



WELCOMING REFUGEES

Building Welcoming Schools

August 29, 2017

Hannah Carswell: Hi, Everyone. I'm Hannah Carswell from Welcoming America. Thank you all for taking time from your evening to join us for this webinar on Building Welcoming Schools. We'd like to thank the Office of Refugee Resettlement who support the Welcoming Refugees Project, makes today's webinar and toolkits that we're launching, and so much more work possible. I'd also like to thank the toolkit authors, Claire Tesh, Sara Burnett and Andy Nash. This toolkit is the culmination of months of their work and we are just really proud to be able to release it as a way for you all to participate in Welcoming Week. We have a lot to cover today, so let's just dig in and get started.

Our objectives for today are that we are hoping to leave with an understanding of the importance of bringing welcoming work into learning environments in order to fully engage and welcome refugee children, and also have a basic understanding of the six activities that are in the Building Welcoming Schools toolkit that we're releasing today, and how you can adapt them to your classroom context. And then, finally we'd like you to leave with an idea of how you can use these activities to participate in our Annual Welcoming Week activities, which are coming up between September 15th and 24th. Welcoming Week gives newcomers and longterm residents the chance to come together in a spirit of unity through events across the country. Once our toolkit authors dig into the toolkit activities with you you'll see how they really provide a nice opportunity to participate in Welcoming Week.

Today we are joined by a wonderful group of speakers. Thank you all for taking the time to join us and share your expertise. We'll start by hearing from Susan Eaton, who is the author of "Integration Nation," and the director of the Sillerman Center for the Advancement of Philanthropy at the Heller School at Brandeis University. She'll talk to us a little bit about research and the importance of bringing all students, parents, teachers, and staff together as a school community, and curricular models, and examples from the field that

can help you make that happen. Then we'll hear from Andy Nash, who is a professional development specialist at World Education and one of the toolkit authors. She'll give us an overview of the brand-new Welcoming Schools Guide.

And then Claire Tesh, who is the founder and director of LMNO Education, and another one of the toolkit authors, will talk about two of the activities in the toolkit and how you can incorporate them into your classroom. So, now I will hand it over to Susan to get started.

Susan Eaton:

Great. Thank you so much, Hannah. I'm so happy to be here. My hope is to provide just a little bit of context for this really rich discussion about creating Welcoming Schools, and maybe some overarching justifying research for the great work that's been done on the toolkit, which I think is fabulous. So, in preparation for writing my book, "Integration Nation," which profiles welcoming initiatives and immigrant integration initiatives at the community level across the country, and also through my work as a philanthropic advisor on immigration issues, I've been lucky to have the opportunity to dig really deeply into the research around pedagogy, curriculum, and school practice that have implications for educators and members of the school committee who want to create schools that are welcoming, schools that create a sense of belonging, schools that foster healthy relationships between students of different cultural backgrounds, and also schools that assist in reducing prejudice and discrimination.

So, as a lot of you educators out there I'm sure know, there's so much research on these topics from so many fields, and this includes sociology, education policy, social psychology, but I wanted to focus today ... And again, this is real kind of ... This is more of a broad conversation rather than a really deep dive into this work. But I'm going to focus on the important work that's been conducted by the American Psychological Association, and also by an organization in New York called the Perception Institute, because I think both of these organizations and the work that they've done are of particular practical value for educators. And also because both of these organizations use a method that's called meta-analysis, which as some of you may know, takes into account all of the relevant research studies that's been conducted on these questions in recent years.

So, in 2012 the American Psychological Association released a major report that assessed "Factors that impede or facilitate adjustment for first and second-generation immigrants and refugees." And the American Psychological Association concluded in this report that all of the research that's been done on this question, the findings really tend to contradict many of the assumptions in popular culture. And specifically they concluded, after looking at all of the research, that mastering English and participating and engaging with American culture while still remaining strongly identified with the ... and participating in the culture of the home culture, and researchers often call this, "a hyphenated identity." They say that a hyphenated identity really seems to accrue the most benefits for young people in K through 12 schools.

