Supporting language exchange in multilingual groups
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What is tandem methodology?

why tandem?

Challenges to use tandem methodology

Introduction to Tandem
**Introduction to tandem**

**What is tandem methodology?**

A language tandem is two people who decide to spend time together to help each other with the languages they speak and learn. Imagine: You speak French and you want to learn English. You meet someone who speaks English fluently and wants to learn French. You decide to spend time together; this time is dedicated to mutual learning of these two languages!

**Why tandem?**

Generally learning a foreign language through a tandem partnership offers an efficient and cost-free way of learning languages independently. The approach allows you to decide individually both what and how you wish to learn. With your tandem partner, it is important to agree on your focus, for example, speaking in the foreign language, expanding your vocabulary, reading and understanding texts in the foreign language, clarifying linguistic points, discussing texts you have written and improving them together, getting to know the culture(s) of your target language.

**Challenges to use tandem methodology**

The tandem is great, but sometimes there are small problems:

- First you have to find the pair who speaks the language that interests you!
- Learning and teaching without the mediation of a teacher is not always easy!
- It is sometimes difficult to make friendly meetings if members of the pair did not know each other well or if the relationship is based on a type of academic learning ...
02

Our project

Context of development of tandem workshops

Objectives of the workshops
Our project

Context of development of our tandem workshops

Through the coordination of international volunteer projects and local action aimed at intercultural dialogue, Hors Pistes is an association surrounded by volunteers from all over the world! We have often expressed a desire to learn languages, for example foreign volunteers welcomed in Marseille to learn French, and French volunteers who are preparing to go abroad want to learn the local language. But also the participants of our mentoring program, who have already developed a relationship of mutual help that could extend to language learning. The tandem methodology seems entirely appropriate to this context, but must be accompanied and framed by a methodology!

The project “pedalangues”, funded by the FDVA (Fonds de développement de la vie associative), allowed us to organise and lead 10 workshops for the organization’s volunteers in order to train them to become active tandem learners and teachers.

Objectives of the workshops

1. Connect language lovers, to facilitate the creation of linguistic tandems.
2. Break the ice and learn while having fun, through the game!
3. Provide «tools» to participants with language learning methods that are adapted to the linguistic tandem.
4. Bringing a multilingual community to life and sharing information related to language learning or discovering different cultures.
03

How to use this guide?

Non formal learning

Build your own program cycle
Non formal learning

In non-formal learning, the one who leads the activity is called a “facilitator”, because he facilitates the learning process of the participants. Non-formal learning is often defined in opposition to formal methods. It is based on the following principles:

- Learning is voluntary and comes from the initiative of the learner himself, he should not be forced or pressured to participate to the workshop.
- Learning takes root from the previous knowledge and the empirical experience of the participants. For this reasons, most activities found in this toolkit could be used to learn any language. As facilitator, you are encouraged to use the activities to learn the various languages spoken in the group in order to give value to the participants' resources!
- Within the activity time frame, some time is dedicated to reflection or group discussion: taking time to reflect and to confront one own’s point of view to others is a recognized as a learning process in non-formal education.
- Non-formal education encouraged self-assessment and peer-assessment rather than a feedback or a grade given by the trainer. The participants are free to set their own learning objectives and to assess themselves whether they fulfilled it.

Build your own program cycle

This toolbox can be used as an inspiration, the activities can be modified thanks to your creativity and the program cycles can be created according to your context and the learning needs of the participants. We developed our program cycle in this way:

First, we welcome participants, propose Icebreakers- to get to know each other- and language games to discover words in the languages of the participants (for example, we learned a little of Romanian, Sicilian, Arabic, Spanish, Fulani ...).

Secondly, we propose activities that aim to trigger a reflection on the mechanisms of learning languages: why we have an accent when speaking in a foreign language? What are the methods and the tools that the participants can use to remember the vocabulary? The goal is to help participants to raise awareness of the mechanisms of learning languages, to be more independent and be able to learn in tandem pairs, without the intervention of a teacher.

Finally, a time is devoted to the practice of languages in pairs or small groups. At each workshop, a toolbox with games or methods of learning is offered to participants to frame their practice. It is also a cultural sharing time in which participants can exchange their respective countries.
04
Tools and activities
Activities matrix
Toolbox
Tools and activities

Generally to manage a tandem workshop successfully, make sure that these 3 approaches (ice breakers, energizers & language activities) are included in each tandem workshop and Following is the tools and activities description to be used in tandem workshops and also matrix or a guide for the category of each activity.

