



Strengthening inclusion opportunities  
for women with a migration background  
with digital learning

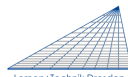
## STRENGTH Training for trainers

### LEARNING AREA 2

# Inclusion in society



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## LEARNING ARRANGEMENT 2.1:

### Language interproduction - Tips for good communication



#### Learning objectives of the learning area

Many factors play a role for a successful inclusion in a society. Everyone involved must strive for this, that is, each and every one of us. People who do not feel very confident in their second language also sometimes find it difficult to assert themselves in public spaces. They may be exposed to discrimination based on their appearance or language. These exercises aim to practice and address communication in public spaces with strangers in the first steps.

Being well informed about our body and our health is a very good step to strengthen our self-esteem. Women like to know about women specific health issues, they like to know the names of the body parts in the language of the country of residence to be able to independently communicate with their doctor and health professionals and being less dependent on translators and family members functioning as such. This knowledge can serve as an enhancement of taking control in family planning and health related decisions.

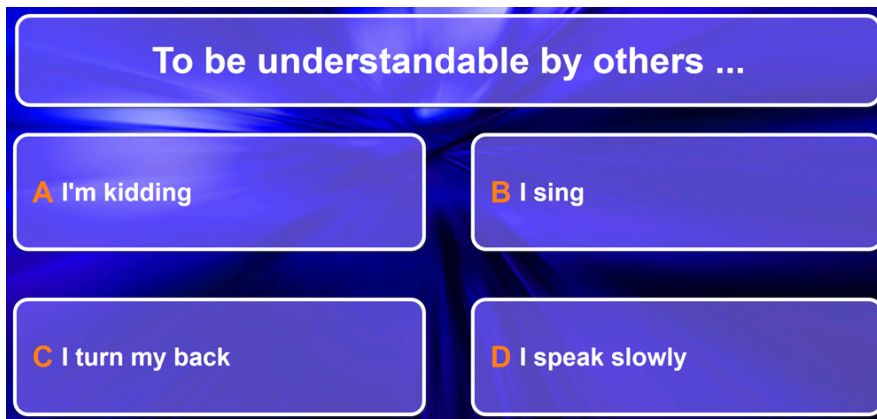
Finding out about waste disposal and recycling is part of arriving in a new residential area. Every city regulates this a little differently. The topic offers the opportunity to learn new vocabulary, get to grips with the local conditions and ideally try them out the next time you take out the garbage. Knowing and understanding how waste separation is managed in the city we live in, can also enhance social participation and self-empowerment, because it provides basic knowledge for making decisions. More self-confidence as well as sufficient reading, language and digital skills can promote participation in public life.

#### Learning objectives of the learning arrangements

In the learning arrangement "Tips for good communication", the women with migration background:

- women learn how to better communicate with another person who is not speaking the same language or coming from the same background

## 2.1 LEARNING UNIT 1 » Interproduction exercise



English Version: <https://learningapps.org/watch?v=pmc2ev20a23>

### Learning objectives of the learning unit

- Women learn how to better communicate with another person who is not speaking the same language or coming from the same background.
- Women can identify what they have to do / say / ask and how during a professional interview despite their level and mistakes in French language.

Duration of learning (recommended): 45 min

Language level for the learning unit: A2

Exercise type: The Millionaire game

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

You can give these instructions to your learners:

- Prepare the participants: select a video on the internet on the topic (professional interview) and prepare questions about it.
- Prepare the participants to speak in public / simulation
- Participants will be asked to choose a role: employer or employee
- Role play with each member of the group: interview simulation / recording and video
- Debriefing and analysis of the role play by the other members of the group
- Replay the interview and new comments

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## LEARNING ARRANGEMENT 2.2:

### Verbal self defense in public space/second language and basic digital skills



### Learning objectives of the learning area

Many factors play a role for a successful inclusion in a society. Everyone involved must strive for this, that is, each and every one of us. People who do not feel very confident in their second language also sometimes find it difficult to assert themselves in public spaces. They may be exposed to discrimination based on their appearance or language. These exercises aim to practice and address communication in public spaces with strangers in the first steps.

Being well informed about our body and our health is a very good step to strengthen our self-esteem. Women like to know about women specific health issues, they like to know the names of the body parts in the language of the country of residence to be able to independently communicate with their doctor and health professionals and being less dependent on translators and family members functioning as such. This knowledge can serve as an enhancement of taking control in family planning and health related decisions.

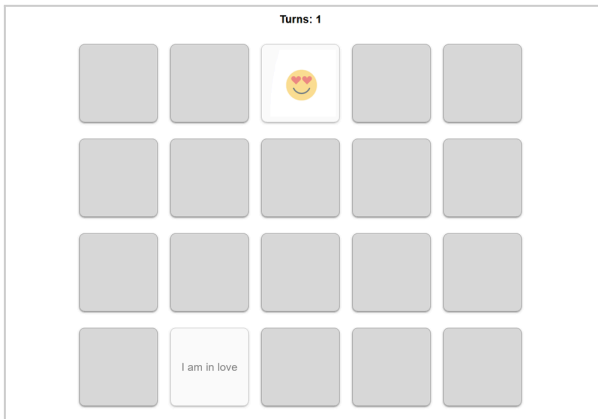
Finding out about waste disposal and recycling is part of arriving in a new residential area. Every city regulates this a little differently. The topic offers the opportunity to learn new vocabulary, get to grips with the local conditions and ideally try them out the next time you take out the garbage. Knowing and understanding how waste separation is managed in the city we live in, can also enhance social participation and self-empowerment, because it provides basic knowledge for making decisions. More self-confidence as well as sufficient reading, language and digital skills can promote participation in public life.

