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A Refugee Resource Guide 2022

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SUPPORTING REFUGEES: A RESOURCE GUIDE FOR TEACHERS AND TEACHER EDUCATORS



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THE PURPOSE

Rhode Island has long hosted refugees from around the world. Schools in RI, particularly those in Providence, currently enroll hundreds of refugee youth. After spending a semester conducting research and teaching in a school that serves refugee youth, it became clear that explicit teacher training about this population rarely occurs. This guide seeks to provide resources in which to address this need.

At Roger Williams University, I teach courses in our Education programs about race, class, and culture. My professional research centers on the same topics. While on sabbatical, I created several documents for the principal I worked with, to help her locate resources to support her students. I went on to design a course for undergraduate pre-service teachers that I currently teach at Roger Williams. Our campus librarian suggested that the resources I have been creating and collecting could serve a wider public. I decided to take up her idea.

This guidebook fuses both of these professional tasks as a form of collegial sharing with the larger k-12 + higher education communities.

In it, I curate materials, resources, chapters, videos, readings and on-line trainings to address the needs of K-12 teachers who work with refugees. I share my syllabus for pre-service teachers on educational issues for refugees. I provide lists of local resources and library recommendations in hopes of being a model for other teacher educators and school-based professionals on what might be included and how these resources can be located. Together, I hope this assortment of resources will provide meaningful jumping off points for people who wish to support refugee youth.

I am dovetailing this project with work I completed through being an Open Educational Resource fellow. I explored open educational resources that address my field, both as a user-of and potential contributor-to these materials. This work I collect materials both extant and openly sourced materials that can support teachers (located in the Reading materials section) as well as my own materials. Any work that has been “remixed” will be clearly marked and cited for the reader.

This work is important to me as a professional because it is critical that faculty be in service to K-12 schools whenever we can. Considering the worldwide refugee crisis, this guidebook is a social-justice project as well. I hope this effort benefits community schools and refugees themselves.

THE COURSES

There are two syllabi included here. The first is a three-credit course designed for pre-service Education students as well as other students who will work with refugee youth. The course is delivered online, asynchronously, in a condensed format (over three weeks). The second is for a one credit, hybrid course for the same audience. In providing the syllabi, I hope they can be models for professional development or class creation at other schools/universities. They could also serve as jumping-off points for in-service teachers.



Case Study: Refugee Youth EDU 380-91c

3 credits
Online

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COURSE DESCRIPTION: A look at current events in education. This course will look at the refugee experience and educational needs of refugee youth, particular to resettled youth in the US. Open to all students, no education background needed.

PURPOSE THE COURSE: Providence is a refugee resettlement site, and as such, settles sizable numbers of refugee youth. Refugee youth have particular needs regarding their education. This course will look at the refugee experience from leaving their country of origin through their schooling experiences in the US. We will also look at how the refugee process works in the US and the ways in which contemporary politics are impacting that process.

This class will be asynchronous, to best accommodate all learners and the unique complications of this session.

COURSE OBJECTIVES:

- To describe and chart out the refugee resettlement journey, from country of origin to country of resettlement
- To categorize the differences between refugees, immigrants, and asylees.
- To compare and contrast current refugee flows and policies to historical waves of refugees and previous policies.
- To identify the unique needs of refugee youth
- To list and elaborate on how schools can support refugee youths' unique needs
- To critique misunderstandings and stereotypes about refugees and their educational needs.

REQUIRED TEXTS:

City of Thorns by Ben Rawlence (experiences of adults in the largest refugee camp in the world – Daadaab in Kenya)

OR

A hope more powerful than the sea by Melissa Fleming (adult Syrian refugee fleeing to Europe)

You can pick either book from the above list. You only need to pick one. I've ensured that both of the books can be accessed remotely. You do not need to purchase a paper copy, unless that is your preference. Depending on the title, you will be able to get it via:

Paperback:

1. *Amazon.*
2. *Your local bookstore or Barnes and Noble.*

Digital copy:

3. *Kindle*
4. *Audible*
5. *Google books through Google play – look up and download ebook*
6. *You may be able to get as e-books through our RWU library – check there first. These would be free.*
7. *Some you can get through your own public library. So if you have a local library card, check the e-holdings first and you may be able to download to a device for free.*

All the other materials will be curated for you from open source materials/online readings.

ASSIGNMENTS AND EVALUATION:

Note: For all written assignments, you will receive a detailed instruction sheet before it is due, as well as a rubric as to how the assignment will be graded.

Participation on Forums/Flipgrid: (20%) Because we are not meeting synchronously, we need a way to chat with each other. This will be done via forums on Bridges and/or flipgrid. This will happen twice per module (six times over the course). FlipGrid is a platform that allows you to share short videos of yourself responding to course topics. Videos are a more personal way to engage in a classroom discussion in an online course. FlipGrid is

FREE. Use your RWU email address. Each time you are asked to complete a flipGrid you will be asked to sign into your account with your RWU email.

Two-part book analysis (15%)

Based on the book you have chosen, students will write an analysis on what they learn about refugees, outlining the assets and skills they possess. Particular attention will be paid to previous misunderstandings/stereotypes, and new understandings that are occurring. You will do this upon completing the book. After completing all the class modules, students will add to their analysis by drawing on what they learned from other media about assets in refugees. We will focus on who refugees are, what they need, what they bring – providing a twist on the usual assessment of refugees which focuses on what they need and lack.

Going Deeper/Reflection Activities (45%)

This course will be divided into three modules. In each module will be the readings, activities, videos, simulations and writing reflection for the next 6-8 days. The reflection activities are designed to give you space to think through your new learning, ask questions, synthesize ideas, and look for patterns/themes. These will be short-ish papers and you will hand one for each module, before moving on to the next.

Backgrounder documents (20%): Students will work on refugee backgrounder documents. Backgrounders are documents used to convey the context of a problem. In this case, we will be writing backgrounders that share cultural and educational information on refugee youth. Each student be assigned a country of origin which refugees are currently fleeing. You will then address specific questions to create a guidebook for each country.

GRADING:

A	95-100	C+	77-79	D-	60-63
A-	90-94	C	74-76	F	< 59
B+	87-89	C-	70-73		
B	84-86	D+	67-69		
B-	80-83	D	64-66		

POLICIES

- All papers should be typed and double spaced. This allows me plenty of room to write comments.

- Incomplete Policy: I prefer not to give incompletes. I will only permit them in absolutely critical situations, where the student becomes seriously ill, experiences a family emergency and the like. Only students who are currently passing the course AND who have completed the vast majority of the course requirements are eligible for an incomplete.
- All RWU students are expected to maintain high standards of academic integrity and scholarly practice. The University does not tolerate academic dishonesty of any variety, whether as result of a failure to understand proper academic and scholarly procedure, or as an act of intentional dishonesty. This includes PLAGIARISM, FRAUD, CHEATING AND FABRICATION. See:
<http://www.rwu.edu/academics/academic-affairs/academic-standards>

Let me add that the internet can be both a help and a hindrance. You can easily plagiarize from the internet by cutting and pasting. While you may use the internet for research, you may not use web sources word for word without citing them. Papers that do not have the necessary cites will fail.

On a personal note, I am an unbelievable stickler for academic honesty. Students who are caught cheating to ANY degree will be reprimanded heavily. This includes automatically failing the course (best case scenario) to being brought before the university judicial committee.

- In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, we should meet as soon as possible to discuss your needs. I am happy to work with any student with a disability to create a beneficial classroom experience. *"Students with disabilities or significant medical conditions are encouraged to speak with SAS staff via e-mail or private virtual meeting about their particular needs or accommodations that may promote access and success in this course. It also is very important that students register with [Student Accessibility Services \(SAS\)](#) if they haven't done so already. SAS continues to operate remotely during summer '20 and can be reached at sas@rwu.edu. If students were issued an SAS Academic Accommodation Authorization*

Form in fall '19 or spring '20, this form will be valid until the end of summer '20 classes."

CALENDAR

Date	What's Up/What's Due	Goals/Topics Covered
Jan. 4th	Module One opens	<ul style="list-style-type: none">• <i>To describe and chart out the refugee resettlement journey, from country of origin to country of resettlement</i>• <i>To categorize the differences between refugees, immigrants, and asylees.</i>
Jan. 11	Module 2 opens <i>First going deeper/reflection due.</i> <i>Forums and/or flipgrids due.</i>	<ul style="list-style-type: none">• To compare and contrast current refugee flows and policies to historical waves of refugees and previous policies• To critique misunderstanding and stereotypes about refugees
Jan. 15th	<i>Backgrounder due.</i>	

Jan. 18th	Module Three Opens Second going deeper/reflection due Forum/flipgrid due.	<ul style="list-style-type: none"> • To list and elaborate on how schools can support refugee youths' unique needs • To critique misunderstanding and stereotypes about refugees and their educational needs
Jan. 22nd	Two-part book analysis due. Final going deeper/reflection due Forum/flipgrid due.	



Module One,

Goals for the module

For our first module, my goals for you are to sort through some basic understandings. There are a lot of terms to describe people on the move, including refugees, immigrants, migrants and asylees. Each term means something different. So we will first contemplate the reasons and ways people move, and how their journeys are different.