### Activities matrix

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Ice breaker</th>
<th>Energizer</th>
<th>Tandem pairs</th>
<th>Group activity</th>
<th>Awareness/ reflection about languages</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domino</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Bingo</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Move if you .....</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Rock–paper–scissors</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Directions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td>14</td>
</tr>
<tr>
<td>I'm going for a trip</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Time clock</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>When i wake up</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Localization</td>
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<td>√</td>
<td></td>
<td></td>
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<td>16</td>
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<tr>
<td>Dixit</td>
<td>√</td>
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<td>√</td>
<td>16</td>
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<td>Memory</td>
<td>√</td>
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<td>√</td>
<td>17</td>
</tr>
<tr>
<td>2 Hands calligraphy</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td>17</td>
</tr>
<tr>
<td>Game 21</td>
<td></td>
<td></td>
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<td></td>
<td>√</td>
<td>18</td>
</tr>
<tr>
<td>International Hotel</td>
<td></td>
<td></td>
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<td>√</td>
<td>18</td>
</tr>
<tr>
<td>Stickers in envelope</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
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</tr>
<tr>
<td>National dictionary</td>
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<td>√</td>
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<tr>
<td>Rainbow</td>
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<td>√</td>
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<tr>
<td>50 words</td>
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<td>√</td>
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<tr>
<td>Moving sentence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td>21</td>
</tr>
<tr>
<td>The sound filter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td>21</td>
</tr>
<tr>
<td>ToolBox</td>
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<tr>
<td><strong>DOMINO</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Duration / No. of participants:</strong></td>
<td>10 min. / 10-20 participants</td>
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<td></td>
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</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>Knowing all the names of the participants.</td>
<td></td>
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</tr>
<tr>
<td><strong>Procedure: Description of the activity step by step:</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• The participants go around and ask other participants about their names.</td>
<td></td>
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</tr>
<tr>
<td>• After all participants know each others names they will play domino game by names only for example if the first participant name ends with letter “A” the next name must begin with letter “A” too.</td>
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<tr>
<td>• Then participants should complete a chain of domino with their names.</td>
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</tr>
<tr>
<td><strong>Bingo</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Duration / No. of participants:</strong></td>
<td>15-20 min. / 10-20 participants</td>
<td></td>
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</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>Knowing different languages by socializing with others.</td>
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<tr>
<td><strong>Procedure: Description of the activity step by step:</strong></td>
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</tr>
<tr>
<td>• Each participant is given a paper that contains 10 random words in English and French language.</td>
<td></td>
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<tr>
<td>• Each participant has to talk to other participants to ask about the translation of a word in other languages than English and French.</td>
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</tr>
<tr>
<td>• The participants should not translate more than one word in same language so he has to get various languages as much as he can.</td>
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</tr>
<tr>
<td>• When the participant collect 10 words translated to 10 different languages other than English and French he should say Bingo! and he will be the winner.</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>• If the time is up before completing the 10 words in English the participant who get the highest no. of words will be the winners.</td>
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<td></td>
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</tr>
</tbody>
</table>
Rock–paper–scissors

Duration / No. of participants:
10-15 min. / Even number

Objectives:
Energizing through Learning new words.

Procedure: Description of the activity step by step:
• Facilitator says the words “Rock–paper–scissors” in other language.
• The participants starts saying the same words in different language and start compete each other.
• The roles of winning is shown Below and the winners then starts to competes other winners.
• The loser starts cheering for the winners till the last two winners compete each others and there will be winner.

Rules:

<table>
<thead>
<tr>
<th></th>
<th>Beats</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Paper</td>
<td>Rock</td>
<td>Paper</td>
</tr>
<tr>
<td>Scissors</td>
<td>Beats</td>
<td>Scissors</td>
</tr>
</tbody>
</table>
**Directions**

**Duration / No. of Participants:**
10-15 min. / Even number

**Objectives:**
Learn directions in different languages.

**Procedure: Description of the activity step by step:**
- Translate these words in the chosen language: - straight – left – right – stop & you need a paper and a pen.
- Imagine an itinerary with a starting and an ending point.
- One of the two persons will give the instructions.
- The other person will close the eyes and put a pen down on the paper.
- The instructor will decide where will be the ending point and will draw a cross on the paper.
- The other participant will have to guide the other person all the way to the arrival point in using only the words presented at the beginning.