## Learning objectives of the learning arrangements

In the learning arrangement "Verbal self defense in public space/second language and basic digital skills", the women with migration background:

- Practice reading and writing of single words from the given content context (for slow readers) with the included preparatory units
- Practice their knowledge of vocabulary in a special field of the German language
- Practice basic digital competences which are often needed in everyday life (working with touchpad, mouse, or touch screen, using the keyboard, using capital and small letters, using the spacebar between separate words)
- Can improve their ability to communicate and react in the public space
- May enhance their self-esteem and independence

## 2.2 LEARNING UNIT 1 » Emojis and Emotions



English Version: <https://learningapps.org/watch?v=p2y7qp9w323>

### Learning objectives of the learning unit

- Learn vocabulary in line with emotions
- To interpret and name different emotions with emoticons

Duration of learning (recommended): 45min

Language level for the learning unit: A1/A2

Exercise type: matching pairs

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

Do this exercise in the beginning of a course and take the chance to talk about how the learners feel today.

You can give these instructions to your learners:

- Click on the cards. Find the two cards which belong together

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## 2.2 LEARNING UNIT 2 » Find Pairs, Everyday Life



English Version: <https://learningapps.org/watch?v=pya3vkax223>

### Learning objectives of the learning unit

- Practicing the acquired reading skills
- Comparing the spoken word (audio) and the written word
- Selecting and clicking the correct word
- Acquiring the necessary vocabulary
- Operating touchpad, mouse, or screen
- Coordinating observing and operating
- Independently operating the learning app

Duration of learning (recommended): 45 min

Language level for the learning unit: A1/A2

Exercise type: multiple choice

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

You can give these instructions to your learners:

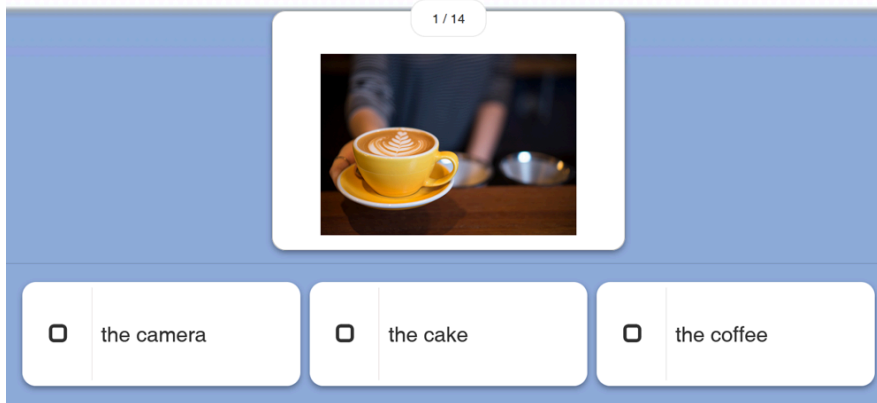
- Listen to the word in the top box.
- Read the words in the three boxes below.
- Click the word that is identical to the word you heard.
- Check with a click on the blue dot in the bottom right corner.
- You can correct a mistake.
- Continue by clicking on the arrow in the bottom right corner.

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*



## 2.2 LEARNING UNIT 3 » Self-confidence: Vocabulary



English Version: <https://learningapps.org/watch?v=ptz1tgfu323>

### Learning objectives of the learning unit

- Practicing the acquired reading skills
- Comparing the spoken word (audio) and the written word
- Selecting and clicking the correct word
- Acquiring the necessary vocabulary
- Operating touchpad, mouse, or screen
- Coordinating observing and operating
- Independently operating the learning app

Duration of learning (recommended): 45 min

Language level for the learning unit: A1/A2

Exercise type: multiple choice

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

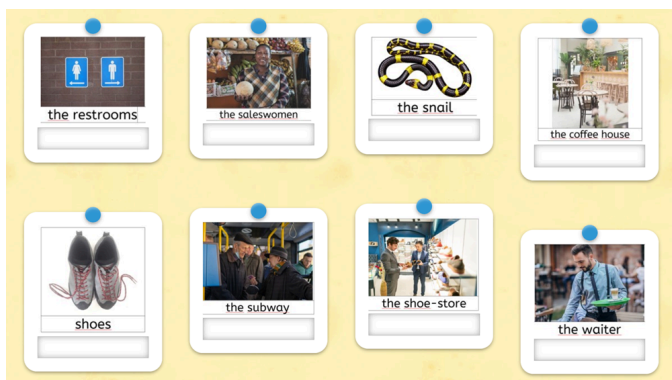
You can give these instructions to your learners:

- Read the word in the top box.
- Listen to the words (audio) in the three boxes below.
- Select and click the audio that is identical to the word you read.
- Check with a click on the blue dot in the bottom right corner.
- You can correct a mistake.
- Continue by clicking on the arrow in the bottom right corner.

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## 2.2 LEARNING UNIT 4 » Self-confidence: Reading and Writing



English Version: <https://learningapps.org/watch?v=pcmc7ixe323>

### Learning objectives of the learning unit

- Practicing the acquired reading skills
- Comparing the spoken word (audio) and the written word
- Selecting and clicking the correct word
- Acquiring the necessary vocabulary
- Operating touchpad, mouse, or screen
- Coordinating observing and operating
- Independently operating the learning app

Duration of learning (recommended): 45 min

Language level for the learning unit: LASLLIAM 3

Exercise type: multiple choice

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

You can give these instructions to your learners:

- Listen to the word in the top box.
- Read the words in the three boxes below.
- Click the word that is identical to the word you heard.
- Check with a click on the blue dot in the bottom right corner.
- You can correct a mistake.
- Continue by clicking on the arrow in the bottom right corner.

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## 2.2 LEARNING UNIT 5 » Self-confident while shopping



English Version: <https://learningapps.org/watch?v=pgnmiknb523>

### Learning objectives of the learning unit

- Reading a multisyllabic word
- Connecting this word to the right image
- Training vocabulary
- Selecting the correct word/selecting the right image
- Operating touchpad, mouse, or screen
- Coordinating, observing and operating
- Independently operating the learning app
- Checking the results (red or green?)