Refugees face a very particular, and very misunderstood, journey to their country of relocation. So we will also describe and chart out the refugee resettlement journey, from country

of origin to country of resettlement, and determine the challenges refugees face.

Going deeper/reflection writing assignment

For the writing assignment this week, I'd like you to do four things:

- 1. Talk me through the differences in the terms immigrant, migrant, refugee, and asylee. Explain what makes them similar and what makes them different.*
- 2. Using some visual method, chart out the steps of refugee resettlement, from fleeing their home to arriving in the US. Aim for 7-10 steps. This will prevent you from getting too lost in the weeds. You can make a flow chart, draw something, use a visual organizer- your choice.*
- 3. Analyze the set of photographs below. There are 4 sets (indicated in red below). Who is the intended audience? What do you think is the intent of the photographers? Why is including these photographs important, particularly at the beginning of this study?*
- 4. Ask me some questions. Since we aren't face to face, I want to make sure I am answering questions you have. This will be a consistent component of each writing reflection.*

Readings

- We are all migrants National Geographic pg, 17 (8.2019)
rwulib.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eon&bquery=national+geographic&cli0=EH1&clv0=Y&type=0&searchMode=Standard&site=eon-live
- *The Great Migration. Using Flipter again, this article is in Time Magazine. Starts on pg. 38 of the 10/19/2015 edition.*
 - <https://rwulib.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eon&bquery=Time&cli0=EH1&clv0=Y&type=0&searchMode=Standard&site=eon-live>
- Refugee 101. Human Rights Watch.
<https://www.hrw.org/news/2016/09/16/refugees-101>
- *Refugee Resettlement Info graphic*
<https://www.unhcr.org/resettlement-in-the-united-states.html>
- Refugee 101, Parts 1, 2, 3, 4. When you get the end of the first part, you will notice a button to click to access the next part.
<https://diversifi-ed.com/explore/2019/6/1/refugee-101-series-part-1-an-introduction>
- *Begin reading your books. This would be whichever title you chose from the selected books in the syllabus.*

Tasks for this week

- We're going to start by looking at some photographs of refugees and migrants. As you are looking at these multiple sets of images, pay attention to your gut reactions. What do you notice? What strikes you?
 - **16 Children 16 Photos**
<https://politiken.dk/fotografier/art5849931/Click-the-black-background-and-switch-on-their-reality>
 - **Refugees from the Start** via Flipster again, Same National Geographic edition as above. Begins on pg. 64.
 - **The Exodus** and **The Things they Carried**. Via Flipster, same edition as the Time article above, gg 58-71 and 78 – 83.
- Listen to the illustrated poem, Sea Prayer by Khaled Hosseini.
<https://reimaginingmigration.org/sea-prayer/>
- Participate in the simulation, The Waiting Game. This is designed to give you insights to what asylees experience. Stick with it – it is frustrating by design.
<https://projects.propublica.org/asylum/#more>
- Review the two assignment sheet: Two-part book analysis and the Backgrounder. Pick a country of origin you are interested in for the backgrounder.

- Post two videos this week on Flipgrid.
 - One, to introduce yourself your colleagues in class. Tell us where you live, what you are studying, your favorite thing to do to get your through the pandemic, and your favorite book, movie or binge-watched tv show of the last six months.
 - Two, once you have finished the readings and tasks, think a bit about labels. The label “refugee” is both useful and harmful, like all labels we apply to people. For your Flipgrid, talk through what “refugee” illuminates and what it muddies/overlooks. Then think of another label, and do the same thing: assess the usefulness/uselessness of the term. Ideally, take a look at your colleague’s videos before posting yours, so you can build on one another’s ideas.



Module Two,

Goals for the module

So we will look back and look forward this week. We will begin by reviewing the terms you learned about last week and consider the human impact of being a refugee. We will look at a voiced-over Power point as a review of terms/basics, and then move on to the goals for this module.

My first goal this week is to compare and contrast current refugee flows and policies to historical waves of refugees. So we will be looking at refugees from different time periods and try to make sense of why they left their home countries and how US policies have impacted them.

We will also look more in-depth at misunderstandings and stereotypes about refugees. One of the key things we do as teachers/folks who work with youth is tell the truth. It is important to me that you walk away with a robust, factual, humane understanding of refugees and their families. We will push back on negative perspectives.

Additionally, we will try to overlay a local look at these global issues. So we will see how refugees have integrated into our own communities.

This will be an intense week. I imagine that this will be a challenging module emotionally. We are getting into the atrocities that drive refugees from their homes, and in telling the truth, difficult issues will come up. I want to alert you that genocide, sexual abuse and other inhumane treatment may be present in the readings and videos. I have not chosen anything to be of “shock value” or gratuitous. However there will be allusions/mentions of these horrors, and I want you to know ahead. Next week we will turn to education, so this is the most difficult stretch.

Going deeper/reflection writing assignment

For the writing assignment this week, I’d like you to do four things:

5. Compare and contrast the experience of refugees from different times and places. You will read stories of refugees from Vietnam, Bosnia, and Syria this week. These represent three different refugee flows. Talk me through what you think are the similarities and differences between these different waves/contexts.

6. We are going to use a cool program this week to map out two refugees' journey. Using the readings on Ahmad Shihabi and Kim Luu (below, starred*) you will chart out the paths they took from their home countries to their countries of relocation. To do this, we will use National Geographic's Map Maker tool. This allows you to annotate a map, and send it to me. Once you get on MapMaker, go through the Getting Started Pop-Up to get oriented. Then just play around a bit to get used to the tools. Or, if that is not your style, go to HELP and it will run you through the tutorial. The three buttons that will be of most use to us for the map maker assignment are the polyline (measures distances and marks a path for you), draw a marker (allows you to insert numbered pins to designate stops on the journey) and the text box (where you can annotate what is happening/what you are thinking). I think the power in this method is to see how incredibly far people go for safety. So you should use their written stories to "pin" locations on the map. As you annotating, share what you are thinking. You can put both journeys on the same map. Then click save. You will be given a URL that you should cut and paste and put in your assignment so I can check out what you came up with.
7. Refugees are settled all over the country, even in tiny RI, like one article will mention. Type in your home city/state and "refugees" to google, and see what comes up. Scan through 2-3 articles, and then report back in a paragraph or two what is happening regarding refugees where you live.

8. Ask me some questions. Since we aren't face to face, I want to make sure I am answering questions you have. This will be a consistent component of each writing reflection.

Readings

- Continue reading your book.

History of Refugee Resettlement in US

- Haas Institute Report, A Pivotal Moment for the US Refugee Resettlement Program. pg. 1-15
- The US Refugee Resettlement Program — A Return to First Principles: How Refugees Help to Define, Strengthen, and Revitalize the United States. P. 1-8

Breaking Stereotypes about Refugees

- Restructuring for Resilience: A Toolkit for Restructuring Negative Narratives about Refugees. This is an interesting document. It basically works through several stereotypes about refugees and gives you facts that refute them.
- Refugee 101, Part 5: Refugees as Assets. This is the last in the series that you looked at last week.

Understanding Different Refugee Flows

- Bosnia and Herzegovina, 1992-1995. Read the Background and Violence tabs you see on the top of the webpage. Please note this is from the US Holocaust Memorial Museum.

<https://www.ushmm.org/genocide-prevention/countries/bosnia-herzegovina/case-study/background/1992-1995>

- The Srebrenica Genocide (Bosnia)
<https://www.srebrenica.org.uk/what-happened/srebrenica-genocide/introduction-srebrenica/>.
- Twenty years later, a Bosnian returns to his war-scarred home.
<https://www.nationalgeographic.com/photography/proof/2018/01/village-life-in-post-war-bosnia-herzegovina/> Tw
- The Experience of Vietnamese Refugee Children in the United States. Pg. 1-10.
https://www.tolerance.org/sites/default/files/kits/vac_brief_history.pdf
- *Escape from Vietnam: A refugee's story of the American dream
<https://www.saturdayeveningpost.com/2017/04/escape-from-vietnam/>
- *Becoming a Refugee: Essays by Syrians living in Germany
<https://www.pri.org/stories/2016-05-31/becoming-refugee-essays-syrians-living-germany> Ahmad Shihabi

Local Stories

- They've All Come to Look for America
<https://www.rimonthly.com/theyve-all-come-to-look-for-america/>

Tasks for this week

- Begin your two-part book reflection. Once you finish the book, begin the first section of your paper.
- Work on your Backgrounder research assignment. It is due May 31st. That is this Sunday!
- Watch this power point of me reviewing topics from last week.
- Watch Resistance is Life.
<https://rwu.kanopy.com/video/resistance-life> This is a documentary told largely through the eyes of an 8 year old Kurdish refugee. You can access it through Kanopy via our library. Just to note: Kurdish people are an ethnic group in Syria, Turkey, Iran and Iraq. Syrian Kurds have been displaced by the war. They typically speak Kurdish and Arabic, and are Muslim. Also to note, DAESH is the abbreviation for ISIS in Arabic. You will hear this several times in the movie.
- Complete the Two million miles scenario. This is a simulation by which you are making choices to leave your country and begin a refugee journey. I worked through two scenarios, and the media are really powerful. Every scenario is different based on the choices you make, so I was not able to run every possible combination. I say this

because I am not sure of every outcome. If you aren't comfortable with this uncertainty, check in with me.

