



Support for Immigrant
and Refugee Students Project:
Classroom Lesson Module 6-12
Professional Development
Sample Power Point

Presenters



LMU/LA
The Center for Equity
for English Learners



Californians Together
Championing the Success of English Learners

Session Content

- ☐ Session Objectives
- ☐ **Who is the immigrant and refugee student?**
- ☐ **Overview** of Classroom Lesson Modules
- ☐ Key Elements of **Establishing Community – Classroom Lesson Modules, Lesson 1**
- ☐ Lesson 1 - Application to My Context
- ☐ **Guide to Support Immigrant and Refugee Students' Socio-Emotional Experiences**
- ☐ Key Elements of **Literature-Based Discussion about the Immigrant Experience – Classroom Lesson Modules, Lesson 2**
- ☐ Lesson 2 – Application to My Context
- ☐ Closure

Session Objectives

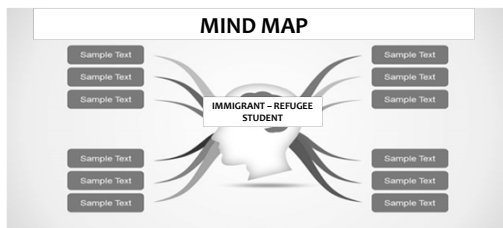
- * Become familiar with the **Educator Support for Immigrant and Refugee Students Project: Classroom Lesson Modules**
 - * Understand the objectives and sequence of each lesson across all modules
 - * Identify interdisciplinary connections and context-specific considerations for the use of the modules
 - * Identify ways to promote the implementation of the modules and adapt them to a particular context
- * Gain **knowledge of considerations, supports, and resources for Immigrant and Refugee students in order to provide professional development** and guide educators at your site

Group Norms

- * Engage in active listening and participating
- * Respect diverse perspectives and opinions
- * Bring our best thinking to the work
- * Disable or silence all electronic devices

Think About It – Map It – Talk About It! Immigrant and Refugee Students

Focus Question: Who is an immigrant-refugee student? What are some characteristics of this group of students? What issues are you experiencing in your classroom?



Setting the Focus Immigration Quiz

- * <http://www.pbs.org/independentlens/blog/immigration-quiz-2/>
- * **Partner Discussion:** Based on your results, which answer surprised you the most? Why?

California Definition of Immigrant Children and Youth

The Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), sections 3201(1) and (5) defines immigrant children and youth as individuals who

- * are aged 3 through 21,
 - * were not born in any state in the US, and
 - * have not been attending one or more schools in any one or more states for more than three full (cumulative) academic years.
- Section 3201(13) of the ESSA defines State as each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico

Support for Immigrant and Refugee Students Project

Classroom Lesson Module 6-12

Purpose

- * Address the socio-emotional and educational needs of students concern about immigration status by:
 - * Creating a safe space for students to share their feelings, fears, and worries about immigration
- * Increase their knowledge and build empathy with regard to immigration and immigration issues