Duration of learning (recommended): 45 min

Language level for the learning unit: A1/A2

Exercise type: matching pairs

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

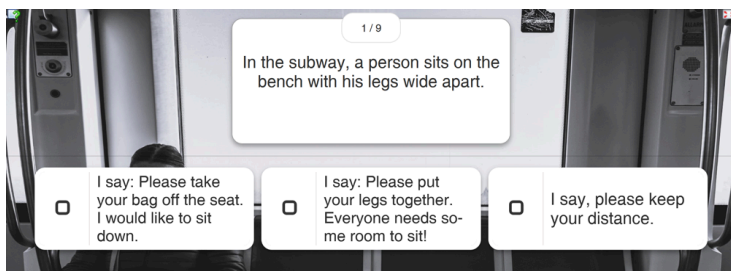
You can give these instructions to your learners:

- Look at a picture/think: How do we call this object in German/English?
- Read the words/find the right word.
- Move the cross to the box with the word.
- Click on the word (e.g., with your left hand) and hold down the touchpad or mouse.
- Move the word to the correct picture.
- If the pair is correct, it disappears.
- If it is wrong, it appears outlined in red.
- You can separate word and image again by clicking with the cross on the line between the two boxes.

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## 2.2 LEARNING UNIT 6 » Self-confident in public transport



English Version: <https://learningapps.org/watch?v=pic0imxr523>

### Learning objectives of the learning unit

- Practicing the acquired reading and writing skills of single words
- Learning vocabulary through the connection of image and word
- Reading the word, copying the writing of the word
- Comparing the written words, checking the writing
- Operating touchpad, mouse, and keyboard
- Using capital and small letters, using shift key
- Using the spacebar between separate words
- Coordinating observing and operating
- Independently operating the learning app
- Comparing letter by letter

Duration of learning (recommended): 45 min

Language level for the learning unit: A1/A2

Exercise type: free text input

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

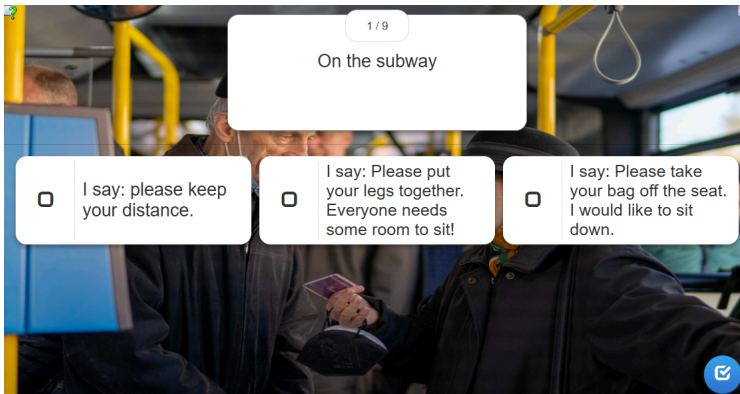
You can give these instructions to your learners:

- Read the word in the top box.
- Click on the box below the word.
- Write the word as it appears in the upper box.
- Pay attention to small and capital letters.
- Pay attention to the gap between two words.
- Check your result by clicking on the blue dot in the bottom right corner.
- Correct words are underlined in red.
- You can correct a mistake.
- Continue by clicking on the arrow in the bottom right corner.

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## 2.2 LEARNING UNIT 7 » Asking for help in public



English Version: <https://learningapps.org/watch?v=phrjqknjk23>

### Learning objectives of the learning unit

- Practicing reading individual words from everyday life
- Practicing specific vocabulary
- Practicing the system of multiple choice exercises
- Practicing the digital competence to mark a box with right answer (with touchpad, mouse, or touch screen)
- Practicing checking and correcting the results of the unit

Duration of learning (recommended): 45 min

Language level for the learning unit: A1/A2

Exercise type: multiple choice

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

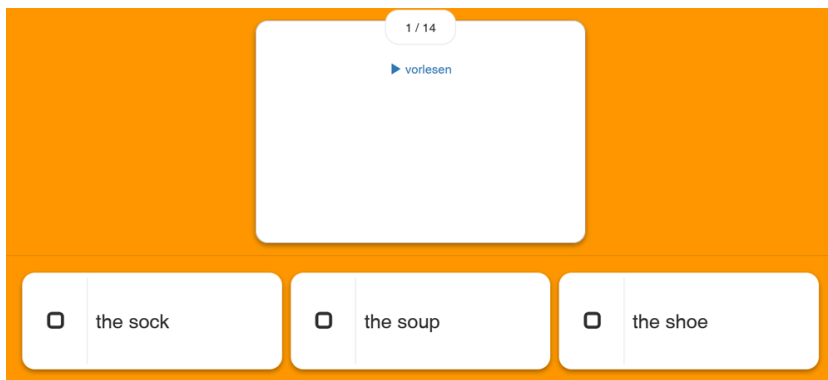
You can give these instructions to your learners:

- Look at the image in the box in the top centre: "What is it?"
- Read the words in the boxes below.
- Click the word that fits the image in the box in the top centre.
- Check with a click on the blue dot in the bottom right corner.
- You can correct a mistake.
- Continue by clicking on the arrow in the bottom right corner.