- *This week we will post on Forum. You will do two main posts as well as answer your peers' questions.*
 - Post one: Post a muddy point/concept/idea that you do not understand. Said another way, ask a question that you have about what you've read/seen this week. This should be a genuine question, not a reading discussion facilitation question. Do you see the differences? So post something you really don't get. All you have to do is type the question. Then read through your classmates' questions, and take a stab at answering 2-3.
 - Post two: Respond to this policy change that happened last Fall, 2019. This snippet is from the Pew Research Center.

KEY FACTS ABOUT REFUGEES TO THE U.S BY [JENS MANUEL KROGSTAD](#)

The United States plans to admit a maximum of [18,000 refugees](#) in fiscal year 2020, down from a cap of 30,000 in the one that ended Sept. 30, 2019, under a new refugee admissions ceiling set by the Trump administration. This would be the lowest number of refugees resettled by the U.S. in a single year since 1980, when Congress created the nation's refugee resettlement program. Even before the administration's

announcement, refugee resettlement in the U.S. had dropped to historic lows during Donald Trump's presidency, according to a Pew Research Center analysis of [State Department data](#). As a result, the U.S. is [no longer the world's top country](#) for refugee admissions. It had previously led the world on this measure for decades, admitting more refugees each year than all other countries combined. The decline in U.S. refugee admissions comes at a time when the number of refugees worldwide has reached the [highest levels](#) since World War II.

FYI: No refugees were admitted to the US in October Of 2019

FYI: Total admits of refugees for 2016 was 84,898.



Module Three

Goals for the module

This week, we will turn to education.

In just one module, there is no way to teach everything you need to know about refugee education. So I want to provide some foundational information about how to teach refugee students in the US, and as always, to push back on misunderstandings about their educational needs. Together then, by the end of the module we will be able:

- To list and elaborate on how schools can support refugee youths' unique needs
- To critique misunderstandings and stereotypes about refugees and their educational needs.

I think many teachers begin and end with “learn English” as their primary goal for refugee youth. That indeed may be part

of the equation. But there is so much more to think about than English!

I also hope to be generative with this Module. My goal this week is to connect you with good resources and materials, so that when you find yourself working with refugees down the road, you will have a “buffet” of sources to lean on. I’ve put together a series of resource matrices that I’ll share with you. You will need them both for this week’s tasks and hopefully for your reference in the future.

I will also send out additional materials and ideas for students who want to go further with this line of inquiry. There are interesting (low/no cost) certificate programs that I will highlight for you, that are good resume builders and worth the time (I completed them myself). I also share additional books. These last components are beyond the scope/pacing of this course, but I know some of you are really passionate about these issues, and I want to leave you with room and opportunities to grow.

Going deeper/reflection writing assignment

For the writing assignment this week, I’d like you to do four things:

1. Talk me through refugees' needs as they pertain to schools. Create a master list of all the things you would have on your radar to consider/teach/address as it pertains to refugee youth. There is potential you can get lost in the weeds here, so I would keep your list to a page-ish.
2. Identify misunderstandings teachers have about what refugee youth need/can do.
3. This week we will be doing Flipgrids as part of our tasks. Students will each do two micro-teaching events. You will want to watch some of your classmates' clips, and then tell me what you learned from them that you think is most critical in working with refugee youth. Document how you have learned from one another.
4. Since this is our last week together, write 3 of the most important take-aways you've gleaned from this course.

Readings

- Books should be done for the two-part reflection. If not, keep chipping away 😊

Education in Country of First Asylum/Refugee Camp

- The Educational Experiences of Refugee Children in Countries of First Asylum. Pg. 6 (Findings) -16

Teaching Refugee Children in the US

- Educational Needs and Barriers for Refugee Students in the US. Read to pg. 355 (Discussion). This is arguably the hardest thing you will read this semester. It is a review of literature – so it is super useful in that it essentially reviews the body of work on the topic and spits out a concise overview. That said, it is dense. Readable, but dense.
- How to Support Refugee Students in the ELL Classroom <https://www.colorincolorado.org/article/how-support-refugee-students-ell-classroom>
- The Newcomer Tool Kit, Chapters 3 and 4
- Custom & Cultural Nuance in the Classroom Setting <https://diversified.com/explore/2019/6/18/neejocua425zy4umofyalsevgwy52r>
- Building Bridges to Academic Success Through Culturally Responsive Teaching
- BRYCS Youth Convening Overview, plus the student stories of Dipesh, Engoma, Ali, Paw and Rossul
- Trauma Informed School Practices, Ch. 4 and 5

Tasks for this week

- Complete your two-part book reflection.
- Watch this Power Point of me talking about educational issues and refugees.

- **Consider** watching “For Sama”. This task requires a lot of unpacking, so hold tight with me for a moment. We are talking about trauma this week, and this Cannes-Film-Festival-winning, PBS documentary is a testament to what refugees experience. It is a valuable film to watch for so many reasons: it is a mother’s perspective on war, a perspective which is sorely overlooked when we consider violence and dislocation; it is exceedingly high quality in the filming/storytelling; it refutes all the wild conjecture that refugees are leaving their homelands for nefarious reasons and just want to be in the West at any cost; it allows the watcher to bear witness to others’ truths. Sometimes, this is the most important gift we can give each other. That said, this movie is trauma. It is exceedingly difficult to watch. I had to finish it in several rounds, as the film will overwhelm you emotionally, no doubt. This is a documentary of a woman living in Aleppo, Syria during the siege. It is real footage. There is a great deal of violence, including the death of children. I am **very, very** mindful that we are living in a cocoon of trauma right now. Indeed, this very week there are many concentric circles of trauma: the continued brutalization of communities of color + the effects of 12+ weeks of Covid-19. You simply may not have the bandwidth to watch this right now. And that is OK. This movie should be watched *as you are able*. There is no consequence to not watching it. You do you, and make the call based on your own self-awareness. I know this is an odd approach from a professor, but these are abnormal times.

- Teach Around. I have attached two matrices that are jam packed with all kinds of resources regarding 1) education for newcomer and refugee youth and 2) trauma-informed schools. For our last week, I would like to do a Teach Around, in which you each teach your classmates something new about both of these issues. To do this:
 - Spend time getting to know these resources. Click through the resources and see what they offer. Try to engage with material that would be useful for this audience – college-age students who may work with refugee youth. My goal here is for you to familiarize yourselves with the breadth of information available on both these topics.
 - Pick something a) new and b) important that you learned from each set of resources. You will be doing two, three minute long Flip Grids where you will teach your classmates what you've learned. You will teach them one important concept/idea/technique from the refugee/newcomer education set, and one important idea/concept/technique from the Trauma Informed Schools set. I am purposefully leaving this wide open. This is an Education class; show off your ability to curate and teach based on your good judgement. Too wide open? Chat with me. We can work through a plan.
- Youth Convening Case Study. This week we will post on the Forum too. You will read about a Youth Convening and the stories of 5 refugee youth who attended the Convening. The Convening was hosted by a refugee-serving group (BRYCS) that wanted to learn more about

youth experiences integrating in the US. We will use these readings as a jumping-off point to design welcoming and supportive schools for refugees. Our key areas of concern will be around a) academic needs (English, content, remediation) and b) psychological/social (cultural integration, socialization to US culture, anti-bullying, family integration +support). As a group, we will imagine that we are building a K-8 school that is exceptionally thoughtful about their refugee students. What I want you to do for your posts is add components, based on the stories of the students, that would contribute to this ideal school. This could include programs you would have, skills you would develop, policies you might consider, techniques to support youth, materials/facilities you would want to provide. This will be a collaborative build. You should each chirp in at least four times to this week's Forums, adding your contributions. This should read as a conversation between peers. Acknowledge and then build on what other students are contributing. Try to span both academic + social needs. Your collaborative goal is to list and flesh out the myriad ways you can better the schooling experience of refugee youth.

- <https://www.cbc.ca/kidsnews/post/watch-music-video-starring-refugee-kids-soars-on-youtube>. This is a lovely quick music video that was written and performed by refugee youth and their teacher. A perfect way to end our time together. It is in French (which is probably a second, third, fourth language for these students) but it doesn't matter. "Je Suis La" means "I am here". You'll see the joy and commonalities that weave all kids together.



Case Study: Refugee Youth

EDU 380 – 1 unit course

SPRING 2019

Dr. Kerri Ullucci

Office: School of Ed, 79

E-mail: kullucci@rwu.edu

Day and Time: varies, see attached

Phone: 254-3888 (office)

COURSE DESCRIPTION: A look at current events in education. This course will look at the educational needs of refugee youth, particular to Rhode Island.

PURPOSE THE COURSE: Providence is a refugee resettlement site, and as such, settles sizable numbers of refugee youth. Refugee youth have particular needs regarding their education. This course will look at the refugee experience from leaving their country of origin through their schooling experiences in the US.

