Chalita is from Thailand. She speaks Thai with her mother. How can she learn more Norwegian while still using her own language?

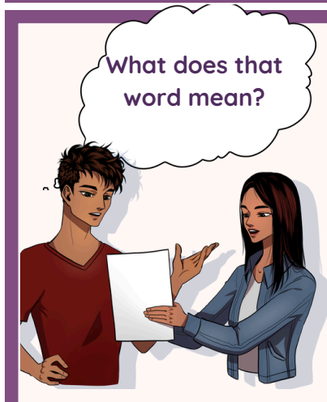


Ana doesn't understand the Swahili translation because it is different from the Swahili she knows in Congo. She thinks it is Tanzanian Swahili. Why can the same language be different in different countries?



Roman is from Ukraine. After moving to Norway, he prefers to speak Ukrainian. Other people he knows continue to speak Russian. Why do they make different choices?





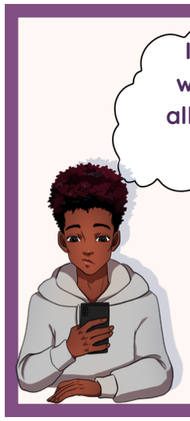
Najib is from Syria and speaks Arabic. Now he is learning Norwegian in Norway. His textbook includes support in Arabic, but Najib finds the translations difficult. The language in the book is different from the language he speaks at home. Why can translations sometimes be difficult even when you know the language?



Zofia moved from Poland to Norway when she was 10 years old. When she visits her grandparents in Poland, she feels that she has forgotten a lot of Polish. What does it feel like not to be able to speak the same language as your family?



Nasira is the only student in her class who speaks Somali. Several students in the class speak Arabic, and Nasira also knows some Arabic. She would like to use the languages she knows to learn Norwegian. What advice would you give Nasira?



Gabriel uses his phone to translate words when there is something he does not understand, but phones are not allowed at school. What other strategies could Gabriel use?



Gabriel uses Tigrinya when he writes to friends on social media. He has no friends in Norway who speak Tigrinya. What does it feel like not to be able to speak your own language with your friends?

Bahar is writing an argumentative text. She has many opinions about the topic, but she does not have all the Norwegian words she needs to explain them. How could she work on this task?