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**I’m going for a trip**

**Duration / No. of Participants:**
15-20 min. / 5-20 participants

**Objectives:**
Memorize by repeating a new language vocabularies.

**Procedure: Description of the activity step by step:**
- “I’m packing my suitcase and I am taking with me...”
  - The learner says the upper phrase then he has to show to the native speaker what he want to bring (show objects in the room, take objects from your bag, draw, etc.).
  - The native speaker should provide vocabulary. The learner repeats the sentence using the new word (ex: I’m packing my suitcase I am taking with me my wallet.)
  - Then the 2nd players change roles, the second person starts his packing list.
  - The turn goes back to the first player, but he needs to start the list of objects from the beginning (ex: I’m packing my suitcase I am taking with me my wallet and my glasses).
The clock

**Duration / No. of participants:**
30 min. / 5-10 participants

**Objectives:**
- Questioning the meaning extent and boundaries of words.
- Compare the lifestyle rhythm and times of the day from the participant’s countries.
- Learn greetings in the different native languages of the group.

**Procedure: Description of the activity step by step:**
- Hand out to the participants a printed sheet of paper representing times of the day (it can be two clocks, AM & PM).
- Pair the participants in group of two with mixed origin and different languages spoken, so that they can learn from each other.
- They should explain to each other the lifestyle rhythm from their countries: (Greeting expressions - what time does it change from good morning, to good afternoon, to good evening (if the equivalent exists)- Meals hours and related expressions (ex: « bon appétit ») - Other cultural actions important for the day rhythm (ex: after lunch nap, prayers, etc.))
- The work in pair can last about 15 minutes
- After this step, open a debrief discussion:
  - How was it? Do you want to share your feedback about this activity?
  - Did you encounter surprising differences? Do you want to share it with the group?
  - (If you did the rainbow activity before) can you draw similarities with the rainbow activity? What does this activity tells us about meaning extent and boundaries of words?
  - To which extent do you think that culture and the environment of the country influence the language?

When I wake up

**Duration / No. of participants:**
10-15 min. / 5-20 participants

**Objectives:**
- Memorize by repeating a new language vocabularies.

**Procedure: Description of the activity step by step:**
- The learner says this sentence «When I wake up, I...» then he has to mime/gesture an action corresponding to his morning routine.
- The native speaker should provide vocabulary.
- The learner repeats the sentence using the new word (ex: When I wake up, I stretch).
- Then the players change roles, the second person starts sharing his morning routine.
- The turn goes back to the first player, but he needs to start the routine from the beginning (ex: When I wake up, I stretch, then I get up...).
- This game is using repetition for memorizing, the list goes bigger each turn.
### Localization

**Duration / No. of participants:**

10-15 min. / Even number

**Objectives:**

Learn localization in different languages.

**Procedure: Description of the activity step by step:**

- Translate these words in the chosen language: - above... - below...
  - left from... - right from...
- The game is played in tandem: you meet up in a living place, with a complex decoration or a lot of objects around (ex: in front of library shelves, at the bar counter, etc.).
- One of the two persons will observe the space and choose an object in his head.
- The other person will try to guess which object it is, but he can only ask questions about localization.
- Ex: is it at the right of the lamp? Is it below the glass?
- The roles changed when the person is guessed.

### Dixit

**Duration / No. of participants:**

10-15 min. / 5-10 participants

**Objectives:**

Express a feeling from the dixit cards.

**Procedure: Description of the activity step by step:**

- This game is played with the dixit board game.
- Some cards are put on the table, image visible.
- Each person chooses one (or several) cards. We make a tour to express a feeling inspired by the image (ex: « I chose this card because today I feel as happy as this fish » or « I feel overwhelmed today, like this character »).

**Variation**

- Pick a card (don’t chose) and describe it to your (atmosphere, color, objects, etc.) in the language you want to practise.
Memory

Duration / No. of participants:
30 min. / 2-20 participants

Objectives:
Acquire new language skills.