A hyphenated identity is associated with mental and physical health, longterm measures of life satisfaction and school achievement, and also persistence in school over time. And in fact, what the researchers called and what's been defined by the field as something called "over acculturation," which is a pulling away from or an attempting to shed one's family culture in favor of the new, more American mainstream culture, if you will. The APA found that, "This may be harmful for immigrant and refugee children who pick up not only the new language, but also negative cultural norms that are out of sync with their families." So, this was really the old way that a lot of schools, when immigrant and refugee children came into the schools, really tried to operate to try to force the students to assimilate and we've learned a lot that that doesn't work, and in fact it backfires.

And the APA found that this tends to create stress for both the children and parents, and oftentimes grandparents, and it also is associated with acting-out behaviors that are strongly correlated with things like school failure, like dropping out, and also depression. So, the 2012 report recommends for educators what are called, "Intentional interventions," that enable students to acquire the English language and have opportunities for full participation in what they may perceive to be American culture while still deliberately encouraging, strongly encouraging a strong "ethnic identity" that prevents overly taxing clashes between parents and between children. And then moving

on to the work of the Perception Institute has also, I think, has great implications for educators in our schools.

The Perception Institute studies psychological phenomena like racial bias, implicit bias, racial anxiety, stereotype threats, and looks at how these kinds of things interfere with educational opportunities and equity in schools. And what the Perception Institute has found through its meta-analysis is that contact between students from different racial and cultural groups is an extremely important foundation for reducing prejudice and reducing bias, and so is deliberately creating equal status among young people who have come together from different cultural backgrounds. And to reduce bias, to reduce prejudice, the Perception Institute has found that it's also very important that educators, particularly educational leaders, express a vocal public institutional support for welcoming, for fighting bias, and for building relationships between students of different cultural groups.

So, obviously these findings have really important implications for curriculum ... And you can change the slide if you want to change the slide ... And pedagogy, and practice, and what they suggest is that educators should devise lessons and methods of engagement that intentionally affirm students' cultures, create as much as possible equal status among cultures within a classroom or school, and that stress the value and the assets that all students bring with them to a school community. And this research, it seems to me should also lead us to create curriculum and school practices that not only engage parents but intentionally seek to sustain and nurture culture and language of students and their families, and honor the knowledge of parents, and guardians, and elders.

And so, what would that look like? I'm sure there are a lot of you who are listening on this webinar have tons of examples from your own schools and your own practices. And I'm going to talk just a little bit about some examples of school practice that I was fortunate enough to see in action while working on my book. So, I'm going to share just a few takeaways from those, and also to share with you some of the voices from educators and leaders that I was lucky enough to meet. And so, first we talk about international high schools. International high schools are a wonderful type of school that deliberately brings together students in high schools who were not born in the United

States. And these schools are interesting. They are incredibly diverse places, welcoming students from all over the world, and their model of education is quite different than your standard typical high school.

I think there's about 16 such schools that exist just around the country, and one of the best well known is LaGuardia Community College. In international high schools, students use their home languages and they use English for learning. Small group projects between students and collaboration and relationship building is central at these schools. At international high schools educators leverage heterogeneity, so there's no tracking or ability grouping at these schools, and the heterogeneity and the diversity in language levels, English language levels, and educational background is viewed as an asset for everyone, with students really helping each other out, helping each other learn lessons that they may have learned. And the atmosphere isn't one of competitiveness primarily, but it's more of a communal type of atmosphere. It's more like family members helping each other out to meet a joint goal.

One of the other really important things about this school is the community that it creates among its educators, so there's a structure for educators to meet, to convene, to collaborate with one another across the country. There is about 500 curriculum units that are available for teachers from across the country to use, so these are codified lessons that have been tried over and over again and have been known to be successful. There are leadership retreats for teachers, and there is formalized processes to provide feedback to each other at schools. Now, of course, not all schools can become international high schools nor should they, but what I found striking in these schools were the norms of belonging and community, and the constantly expressed value of diversity and heterogeneity, and some of the cooperative practices of these kinds of schools I think offer lessons for us all.