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## 2.2 LEARNING UNIT 8 » Self-confidence: Listening and comprehension (1)



English Version: <https://learningapps.org/watch?v=pw20tp56a23>

### Learning objectives of the learning unit

- Practicing the description of specific situations in public space
- Reflecting possible reactions in public space
- Practicing possible reactions in public space
- Practicing the system of multiple choice exercises
- Practicing the digital competence marking a box with right answer (with touchpad, mouse, or touch screen)
- Practicing checking and correcting the results of the unit

Duration of learning (recommended): 45 min

Language Level: LASLLIAM 3/4

Exercise type: multiple choice

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

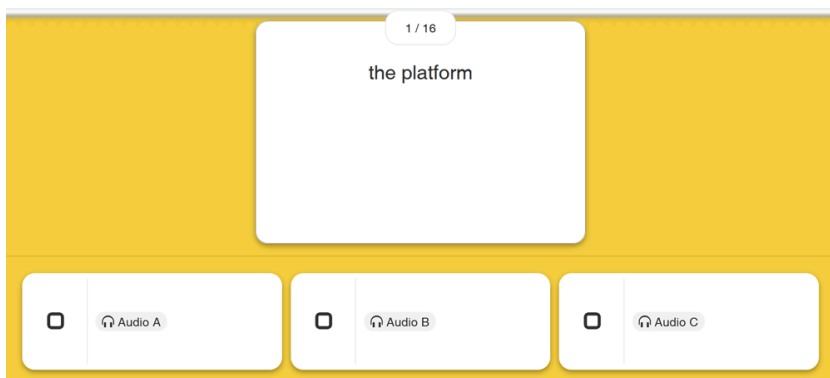
You can give these instructions to your learners:

- Read the text in the box in the top centre (it is a description of a situation in public space).
- Read the texts in the three boxes below.
- Click the text that fits as a verbal reaction to the text in the box in the top centre.
- Check with a click on the blue dot in the bottom right corner.
- You can correct a mistake.
- Continue by clicking on the arrow in the bottom right corner.

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## 2.2 LEARNING UNIT 9 » Self-confidence while shopping: Reading and listening



English Version: <https://learningapps.org/watch?v=phbgyh7qc23>

### Learning objectives of the learning unit

- Practicing the description of specific situations in public space
- Reflecting on possible reactions in public space
- Practicing possible reactions in public space
- Practicing the system of multiple choice exercises
- Practicing the digital competence of marking a box with right answer (with touchpad, mouse, or touch screen)
- Practicing checking and correcting the results of the unit

Duration of learning (recommended): 45 min

Language Level: LASLLIAM 3/4

Exercise type: multiple choice

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

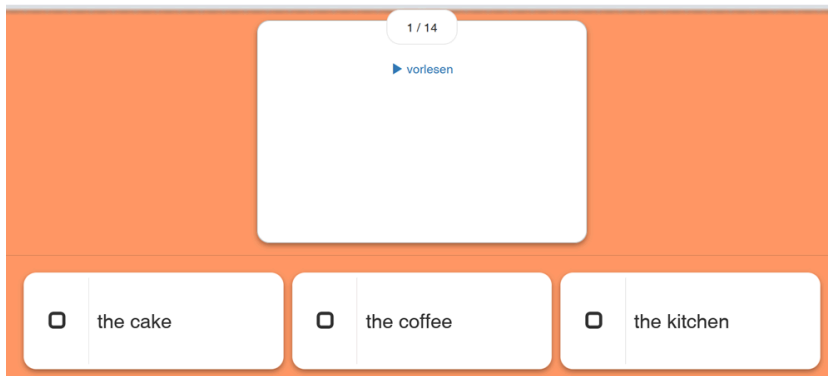
You can give these instructions to your learners:

- Read the text in the box in the top centre (it is a description of a situation in public space).
- Read the texts in the three boxes below.
- Click the text that fits as a verbal reaction to the text in the box in the top centre.
- Check with a click on the blue do in the bottom right corner.
- You can correct a mistake.
- Continue by clicking on the arrow in the bottom right corner.

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## 2.2 LEARNING UNIT 10 » Self-confidence: Listening comprehension (2)



English Version: <https://learningapps.org/watch?v=peshhwba323>

### Learning objectives of the learning unit

- Practicing the description of specific situations in public space
- Reflecting on possible reactions in public space
- Practicing possible reactions in public space
- Practicing the system of multiple choice exercises
- Practicing the digital competence marking a box with right answer (with touchpad, mouse, or touch screen)
- Practicing checking and correcting the results of the unit

Duration of learning (recommended): 45 min

Language Level: LASLLIAM 3/4

Exercise type: multiple choice

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

You can give these instructions to your learners:

- Read the text in the box in the top centre (it is a description of a situation in public space).
- Read the texts in the three boxes below.
- Click the text that fits as a verbal reaction to the text in the box in the top centre.
- Check with a click on the blue do in the bottom right corner.
- You can correct a mistake.
- Continue by clicking on the arrow in the bottom right corner.

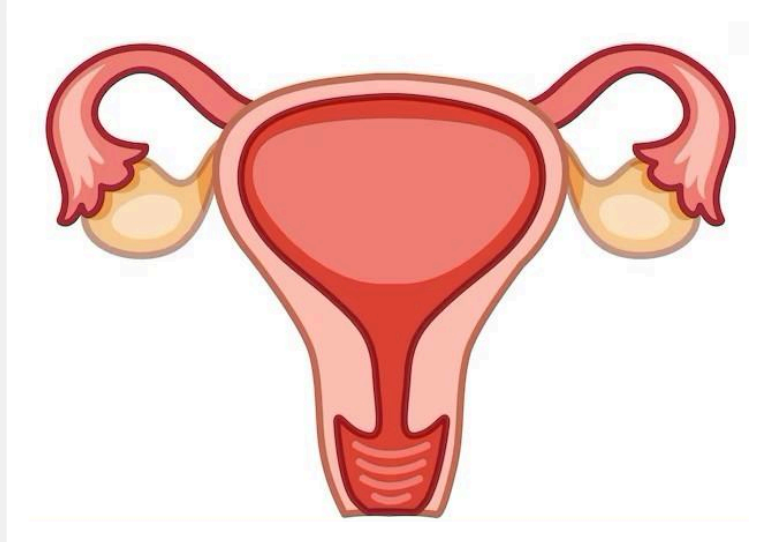
Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*



## LEARNING ARRANGEMENT 2.3:

### Women - specific health interests/second language and basic digital skills



#### Learning objectives of the learning area

Many factors play a role for a successful inclusion in a society. Everyone involved must strive for this, that is, each and every one of us. People who do not feel very confident in their second language also sometimes find it difficult to assert themselves in public spaces. They may be exposed to discrimination based on their appearance or language. These exercises aim to practice and address communication in public spaces with strangers in the first steps.

