



[ all together  
hep beraber •  
alle zusammen

**MULTILINGUAL MEMORY GAME MANUAL**



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### **Project Coordinators and Supporters**

ALL TOGETHER Project is realized between 2017-2019 with the collaboration of Anadolu Kültür and Landesweiten Koordinierungsstelle Kommunale Integrationszentren (LaKI) and by the support of Stiftung Mercator.

## ● ABOUT THE PROJECT

German-Turkish Initiative for Collaboration on Refugee Relief  
ALL TOGETHER / HEP BERABER / ALLE ZUSAMMEN

Our initiative is formed with the aim of developing practical tools for social cohesion and collectively envisioning effective ways of constructing an inclusive sense of community in all the realms in Turkey and Germany where children and young people with and without refugee background and with diverse sociocultural backgrounds coexist, particularly in schools.

On the grounds of close historical collaboration and understanding of mutual learning between Turkey and Germany, we started out with two basic common questions:

1. What kind of inclusive learning materials can be developed for swiftly incorporating children with refugee background into social and educational life and encouraging them to be more active participants, while responding concrete needs of the field?
2. In order to contribute in building social cohesion as a reciprocal process, how can we collectively produce culture and arts based content aiming for common use by all children and youngsters?

In the past two years, we brought together around 40 experts from two countries and contemplated on these questions ALL TOGETHER.

### **Our Project Participants**

In a short time, the project weaved a large network around a core group formed by a number of educators and civil society actors. Participants who have joined the project are educators, social service experts, teachers, academics, non-formal education experts, psychologists, creative drama instructors, museum pedagogues, art therapists, musicians and researchers from Turkey and Germany.

### **Our Working Groups**

On the occasion of project meetings, our participants found the opportunity to present best practices from the field, make observations together during various field trips and learn from each other. Based on interests

and areas of expertise, 6 thematic working groups emerged. These working groups developed shared solution proposals and cultural education oriented ideas which prioritised supporting “living together”. Considering different contextual needs of two countries, they transformed these shared ideas into tools of alternative education and concrete products which encourage active use of artistic expression such as, music, performance art, painting, sculpture, games, creative drama, literature, dance.

### **Our Project Outputs**

The products generated at the end of ALL TOGETHER project,

- adopt an approach which gives space for inclusive learning and target to include all children with or without refugee background.
- contribute in adopting cultural diversity and multilingualism as values and richness and emphasise the power of “informal education” in this field.
- provide tools for game based learning, empowering skills for individual and collective expression, creativity and peer learning and through these strengthen culture of “living together” among children and youngsters.
- reinforce self-confidence of children with refugee or migrational background, enable them not to lose contact with their cultural heritage in the process of adapting to a new environment and build new connections while preserving the links with that heritage.
- support children to learn the family language as well as the language of the society they are living in; while doing this, they employ innovative approaches of education through culture, art and games.

Every working group produced an output which sets an example in these principles and is ready to be implemented in the field. One of these products is **MULTILINGUAL MEMORY GAME**, the guide book of which you are currently holding in your hand.

You can reach all of the project outputs from [www.hep-beraber.org](http://www.hep-beraber.org)



## ● MULTILINGUAL MEMORY GAME

### GENERAL FRAMEWORK AND AIM OF THE GAME

Educational materials used in the classroom (or in any learning environment) are of critical importance for children's engagement and active learning. Children better focus their attention, become more engaged and express themselves more openly when they can relate to education materials. Allowing for a multiplicity of family languages in education materials is one of many methods used to help children feel part of the group and to nurture their interest in a topic. Making other languages visible will make the educational materials and the learning process more inclusive and help break possible learning hierarchies which form due to linguistic differences.

The Learning Multilingualism Working Group is a part of the German-Turkish Initiative for Collaboration on Refugee Relief and aims to promote cultural and linguistic diversity in the learning environments through children's games and contribute to the recognition of multilingualism in society at large. To this end, the working group has produced a visual memory game that includes several family languages, makes these languages visible and give room for diversity within learning environments. The game is simple and familiar in terms of its rules and flow that makes it easy to use in a wider range of areas. Therefore, Multilingual Memory Game is a tool for making multilingualism accessible for the wider community.