And two, I think what was important about these schools is the way in which teachers share practices and have a forum and community for doing that. That that really seemed not as something extra but something standard in their lives and in their professional lives, and it's the type of structure that seems to me would be really useful now for teachers who are in demographically changing or recently changed districts, and who are looking for best practices in collaboration. Another model that I found really inspiring is not something

that's new. It's dual-language schools, and in particular the two-way emergent model, and these are schools in which native speakers of other languages, usually Spanish, but in some cases Chinese and Portuguese. So, speakers of languages other than English and the native English speakers will come together to actually learn in two languages.

And like I said, these programs have been around for a long time, but they're taking off in popularity across the country for a variety of reasons, in part because of the growing diversity in a lot of places. But no state has been more committed to this model in terms of resources and in terms of policy than has Utah, with California with a close second. And the beauty in this model to my mind is that it goes a very long way in successfully establishing that equal status between students who speak different languages. And I just want to share with all of you a quote from a state legislator who was the leading legislator in establishing policy that made it possible for schools to create dual-emergent schools where students learn in, say, German and English, or Chinese and English, and also a system now of 30 two-way schools where native Spanish speakers and English-speaking students learn together.

It's a very conservative Republican legislator from Utah, and he and I might not have agreed on a lot of political issues, but certainly on this we did. And he said, "We are just so lucky here in the State of Utah, and so the English-speaking families begin to see the Spanish-speaking students as community members with just as much value, and rights, and wonderful attributes rather than just thinking something like, 'Oh, those are illegals.'" And again, not every school can be a two-way emergent school, but I think that the asset model and the elegance of the equity at the center of this model has something to teach all of us. And two, you can certainly bring pieces of language learning into any classroom.

And then, finally, I'm going to talk about a program that I saw in Boise, Idaho, which at first might seem like a strange fit to be talking about in a webinar related to K through 12 education. But as some of you may know, Boise has a really large share of refugees, and it's been that way for the last 15 years or so. And several years ago a nonprofit started a program called "Global Gardens," that allowed for refugees to continue the farming traditions that they had had in their native countries. So, individuals and organizations around the city had

donated land, and refugee farmers planted and harvested crops, and then sold their fruits and vegetables at farmers' markets. And it sounds like a really simple, nice program, and it is, but what surprised some of the program developers was the key role that children and most significantly teenagers played in the farming work.

And the way in which this program helps to really strengthen relationships between parents and children, and between grandparents and children really helps to do that cultural sustaining that I talked about in the beginning that's so important, that researchers found it's so important for psychological health and is also correlated with positive school performance. So, a teenager named Fatima told me, "I have no feeling about Somalia. My mother has those memories that can keep her connected, but I guess I'd say I'm pretty American. Somali-American, but, yeah, American. I feel connected to Somali culture in other ways, though. There's always the food and the gardening of our Somali crops, and those things my mother gave me. It means that it never gets lost." So, again, I'm not suggesting that K through 12 schools can all create farming programs.

But more than the specific activity, I think that what's most important here, the lessons that this program teaches is its kind of spirit and its underlying goals. What's beautiful about it and why I think it works so well is because it values, and honors, and sustains the home culture while again providing opportunities for young people and for their parents to integrate and to be active participants in the U.S. culture. And in this case, the economy through the farmers' market and for building businesses, and also social life as well. And so, with these underlying principles and goals in mind, it was easy for me to begin to make that jump and think about so many activities that educators could pursue, which includes things like maintaining and sustaining quilting cultures from African countries, which I thought to be really active in Nebraska.

Storytelling, which I thought to be really active in schools in Fort Wayne, Indiana. The introduction of new sports, the playing of new kinds of musical instruments. The list is really endless. And so, I'd like to end there and I'm happy to provide more specific resources and connections to the kinds of

things that I've talked about for any of you who might be interested. And you can find me at seaton@brandeis.edu.