Procedure: Description of the activity step by step:
- The participants are divided into 2 groups
- The first team draws a card of word and corresponding drawing.
- Each team has 2 trials each round if the team fails to guess twice the other team take the lead.
- The game continued to be like this until all cards are matched.

2 Hands Calligraphy

Duration / No. of participants:
20 min. / Even number

Objectives:
Discover the other languages alphabet.
Learn through the senses and especially touch or kinetics.

Procedure: Description of the activity step by step:
- The linguistic animator presents to the group different language alphabet and the basis of the concepts of this writing system
- The game is done in pairs: in each pair, there will only be a paper and a pen. both people will have their hands on the pen. one of the two must choose a letter and draw it with the hand of the other who follows; the second must try to guess which letter it is.
**Game 21**

**Duration / No. of participants:**
20 min. / 5-15 participants

**Objectives:**
The objective of the game is to learn to count in another language.

**Procedure: Description of the activity step by step:**
- The first player says “1”, the player to his left must say «2» and the player to his left will have to say «3» and so on
- When players reach no. 21 that means that the player said 21 has the right to change a rule (say numbers in different language or his own language, change the order of the numbers, to say a number several times etc.)

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**International hotel**

**Duration / No. of participants:**
10-20 min. / 2-4 participants

**Objectives:**
Participants make themselves understood by speaking in another language.

**Procedure: Description of the activity step by step:**
- Participants must be of different nationality.
- The participants are divided into 2 groups: «The owners» and «the customers».
- At the beginning of the game «the customers» receive a paper with a situation.
- They must explain to the «owners» the situation in their mother tongue
- The owners must find a solution by speaking their own language.
Stickers in envelope

**Duration / No. of participants:**
20 min. / 10-20 participants

**Objectives:**
Trying to guess other languages from voice expressions and gestures.

**Procedure: Description of the activity step by step:**
- Prepare 3 envelopes (first name - spoken language - desired language to learn) Each person have 3 stickers and asked to write his (first name - spoken language - desired language to learn) and put the stickers in the envelopes respectively.
- Each person draws a sticker from the first name envelope then go and talk with other participants to know their names then put it back on the right person.
- Each person draws a sticker from the Languages spoken envelope then participants go into space by speaking the language(s) that they can propose in tandem and other participant try to guess the spoken languages then try to put the sticker back on the right person.
- Each person draws a sticker from the Envelope of desired languages to learn. Participants go into space by speaking the language(s) they want to learn in tandem. If they speak 0 words, they can improvise. If someone wrote all the languages, good luck.

National dictionary

**Duration / No. of participants:**
20-30 min. / 5-10 participants

**Objectives:**
Raise awareness on the different meanings of words in different languages.

**Procedure: Description of the activity step by step:**
- The facilitator asks the participants to search for definitions of a few words in the national dictionary of their language. Then, they should translate it word by word in English.
- The words can be chosen according to the topic to approach, for example: citizenship, nationality, culture, ...
- When sharing with the rest group, we exchange on the different definitions: how it is similar or different, how it is interconnected and how we can conceptualize the comparative analysis of the meanings with a schema.
- We can close with a more theoretical session on language barrier and inter-cultural communication.
- At the end, the group should agree on a common definition for the key topics of the project (either select one of the national definitions or create their own), so that they start on a common ground and a good mutual understanding.
50 words

**Duration / No. of participants:**
10-15 min. / 6-20 participants

**Objectives:**
Memorize as many words as you can.

**Procedure: Description of the activity step by step:**
- The facilitator writes 50 words on flip chart in many different languages.
- Participants shall be divided into two groups.
- Each group has to think of memorizing strategies in 2 min.
- The facilitator shows the 2 groups the flip chart that contains the 50 words for only 1 min.
- The participants write as many words as they can remember for another 1 min.
- The facilitator scores the number of words that the teams write.
- Then each team discusses their memorizing strategy they used.

