learn?” / “What new words did you practice?”
- Highlight teamwork, creativity, and confidence gains.
- Hand out “Job Explorer Certificates”

## **Children’s Side Project – Workshop 7: “Dream Builders” (1 Hour)**

#### Warm-Up (10 min) – “Who Makes a City Work?”

- Facilitator shows pictures of a city and asks: “Who works here?” (pointing to a school, hospital, shop, park).
- Children shout out jobs they recognize (teacher, doctor, gardener).
- Facilitator briefly explains that every person’s work helps make the city better.

#### Main Activity (35 min) – “Building Our Future City”

- Children work together to create a giant “Future City” on the large sheet of paper.
- Each child chooses one or two roles to include — it can be realistic (doctor, artist) or imaginative (robot helper, rainbow builder).
- They draw or cut pictures of buildings, cars, people, and add them to the city.
- Encourage them to think about:
  - Where will people live?
  - Where will they work?
  - How will they help each other?
- Facilitators move around and help label drawings with simple English words (“Hospital,” “School,” “Library,” “Farm,” etc.).

### Storytelling & Reflection (15 min) – “A Day in Our Future City”

- When the city is complete, gather everyone around.
- Facilitator asks:  
“Who lives here?” “What do they do every day?”
- Children take turns telling a short story about their part of the city (“I work at the park and plant flowers,” “My robot helps kids go to school”).
- End with group applause and photo of the “Future City”.

## **Children’s Side Project – Workshop 8: “Digital Detectives: Adventures in the Online World” (1,5 hours)**

### Welcome & Story (15 min) – “The Secret Mission”

- The facilitator begins with a story:  
“The Internet Kingdom has a big problem - some people forget how to be kind or safe online. We need Digital Detectives to help fix it!”
- Each child receives a Digital Detective Passport (paper booklet with their name and 3 missions to complete).
- Facilitator explains that each mission teaches a skill: *Safety, Kindness, and Curiosity*.

### Mission 2: “Kind Clicks & Messages” (30 min)

- Facilitator reads short message examples (e.g., “You’re ugly!” vs. “I like your drawing!”).
- Kids act as “message judges,” holding up colored cards: heart for *kind*, broken heart for *unkind*.
- Then, in pairs, they write or draw their own *kind message* — something they could send to a friend online.
- Add these to the “Wall of Kind Clicks.”

### “Safe or Not?” Game (30 min)

- Clear an open space in the room.
- Tape two large papers or cardboard signs on opposite walls:
  - One says **SAFE** (green color)
  - The other says **NOT SAFE** (red color)
- The facilitator stands in the middle holding “situation cards.”

The facilitator reads or shows one card at a time, for example:

- “Sharing your password with a friend”
- “Watching a video about animals”
- “Talking to someone you don’t know online”
- “Asking your mom or teacher before you post”

Children listen and then run to the side of the room that matches their answer — **SAFE** or **NOT SAFE**.

The facilitator asks one child each time, “Why do you think it’s safe (or not safe)?” and gives simple explanations.

### Final Mission: “The Secret Treasure” (15 min)

- Facilitator hides small envelopes or boxes containing “treasure tokens” (pencils, stickers, certificates).
- Children work together to follow simple clues (“Find the box near the computer!”).

- When found, the treasure box includes Digital Detective Certificates for everyone.

## Children's Side Project – Workshop 9: “Mini Office World”

**Duration:** 1.5 hours

### Warm-up: “Who Works Here?” (15 minutes)

- The facilitator shows images of office-related items (computer, phone, notebook).
- Children guess their use and learn basic English job words (“computer,” “desk,” “office”).

### Creative Activity: “Build Your Mini Office” (30 minutes)

- Using recycled boxes, paper, and markers, each child creates their own “office desk.”
- They draw or make tiny computers, phones, and decorate their space with their name (“My Desk – Maria”).

### Role-Play: “A Day at Work” (30 minutes)

- Children act out being “workers.”
- Facilitators give fun missions like “write an email to a friend,” “help your colleague,” or “answer the office phone.”

### Wrap-up: “Office Parade”

- Each child presents their office and says one sentence: *“In my office, I help people with...”*
- They receive a “Little Helper at Work” badge, and all desks are displayed together as part of a “Mini Office World” corner.

## Children's Side Project – Workshop 10: “Little Stars on Stage”

**Duration:** 1 hour

### Warm-up: “Superpower Stretch” (10 min)

- Children form a circle.
- Each child says their name and acts out a “superpower pose” (e.g., “I’m strong like a superhero!”).

### Creative Activity: “My Dream Costume” (20 min)

- Children create their own “job or dream” costume using paper accessories and craft materials e.g. chef hats, teacher badges, police caps, artist palettes, etc.
- Facilitators help them label their costume with “I am a...” (e.g., “I am a doctor,” “I am a dancer”).

### Role-Play Rehearsal: “Little Stars at Work” (15 min)

- Kids act out short skits showing their “jobs” — cooking, teaching, helping people, creating art, etc.
- Facilitators guide them with playful scripts:
  - “Hello! What’s your job?”
  - “I am a chef. I cook for everyone!”
  - “Wow, that’s great! Can you help me bake bread?”

Final Performance: “Our Big Show!” (15 min)

- Children present their mini performances to the group (and optionally to their mothers at the end of their session).
- After each presentation, everyone claps and says: “You’re a star!”
- They receive “Little Star Performer” badges and take a group photo.