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## Exploring Your Home Town alternative for the students that recently moved to another country

by [Xana Kozak](#)

### Teacher's comment:

*Over the past year, I have greatly appreciated participating in the Your Language Counts project. The pilot plan was clear and well-structured, and I felt supported throughout the process. The experience-sharing among teachers was especially valuable and inspiring.*

*In my planning, the pilot plan, perspectives, and suggested activities guided my work, though I adapted them to fit the specific context of my Ukrainian group. Since most of my students were not born in the Netherlands and do not intend to stay here long term, I adjusted certain activities to make them more meaningful and relevant to their situation.*

*In practice, the four perspectives—language, knowledge, identity, and interculturality—were naturally interwoven. The perspective of interculturality was the most prominent in my case, as the Ukrainian students had abruptly found themselves in a highly intercultural environment they were not used to. This theme was present in almost every activity, shaping our discussions, comparisons, and reflections on both Ukrainian and Dutch contexts.*

*Overall, the project offered both structure and flexibility, and it provided an important framework for meaningful language education in multilingual classrooms.*

### Lesson 1: Exploring Your Home Town (Ukraine and Netherlands)

#### Context and Connection to the Four Perspectives:

This activity allows students to connect their personal **Identity** by reflecting on their original home town and comparing it to their new environment in the Netherlands. It fosters **Interculturality** by promoting the sharing of personal and cultural differences and similarities. Students build **Knowledge** by researching real information about their hometowns and current cities, and **Language** by practicing vocabulary for geography, culture, and preferences. The activity can be adjusted depending on age and language level: younger or lower-level students can focus on speaking only, while older or higher-level students can write short texts or create presentations.

#### Aim:

- Activate and organize prior knowledge about students' hometowns and their current place of living.
- Develop research, speaking, and comparative thinking skills.
- Build vocabulary and practice structuring information.



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### Content:

- Students answer guided questions about their hometown in Ukraine from memory.
- They research and verify the facts using the internet.
- They repeat the process for their current town in the Netherlands.
- Students compare the two places and discuss preferences, advantages, and disadvantages.

### Form:

- Individual work for answering and researching.
- Pair or group discussions for sharing and comparing.
- Optional: Present short summaries orally or on posters.

### Suggestions for Testing the Activity:

- Create a short quiz about geographical facts from the students' hometowns and current cities.
- **Use a Venn Diagram:**
  - A Venn diagram is a simple tool to compare two things.
  - It looks like two overlapping circles.
  - In the left circle, students write what is special about their hometown.
  - In the right circle, students write what is special about their current town.
  - In the overlapping part in the middle, students write what the two towns have in common.
  - First, model this with a simple example on the board so that everyone understands.
- Small reflective writing: "What I miss about my hometown" or "What I love about my new city."

## Lesson 2: My Dream City

### Context and Connection to the Four Perspectives:

This creative activity invites students to imagine their ideal future place to live, strengthening their **Identity** through personal reflection. It encourages **Interculturality** by recognizing that different people value different aspects of a place to live based on background and experience. Students use **Knowledge** about geography, climate, and urban life from the previous lesson. **Language** skills are developed through speaking, writing, and presenting their ideas clearly. The task can be adjusted for different groups: younger students might draw their city, while older students give full oral presentations.



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**Aim:**

- Reflect on personal preferences for a living environment.
- Develop speaking, writing, and presentation skills.
- Link personal dreams to realistic urban features.

**Content:**

- Students fill in a checklist about what is important to them in a city.
- They think critically: Does my dream city match my checklist?
- They prepare a short oral or written presentation about their dream city.

**Form:**

- Individual checklist and brainstorming.
- Individual or pair preparation for a short oral presentation.
- Group presentations to practice public speaking.

**Suggestions for Testing the Activity:**

- Presentation rubric: assess clarity, vocabulary use, organization, and creativity.
- Peer feedback: students give one positive comment and one suggestion to each presenter.
- Written paragraph: "My dream city would be..." using checklist vocabulary.