COURSE OBJECTIVES:

- To understand the refugee resettlement experience, from country of origin to country of resettlement
- To understand the unique needs of refugee youth
- To explore how schools can support refugee youth
- To reflect on how teachers can honor linguistic, cultural and racial variation in their classroom (RIBTS 4)
- To investigate how to operationalize multicultural and differentiated education in our instructional techniques. (RIBTS 3)

REQUIRED TEXTS:

1. City of Thorns by Ben Rawlence

2. MALP overview <http://minnetesoljournal.org/spring-2016/building-bridges-to-academic-success-through-culturally-responsive-teaching>

ASSIGNMENTS AND EVALUATION:

Note: For all written assignments, you will receive a detailed instruction handout many weeks before it is due, as well as a rubric as to how the assignment will be graded.

Participation and Attendance: (20%) Because this is a seminar class, student participation is key. Please come to class on time and prepared. All students are expected to participate daily and to listen to the comments of their classmates. I encourage people to both speak AND listen in class. If you are very talkative, challenge yourself to listen to your peers and ask good questions of them. If you are shy, challenge yourself to contribute each class, even if it is something short! Please ensure that all members of our class feel comfortable to participate by trying not to dominate conversation and by keeping the tone respectful and cooperative (vs. competitive). Attendance is very important, due to the seminar nature of the class. Your being here, on time, will benefit the class.

Two part book analysis (20%)

Based on *City of Thorns*, students will write an analysis on what they learn about refugee youth, outlining the assets and skills they come with. This can be done after completing the book. After completing all the video/certificate components, students will add to their analysis by drawing in what they learned through the videos on what else they would help them to work with refugee from Daadaab.

Reflection (30%)

After each session of class meeting, student will write a journal entry outlining new realizations and understandings they are gaining through the course. Particular attention will be paid to previous misunderstandings/stereotypes, and new understandings that are occurring. We will focus on who refugees are, what they need, what they bring, and how schools can be supportive.

Country of Origin Presentation (30%): Students will create and deliver a presentation on the countries of origin of refugee youth in RI. These presentations are designed to provide background knowledge on youth we will work with and their cultural lenses. The presentations should be 15-20 minutes each.

CALENDAR

Date	Topic	Due/Bring
#1 3 hours	Introduction to working with refugees Understanding the refugee experience in getting to the US	1. Complete first half of City of Thorns.
#2 Online 6 hours	<p>1. Cultural Orientation Introduction Level Certificate Course (do just the Intro set of three lessons. Print out the certificate, a copy for your files and for me) https://coresourceexchange.org/cultural-orientation-certification-course/</p> <p>https://brycs.org/webinar/integration-barriers-perspectives-from-refugee-youth/ Watch the webinar (click on audio)</p> <p>3. https://learning.careyinstitute.org/learn/educating-refugee-immigrant-students-foundations-course-usahello Complete this teacher training PD. Print out two copies of the certificate.</p>	<p>1. Complete second half of Thorns 2. Finish Certificate Course through CORE exchange. 3. Finish BRYCE webinar 4. Finish refugee center training 5. Book reflections should be sent to me by email. Due date:</p>
#3 2.5 hours	Educational needs of Refugees	1. Read MALP article
#4 2.5 hours	Presentations on Countries of Origin/ Cultural Backgrounders	<p>1. Course Reflections due the next week 2. Presentations due.</p>

RESOURCE LISTS

While doing my sabbatical, a school administrator asked me to help her think through titles for a multilingual library. Below is the list I compiled, designed to be inclusive of multilingual learners, newcomers, and students who read far below grade level due to being SIFE. This list shows both individual titles and possibilities, but can also help in locating where schools *can find* multilingual resources. Additionally, I selected these books because they were recommended by particular professionals as being culturally appropriate and not subtractive in their orientation. The matrix also lists how I did that vetting.

Multilingual/Multicultural Library Selections

Multicultural English Choices		
Title	Notes on how selected	Cost/ where to order <u>if not Amazon</u>
The Red Pencil by Pinkney (Sudanese refugees)	Africana book award winner	5.93
Nelson Mandela: The Authorized Comic Book	“ “	19.95
Barack Obama- Graphic Biographies (Saddleback Graphic: Biographies)		9.75
Women in African History – Funmilayo Ransome-Kuti UNESCO		14.95
21: The Story Of Roberto Clemente Graphic novel		11.87
Akissi: Tales of Mischief [Graphic Novel] Ivory Coast		14.95
The Deliverer by <u>Kwabena F. Ankomah-Kwakye</u>	Burt Award for African Literature	21.00
Women in African History – Njinga Mbandi UNESCO		13.95
Enhanted Air by Margarita Engle (Cuban)	Pura Belpre winner	7.48

The Wish by <u>Juma Mwamgwirani Mwakimatu</u> Tanzanian author – realistic fiction	Burt Award for African Lit	16.00 (African book collective) www.africanbookscollective.com
Black Panther: A Nation under our feet		13.48
Black Panther: A Nation Under our Feet Volume 2		10.48
Black Panther: Shuri the Deadliest of Species		12.88
Treeland: The Land of Laughter by <u>Mkama Mwijarubi</u> (folktale Tanzania)	Burt Award for African Lit	18.00 www.africanbookscollective.com
Esperanza Rising by Pam Munoz Ryan	Pura Belpre winner	5.19
Messi, Neymar, and Suárez: The Barcelona Trio (World Soccer Legends)		10.99
March Book 1, 2, 3 by John Lewis (graphic novel African American civil rights)	Coretta Scott King	12.45 book1 13.31 book 2 13.59 book 3
Sports Illustrated David Ortiz Special Retirement Issue: The Ultimate Walk-off: Big Papi Says Goodbye		15.99
<i>The Only Road</i> written by Alexandra Diaz (Guatemala)	Americas Award	7.48
The Queen of Water by <u>Laura Resau</u> (Ecuador)	Americas Award	9.35

Ms. Marvel Vol. 1: No Normal (Ms. Marvel Series) Muslim girl superhero!		10.53
I am not your perfect Mexican daughter Erica Sanchez	Tomas Riviera award	12.59
The Turtle of Oman By Naomi Shihab Nye	Arab American Book Award	6.48
<i>The Treasure of Maria Mamoun</i> By Michelle Chalfoun (Lebanese)	Arab American Book award	9.34
Does My Head Look Big in This? By Randa Abdel Fattah. (Muslim young woman)	School Library Journal pick	9.72
Parvana's Journey by Deb Ellis Afghanistan	School Library Journal pick	9.92
Mama Africa! How Miriam Makeba Spread Hope with Her Song	Coretta Scott Kind award	10.49
Son of a Gun by Anne deGraaf Liberia, refugee	School Library Journal pick	8.00
Kids of Kabul: Living Bravely Through a Never-Ending War by Deb Ellis	School Library Journal pick	12.95
Moving Target by Christina Diaz Gonzalez Latina	Latinxs in Lit review	6.99

The Invention of Hugo Cabret		14.29
D'Aulaires' Book of Greek Myths		12.95
The New Way Things Work		11.00
Portraits of Hispanic American Heroes	Pura Belpre	16.27
Before We Were Free Julia Alvarez Life in DR	Pura Belpre	6.00
Baseball in April and Other Stories	Pura Belpre award	5.87
Lowriders in Space by Cathy Camper Graphic novel/latinx	Latinxs in Lit review	9.52
Graphic Revolve: Classics	This is a set of 23 graphic novels of the classics: Aladdin, treasure Island, Dracula – all written on 3 rd grade level.	144.00 Highnoonbooks.com
Amulet #1-7 Box Set by Kazu Kibuishi	7 book graphic novel series. Comic book style- fantasy	57.00
Science of Sports with Max Axiom	4 hi/low sports/science books at 3 rd grade level.	29.00 highnoonbooks.com
You Choose: Survival	10 books about surviving in different circumstances . Reading level 3 rd .	63.00 highnoonbooks.com
Faerieground Fantasy	This is a set of 4 books, hi/low, at the third grade level	29.00 highnoonbooks.com
Sports Illustrated magazine		26.00/year

Baseball Digest	38.00/year
National Geographic Kids	15.00
ESPN the magazine	29.00
Seventeen	5.00
Rolling Stone	29.00
Car and Driver	4.00/year

Arabic Language Choices		
Title	Cost	Notes of how selected/where to order if not amazon
Charlie and the Chocolate Factory	10.95	https://www.alkitab.com/42122.html
Mathilda	11.95	https://www.alkitab.com/42124.html
Charlie and Great Glass Elevator (in Arabic)	10.95	https://www.alkitab.com/42123.html
The Little Prince	12.00	https://www.alkitab.com/41398.html
Diary of a Wimpy Kid	13.00	https://www.alkitab.com/42732.html
Agatha, Fatat al-Alghaz #3	6.95	https://www.alkitab.com/41844.html
Agatha, Fatat al-Alghaz #4	6.95	https://www.alkitab.com/41845.html
Animal Encyclopedia – set of 10 books. Mawsu'at al-Hayawan	70.00	https://www.alkitab.com/11331.html
1000 Arabic Words	10.19	Permabound.com
Arabic English Visual dictionary	12.92	amazon
Harry Potter Series (Arabic Edition)	18.00	Amazon

Philosophers Stone		
Harry Potter and Deathly Hallows	19.00	AMAZON
Harry Potter and Chamber of Secrets	19.00	AMAZON
Arabic Stories for language learners	16.14	amazon
Four Tales From Shakespeare History Plays (Dual English-Arabic) By: Shakespeare, William	9.00	https://www.alkitab.com/14360.html