Being well informed about our body and our health is a very good step to strengthen our self-esteem. Women like to know about women specific health issues, they like to know the names of the body parts in the language of the country of residence to be able to independently communicate with their doctor and health professionals and being less dependent on translators and family members functioning as such. This knowledge can serve as an enhancement of taking control in family planning and health related decisions.

Finding out about waste disposal and recycling is part of arriving in a new residential area. Every city regulates this a little differently. The topic offers the opportunity to learn new vocabulary, get to grips with the local conditions and ideally try them out the next time you take out the garbage. Knowing and understanding how waste separation is managed in the city we live in, can also enhance social participation and self-empowerment, because it provides basic knowledge for making decisions. More self-confidence as well as sufficient reading, language and digital skills can promote participation in public life.

## Learning objectives of the learning arrangements

In the learning arrangement "Women - specific health interests/second language and basic digital skills", the women with migration background:

- Practice reading and writing of single words from the given content (for slow readers) with the included preparatory units.
- Practice their knowledge of vocabulary in a special field of the German language.
- Practice their knowledge of specific health related issues.
- Practice basic digital competences which are often needed in everyday life (working with touchpad, mouse, or touch screen).
- Can improve their ability to communicate and react in public space.
- May enhance their self-esteem and independence

## 2.3 LEARNING UNIT 2 » Women's Health: Vocabulary



English Version: <https://learningapps.org/watch?v=pz3m5e5nt23>

### Learning objectives of the learning unit

- Practicing the acquired reading skills
- Learning new vocabulary/practicing known vocabulary
- Clicking the spot on the image/clicking on the correct word
- Acquiring the necessary vocabulary
- Operating touchpad, mouse, or screen
- Coordinating observing and operating
- Independently operating the learning app

Duration of learning (recommended): 45 min

Language level for the learning unit: A1/A2

Exercise type: multiple choice

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

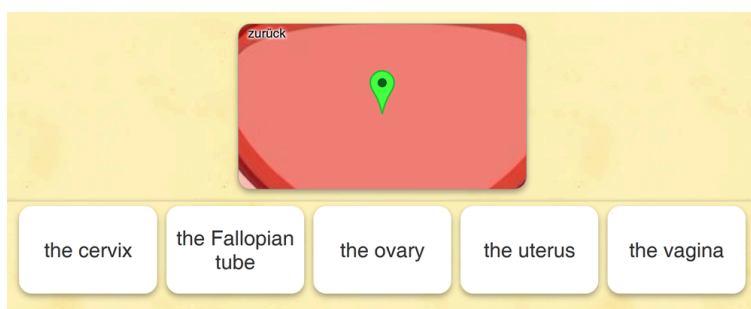
You can give these instructions to your learners:

- Look at a picture/think: How do we call this body part in German/English?
- Click on a green pin on the picture.
- Read the words/mark the right word.
- You can control right or false with the blue arrow in the right bottom of the screen.
- A right word will show green/a wrong word will show red.
- Try again and correct a wrong/red word.

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## 2.3 LEARNING UNIT 3 » Women's Health, women's body



English Version: <https://learningapps.org/watch?v=pf5tqmbbc23>

### Learning objectives of the learning unit

- Practicing the acquired reading skills
- Connecting this word to the right image
- Training vocabulary
- Selecting the correct word/selecting the right image
- Operating touchpad, mouse, or screen
- Coordinating observing and operating
- Independently operating the learning app
- Checking the results (red or green?)

Duration of learning (recommended): 45 minutes

Language level for the learning unit: A1/A2

Exercise type: matching pairs

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

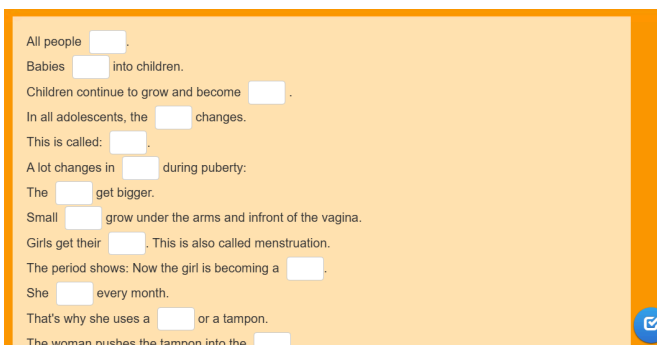
You can give these instructions to your learners:

- Look at a picture/think: What do we call this object in German/English?
- Read the words/find the right word.
- Move the cross to the box with the word.
- Click on the word (e.g., with your left hand) and hold down the touchpad or mouse.
- Move the word to the correct picture.
- If the pair is correct, it disappears.
- If it is wrong, it appears outlined in red.
- You can separate word and image again by clicking with the cross on the line between the two boxes.

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## 2.3 LEARNING UNIT 4 » Menstruation: Fill in the Blank



English Version: <https://learningapps.org/watch?v=p2ttt2dza23>

### Learning objectives of the learning unit

- Practicing the acquired reading skills and deepening them step by step
- Reading full sentences with gaps
- Finding the right word from a selection
- Operating touchpad, mouse, or screen
- Coordinating observing and operating
- Independently operating the learning app
- Checking the results (red or green?)