The game is centered around the theme of "Our Neighbourhood" and consists of simple images from daily life in a local neighbourhood setting. The images are chosen so as not to reflect or indicate any symbolic or cultural references to a certain region.

On each card lies an image, as well as the equivalents of the word for the image in various languages. The languages selected to be placed on the cards and the language list provided in the game box differ for Germany and Turkey. The number and diversity of family languages spoken in a society depend on the migration histories and contemporary immigration processes in that society. In this regard, the selection of languages for the German and Turkish versions of the game has been designed accordingly. In both versions, current needs in both countries are considered and the common family languages spoken in each country are included.

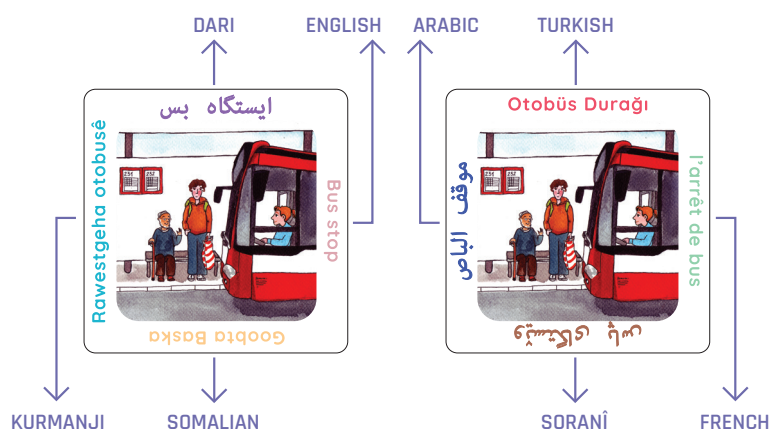
Aside from the languages on the cards, language stickers are provided in the game box, which can also be used when working with other family languages. You will find these stickers and language list inside the game box and also at the website of the project in a downloadable and printable version.

## Multilingual Memory Game

- develops focusing and cognitive skills among children and supports inclusive education by providing space to bring together players from different social and cultural backgrounds and enrich social relations between them through fun.
- supports players' recognition of multilingualism in their environment, increases their awareness of cultural diversity, arouses an interest in other languages and indirectly encourages learning new languages.

### BASICS OF THE GAME

- This box game, designed as a multilingual memory game, is basically a 'find the pair' game, in which players are supposed to match the same illustrations.
- The game consists of 25 pairs of cards, 50 in total.
- Each card has a hand-drawn image (illustration) on it and there are two cards with each image in the deck.
- The theme of the game is "Our Neighbourhood" and the images reflect the simple aspects/elements of neighbourhood life.
- There are four languages on any card. That is, each card pair with the same image has eight different languages on them in total.
- The languages on the card pairs are: Turkish, Kurdish (Sorani), Arabic, French, Kurdish (Kurmanji), Somalian, English and Dari.



The game is suitable as a complementary part in any educational activities in both formal or non-formal learning environments: It can be used in community centers, children and youth workshops, parent-children activities, and also at schools and at home.



In the box, you will find 14 other languages as stickers. These stickers are designed for when one of these languages is more relevant to the players than the languages featured on the cards. If this is the case, the relevant stickers can be stuck upon the irrelevant language on the cards. Blank stickers, on the other hand, are designed to decrease the number of the languages on the cards or to be written upon by hand when a relevant language for players is not among the available languages.

- There is a large LANGUAGE LIST inside the box that includes 19 languages. You can hang, fix or place this table to a visible place inside the room to draw attention to multilingualism in the learning environment.
- The translation of the words that are placed on the cards into different languages can be found in downloadable format on the project website. ([www.hep-beraber.org](http://www.hep-beraber.org))
- All translations have been made by native speakers and checked by several others. On the other hand, there are some discrepancies in the translations of some words in certain languages because of the socio-cultural, historical and geographical differences. Because it was not possible to include all possible translations of a certain concept to the game, some possible translations have had to be excluded.
- Players can come up with a variety of alternative translations during the game. The instructor should use this opportunity to bring players' attention to the diversity of a language. You can indicate that these different pronunciations, spellings and words demonstrate the richness of language which results from its use among people from different social backgrounds. You can use empty stickers to include these new translations to the game.
- There is a poster in the box: OUR NEIGHBOURHOOD MAP. This map is designed for use in a variety of games and activities.