Support for Immigrant and Refugee Students Project
Classroom Lesson Module 6-12

Key Elements

Lesson 1

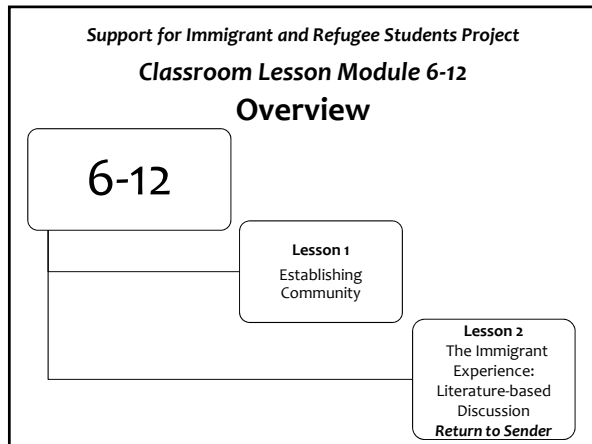
Establishing Community

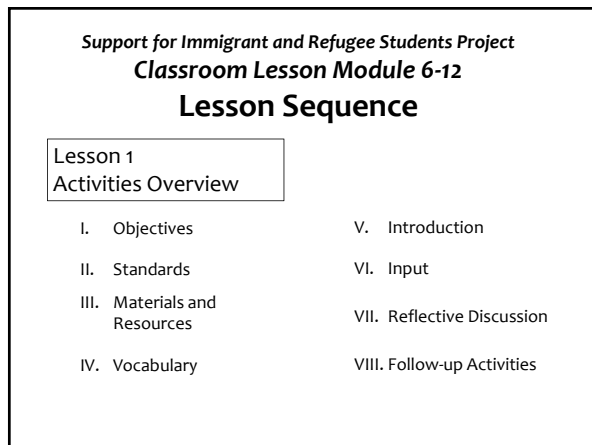
Evoking Feelings
Reflective Discussion
Expanding identity and empathy

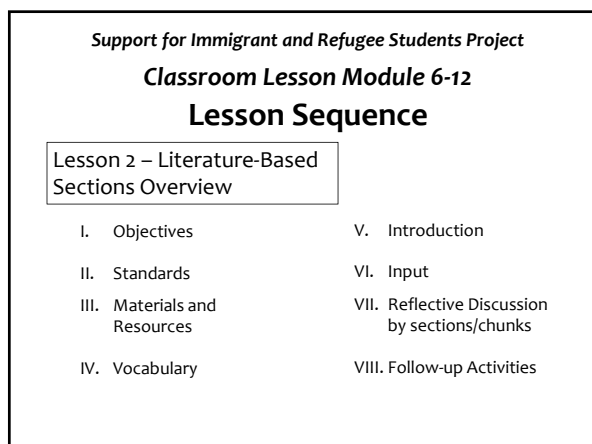
Lesson 2

Literature Based Discussion

Fear of Loss and Separation
Solving Problems
Crossing Borders
Persistence and Hope







Support for Immigrant and Refugee Students Project
Classroom Lesson Module 6-12
Standards Connection

- * English Language Arts
- * English Language Development
- * History/Social Studies

Action: Make the case for convincing colleagues to integrate these modules as part of their content area curriculum!

Support for Immigrant and Refugee Students Project
Module 6-12 Overview

Lesson 1: The Immigrant Experience Through Different Media (120 minutes)	Lesson 2: The Immigrant Experience Literature-based Discussion: <i>Return to Sender</i> (120-180 minutes)
<ul style="list-style-type: none"> Activity 1: Studying Visual Texts The Immigrant Experience Activity 2: Poetry and The Immigrant Experience 	<ul style="list-style-type: none"> Discussion 1: Crossing Borders Discussion 2: Fear of Loss Discussion 3: Facing Challenges Discussion 4: Being Resilient Discussion 5: Together at Last Discussion 6: Gathering Courage Discussion 7: Adapting to Change Discussion 8: Finding Home

Support for Immigrant and Refugee Students Project
Module 6-12 – Lesson 1, Establishing Community
Evoking Feelings About Immigration

Visual Text Analysis
Video: The story of Jong-Min

- * Response Journal Note-taking
 - * What feelings and experiences did Jong-Min communicate?
 - * What images/photos stood out for you?
- * Response Journal Reflection
 - * How did Jong-Min's story make you feel? What did you think about while you were watching his story? What connections did you make?