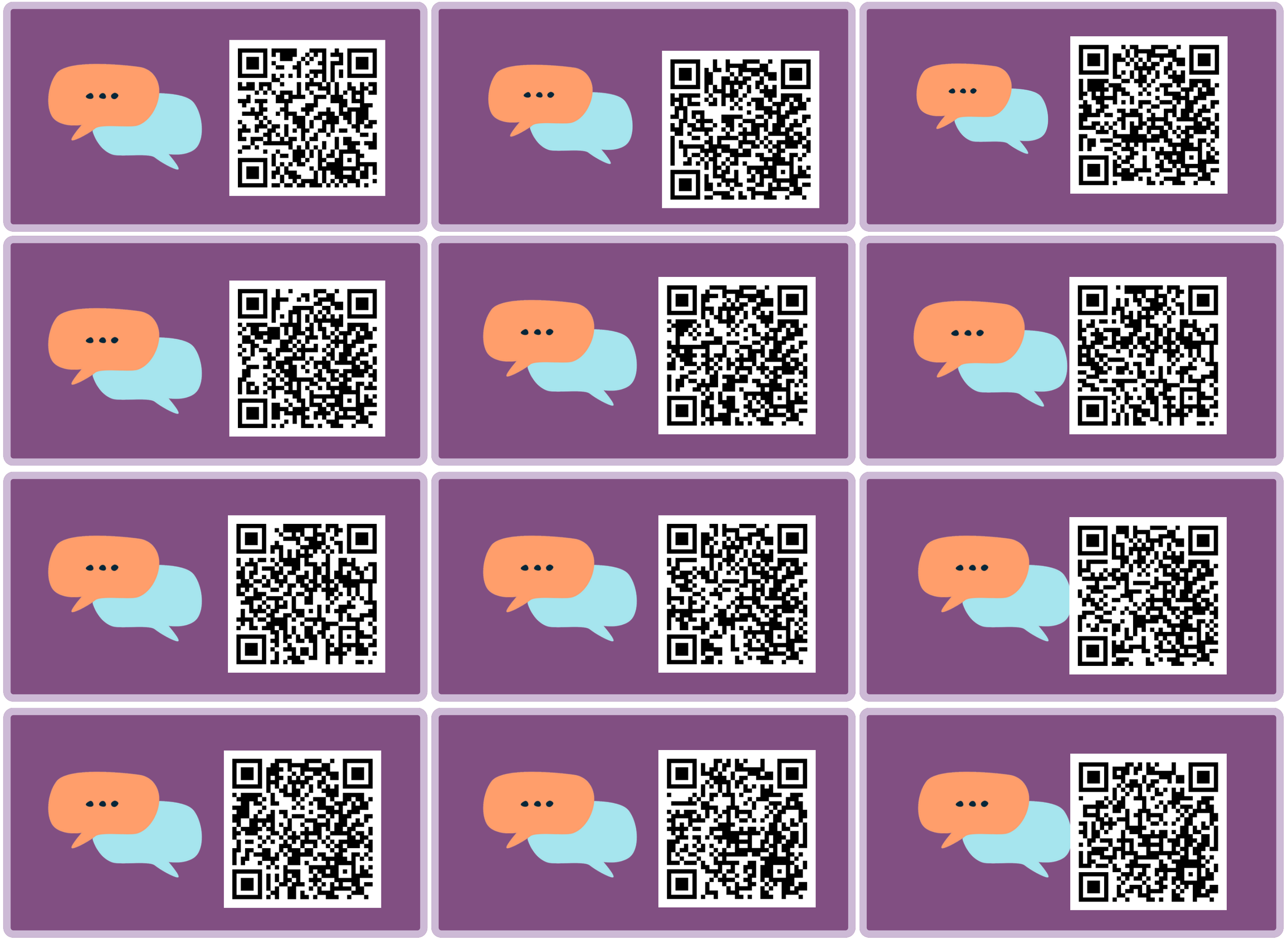
Najib is from Syria and has learned Norwegian in a classroom where the teacher speaks standard Norwegian. Outside school, he hears different dialects that are difficult to understand. What can help when you encounter new dialects?



Zofia is from Poland and remembers when she first came to Norway. When she tried to speak Norwegian, people answered in English. What do you think it is like to learn Norwegian when people switch to English?

Ana has been learning Norwegian for a while and notices that she understands more and can say more in Norwegian. What does it feel like to get better at a language? What has helped you get there?





Ana is from Congo and used English at school. When she speaks English in Norway, people comment on her accent. What do you think it feels like when your language is not seen as "real" or "correct"?





Nasira notices that some people react negatively when she speaks Arabic. She thinks it has something to do with religion and attitudes in society. What do you think it feels like to be judged because of your language?

Roman has lived in Norway for a few months. At school he has to learn both Norwegian and English, but the other students have studied English for many years. What do you think it is like to learn two languages at the same time?



The teacher places Roman together with other Ukrainian students so they can help one another. But Roman would rather work with Gabriel from Eritrea. They speak Norwegian and learn a lot from each other.
What are the advantages and challenges when students who share the same language work together?
What happens when students with different languages work together?



How to play

1. Place the game board on the table.
2. The youngest player starts by rolling the dice and moving their token forward the number of spaces shown.
3. Draw a card that matches the symbol on the space you land on, and follow the instructions.
4. The first player to reach the finish wins.

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Conversation Cards

1. Draw a card and read the speech bubble and question aloud.
2. Start a conversation. All players share their thoughts. You don't have to agree.
3. The player to the left of the person who drew the card goes first.