#### HOW TO PLAY

- Shuffle the deck before starting the game.
- Place the cards face-down on the table.
- The game is played with at least two people.
- Every player turns over two cards each turn and tries to find a card pair.
- If they are able to find a pair, they gather up those cards and play again.
- If they are not able to find a pair, they turn the cards back down and the turn moves on to the next player. The game continues until there are no more cards left on the table.
- To make the game more inclusive, the basics and flow of the game are explained in an illustration found on the box. The aim here is to

make the game more user-friendly for age groups who can not read and write and also to make it easier to adapt the game for non-formal learning environments such as home.

#### **MULTILINGUALISM IN THE GAME:**

You can refer to multilingualism during the game in several ways.

- You play the game as you would any other memory game. When a player matches a pair, you can draw the players' attention at the words on card written in different languages. If the player, in turn, says the word in one language, you can ask the other players to say the words on the cards in a different language.
- The instructor can ask the other players if they know the relevant word in different languages.
- If there is a translator in the learning environment when you are playing the game, you can ask if they know that word in other languages. You can also ask for their help for pronunciation and other possible synonyms.
- The aim is not to learn the relevant words in all the available languages, but to become aware of the multilingual environment around us, take an interest in other languages and consider all this diversity as richness in society and as a source of wealth.
- The Multilingual Memory Game aims to contribute to any kind of activity designed for developing social cohesion and inclusive educational practices. In this context, it can be very useful as a playing tool in different sorts of activities with children, youth and adults.

#### **WHO CAN PLAY?**

The basic game of visually matching card pairs is suitable for children over 4 years of age, also for young people and adults.

If you want to include the multilingualism component in the game and work with the words on cards, you will be using certain level of language skills and players will need basic literacy. In this case, the game is suitable for children over 6 - 7 years of age and for everyone having the necessary skills for the activity.

## ● ALTERNATIVE GAMES AND ACTIVITIES

In this section, you can find alternative game and activity suggestions that require the playing cards and materials found in the game box. These suggestions can be further developed and enriched with the creative input of participants and instructors.

You will find blank pages under the title of “My Games” that can be filled by the suggestions of users of this manual. The aim of these pages are to turn this manual into an ever-expanding game pool with additions from participants and instructors that increase the number of activities that can be run with the same set.

### GENERAL SUGGESTIONS FOR THE INSTRUCTORS:

The games below can be played in small groups in any kind of learning environment. Before going on to these games, you may consider playing a warm-up or getting-to-know-you game depending if you have worked with the group before. These kinds of activities increase the attention span greatly and help with establishing group dynamics. This is important for the playing environment, increasing mutual trust and the ability to relate to the game material.

The instructor need not know the languages on the cards or on the language list. On the contrary, they may benefit from considering themselves just another learner in the group and should not be dissuaded from asking questions and learning from the children. They can also apply to the Language List in case of need. If you have the opportunity to conduct the activity with the help of a translator, this can be valuable.

### Warming-up Activities

The theme and focus of the Multilingual Memory Game is “Our Neighbourhood.” You can conduct various warm-up activities around this theme with the target group.

**Before opening the game box:** You can ask open ended questions to make the children more familiar with the theme, such as “What do we see in our neighbourhood?” “Who do we never see in the neighbourhood?” “Who there are in the neighbourhood?” “Who do we live alongside?” “With what kinds of creatures do we share the places we live?” “What would we like to see in our neighbourhood?” “If we could, who, what animal or character would we like to invite to live in our neighbourhood?” “If we could build something new in our neighbourhood, what could we build?”

You can inspire children to reflect upon their living spaces, asking open-ended questions such as those above, promoting individual and collective thinking on the theme. Participants can also make drawings around the same questions to compare them later on to the artwork (illustrations) on the cards.

**Introducing the Playing Cards:** Before starting the game, you can lay one set face-up on a desk to introduce the playing cards to the children and ask open-ended questions using the key words such as,

“Where do you think this door opens to?” (door card), “Where do you think the bird on this card lives?” (bird card), “Do you think these people crossing the road know each other?” (crosswalk card), “Where do you think these people are going to work?” (bus stop card), “Where do we have the most trees in our neighbourhood? (tree card), “What number and who do we call when there is a fire?” (cell phone and firefighters card) etc.