Duration of learning (recommended): 45 minutes

Language level for the learning unit: A1/A2

Exercise type: filling in the missing words

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

You can give these instructions to your learners:

- Click the blue link in the exercise field/Read the full text.
- Go back to exercise.
- Read sentence by sentence.
- Which word is missing?
- Click in the white gap.
- Read the list of given words.
- Click on the correct word.
- Work on the next gap.
- When you are done, check your result by clicking on the blue dot at the bottom right.
- Correct the red words.

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## 2.3 LEARNING UNIT 5 » Contraception: Fill in the Blank

Contraception

If a woman does not want to have children, she can use  during sex.

There are  contraceptive methods.

They protect women from becoming .

Some  can only be obtained with a prescription from a gynaecologist.

For example, the pill: it is a . The woman takes it every day at the same . This is important so that she cannot get pregnant.

For example, the IUD (intrauterine device): This is a small thing made of plastic or copper. The woman's doctor inserts the IUD into the woman's .

It can stay there for a few years. The woman  with it.

For example, condoms: the  uses them. Then no sperm can get into the woman during sex. And the woman cannot get pregnant. Condoms also protect against diseases.

You can buy condoms at the  or pharmacy.

English Version: <https://learningapps.org/watch?v=piz0fdg1523>

### Learning objectives of the learning unit

- Practicing the acquired reading skills and deepening them step by step
- Reading full sentences with gaps
- Finding the right word from a selection
- Operating touchpad, mouse, or screen
- Coordinating observing and operating
- Independently operating the learning app
- Checking the results (red or green?)

Duration of learning (recommended): 45 min

Language level for the learning unit: A1/A2

Exercise type: filling in the missing words

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

You can give these instructions to your learners:

- Click the blue link in the exercise box/Read the full text.
- Go back to the exercise.
- Read sentence by sentence.
- Which word is missing?
- Click in the white gap.
- Read the list of given words.
- Click on the correct word.
- Work on the next gap.
- When you are done, check your result by clicking on the blue dot at the bottom right.
- Correct the red words.

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## 2.3 LEARNING UNIT 6 » Pregnancy: Fill in the Blank

Pregnancy

If a woman does not get her , she may be .

The woman can then take a .

You can  the test at a pharmacy or drugstore.

The best thing for a pregnant woman to do is go to a gynaecologist and  everything and get advice.

I can also get  if I don't want to have a child.

The body  during pregnancy.

The  in the body change:

Many women are very .

Many women are sad one day, then  the next.

Many women are very  or have a great desire for certain foods.

Many women do not  certain foods at all.

Many women are sensitive to -13.

English Version: <https://learningapps.org/watch?v=p3csfdy6c23>

### Learning objectives of the learning unit

- Practicing the acquired reading skills and deepening them step by step
- Reading full sentences with gaps
- Finding the right word from a selection
- Operating touchpad, mouse, or screen
- Coordinating observing and operating
- Independently operating the learning app
- Checking the results (red or green?)

Duration of learning (recommended): 45 min

Language level for the learning unit: A1/A2

Exercise type: filling in the missing words

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

You can give these instructions to your learners:

- Click the blue link in the exercise field/Read the full text.
- Go back to the exercise.
- Read sentence by sentence.
- Which word is missing?
- Click in the white gap.
- Read the list of given words.
- Click on the correct word.
- Work on the next gap.
- When you are done, check your result by clicking on the blue dot at the bottom right.
- Correct the red words.

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## 2.3 LEARNING UNIT 7 » Menopause: Fill in the Blank

Family Life and Growing Older

Women often have a lot to [ ] .  
 They take care of the [ ] , the [ ] , work in the [ ] and at their [ ] .  
 This can become quite a [ ] .  
 It is important that everyone in the family [ ] in the household and that the partner helps with [ ] and [ ] . Some women get [ ] or have  
 psychological [ ] because they have to work too much or are very [ ] .  
 Around the age of 45 to 55, women go through [ ] .  
 This is when the [ ] change.  
 After menopause, women no longer have their [ ] .  
 Some women have [ ] during menopause.  
 Some women [ ] a lot.  
 Some women have problems with [ ] .  
 The symptoms will [ ] .

English Version: <https://learningapps.org/watch?v=p0kbhnoqt23>

### Learning objectives of the learning unit

- Practicing the acquired reading skills and deepening them step by step
- Reading full sentences with gaps
- Finding the right word from a selection
- Operating touchpad, mouse, or screen
- Coordinating observing and operating
- Independently operating the learning app
- Controlling the results (red or green?)

Duration of learning (recommended): 45 min

Language level for the learning unit: A1/A2

Exercise type: filling in the missing words

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

You can give these instructions to your learners:

- Click the blue link in the exercise box/Read the full text.
- Go back to the exercise.
- Read sentence by sentence.
- Which word is missing?
- Click in the white gap.
- Read the list of offered words.
- Click on the correct word.
- Work on the next gap.
- When you are done, check your result by clicking on the blue dot at the bottom right.
- Correct the red words.

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*



## LEARNING ARRANGEMENT 2.4:

### Citizenship



#### Learning objectives of the learning area

Many factors play a role for a successful inclusion in a society. Everyone involved must strive for this, that is, each and every one of us. People who do not feel very confident in their second language also sometimes find it difficult to assert themselves in public spaces. They may be exposed to discrimination based on their appearance or language. These exercises aim to practice and address communication in public spaces with strangers in the first steps.

Being well informed about our body and our health is a very good step to strengthen our self-esteem. Women like to know about women specific health issues, they like to know the names of the body parts in the language of the country of residence to be able to independently communicate with their doctor and health professionals and being less dependent on translators and family members functioning as such. This knowledge can serve as an enhancement of taking control in family planning and health related decisions.