SCAFFOLDS:

- Graphic Organizer to Guide Video Viewing
- Response Journal
- Reflective Discussion

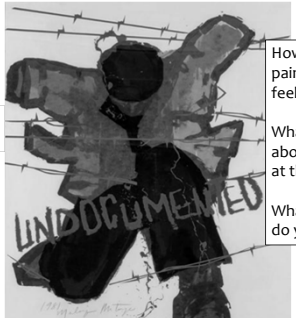
<http://www.apa.org/topics/immigration/undocumented-video.aspx>

Support for Immigrant and Refugee Students Project
Module 6-12 – Lesson 1, Establishing Community
Evoking Feelings About Immigration

Visual Text Analysis: Video - The story of Jong-Min
GRAPHIC ORGANIZER

VIDEO What is the speaker communicating?	US How does it make us feel?	PAINTING What is the painter communicating?	US How does it make us feel?

Support for Immigrant and Refugee Students Project Visual
Text Analysis – Painting in acrylics
Undocumented by Malaquias Montoya



What is the painter communicating?

How does this painting make you feel?

What did you think about while looking at the painting?

What connections do you make?

Support for Immigrant and Refugee Students Project
Classroom Lesson Modules
Module 6-12 Overview

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Support for Immigrant and Refugee Students Project
Lesson 1 - Establishing Community

Independent Exploration

Partner A	Partner B
1. Review Lesson 1, Activity 1	1. Review Lesson 1, Activity 2.
2. Complete the graphic organizer to capture an overview of the lesson.	2. Complete the graphic organizer to capture an overview of the lesson.

Debrief: How does one activity support and build on the other?

Support for Immigrant and Refugee Students Project
Lesson 1 - Establishing Community

Application to My Context

- * For 6-8 vs. 9-12 grade span, what activity do you think will be most important for students to experience?
- * What challenges do you think your students might experience?

A Teacher's Guide to Support Immigrant and Refugee Students' Socio-Emotional Experiences

Developed by Fernando Estrada, Ph.D.,
Counseling Program Faculty member
School of Education
Loyola Marymount University

Overview

Purpose: To help teachers attend to social-emotional issues of immigrant and refugee students in class.

Contents: This interactive resource guide contains 4 activities and incorporates 10 case scenarios, along with resources for teachers

Key Points

- * Helping students connect their feelings with thoughts enhances learning.
- * Students learn best in an environment where they feel safe and supported.
- * Probing the feelings and thoughts of a student can be done with brief questions and statements.
- * Be familiar with the signs of emotional distress and the resources at your school.

Discussion Question: What other possible resources in your context can be available to support immigrant and refugee students?

Example Scenario

One of your students, Rey, shares with the class that she misses her family that “cannot visit this country.” You recognize there is an opportunity to bolster the learning by helping Rey articulate her experience. Write two open questions below, one for thought and the other for feeling.

Response: _____

Response: _____

A Teacher's Guide to Support Immigrant and Refugee Students' Socio-Emotional Experiences
Fernando Estrada, Ph.D.
Counseling Psychologist & Assistant Professor – Counseling Program, LMU

- * Helping students connect their feeling and thoughts enhances their learning.
- * Students learn best in an environment where they feel safe and supported.
- * Probing the feelings and thoughts of a student can be done with brief questions and statements.
- * Be familiar with the signs of emotional distress and the resources at your school.

Discussion Question: What other possible resources in your context can be available to support immigrant and refugee students?

Educator Support for Immigrant and Refugee Students Project
Lesson 2

A Literature –based Discussion
About the Immigrant Experience

Support for Immigrant and Refugee Students Project
Module 6-12 Overview
Return to Sender

<p>Lesson 1: The Immigrant Experience Through Different Media (120 minutes)</p> <ul style="list-style-type: none"> Activity 1: Studying Visual Texts The Immigrant Experience Activity 2: Poetry and The Immigrant Experience 	<p>Lesson 2: The Immigrant Experience Literature-based Discussion: <i>Return to Sender</i> (120-180 minutes)</p> <ul style="list-style-type: none"> Discussion 1: Crossing Borders Discussion 2: Fear of Loss Discussion 3: Facing Challenges Discussion 4: Being Resilient Discussion 5: Together at Last Discussion 6: Gathering Courage Discussion 7: Adapting to Change Discussion 8: Finding Home
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Support for Immigrant and Refugee Students Project
Module 6-12, Lesson 2, A Literature-based Discussion
about the Immigrant Experience
Return to Sender