This way, players will get familiar with the cards from the beginning. You should consider the levels of readiness and cognitive capabilities of the children when choosing the difficulty level of the questions you are asking. If the children are coming from different family languages and have different levels of verbal skills, you can work together with a translator. If this is not an option, you can make use of less verbal communicative methods, such as music, drawing and drama.

**During the Game:** The instructor opens room for mutual sharing and support (peer learning), asking questions to each other and communication among children.

The instructor can present the paired cards to everyone by holding them up in order to gather their attention and other such methods that will keep their attention intact.

You can hang the Language List somewhere visible in the learning environment at the children's eye-level and keep it visible all the time.

When working with the playing cards, you can encourage the children to say the key words out loud in one or more languages, as long as the flow of the activity persists.

## **GAME 1: LET'S STROLL THE NEIGHBOURHOOD!**

### *Aim:*

- Going over the words they have just learned by repeating aloud in different languages
- Strengthening team-work spirit, developing the ability to make joint decisions
- Creating a short text as a group using the key words

### *Who can play?*

- Anyone over 6
- There should be at least two groups of players each consisting of at least two children.

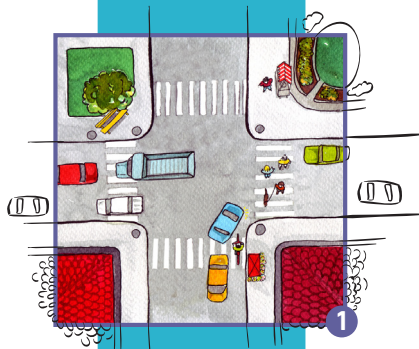
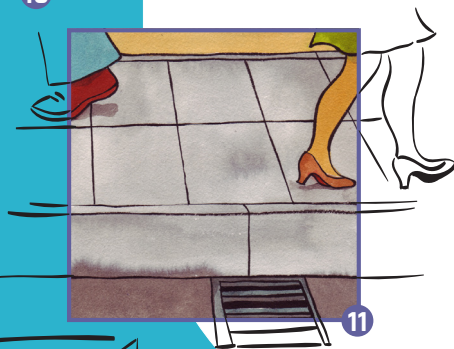
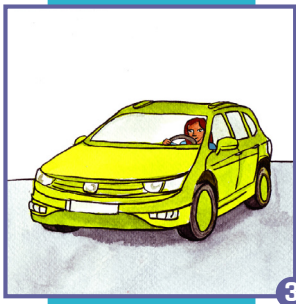
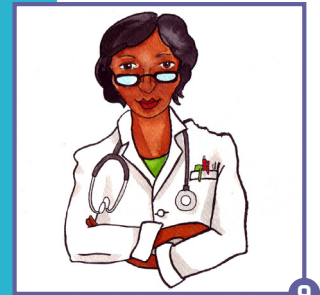
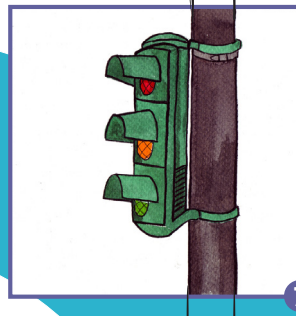
### *Materials:*

- The Our Neighbourhood Map found in the box
- Coloured pieces of papers in two colours representing the two groups of children. You can also use other materials for paper but should have at least 25 pieces per group..
- Game Cards
- Pen and blank paper