Hannah Carswell: Thank you, Susan, for giving that overview of ways that we can really build bridges between many communities. I want to remind you all who are listening, if you have questions for our speakers you can type them into the chat box on the bottom left-hand corner of your screen, because we'll have time for Q&A at the end. And now I'd like to hand it over to Andy Nash with World Education, to talk about the toolkit that we're releasing today.

Andy Nash: Thanks, Hannah. And thanks, Susan. As Susan was talking I wrote down a couple of things. I wrote down, "Deliberately creating equal status," and "Intentional interventions." I think those both describe some of the things we were trying to capture in this guide, or as you're describing it, as a toolkit for Building Welcoming Schools. I'm going to give you a general introduction to the Building Welcoming Schools guide, and then Claire will provide a deeper look into two specific classroom activities. World Education and LMNO Education, brought together complementary expertise to this project. I've done this work in the adult-education context, and Claire and her colleague Sara Burnett continue to do, building welcoming community work in the K-12 setting.

So, this guide that we're introducing today complements a guide I worked on a couple of years ago specifically for adult educators. And the impetus for that guide was to support the participation of programs in Welcoming Week. But what I think you'll discover is that both of these guides are rich year-round resources for helping students build empathy and interest in others, learn about history and culture, and reduce their fear of difference, at the same time that concrete language and other academic fields are being taught. So, thank you for moving it forward ... the slide. I'm now on this slide. So, a few points about how we designed the guide. First, it includes six structured activities that foster positive interactions and dialogue among refugees. No, no, go back. We want the earlier slides. I don't mind changing the slides. Okay, there you go.

The first bullet. So, the guide includes six structured activities that foster positive interactions and dialogue among refugees, immigrants, and native-

born students. And having structure is important because, especially in our currently charged climate, before opening up the classroom to more free-flowing informal discussion, it's important to establish how you want students to talk to one another and to help them start building relationships and a sense of community. Another thing is that the activities are not sequential. They're more of a menu that you would choose from as you determine what makes more sense for the students in your class. Also, although we haven't gone as far as linking to any particular sets of standards, the activities focus on specific academic skills, and they include instructions for implementation at the elementary level and at the middle or high school level.

Now, there are a couple of activities that are just one or the other, but most of them have been designed to be able to ratchet it down or ratchet it up, as your students need. And then, third, understanding that teachers usually don't have a lot of room to add activities to their curricula, the activities can in their simplest form be done in one lesson, although there are suggestions for extensions to create longer projects. And finally, we aim for a level of detail that would feel adequately supportive but also trusts the experience and creativity of teachers. So, it's clear how the activity is designed to unfold, but there's room for expanding, and contracting, or adapting pieces as you see fit. So, here is a list of the activities in the guide, and I'm not going to walk through each one because Claire is going to dig into a couple of them really deeply in a minute.

But I will highlight that there is consistent attention to supporting students in listening to each other's experiences, and in seeing connections to other people by appreciating differences and identifying commonalities. There's looking back and there's looking forward to what we want to see in the future. There's a wide range of skilled practice, varied reading and writing, social studies, arts, and even some math opportunities. This is the overall format of the guide activities. You can see it begins with title, and there's a brief description, like a short abstract of what the activity is so you can quickly determine whether that's what you want to be doing. The activity objectives, the general timeframe or range, obviously, because you're going to want to tweak it as you need to. Curriculum connections, those are the content areas that this lesson addresses.

The materials section notes the primary materials, but throughout the activities there are embedded links to resources such as books, photographs and video clips, student-generated texts, blog posts, and podcasts. There is also an appendix of all the compiled resources at the end. And as I mentioned before, there is the classroom steps that map out how the activity unfolds, and there are the extensions if you want to use them. And then there is what we have that are educator extensions. And these are additional activities for the teachers to do to further explore the topic. Perhaps some of them are about trying the activity out themselves so they can see really how it works, and also at some points readings that the teachers might want to do to make sure that they're not flowing into some common errors that they might make in this kind of a situation, like stereotyping, for example.