THEMES:

- Fear of Loss and Separation
- Solving Problems
- Persistence and Hope

Story Summary

A family is forced to hire migrant Mexican workers to help save their Vermont farm from foreclosure after the father is gravely injured in a tractor accident. His son, Tyler, isn't sure what to make of these workers. Are they undocumented? Mari, the oldest daughter of one of the migrant workers is proud of her Mexican heritage but feels increasingly connected to her American life. Her family lives in constant fear of being discovered by the authorities and sent back to the poverty they left behind in Mexico. As they learn about each other, Tyler and Mari find a way to be friends despite their differences.

Support for Immigrant and Refugee Students Project
Module 6-12, Lesson 2, A Literature-based Discussion
about the Immigrant Experience
Return to Sender

Prior to Reading – Eliciting Prior Knowledge

SCAFFOLDS:

- Response Journal
- Eliciting Prior Knowledge

* Response Journal

* Write down/list what you think about when you hear the expression “return to sender”

* Do a quick “whip around” by having the students share ideas. Skip any one who does not wish to share.

* Tell students that they will be reading excerpts from a book titled *Return to Sender* by Julia Alvarez, to find out what *return to sender* means in the story.

Module 6-12, Lesson 2, A Literature-based Discussion about
the Immigrant Experience – *Return to Sender*
Reflective Discussion

- * Form groups.
- * Assign chapter(s) to each group member.
 - * Chapter 1 (pages 3-36) - Section 1 Lesson Plan
 - * Chapter 2 (pages 39-72)
 - * Chapter 3 (pages 75-106) - Section 2 Lesson Plan
 - * Chapter 4 (pages 109-136)
 - * Chapter 5 (pages 139-178)
 - * Chapter 6 (pages 181-210)
 - * Chapter 7 (pages 213-246) - Sections 3- 4 Lesson Plan
 - * Chapter 8 (pages 249-296) - Sections 5 - 7 Lesson Plan
 - * Chapter 9 (pages 299-318) - Section 8 Lesson Plan
- * Read your assigned chapter of the book *Return to Sender*.
- * Review the corresponding guiding questions and prompts in the lesson description OR prepare to give a summary of the chapters not featured in the lesson plan.

Module 3-5, Lesson 2, A Literature-based Discussion about the
Immigrant Experience – *Return to Sender*

Reflective Discussion

- * Begin with chapter 1 and continue in sequential order, each group member:
- * Synthesizes the activities and type of literature-based discussions/extensions that are described in the lesson's section.

OR

- * Give a summary of the chapter

SCAFFOLDS:

- Graphic Organizer
- Summarization
- Chunking Information
- Reflective Discussion
- Making Connections

Support for Immigrant and Refugee Students Project
Module 6-12, Lesson 2, A Literature-based Discussion
about the Immigrant Experience

Return to Sender

1. Collaborative strategies
2. Scaffolds, e.g., graphic organizers
3. Application of standards
4. Connections to Lesson 1

Support for Immigrant and Refugee Students Project
Module 6-12, Lesson 2, A Literature-based Discussion
about the Immigrant Experience

Independent Exploration

- * With your table group, explore the Follow-up/Extension Activities in the lesson.
- * Which one would you like your students to experience? Why?

Support for Immigrant and Refugee Students Project
Module 6-12, Lesson 2, Return to Sender: A Literature-based
Discussion about the Immigrant Experience
Application to My Context

- * What are possible ways to include the module/ Lesson 2 in the curriculum?
- * What challenges might you need to address?

Closure – Return to Your Mind Map!

Focus Question: Who is an immigrant-refugee student? What are some characteristics of this group of students? What issues are you experiencing in your classroom?

How can *Establishing Community and Literature-Based Discussions* support this group of students?