Spanish Language Choices		
Title	Cost/where to order if not amazon	Notes of how selected
Motivos magazine on careers and choices for teens	\$12 yr http://www.motivosmag.com/get.html	
Equipos de futbol del mundo (World Soccer Teams)	21.95 permabound.com	
Los Mellizos Templeton tienen una idea. By Ellis Weiner	\$17.95	SLJ pick
La gente y la cultura de la República Dominicana (The People and Culture of the Dominican Republic)	19.70 Permabound.com	
Bravo!: Poemas sobre Hispanos Extraordinarios (Bravo!: Poems about Amazing Hispanics)		
Gracias a Winn-Dixie / Because of Winn-Dixie (Spanish Edition)	11.99	Newbery
Yo, Naomi Leon by Pam Munoz Ryan	6.99	
Devolver al Remitente (Return to Sender Spanish Edition) Julia Alvarez	7.99	Pura Belpre award
In My Family / En mi familia by Carmen Garza	7.04	
Antes de ser libres by Julia Alvarez (DR)	6.99	Pura Belpre

*El Odio Que Das In English: The Hate U Give by Angie Thomas	21.00	Bank Street Best books
EL Unico Destina	8.99	Bank Street Best
La Casa en Mango Street by Cisneros	9.99	
The Emerald Lizard: Fifteen Latin American Tales to Tell in English and Spanish = La Lagartija esmeralda	17.00/permabound.com	
Soccermania = Futbolmanía	11.00/ permabound.com	
Spanish-English Bilingual Visual Dictionary	12.71/permabound.com	
Harry Potter y la piedra filosofal (Spanish Edition)	11.97	
Harry Potter y la camara secreta (Spanish Edition)	9.59	
El Sonador by Pam Muniz Ryan	8.99	
Una arruga en el tiempo/A Wrinkle in Time: The Graphic Novel (Spanish Edition)	16.95	
Percy Jackson 01. Ladron del rayo (Percy Jackson y los dioses del olimpo / Percy Jackson / Percy Jackson and the Olympians) (Spanish Edition)	8.94	
Spanish magazines?		

Muslim, Arabic and Refugee Books and Videos

Resource/Title	Location
Counter Islamophobia through stories – a list of curated books	https://kitaabworld.com/collections/counter-islamophobia-through-stories
Kitaab World – website filled with book suggestions on Southeast Asian culture and stories	Kitaabworld.com
20 books for young readers on refugee and immigrant youth. Lovely website and beautiful suggestions.	http://www.allthewonders.com/books/books-for-better-stories-of-immigrants-and-refugees/
Al Kitab online bookstore. Filled with Arabic language books for adults and children.	https://www.alkitab.com/
Teaching Tolerance Videos of American Muslims sharing their experiences; lesson and teaching activities embedded	https://www.tolerance.org/magazine/who-are-american-muslims

Language Lizard: Online bookstore
with nothing but multilingual
children's books!

<https://www.languagelizard.com/>

Research and Resources on for Supporting Newcomer and Refugee Youth

PERTAINING TO NEWCOMER SCHOOLS AND REFUGEE EDUCATION

Resource	Use/Overview	Location
Helping Newcomer Students Succeed in Secondary Schools and Beyond (report)	Excellent overview on establishing newcomer programs with checklists and templates; has list of newcomer schools in US	https://www.carnegie.org/media/filer_public/ff/fd/ff/fda48e-4211-44c5-b4ef-86e8b50929d6/ccny_report_2012_helping.pdf
Reimagining Migration	UCLA collaboration on migration; lessons on migrations/immigrants	https://reimaginingmigration.org/
Engaging English language learners with limited or interrupted formal educations (article)	Useful article that provides an overview of the MALP framework. A good place to start in understanding DeCapua and Marshall's approach.	https://www.nysut.org/~media/Files/NYSUT/Resources/2010/May/Educators%20Voice%203%20Adolescents/educatorsvoice3_adolescents_08_ell2.pdf
Immigrant students and secondary school reform: Compendium of best practices (article)	An overview of a lot of research as to what makes for successful programs w/immigrant youth.	https://files.eric.ed.gov/fulltext/ED484705.pdf
SLIFE overview by WIDA (article)	A clear, useful overview of issues pertaining to SIFE/SLIFE.	Google "WIDA focus on" and "SLIFE" and "May 2015" to get PDF.

Secondary Newcomer program school list	A list of newcomer programs in the US. This is dated 2008-2009- I am unsure of how updated it is.	http://webapp.cal.org/Newcomer/
Job Readiness Curriculum for Refugees	10 chapters from Lutheran Refugee Service	http://higheradvantage.org/publications-webinars/
Newcomer Toolkit	US Department of Education guide on academic, social and family inclusion needs at school. Includes activities, vignettes, list of newcomer schools	https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf
The Internationals Schools (website)	Network of schools that focuses on newcomer youth; has some curriculum materials and research on site	http://internationalsnps.org/
DACA Updates	From Immigrant Legal resource center, webinars in refugee and immigrant topics	https://www.ilrc.org/daca-update-august-2018
Promoting Equity and Excellence for All: Welcoming and Teaching Newcomer Children in U.S. Schools	Webinar	http://www.brycs.org/webinars.cfm
Welcome to our schools – New York State site	A wealth of materials for welcoming refugees to schools: curricula, welcome brochures, anti-bullying info, etc.	https://otda.ny.gov/programs/bria/wtos.asp
Spanish Native Language Arts	An entire curriculum for working with newcomer Spanish speakers; focus on native language literacy.	http://schools.nyc.gov/NR/rdonlyres/CF6EDD53-9581-44FF-B390-8F5AEA5461F7/0/SNLACGFinal092413_khFINA L.pdf

The National Child Traumatic Stress Network	Research on trauma informed schools.	www.nctsn.org
Bridges to Academic Success Program (website)	Program for working with SIFE students with low-literacy skills (3 rd grade or below) in high school. There are webinars, and teacher resources. This is the ELD/Language Arts model. Lots of good stuff here.	bridges-sifeproject.com
Teaching Refugees with Limited Formal Education (website)	A ton of information on working with refugee youth in schools, including units, clips of teaching, backgrounders.	Teachingrefugees.com
AFT refugee guide	FAQs about refugees, unaccompanied and immigrant children, know-your-rights overviews, easy to read and practical. Talks about how schools can respond to ICE raids.	http://www.aft.org/sites/default/files/im_uac-educators-guide_2016.pdf
UN High Commission on Refugees Teachers Toolkit	Valuable resources on both teaching refugees and teaching about refugees. Video clips, worksheets, lessons, infographics.	http://www.unhcr.org/en-us/teachers-toolkit.html
Glossaries!	A stunningly useful set of glossaries in a huge amount of languages. Pretty much a laundry list of Tier 1 and Tier 2 vocab translated for language arts/math/social studies.	https://steinhardt.nyu.edu/metrocenter/resources/glossaries
Welcome to our schools	NY State curriculum for refugee kids, brochures for nurses, teachers, admin,	https://otda.ny.gov/programs/bria/wtos.asp

	social workers and parents. Super useful.	
Immigrant and Refugee Children: A Guide for Educators and School Support Staff	Information about ICE raids, laws pertaining to undocumented youth, immigration concerns of students/families	https://www.tolerance.org/magazine/spring-2017/immigrant-and-refugee-children-a-guide-for-educators-and-school-support-staff
Supporting students from immigrant families website (Teaching Tolerance)	A wealth of resources on school laws, immigrant rights, classroom instruction	https://www.tolerance.org/moment/supporting-students-immigrant-families
The Refugee Center	Online PD course on working with newcomers	https://classroom.therefugeecenter.org/programs/educating-refugee-and-immigrant-students
Summer Learning Programs for Refugee Youth	A list of research on designing summer programs for refugee youth.	http://www.brycs.org/clearinghouse/Highlighted-Resources-Summer-Learning-Programs-for-Refugee-Youth.cfm

PERTAINING TO REFUGEES OVERALL

International Rescue Committee	General website from one of the biggest humanitarian non-profits. Very current and expansive in understanding the refugee crisis globally.	https://www.rescue.org/
Migration Policy Institute	Huge array of topics pertaining to immigration and refugees, including trauma, education; organized both topic and by country	www.migrationpolicy.org
The Refugee Project	An unbelievably impressive infographic that shows the refugee crisis as an animation across the last 25 years. Totally interesting.	http://www.therefugeeproject.org/#/2015
Center for Migration Studies	Research and multimedia on refugee crisis around the world. Current work on Syria and Central American northern triangle.	http://cmsny.org
Refugee Council Online	Animations (short videos) on refugee youth experiences, told in their own voice.	https://www.refugeecouncil.org.uk/animation
19 hours	Video on 19 hours in a life of an unaccompanied minor in LA.	https://vimeo.com/173823410
Children and War	Video on the consequences of war on children	https://www.nctsn.org/resources/children-war-video-educators
Bridging Refugee Youth and Children's Services	Treasure trove of resources on education and well-being of refugee youth. Offers extensive online trainings/ webinars	www.brycs.org