Here are the lovely covers and URLs for the two guides. The new one is on the left. This is the Building Welcoming Schools, and the older one, for the adult ed context is on the right. Claire and I have often remarked that most of the activities apply across contexts. So, I see many in the K-12 guide that I would use in an adult ed classroom, and Claire has noted that there are several in the ... vice-versa from the adult ed guide. And so, between the two of them educators really have access to 12 strong lesson or unit plans. I will note, though, that in the adult ed context, refugees and immigrants are typically in ESL classes, and native-born adults and long-term residents with good English are in separate basic education classes. So, one of the aims of the adult ed guide is to bring those two groups into conversation, which we do through things like cross-class dialogue journals, and reading partner activities.

And we also wanted to help refugees and immigrant adults feel comfortable out in the community. So, we built activities that took them out of the classroom and into contact with their neighbors. So, for example, going to the library for a game night. Or to do a survey of the library volunteers for their community advice about the best places to go for various things. So, "Where can I find the best mechanic?" Or, "Where can I find the cheapest laundromat?" So that they're accessing the expertise of the community and the community is helping the newcomers integrate and feel comfortable in that community. Of course, nowadays in particular we want to be very careful about the kinds of settings that we bring our students into and make sure that those are safe and welcoming settings.

And before I tend it over to Claire, I just want to say that we welcome, not only because it's the decent thing to do, but because feeling a sense of belonging is a key factor in student success and student persistence. As educators who want all students to thrive, we must create a sense of community and a safety for students of any age to be their full selves. So, let me turn it over to Claire now to give you a better sense of what a couple of these activities look like more specifically.

Claire Tesh:

Thank you so much, Andy, and I just want to thank Welcoming America and World Education for allowing me to create this toolkit. A big thank you to my coauthor Sara Burnett, and all of the experts who reviewed it, and also to the founders who made this free for all the educators and community leaders who will be using it. But my biggest thanks really goes to those of you who are logged into this webinar, because you really are the links to creating welcoming classrooms and communities. So, thank you so much for your initiative and for spending time with me today. So, we have schools starting up across the nation, and we're all setting up for a successful year. We know that parents and other stakeholders in our communities are assets, so we want to be able to support one another and share all of the experiences.

So, make sure, when you're looking at this guide to think about those assets in your community who you can invite into your classrooms, because the Building Welcoming Schools toolkit was created to assist you. And like Andy said, it was designed to be modified, adapted, and most importantly, shared. I'm a former classroom teacher, so I know that these first couple of weeks of school are essential to setting the climate and the expectations of your learning communities, both within the walls of your classrooms and in your greater community. So, make sure that as you look at this guide, again think about the parents, the other teachers in your school, the guidance counselors, school psychologists, mental health workers, and community groups that you can be working with to implement these lessons. Because creating welcoming classrooms for refugees and immigrants involves everybody, and it starts with a smile and a friendly conversation.

So, the two lessons I'm going to share with you today, Dreaming Together, and Welcoming Book, are just a taste of what's in the guide. But it's going to give

you an idea of how the power of the story within your classroom and in your community, how to build a diverse community library, make sure that you have diverse books in your classroom, make sure that students bring maybe their favorite books into the classroom. Have visuals, and make sure that you can engage and connect to create a healthy, supportive classrooms and communities. I'm having trouble forwarding here. So, Dreaming Together is a collaborative lesson, and we've created a discussion guide that has related activities. It doesn't involve a lot of extra materials. So, most of these lessons can be completed in one class period, maybe two. We included recommended books and other links that can supplement and enhance the lessons that really aren't necessary.