### *How to Play?*

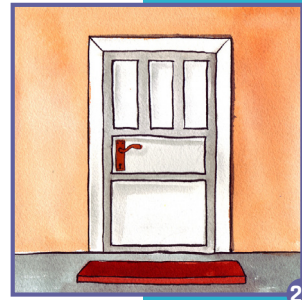
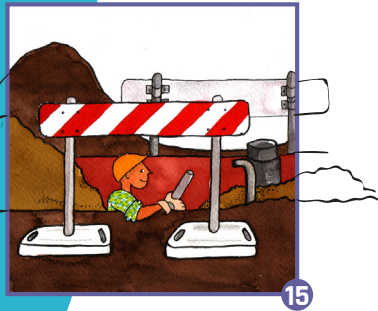
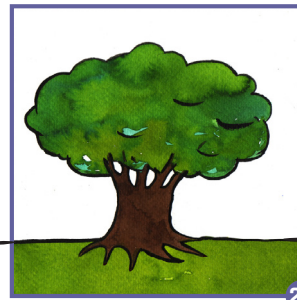
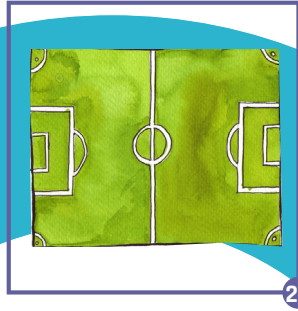
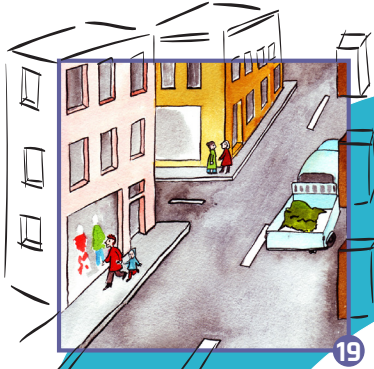
- Children form two groups and choose the colour/ papers that will represent them.
- The Our Neighbourhood Map is spread over the table. The images on the cards match with those on the map (In this game, the starting points and route does not matter).
- Shuffle the memory cards before placing them on the table randomly and face down.
- You can play rock-paper-scissors to decide who will play the first.
- Start playing the matching game with the cards. A player from each group takes their go in turn. Each player turns over two cards, if they find a pair, they continue to play; if not, the other group has their turn. The children take turns in their groups so everyone can play.
- Every time a player matches the cards you can consider below options:

# OUR NEIGH





# BOURHOOD



B

- The players in the group can repeat the words on the card in different languages after a player matches a pair.
- They can form a sentence that will contain the word on card. For instance, “There is a cat sleeping in the bus stop” (the ‘bus stop’ card), “We will take my sister to the doctor’s office” (the ‘doctor’ card), “we had a lot of fun at slides in the playground yesterday” (playground card), “we want a football field in the neighbourhood!” (football field card). You should encourage children to decide their sentence collectively.
- After they come up with the sentence, a player from the group locates the related image on the map by marking its place with their colour/material.
- The instructor and/or a player in each group take notes of the sentences of their groups. The sentences in one group’s text may or may not be related to or following one another.
- The children can make their sentences in any language they choose. You can ask for help from the translator for the written forms of the sentences and can also write them down in different languages when it is not possible to write the sentence down in the language the children are using.
- Continue until all cards have been matched and both groups will have a short text on “Our Neighbourhood.”
- The group occupying more colour on the map starts the first to read the sentences they have made. Then the second group reads their sentences. The sentences in one group’s text may or may not be related to or following one another.
- Texts may be multilingual in accordance to the languages reflected in a group.
- The children may colour the sheet they have written their sentences on and hang it on a wall or display board in the learning environment.
- The children may thank to or congratulate each other in different languages when the game is finished.



## **GAME 2: LET'S DRAW THE NEIGHBOURHOOD**

### *Aim:*

- Learning by drawing: Improving the ability to describe the words on the cards by their own drawings, learning new words
- Reinforcing newly learned words by repeating those on cards in different languages
- Collectively working on drawing the Our Neighbourhood Map

### *Who can Play?*

- Anyone over 7 years of age.
- It is not a must to form groups. Every player can play individually, however, there should be at least three players in order for the game to be fun.
- If you prefer to form groups, there should be at least six players needed to form three groups.

### *Materials:*

- A large, blank sheet. Players in the group should work on one big sheet together. Alternatively, they can work on their own papers and join them together later.
- Coloured drawing pens (preferably dry paint pencils).
- Game cards

### *How to Play?*

- Shuffle the cards and spread them randomly face down. The aim is to pick a card and depict it to the other players by drawing it on the blank sheet. The player in turn does their best to draw the image on the card and other players in the group try to guess the card.
- The instructor should point out that the ultimate aim in this game is not the win but to come together to make an "Our Neighbourhood" drawing by working on the same sheet with different coloured pens.
- **You should dedicate a certain time** for drawing and consider the age group of the children when doing so. For older children, this time can be 15 to 30 seconds, and longer if the children are younger. The time span should be the same for every player, therefore you should consider the time needed according to the youngest player in the group.
- **The player makes their drawing without showing it to anybody and only reveals the drawing to their group when the time is up. When the time is up, you can say "open it".**

- The player who guesses the right answer first gets the right to draw the next round. If the first guesser gives the wrong answer, the others continue to make guesses until they find the right one. The player who guesses right takes their turn to pick a card and draws it. The game continues until all the cards have been used.
- Players draw on the same big sheet so that when the cards are finished they will be left with a drawing of “Our Neighbourhood.” You can hang this sheet in a suitable place somewhere in the learning environment.