Action Cards

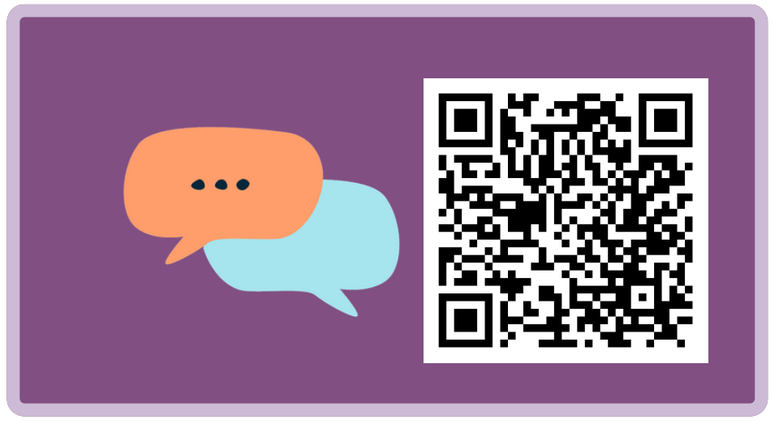
1. Draw a card and read the question.
2. Complete the task. The group decides whether the task has been completed successfully.
3. If the group does not approve, the player moves back the number of spaces shown on the die.



Tell-Me Cards

1. Draw a Tell-Me Card and read it aloud.
2. Share a story from your own life or someone else's.
3. Other players who want to can share a similar experience.

















Tell me about a misunderstanding that happened because of language.

Tell me about your favourite word.

Tell me about the first words you learned in Norwegian.

Tell me about a word from your language that does not exist in Norwegian.

Tell me about a Norwegian expression or proverb that you find strange or funny.

Tell me about a language you would like to learn and why.

Tell me about a time when you translated something important for someone.

Tell me about a Norwegian when you learned a new word and used it incorrectly

Tell me about a Norwegian word that you find difficult to pronounce.

Tell me about a time when you had to use body language to make yourself understood.

Tell me about a time when you used several languages at the same time.

Tell me about a word that you thought meant something different from what it actually means.














What does a cow say in the languages you know?

What do chickens say in the languages you know?

How do you pronounce McDonald's in the languages you know?

How do you say “sorry” in two languages, and when do you use it?

Say “welcome” in the language of the person sitting to your right, or move back two spaces.

Tell something about yourself in a language you know. The first person to guess what you are saying may move forward three spaces.

DO NOT READ THIS CARD ALOUD:
Use body language (mime) to communicate: “I am new here – where is the bus?” The first person to guess may move forward three spaces. .

DO NOT READ THIS CARD ALOUD:
Use body language (mime) to communicate “a doctor.” The first person to guess the word may move forward three spaces.
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DO NOT READ THIS CARD ALOUD:
Use body language (mime) to communicate “a carpenter.” The first person to guess the word may move forward three spaces.

Teach the person opposite you the word “friend” in a language you know.

Teach the person opposite you the word “thank you” in a language you know.

Teach the person opposite you how to count to five in a language you know.



Explain the word “friend” without saying the word, or go back to the start.

Say “you are my friend” in a language that the person to your right understands, or move back three spaces.

How do you say “pineapple” in the languages you know?

Give a tip for practising the pronunciation of a Norwegian sound. Everyone in the group tries the tip.

Tell something about your family in a language you know. The first person to guess what you are saying may move forward three spaces.

Tell about something you do in your free time in a language you know. The first person to guess what you are saying may move forward three spaces.

DO NOT READ THIS CARD ALOUD:
Use body language (mime) to communicate “a teacher.” The first person to guess the word may move forward three spaces.

DO NOT READ THIS CARD ALOUD:
Use body language (mime) to communicate the sentence “I am eating ice cream.” The first person to guess what you are communicating may move forward three spaces.

DO NOT READ THIS CARD ALOUD:
Use body language (mime) to communicate “a bus driver.” The first person to guess the word may move forward three spaces.