Within these lessons we also have graphic organizers and handouts. Here is an example of the graphic organizer for Dreaming Together, and to get this lesson started what you want to do is find the similarities and differences within your classrooms, within your students. Make sure that you use some of the stories that we've recommended, and have students use questions that they've written or that we've provided. I want to also say that some of the students may have had traumatic experiences, so within the lesson we have ... Sorry. Some experts have put together a trauma-based ... Some tips to work with students who maybe have had trauma or a loss of a family member. Also for an extension to this you can have an art project where you use a large canvas to create an event diagram. So, you ask the students, "What's your favorite sport?" Or, "Where were you born?" Or find out what they have in common.

You can allow groups to share their similarities and differences. You can discuss feelings like isolation, embarrassment, the feeling of maybe entering something new. Have students think about someone that maybe made them feel welcome. Another topic that you can talk about is home sickness. That's often a feeling that many students, whether they're refugees, immigrants, or native-born have felt. I'm also going to share some modifications for older students. Let the students know that you want them to think about what their hopes and dreams are. Have them write about maybe eight to 10 things that they hope for. If they need probing questions, maybe something like, "What's your favorite subject?" Or, "What do you do after school?" Make sure that

students are working in small groups, groups of two or three. They can complete the diagram.

Also, we've extended this to have some visual literacy components, because looking at pictures is a 21st-century skill that helps to think about history and how it connects to the present. We've provided a variety of these visuals. They have not just the European experience of their birth collection of images. And then, make sure that your students are also participating in Welcoming Week. They can put their images, their diagrams, maybe some of their writing samples together in a display for Welcoming Week. And I'm hoping that teachers would put some questions, if you have any, into the sidebar here. The second lesson in the guide is Welcoming Book. For Welcoming Book is also a cooperative activity. We love to have students working in small groups and pairs. We have the students really reflect on what it means to be welcomed.

And I know Andy talked about maybe creating something that talks about where to get the best pizza, or the best mechanic. Or maybe there is someone in the classroom who is really great at calligraphy, or somebody whose mom makes the best ... a special dish. So, students can put together a Yellow Pages of specialties. This really can take about two class periods because we have a couple of activities that link to this Welcoming Book. I also want to point out that is a great professional development opportunity, and also maybe for a family engagement evening, to have families participate in putting together the resources. Now, part of this lesson involves the book, "Arrival." The book "Arrival" by Shaun Tan is a great graphic novel. It can be used to introduce this lesson. It's limited vocabulary. It has these fantasy illustrations but unravel real concepts.

It's the story of a man who leaves his country, and he's overshadowed by this nameless menace that follows him around. The illustrations help the reader. They help the reader feel the feelings the protagonist has coming to a new place and trying to create a new home. We have some guiding questions in the lessons. It allows students to compare feelings that they might have had, and also we have some accompanying literature that also helps with this lesson. So, what we try to do is get the students to ask one another, what was something that someone did to make them feel welcome? What did that feel like? And they can partner with someone or they can share out with the whole class. The

teacher also can use visualization. Have the students close their eyes and imagine a time they were in a new sports team or they were on a trip, or how did they feel? Did they have nervousness, uncertainty? Whether ... Did they feel shy?

Also, using images from this book, whether you have it projected up on the board, or you have students read parts of the book and then think about what may happen next and put those pictures up in the classroom could be a really great way to have students come together and think about a time where someone made them feel welcome. And then, have a chart up where you can write ways that people can be a good welcomer, and then you can use those also on a social media board or something for Welcoming Week, really to think about the ways that someone made them feel welcome. Was it just a simple smile? Was it giving them some food? Whatever that was is important for the students to connect and feel that core value of someone having empathy. My slide went forward here. Here we go.