**Tip for Instructor:** When guessing, children may disagree on who guessed first and two players who gave the right answer find themselves in an argument on who to draw the next round. **Instructor can leave the decision on who answered first to the children**, supervising and directing the argument/discussion between players while giving them positive feedback and finding a balance between parties.

**Tip for Instructor:** There may be children who will make their guesses in different languages because they do have different family languages. If this is the case, the instructor can divide the children into several groups and run the game in a multilingual way. Players in one group may draw, while players in the other groups can make joint guesses. The group that gives the right answer first, is expected to give their answer in different languages so that other languages spoken in the group can be heard too. The turn passes to the group that gives the right answer.

**Tip for Instructor:** If you opt for a competitive environment, you can use a **point scoring system**. For example, the group that makes the drawing can get two points for their successful work, while the group that gives the right answer can get one point. Additionally, to discourage wrong answers and encourage players to think about their answers longer, you can cut one point from the group that gives the wrong answer.

### **GAME 3: LET'S MEET IN THE 'HOOD**

#### *Aim:*

- Completing the game as a group within the game rules, following the route marked on the map.
- Supporting learning by matching the cards with the images on the map.
- Consolidating their vocabulary by repeating the word on the card in different languages.
- Creating a story or incident as a group that takes place in “Our Neighbourhood” and doing some improvised role playing on it together.

#### *Who can Play?*

- Children over 7 years old.
- There should be at least four people to form two groups of two.

#### *Materials:*

- The Our Neighbourhood Map found in the game box
- Game cards

#### *How to Play?*

- The Our Neighbourhood Map is spread on to a table.
- Cards are scattered face up at random on the table. Players place one pair of cards on to the same image on the map. The remaining 25 cards are shuffled and spread around the table face down.
- Players walk around the table and change places to see the cards.
- 
- Players are split into two groups. The map has two starting points and the images are placed on certain routes. The groups are located onto two starting points and should follow their routes as the game advances.
- You can decide who starts the game by playing rock-paper-scissors.
- 
- The player who starts the game tries to find the matching card of the first image they come upon.
- Each player has one right to turn a card.
- The groups should advance in the order of the images on the map. Therefore, if they pick up a card which is different from the next image, they can't move forward. The card is put back face down and the turn passes to the other group.

- If the player picks the right card, the other players in the group have to say the word on the card in at least two different languages for them to continue picking cards. The player places the card on top of its pair on the map.
- The game finishes when the two groups meet somewhere on the map.
- The players greet and congratulate each other in different languages.

**Tip for Instructor:** They imagine the moment where the two groups meet (it can be an encounter or an appointment), they perform a role-play that takes place in the relevant location (illustration) on the map (in the neighborhood). The groups take around ten to fifteen minutes to create a story and dialogue that could take place on that location. In order to create their story they will pick three cards that they have left behind on their way and they use these cards/words in their story. They practice and rehearse a dialogue. When both groups are ready to perform, they come together in a suitable place in the learning space, and deliver their role-play. There can be several options: They can enact the moments before their meeting the other group (what has happened before they meet the other group?), the moment of the meeting (who they are and whom they are meeting with, what happens in that moment?), or after their meeting (what they will be doing as a group or individually after the meeting). **The Let's Meet in the 'Hood game thus finishes with a creative drama activity.**

#### **GAME 4: SWATTY PUZZLE**

##### *Aim:*

- Getting the players moving around
- Supporting their skills of correlating concepts and notions with images and words.
- Developing their skills of listening to others and making joint decisions as a group

##### *Who can Play?*

- Anyone 7 years old and over.
- There should be at least four players in two groups of twos.

##### *Materials:*

- One card from each pair (25 in total)
- Two flyswats in different colours or a stick to use for pointing.