The Refugee Center	Website for refugees with links to learning English, GED info, job info, etc.	theRefugeeCenter.org
Cultural Orientation Resource Center	Videos on why refugees come to the US. Also has a wide variety of resources on the main page for cultural orientation to the US, including curricula.	http://www.culturalorientation.net/welcoming/faces-of-resettlement-video-and-resources
Faces and Voices of Refugee Youth	A curriculum guide for teaching US students about refugees. Lesson plans, etc.	http://cdeautah.org.166-70-198-101.plesk08.xmission.com/wp-content/uploads/2016/02/faces1.pdf

CULTURAL UNDERSTANDING AND BACKGROUNDER INFORMATION

<p>UNHCR</p>	<p>THE refugee resettlement organization that selects refugees for resettlement. Infor on global emergencies, videos, info graphic on updated statistics.</p>	<p>http://www.unhcr.org/en-us/</p>
<p>Centre for Intercultural Learning, Country Insights, Government of Canada</p>	<p>Overview of various countries, including info on culture, norms, dress, communication, conflict styles, gender. Super useful in getting snapshots of different countries of origin.</p>	<p>http://www.international.gc.ca/cil-cai/country_insights-apercus_pays/countryinsights-apercuspays.aspx?lang=eng</p>
<p>Maya Toolkit</p>	<p>cultural profile of Mayan youth</p>	<p>http://www.brycs.org/maya-toolkit/upload/Maya-Toolkit-Section2.pdf</p>
<p>Muslim Refugee Youth: Stories & Strategies Addressing Discrimination & Bullying</p>	<p>A webinar on working with Muslim youth.</p>	<p>http://www.brycs.org/webinars.cfm</p>
<p>International Rescue Committee overview of countries in conflict</p>	<p>Overview of countries in conflict. Good for updated understandings of where refugees are coming from and issues they face/faced.</p>	<p>https://www.rescue.org/where-we-work</p>
<p>Managing Trauma: Tips for Supporting Refugee Teens in Schools, Refugee Resettlement, & Other Contexts To Speak or Not to Speak about Past Trauma: Shifting the Focus to the Present</p>	<p>Webinars with voice recording and power points on trauma and youth.</p>	<p>http://www.brycs.org/webinars.cfm</p>

Impacts of Current Events and Assimilation on Immigrant Children Understanding Trauma in Refugee Youth: Pre-flight, Flight, & Post-flight		
Cultural Orientation Resource Center Refugee Populations overview	Backgrounder information on refugee populations (slightly dated).	http://www.culturalorientation.net/learning/populations
Cultural Orientation Resource Exchange	Excellent resources for backgrounders, including central American minors. Curriculum for youth, also the two curricula for overseas CO and domestic CO	https://coresourceexchange.org/cultural-orientation/teaching/
Webinar on Refugee Experiences in Countries of Asylum	An overview of life in refugee camps	http://www.brycs.org/webinar-journey-to-resettlement.cfm
Interviews with refugee parents	Interviews with families on “discipline, respect, family roles and values, independence and interdependence, and the challenge of balancing two cultures”	http://www.brycs.org/aboutRefugees/parenting_interviews.cfm
Interviews with refugee youth	Reflections from youth about their transition to the US	http://www.brycs.org/aboutRefugees/youth_interviews.cfm
BRYCE section on refugee populations	Extensive information on refugees by country of origin	http://www.brycs.org/aboutRefugees/refugee_populations.cfm
UNICEF	Overviews of individual countries and background on humanitarian issues	https://www.unicef.org/where-we-work

Human Rights Watch Refugee Section	Articles, reports and videos pertaining to refugees around the globe.	https://www.hrw.org/topic/refugee-rights
CIA World Fact book Guide to Country Profiles	Overview of people, government, history, economy, etc. of all countries in the world.	https://www.cia.gov/library/publications/the-world-factbook/docs/profileguide.html
Education Policy and Data Center	Provides world-wide information about schooling across the globe. Good for understanding education in the country of origin.	https://www.epdc.org/
National Child Traumatic Stress network	Info on trauma and refugees; many resources for teachers on youth and trauma in schools	https://www.nctsn.org/what-is-child-trauma/trauma-types/refugee-trauma
Refugee Center	PDF backgrounders on refugee youth, specific to education in country of origin	https://therefugeecenter.org/resources/cultural-background/
BBC languages	A wide array of language resources (beginning vocab lists, alphabet lists, audio and video clips) in Arabic, Farsi, Swahili, Urdu, etc	http://www.bbc.co.uk/languages/guide/

LANGUAGE AND LITERACY SPECIFIC (BOOK RESOURCES TOO)

WIDA	Information about the WIDA model, screening, assessment, etc.	Can be found both at WIDA and RIDE https://www.wida.us/membership/states/RhodeIsl and.aspx http://www.ride.ri.gov/InstructionAssessment/Inst ructionalInitiativesResources/WIDAELDStandar ds.aspx
LEE and LOW	Largest multicultural book publisher in US. Nice selection of hi/low books and leveled readers. Many titles in Spanish.	https://www.leeandlow.com/
Africa Access Review	Books about Africa, suggested by age.	http://africaaccessreview.org/
World Language website	Bilingual books in a huge assortment of languages (Swahili, Urdu, Portuguese)	http://www.worldlanguage.com/
Cooperative Learning in Secondary Schools (an article)	A really nice collection of cooperative activities for ELs for use in the content areas.	http://www.wou.edu/~brownbr/Courses/SpEd_622_ F_15/4_PDF_Docs_Misc_Topics/Cooperative%20L earning/CL%20in%20Secondary%20Schools.pdf
Drum Publishers	Website with educational resources/dictionary/books for Karen speaking/Burmese origin students.	http://www.drumpublications.org
Kitaab World	website filled with book suggestions on Southeast Asian culture and stories	Kitaabworld.com
20 children's and YA books on refugee and immigrant youth.	Lovely website and beautiful suggestions.	http://www.allthewonders.com/books/books-for-better-stories-of-immigrants-and-refugees/
Counter Islamophobia through stories	A list of curated books	https://kitaabworld.com/collections/counter-islamophobia-through-stories

Al Kitab online bookstore	Filled with Arabic language books for adults and children. Tons of books, dictionaries, non-fiction, etc.	https://www.alkitab.com/
Language Lizard	Online bookstore with nothing but multilingual children's books!	https://www.languagelizard.com/

Research and Resources on Trauma Informed Schools

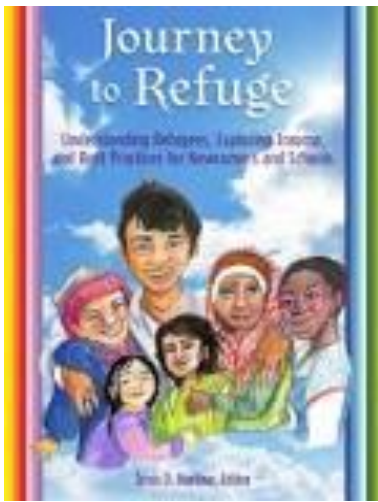
Resource	Use/Overview	Location
The National Child Traumatic Stress Network	A huge collection of materials that address all kinds of stressors: school shootings, sexual abuse, natural disasters, etc. The site also has resources for Spanish speakers. They host a free continuing education center where you can see webinars and take courses on psychological first aid, trauma and LGBTQ youth, sexual exploitation, etc.	https://www.nctsn.org/
Trauma and Learning Policy Initiative	Totally school focused. Interesting short clips as to why trauma sensitive schools are needed. This is a local resource that has roots in MA. Offers a free downloadable book about how to make schools more trauma sensitive.	https://traumasensitiveschools.org/

<p>National Center on Safe Supportive Learning Environments</p>	<p>A more general resource on creating safe learning environments. However, the “Trauma Sensitive Schools Training package” provides an overview and resources for administrators to train their teachers on trauma sensitive schools. Also offers a module on leading TSS for administrators.</p>	<p>https://safesupportivelearning.ed.gov/</p>
<p>National Center for School Crisis and Bereavement</p>	<p>Sponsored by USC. Interesting collection of materials to support grieving students. There are video trainings, and guides on helping students cope with suicide, school shootings, the death of a classmate, among other topics.</p>	<p>https://www.schoolcrisiscenter.org/</p>
<p>How childhood trauma affects health across a lifetime</p>	<p>A TED talk by pediatrician Nadine Burke Harris about the long- term consequences of childhood trauma. An interesting discussion of the science of stress and how it impacts children developmentally.</p>	<p>https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime/transcript</p>
<p>National Education Association</p>	<p>NEA has curated an “Issues and advocacy” cluster which</p>	<p>http://www.nea.org/home/75259.htm</p>