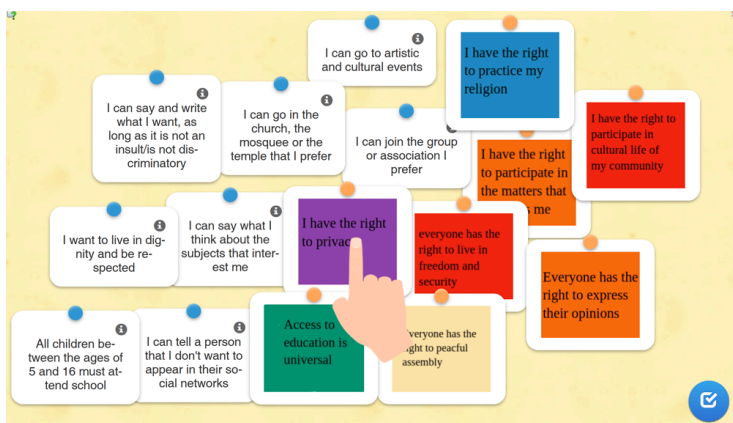
Finding out about waste disposal and recycling is part of arriving in a new residential area. Every city regulates this a little differently. The topic offers the opportunity to learn new vocabulary, get to grips with the local conditions and ideally try them out the next time you take out the garbage. Knowing and understanding how waste separation is managed in the city we live in, can also enhance social participation and self-empowerment, because it provides basic knowledge for making decisions. More self-confidence as well as sufficient reading, language and digital skills can promote participation in public life.

#### Learning objectives of the learning arrangements

In the learning arrangement "Citizenship", the women with migration background:

- Learn more about the national values and history of the new country of residency
- Become familiar with global citizenship, in particular with human rights in daily life
- Better get to know their new country of residency and the place they live in

## 2.4 LEARNING UNIT 5 » Human rights



English Version: <https://learningapps.org/watch?v=pfqoz1uwa23>

### Learning objectives of the learning unit

The women with a migration background are able

- to know about human rights declaration and its contents of the french revolution and the UN declaration after the 2nd world war

In the learning apps exercise the women have to combine the human rights as they are mentioned in the UN declaration with personal statements of persons referring to this right with a concrete example.

Duration of learning (recommended): 45 min

Language level for the learning unit: A2/B1

Exercise type: matching pairs

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

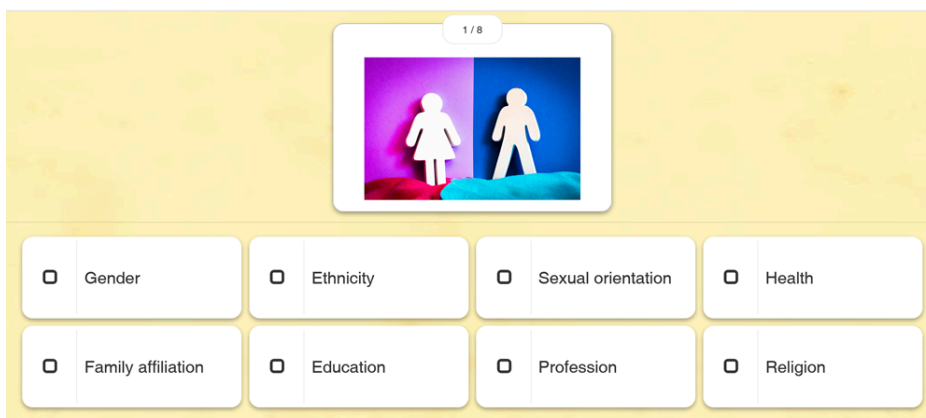
### Methodological-didactical recommendations

The topic human rights should be discussed before the activity in giving some basic information or in doing interactive exercise on the topic.

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## 2.4 LEARNING UNIT 6 » Our social identities



English Version: <https://learningapps.org/watch?v=pyda7mex323>

### Learning objectives of the learning unit

The women with a migration background are able

- to talk about the competences they gained during their migration and are able to name important components of their identity

Exercise: the learners have to identify the correct social identity by looking at the picture. There are 8 social identities: Religion, ethnic affiliation, education level and socio-economic class, gender, job and professional orientation, health, family and kinship membership and sexual orientation.

Duration of learning (recommended): 45 min

Language level for the learning unit: A2/B1

Exercise type: group assignment, classification puzzle

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

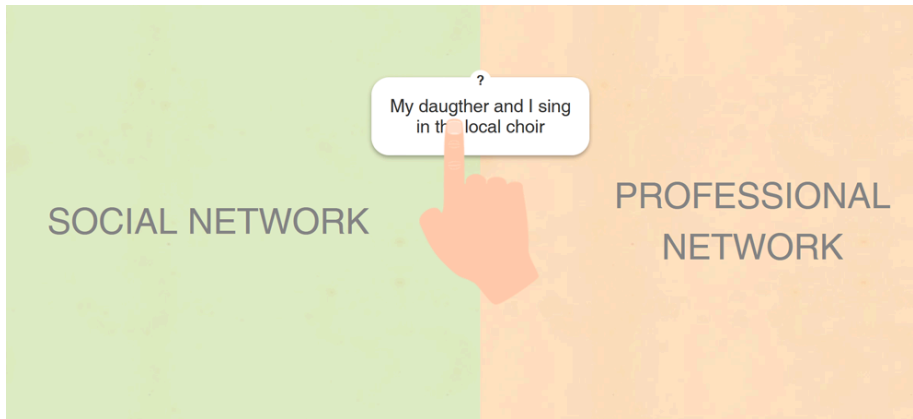
### Methodological-didactical recommendations

Multiple identities - this activity can be done before the learning apps exercise - it can be found on page 38: [https://strengthwomen.eu/wp-content/uploads/2024/09/SAVE\\_TOOLKIT\\_COMPLETED.pdf](https://strengthwomen.eu/wp-content/uploads/2024/09/SAVE_TOOLKIT_COMPLETED.pdf)

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## 2.4 LEARNING UNIT 7 » My social and professional networks



English Version: <https://learningapps.org/watch?v=p0o35djit23>

### Learning objectives of the learning unit

The women with a migration background are able

- to understand the difference between social and professional networks

Exercise: the learners have to drag the activity in the right field - either it belongs to a social or a professional network

Duration of learning (recommended): 45 min

Language level for the learning unit: A2/B1

Exercise type: group assignment, classification puzzle

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

Work starting from this exercise on the importance of personal networks when coming to a new country in order to find a job, find hobbies, find an apartment, find friends etc.