##### *How to Play?*

- You can play this game on the floor or on a table.
- Game cards are spread out on the ground face up.
- Players split into two groups and take their places on either side of the cards.
- Both groups are given a flyswat.
- The players go over the cards for two minutes.
- The instructor picks a card in their mind and gives a clue related to it with a single word/concept or a sentence without directly saying the name of the item shown.
- Groups try to guess the card the instructor is describing by looking through the cards on the table. Instructor continues giving clues until one of the groups comes with the right answer.
- As they need to reach a joint decision, the groups have to talk between themselves. When they come to a decision, the player who holds the flyswat hits the related card on the table/floor.
- They have only one chance to pick their card.
- The instructor confirms whether the answer is right and that card is handed to the group that gives the correct answer.
- The player who holds the flyswat changes every turn.
- After giving each clue, the instructor makes sure that the groups discuss their options before making their guess and also they hear about the other group's discussion as well.
- When all the cards on the ground have been picked up, the group with the most cards wins the game.

**Tip for Instructor:** If you would like to create more fun, you can download and print out A4 size images of the cards from the deck and place them on the floor. Swatting will become more fun!

**Tip for Instructor:** Having decided on the images to be used, the instructor could benefit from thinking up clues relating to these images in advance as a preparation for the game, which will make the game flow easier and smoother.

Your clues can be words that directly describe the images or sentences that will connote that image in the minds of players. You should consider the age group of the players when deciding on the difficulty and directness of your clues. For instance, your clues might be as follows: 1- "it makes sound," 2- "it goes fast," (at this point, this card could be car, bird, firetruck or ambulance); 3- "it moves on wheels," 4- "the card has a red colour," 5- "we call it in emergencies"... etc. As the options are eliminated, you may be left with, say, only a fire truck or an ambulance. As you give more clues, the options get narrower and excitement grows. The groups should edge closer to the right card with every clue.

Another example of clues include: 1- "you will find a crowd here," 2- "you only stay for a while there," 3- "It can be an exciting, sad, calm or happy place." At this point, we have the options of cinema, bus, street, football field and bus stop. 4- "There are seats in this place," 5- "We can sit or be standing here," 6- "The seats are numbered and wherever you will sit is set." By now, you should only be left with the options of football field and cinema. The instructor keeps on giving more specific clues until the right card is identified.

## **GAME 5: CHINESE WHISPERS**

### *Aim:*

- Hearing the words on cards in different languages, pronouncing them correct, developing listening skills
- Practicing listening to and conveying a message
- Using words in a sentence
- Improving cooperation skills

### *Who can Play?*

- Children over the age of 6.

### *How to Play?*

- Only one card in each pair is used, and they are shuffled and spread on to a table or ground face up.

### **Version 1:**

- The first player to start the game thinks up a card from the deck on the ground. They don't tell anybody the card they have selected, but whisper the word in two different languages to the next player instead (for example, "firin, bakery").
- The next player whispers the same word couple and this continues until the last player.
- The last player repeats what they heard out loud and picks the relevant card from in front of them.
- If the player chooses the right card, they keep the card and start the second tour by picking another card in their mind and whispering the relevant word in two different languages to the next player.
- If the last player makes a slight mistake with pronunciation, the other players can repeat the word with the right pronunciation altogether. If the words are totally changed to the point that they have next to no relation with the original words, the first player is asked for the correct words.
- The aim of this game is to have fun while working on the pronunciation of the words on the cards.

### **Version 2:**

- The player who starts picks a card/word such as "bakery," making a sentence with that word such as "my friend's sister works in a bakery" or "the bakery in our neighbourhood makes the best bread" and whispers it to the next player.

- The game continues as in the first version and the last player tells the sentence out loud before guessing the relevant card from the ground. If they pick the right card, they keep the card and start the next round.
- Here, players can resort to loaded sentences. For example, even if a sentence like, “I went to the supermarket by bus,” reaches to the last player intact, it can refer to one of ‘supermarket,’ ‘bus station’ and ‘bus’ cards. Therefore, the last player may pick a wrong card. If this is the case, the player who starts the game helps the guessing player by giving them an extra clue. In this game, it is the players, not the instructor who gives away the clues. The player who picked the card helps to the last player with as many clues as they need. Continuing from the above example, after the last player to guess repeats the sentence, they can point out a more specific place with a sentence like, “we go to there to buy candy bars.” This clue eliminates the ‘bus stop’ card and leave ‘supermarket’ as the only option. This practice will support cooperation between children.