	focuses on adverse childhood experiences and trauma-informed schools. There you can find NEA resources such as articles and videos, as well as other website suggestions.	
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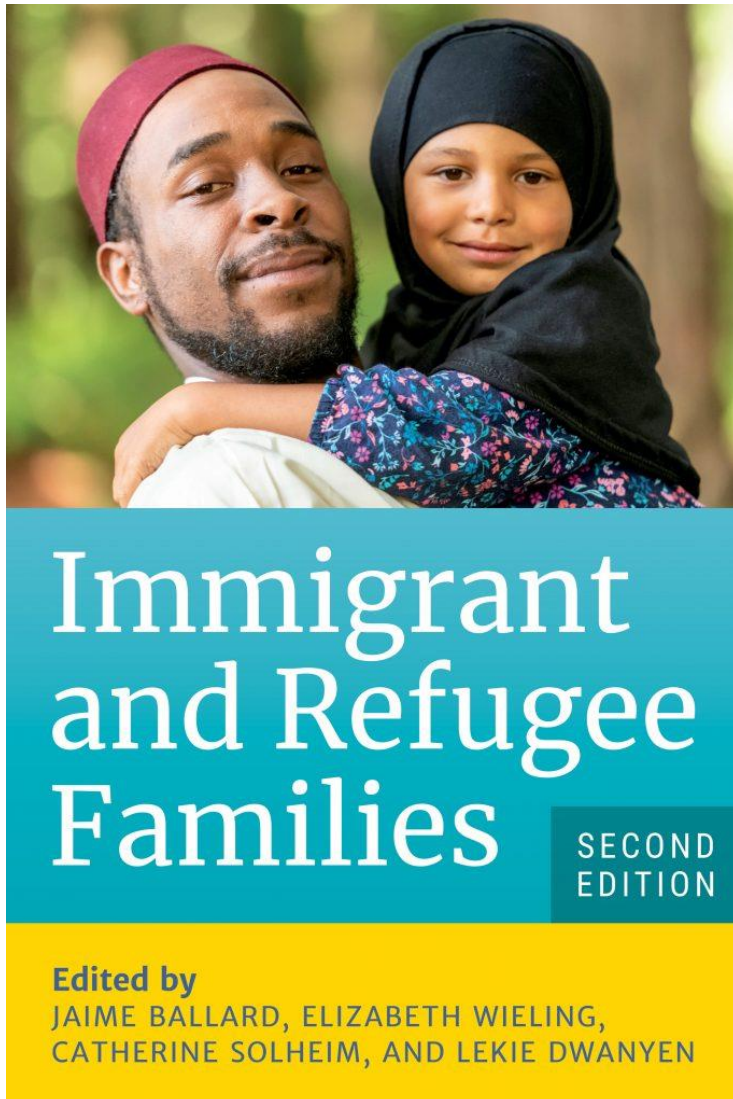
READINGS

Below are open-source books and book chapters that focus on refugees. I selected these as they are free options for providing materials for pre- and in-service teachers/others working with refugee youth.



1. **Recommended Citation:** Harlow, Trina D., "Journey to Refuge: Understanding Refugees, Exploring Trauma, and Best Practices for Newcomers and Schools" (2019). NPP eBooks. 26.
<https://newprairiepress.org/ebooks/26/>

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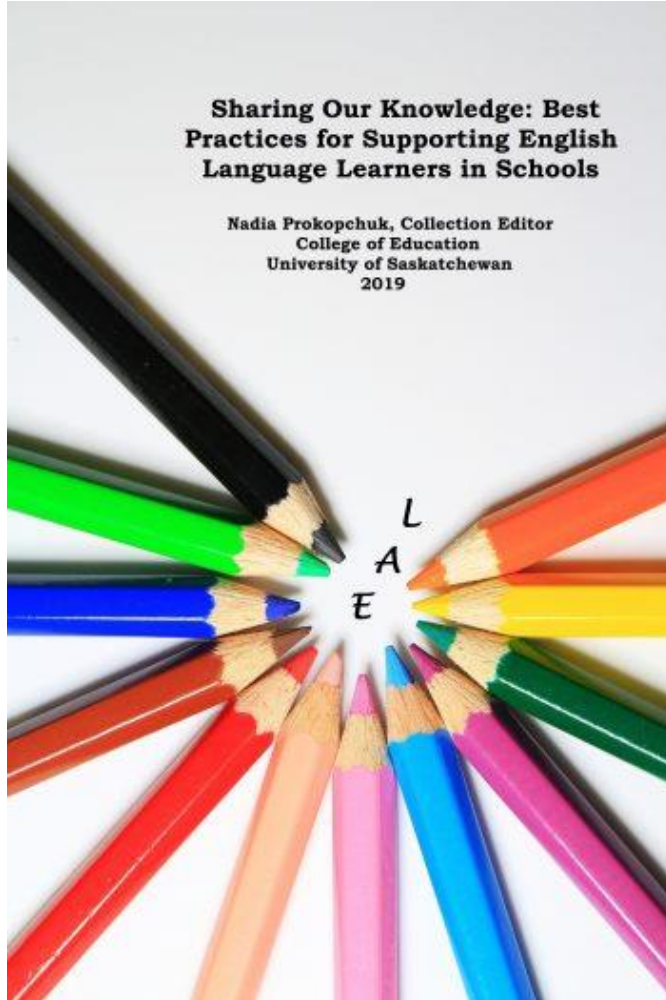


2. Immigrant and Refugee Families by Jaime Ballard, Elizabeth Wieling, and Catherine Solheim is licensed under a Creative Commons

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3. Sharing Our Knowledge: Best Practices for Supporting English Language Learners in Schools by Nadia Prokopchuk, Collection Editor is licensed under a Creative Commons Attribution 4.0 International License, except where otherwise noted. Available at: <https://openpress.usask.ca/ealbestpractices/>



TRAUMA-INFORMED SCHOOL PRACTICES: BUILDING EXPERTISE TO TRANSFORM SCHOOLS

Anna A. Berardi and Brenda M. Morton



4. Trauma-Informed School Practices: Building Expertise To Transform Schools

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ISBN: 978-0-9998292-2-6

Read it online: <https://traumainformedschoolpractices.pressbooks.com/>

Recommended Citation

Berardi, Anna A. PhD. and Morton, EdD., Brenda, "Trauma-Informed School Practices: Building Expertise to Transform Schools" (2019). *Open Textbooks*. 4.

BOSTnet 2. Diversity and English Language Development for Grades K-8



   	<h3>Language Development for Grades K-8</h3> <p>Creators: Elise Scott and Susan Vinovski</p> <p>Building Programs, Building Brains</p> <p>BOSTnet.org</p> <p>Course Structure: Self Paced Program; Ten Hours Professional Development</p>
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Course Description

This course provides knowledge and skills in supporting English Language Development and Inclusive Learning throughout Out-of-School (OST) environments. Educators learn to welcome, support, and enhance language and literacy skill development for all children and youth and respond appropriately to the individualized ELD needs of non-native speakers of English.

To navigate through this course, use the menu items on the left, starting with the Syllabus.

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[Cite/attribute Resource.](#)



- 5. An open course through Boston University on working with multilingual youth. At <https://ocw.umb.edu/early-education-development/diversity-and-english-language-development-for-grades-k-8.html>*

Creating Safe and Welcoming Environments for Immigrant and Refugee Youth Module 1



WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION

6. Lesondak, Audrey. "E-Learning Course: Creating Safe and Healthy Environments for Immigrant and Refugee Youth". OER Commons. Institute for the Study of Knowledge Management in Education, 30 Apr. 2018. Web. 05 Mar. 2021. <<https://www.oercommons.org/authoring/28431-e-learning-course-creating-safe-and-healthy-enviro>>.



Opening Eyes onto Inclusion and Diversity

Edited by Susan Carter

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THE RI RESOURCE GUIDE



Resources and Activities for Refugee Youth

Compiled by Kerri Ullucci, volunteer for AHOPE



This guide is designed to share activities and resources that can support refugee youth here in Rhode Island. The majority are recreational, educational or job-development options. My goal with this guide is to help refugee youth feel a part of their communities, to expand their skills and opportunities for self-expression and to help them chart a path for their futures. Please note that this list is not exhaustive – just what a volunteer was able to pull together! I selected organizations that work with youth overall and have some programs that cost little or nothing; these are mostly not refugee-specific. Moreover, while I visited/spoke with representatives from several of these organizations, I did not speak to them all. So their inclusion on the list should not signal that they know about AHOPE, or that there is some sort of collaboration between AHOPE and the organization. I simply knew about them 😊

*Many of these organizations work on donations that are not secure year to year. Please check with all sources for updated information

Recreational, Academic and Youth Leadership Organizations	Program(s)	Youth served?	Cost/ Deadlines for application	Contact
New Urban Arts in Providence	<p>1. Art classes during school year (after school) and summer</p> <p>2. Summer open studio opportunities.</p> <p>3. <u>Paid internships</u> for high school youth during the summer.</p> <p>They offer a wide-array of art opportunities. Located across from Central/Classical/PCTA.</p>	High school students	Free	<p>705 WESTMINSTER ST PROVIDENCE, RI 02903 401-751-4556 info@newurbanarts.org</p>
City Arts	Summer camps and school vacation camps that focus on art, sculpture, pottery, dance.	Elementary and middle school students from Providence	Free	<p>891 Broad Street Providence</p> <p>Nika Gorini, Program Director: 401-941-0795x115, nika@providencecityarts.org</p>