The rainbow

**Duration / No. of participants:**
30 min. / 4-10 participants

**Objectives:**
Compare the perception and naming of colors in the group.

**Procedure: Description of the activity step by step:**
- Hand out to the participants a printed sheet of paper representing a detailed rainbow or a color spectrum (make sure the image you choose represents a continuum between a very large scale of colors).
- Ask the participants to draw the boundary between the colors to identify maximum 5 zones of colors. This step should be made individually, without looking at each other’s drawings.
- Ask the participants to pass their drawings from hand to hand around the circle, so that everyone gets to see how others set the boundaries. We can expect the drawings to be rather different.
- Open a debrief discussion:
  - How was it? Do you want to share your feedback about this activity?
  - Can you imagine areas of the languages in which it’s hard to see the natural boundary between two things, and yet languages set boundaries for words? (examples):
    - Here’s some fact for reflection: some languages use the same word for « eating » and « drinking », where is the boundary for you?
    - Some languages use the same word for « hand » and « arm », others use the same for « hand » and « forearm » but use a different word from the elbow to the shoulder
    - Do you know any translatable words from one language to another? Is it because the boundary between two concepts is set elsewhere?
    - Does it trigger any other thoughts or reflections on meaning?
**The sound filter**

**Duration / No. Of Participants :**
20-30 min. / 5-10 participants

**Objectives :**
- Gain awareness in the diversity of sounds in world’s languages through.
- Hear the native languages spoken in the group.
- Understand the mechanisms of accent.

**Procedure: Description of the activity step by step :**
- Explain that this activity is about hearing each other’s native languages, especially getting awareness of the diversity in sounds of languages. The activity can start by every participant wondering what « sounds special » in their language, compared to the other languages in the group (particular sounds, special intonation, length of words, etc.).
- The participants should stand or sit in a circle. One by one, each participant will share with the group either: (a tongue twister, that the group can try to repeat- a word or a small sentence that will go from ear to ear. The last one in the circle will say it out loud and the group can check how it evolved from the original sound (Chinese whisperer game).
- After the round is finished, start a debrief discussion: ( how was it? do you want to share your feedback about this activity? does it trigger thoughts or reflections on the diversity of sounds of languages? Why do you think that, in the Chinese whisperer game, the words always end up different?
- Introduce the concept of the « strainer » as a sound filter. You can provide a visual example of sound system differences using « vowel triangles » (a visual representation used in linguistics) of very different languages such as French and Arabic.

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**The moving sentence**

**Duration / No. of participants :**
30 min / 10 participants

**Objectives :**
- Learning word order in the host language.
- Comparing word order in the native languages of the group.

**Procedure: Description of the activity step by step :**
- Within the group, some participants will represent the words forming a sentence, while some others will be the «grammarians », putting the words back in order to make a sentence.
- Choose sentences depending on the participants’ language level and the current topics learnt. This activity is about words order, it can be for example: a simple subject- verb- object for beginners, sentences expressing location, or including relative clauses for more advanced. There should be fewer words than the number of participants in the room.
- Call the « words » participants one by one and tell them the word quietly in their ear. They should remember their word. Tell the words in random order otherwise the task is too easy! The «words» participants will say out loud their word if a grammarian comes close and ask for it. The task of the « grammarians » is now to rearrange the words in order: they pull their friends by their arm to place them elsewhere. Once the grammarians think they are ready, the words should tell their words out loud to check if the sentence is correct.
- Ask the grammarians: - if this sentence was in your native language, what would be each one’s word? Would two or more words split into one? Do we have to change the words order to make a correct sentence?
- Using people as « words » that you can move around in space can be easier to talk about grammar concepts.
Tips and hints for the tandem pairs
Tips and hints for the tandem pairs

Besides proposing a set of non-formal activities to facilitate language learning in tandem, there are some tips and hints that you can give to the participants when they practising autonomously, outside of group activities.

When learning languages in tandem pairs, pay attention to your tandem partner’s needs and wishes and try to provide support that will help your partner to learn effectively.

As a native speaker, you can:
• Listen and confirm understanding.
• Ask questions to clarify understanding and vocabulary.
• Share some facts about your language and culture.
• Discuss together how much feedback should be given on spoken language (do you want your partner to correct you after each mistake, or do you want to let the conversation flow if the sentence was clear enough).
• Prepare your tandem session by collecting learning materials and media on the Internet.
• Select learning material adapted to the level of your partner and thus keep him/her motivated to work regularly.

Toolkit created by Hors Pistes Organization
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We'll be happy to have your feedback!