### MY OWN GAME SUGGESTIONS

You can create lots of other games focused on neighbourhood life while using these material. Fill in the pages below with your own game suggestions, ideas or comments after running all the activities in this manual.

#### **My Game Suggestions 1:**

**My Game Suggestions 2:**

## CREDITS

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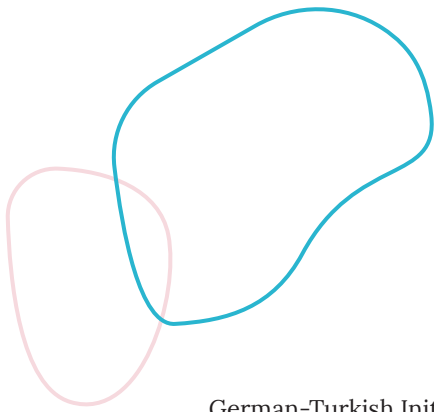
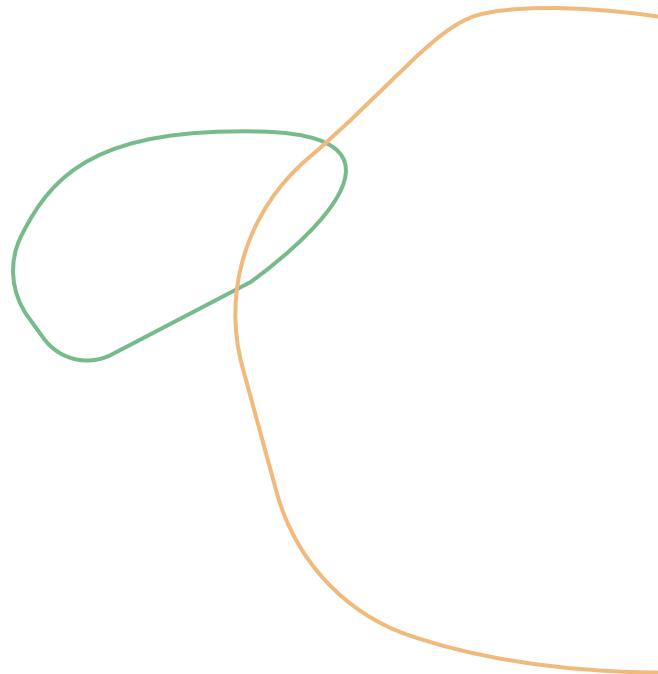
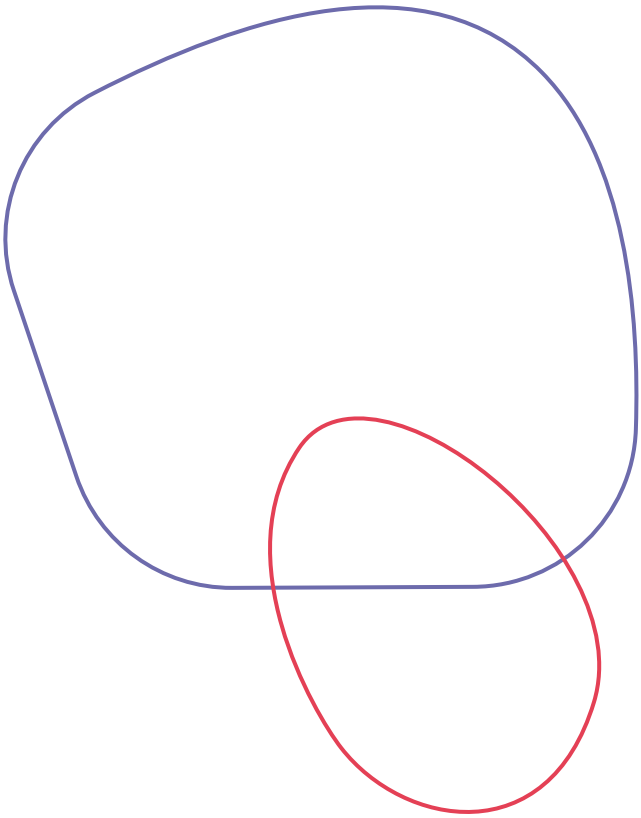


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