Youth In Action	From their website: “Youth In Action is an after school leadership program that is all about social justice through identity work. We want you to know yourself really well and then change that world with that information. All of our participants have access to community service opportunities and elective school credit for participation.”	High school youth from Providence, Central Falls, North Providence, Pawtucket, and Cranston	Free, <u>potential for youth to be paid</u>	672 Broad Street, Providence, Rhode Island 02907 401.751.4264 info@youthinactionri.org
Providence Student Union	Student led group striving for educational justice in Providence schools. They work on reform campaigns, hold workshops and organize youth to improve their schools.	High school students in Providence		Providence Student Union 741 Westminster Street Providence, RI 02903
Youth Pride	Services and support for LGBTQ students. They have afterschool drop-in services, support groups, crisis counselling, a food pantry, and a mentoring program. Across from Central/Classical/PCTA.	Youth ages 9-23	Free	For general information contact: Ph. (401) 421-5626 info@youthprideri.org Youth Pride Inc. 743 Westminister St. Providence, RI 02903

Providence Afterschool Alliance	Provides afterschool and summer enrichment opportunities to Providence youth in middle and high school. Also connected to Advanced Course Network, which provides high school credit for some activities.	Middle and high schools only; only at selected schools (see web for list)	Free!	Email address: info@mypasa.org Address: 81 Carpenter Street, Providence, RI, 02903 Show Map Phone: (401) 490-9599 Fax: (401) 228-3915
ARISE	This organization focuses on the needs of Southeast Asian students (director is a refugee herself). They have a variety of student support programs, including heritage language development.	Youth 9-18.		Address: 1 Empire Plaza Providence, RI 02903 Phone: (401) 442-8649 Email: chanda@ariseducation.org
Providence Parks and Recreation Summer Camps	A huge variety of summer camp programs for students in Providence (sports, specialty, day camp). Takes place at area recreation centers.	Children ages 5-13	\$5 a week, breakfast and lunch provided	http://www.providenceri.gov/providence-recreation/recreation-programs/
Breakthrough Providence	An academic program designed to keep students on the path to college, Breakthrough provides a multi-year summer enrichment program and	6 th grade students in Providence public middle	Free	Nick Bernardo, Program Director for Student and Family Engagement at (401) 528-2110 or

	year round tutoring support to youth. This is an excellent program with a long track-record of supporting youth.	schools, must commit through 8 th grade graduation		nbernardo@breakthroughprovidence.org.
BRYTE	Provides one on one academic tutoring in the home for refugee youth. Students are paired with Brown University students.	5-18 year olds	Free	brown.refugee.tutoring@gmail.com
Statewide Pre-K	Provides free pre-k programs for children in selected communities in RI. This is via lottery; not all children are entitled to enroll (as with Kindergarten). The application process is described online.	4 year olds, by Sept.1 in 11 communities around RI (see website)	Free, by application	http://www.ride.ri.gov/InstructionAssessment/EarlyChildhoodEducation/StatePre-K.aspx#31841521-programs

Work and College Resources	Program(s)	Youth served?	Cost/Deadline	Contact
Lifespan Summer Youth Employment	<p>From their website:</p> <p>The program offers an eight-week paid summer employment experience at a Lifespan hospital or Lifespan Corporate Services to teens 16- to 19-years old. This gives them valuable experience in the health care industry. Students work part-time for most of the summer, and also have workshops on workplace readiness skills. Students can repeat the experience over several summers.</p>	16-19 year old High school students in Providence, Cranston and Newport	<p>Free, <u>students are paid.</u></p> <p>Deadline is in January for the upcoming summer. Applications open in November.</p>	<p>Please contact Willie Borkai at 401-444-8490.</p> <p>You can also email your questions to willie.borkai@lifespan.org.</p>
College Visions	College Visions helps low-income and first generation college students get into and stay in college. They help with applications, financial aid, making college lists, essay brainstorming, and soft-skill development. Students are assigned one on one mentors to help with the	Program begins in 11 th grade, student has to qualify for free or reduced lunch. Also must be first generation to	Applications are due May. Applications are available online.	<p>131 Washington Street Suite 205 Providence, RI 02903 401.490.3996 401.415.6066</p> <p>www.collgevisions.org</p>

	process. They also stay with the students while they are in college.	attend a 4 year college.		
Summer Jobs for Youth in Providence	1,000 jobs for youth through the Mayor's Office. Part-time work for the summer. PAID!	Youth ages 14-24. Must live in Providence.	PAID. Application dates are varied between March – May	http://jobs.providenceri.gov/summer/
College Crusade	Helps middle school students stay in high school and go on to college. This is a well-established program with a lot of opportunities for youth. They run year-round programs to help kids stay in school and plan for college and career. Applications can be found online beginning Sept. 2018. This is a smart program to get 6 th graders into – lots of interesting workshops, summer options, mentoring, etc.	Sixth graders who attend public and public charter schools in Providence, Cranston, Pawtucket, Central Falls, Woonsocket, and West Warwick	Free, scholarships are available	Address: 134 Thurbers Ave, Providence, RI 02905 Phone: (401) 854-5500 https://thecollegecrusade.org/tccri/
Upward Bound	Academic program to prepare students to graduate high school and enter college. They provide Saturday programs, a summer program, and general support services.	9, 10, 11 th graders. Low-income. First in family to	Free	Claudia Erazo-Conrad Interim Director Email: upwardbound@ric.edu

	Only for students in: Central Falls High, East Providence High, Shea High School, Central, Hope, and Mount Pleasant High Schools	complete 4 year college degree.		(401) 456-8081 Building #6 Lower Level Rhode Island College
Year Up	<p>From their website: “one-year, intensive training program that provides low-income young adults, ages 18-24, with a combination of hands-on skills development, coursework eligible for college credit, corporate internships, and wraparound support. Our one-year program includes:</p> <ul style="list-style-type: none"> • 6 months professional training in IT, Financial Operations, Sales & Customer Support, Business Operations, or Software Development • 6 month corporate internship with a respected company • Coursework eligible for college credit • Weekly educational stipend throughout the program 	<p>-18-24 years old</p> <p>-High school graduate or GED recipient</p> <p>-Of low to moderate income</p> <p>- A U.S. Citizen, permanent resident, or have an employment authorization card</p>	Free Class begin March and Sept.	Providence Office (401) 421-7819 40 Fountain Street, 7th Floor, Providence, RI 02903

	<ul style="list-style-type: none"> Guidance and support from a staff advisor and professional mentor” 			
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Other supports, cultural and religious	Focus	Contact
RICMA Rhode Island Council for Muslim Advancement	Umbrella organization that focuses on the Muslim community in RI. Connects organizations, provides information, coordinates events and provides an informative newsletter.	www.ricma.org
Masjid Al Islam	Mosque located in Smithfield.	https://www.facebook.com/pages/Masjid-Al-Islam/116609611696754 40 Sayles Hill Rd, North Smithfield RI 02896. masjidalislam@gmail.com
Masjid Al Hoda	Mosque located in Kingston, RI – near URI. Provides Sunday school opportunities.	http://masjidalhoda.com/
Masjid Al Rahman	Mosque in Pawtucket. Also provides religious instruction, recreational activities and interfaith events.	Building Address: 18 Dunnell Lane Pawtucket, RI 02860

		<p>Phone Number: 401-729-0745</p> <p>Email Address: masjidalrahman@yahoo.com</p>
Masjid Al Kareem	Mosque in Providence. Provides religious education, cultural events.	<p>39 Haskins St., Providence, RI 02903, US Phone: 401-274-3986</p>
Refugee Dream Center	Refugee support organization that provides adult and youth programming, advocacy, case management.	<p>Office Hours: 10:00AM - 4:00PM (Monday - Thursday) 340 Lockwood Street, Providence, RI 02907 tel: 401-300-0544</p>
Women's Refugee Care	Refugee support services for families from Congo, Burundi and Rwanda.	<p>570 Broad Street Providence, Rhode Island 02907</p> <p>Aline Binyungu Executive Director abinyungu.wrc@gmail.com Tel (401) 808-2303</p>

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ABOUT THE AUTHOR

Dr. Kerri Ullucci is currently an Associate Professor of Urban Education at Roger Williams University. Her research interests include race and poverty issues in schooling and the development of culturally relevant teaching practices. She spent her 2018 sabbatical working with refugee youth in 9-12 classrooms. Her latest research examines the needs of refugee youth in the United States. Through the Annenberg Institute for School Reform, Dr. Ullucci conducted research on intervention programs for newcomer youth and the impact of extended time on student outcomes. Dr. Ullucci has been published in many journals, including Urban Education, Race, Ethnicity and Education and Teacher Education Quarterly. She prepares K-12 teachers for urban schools.

Kerri Ullucci was born and raised in Rhode Island. She is a first generation college student. She received her Ph.D from UCLA in Urban Schooling and her MAT from the University of Pittsburgh in Elementary Education. She is a former elementary teacher and has been licensed to teach in RI, MA and CA. She also completed the CELTA certificate (for teaching adult ELs).

Kerri enjoys academic writing and helping junior faculty work towards their writing goals. She has most recently

reviewed manuscripts for Polity books, Teaching and Teacher Education, Journal of Teacher Education, The New Educator, and Equity and Excellence in Education.

In 2022, Kerri wrote her first book with Joi Spencer. It is expected to be released in November of 2022, and it titled *Anti-Blackness at School: Creating Affirming Educational Spaces for African American Students (Teachers College Press)*.