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## 2.4 LEARNING UNIT 8 » Equality, equity and inclusion



English Version: <https://learningapps.org/watch?v=p6vvgr4r323>

### Learning objectives of the learning unit

The women with a migration background are able

- to understand and name the significance of terms linked to citizenship (equal opportunities, citizenship, gender equality, etc.)

Duration of learning (recommended): 45 min

Language level for the learning unit: A2/B1

Exercise type: group assignment, classification puzzle

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

Work starting from this exercise on the importance of personal networks when coming to a new country in order to find a job, find hobbies, find an apartment, find friends etc.

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## LEARNING ARRANGEMENT 2.5:

### Citizenship and communal interaction



#### Learning objectives of the learning area

Many factors play a role for a successful inclusion in a society. Everyone involved must strive for this, that is, each and every one of us. People who do not feel very confident in their second language also sometimes find it difficult to assert themselves in public spaces. They may be exposed to discrimination based on their appearance or language. These exercises aim to practice and address communication in public spaces with strangers in the first steps.

Being well informed about our body and our health is a very good step to strengthen our self-esteem. Women like to know about women specific health issues, they like to know the names of the body parts in the language of the country of residence to be able to independently communicate with their doctor and health professionals and being less dependent on translators and family members functioning as such. This knowledge can serve as an enhancement of taking control in family planning and health related decisions.

Finding out about waste disposal and recycling is part of arriving in a new residential area. Every city regulates this a little differently. The topic offers the opportunity to learn new vocabulary, get to grips with the local conditions and ideally try them out the next time you take out the garbage. Knowing and understanding how waste separation is managed in the city we live in, can also enhance social participation and self-empowerment, because it provides basic knowledge for making decisions. More self-confidence as well as sufficient reading, language and digital skills can promote participation in public life.

## Learning objectives of the learning arrangements

In the learning arrangement "Citizenship and communal interaction", the women with migration background:

This is a simple introduction to the vocabulary of recyclable packaging materials that are frequently used in everyday life and are disposed of in various containers in the city.

- Practice vocabulary from everyday life like recyclable packaging materials, waste separation and disposal in an intuitive way
- They practice basic digital competences, which are often needed in everyday live (with touchpad, mouse or touch screen)
- This knowledge is basic for making decisions
- Can enhance social participation and self-empowerment.

## 2.5 LEARNING UNIT 1 » Waste management and recycling



English Version: <https://learningapps.org/watch?v=pzcii245523>

Finding out about waste disposal and recycling is part of arriving in a new residential area. Every city regulates this a little differently. The topic offers the opportunity to learn new vocabulary, get to grips with the local conditions and ideally try them out the next time you take out the garbage. Knowing and understanding how waste separation is managed in the city I live in, can also enhance social participation and self-empowerment, because it provides basic knowledge for making decisions.

### Learning objectives of the learning unit

- Getting to know and practicing how recycling is organized in Vienna
- Recognizing the containers for different materials
- Operating touchpad, mouse, or screen
- Coordinating observing and operating
- Independently operating the learning app
- Controlling the results (red or green?)

Duration of learning (recommended): 45 min

Language level for the learning unit: A1

Exercise type: sort into groups

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

You can give these instructions to your learners:

- Click and drag each image into the right container
- Use both hands to do so
- Control your result by clicking the blue button in the left bottom corner
- Correct the images with a red frame
- Repeat

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*



## 2.5 LEARNING UNIT 2 » Recycling vocabulary (1)



English Version: <https://learningapps.org/watch?v=pi0uygm2v24>

### Learning objectives of the learning unit

- Reading a multisyllabic word
- Connecting this word to the right image
- Training vocabulary
- Selecting (clicking) of the correct word
- Operating touchpad, mouse or screen
- Coordination of observing and operating
- Independent operation of the learning app
- Controlling the results (red or green?)

Duration of learning (recommended): 45 min

Language level for the learning unit: A1

Exercise type: matching pairs

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

You can give these instructions to your learners:

- Look at a picture/ think: What do we call this object in German/English?
- Read the words/ find the right the word
- Move the cross to the field with the word
- Click on the word (e.g. with your left hand) and hold down the touchpad or mouse.
- Move the word to the correct picture.
- If the pair is correct, it disappears.
- If it is wrong, it appears outlined in red.
- You can separate word and image again by clicking with the cross on the line between the two

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## 2.5 LEARNING UNIT 3 » Recycling vocabulary (2)



English Version: <https://learningapps.org/watch?v=pu9qajj5c24>

### Learning objectives of the learning unit

- Reading a multisyllabic word
- Connecting this word to the right image
- Training vocabulary
- Selecting (clicking) of the correct word
- Operating touchpad, mouse or screen
- Coordination of observing and operating
- Independent operation of the learning app
- Controlling the results (red or green?)

Duration of learning (recommended): 45 min

Language level for the learning unit: A1

Exercise type: matching pairs

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

You can give these instructions to your learners:

- Look at a picture/ think: What do we call this object in German/English?
- Read the words/ find the right the word
- Move the cross to the field with the word
- Click on the word (e.g. with your left hand) and hold down the touchpad or mouse.
- Move the word to the correct picture.
- If the pair is correct, it disappears.
- If it is wrong, it appears outlined in red.
- You can separate word and image again by clicking with the cross on the line between the two

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*