So, creating that Welcoming Book, once the students have had this discussion, what is a way that they can make newcomers to the school feel welcome? So, these are some ideas for elementaries. Drawing a map of the playground, or writing directions for their favorite games, or maybe even putting kits together of favorite games. Drawing a school map. Creating visuals of what clubs and activities are, with meeting locations and times. Again, that who-to-go-to guide. Who is the between shoelace tier in the classroom, or maybe having students use their kind of aesthetic, their bodies to create an ABC book. Also, creating calendars or guides with symbols and dates that can be handed out to parents on back-to-school night. And for middle and high school, since we've all been newcomers at some point of our lives, one thing that I suggest is having students watch some video stories that we've included, and they come from the Immigrant Learning Center.

Stories from the site, really are a great conversation starter. They evoke empathy, and again they help to uncover the core values and connect students to those feelings of feeling new and what made them feel welcome. We also have some recommended reading, and most importantly have students in the classroom share their stories if they feel comfortable with that. It's another opportunity to have parents or community members come in and

maybe talk about their stories, create a panel of experts in your community to share and connect. So, again, some ideas for the middle and high school students. School maps are really helpful. A guide for what to do if you're late to school or sick, and this can be shared with parents. Who do you go to for? Maybe the PE teacher is really good at recommending clubs in the community, or making sure that students are aware of what is going on in the school in terms of meeting locations, times for those meetings, how to get engaged in clubs.

And I think that bringing in technology, creating a video for new students and families, you can really integrate this into STEM in your schools. So, I'm sure some of the lessons, ideas, and resources that are available in this toolkit, and as educators you're going to know best how to modify and adapt these lessons in your classroom and community. So, whether you've been an educator for three years or 33 years, the guide is going to help you get started. Try it out, get your school engaged, create a safe place to discuss current events and real-life issues throughout the school year. I'd love to see what you're doing with this guide, so, again, I hope to continue to answer your questions and hear your comments. So, please stay in touch at teachimmigration@gmail.com. And I'll be looking forward to seeing everything during Welcoming Week. Thank you so much for your time, and have an excellent school year.

Hannah Carswell: Thank you, Andy and Claire for giving that overview of the new toolkit. It's really great. All the activities are as wonderful as the ones she just talked about. And so, if you have questions, be sure to type them in the chat box on the left-hand side of your screen. I am now going to have my colleague, Keiron, talk a little bit about Welcoming Week and how this toolkit can connect.

Keiron Bone : Hi. Good day, folks. This is Keiron Bone Dormegnie. I'm the Membership and Events Director for Welcoming America, and I'm really excited about this year's Welcoming Week. You all are extremely inspiring and really making me believe that the Welcoming Movement is having its moment and it's in ascendancy. The creativity, the interest, and how to bring together newcomers and longtime residents is extremely inspiring. And if you're inspired today by any of these ideas, the Yellow Book of Welcoming sounds wonderful. Dreaming Welcoming also. If you have events and feel so inspired, please go

to welcomingweek.org and you can post your events on there. There's a host ... a link that you click on, and we have extra resources. We also have a toolkit with social media prompts, messaging, if you want to do a press release, and everything from A to Z on how to host successful events.

So, at welcomingweek.org you can find our past toolkits and tips on promoting your events. Once again, my name is Keiron, so feel free to reach out. You can reach out to me at eventsatwelcomingamerica.org, and also go to Welcoming Week, and look forward to seeing your cool ideas come to life and hope that you can join us for this year's celebration.

Hannah Carswell: All right. So, now I want to dig into some of the questions that we're seeing come our way. The first question is, "What are your favorite resources for working with groups of children and used with varying primary languages and some low English proficiency. I'll just throw that out to all of the speakers. If you have something to share, just chime in.

Claire Tesh: This is Claire. I love going to the [inaudible 00:46:24] website. They have some really great material there that you may have in your school libraries or in your classrooms. Also, the website, We Need Diverse Books, has great resources, again for students who may have low vocabulary or are just new to the language. Color in Colorado has excellent web-based resources. Also, just having visuals in your classroom, having students work with peer partners. Tapping into interpreters, whether they be parents, or other students, or school staff who may have knowledge of the native language to help bridge some of those gaps. And making sure that you're including your students' culture in the classroom I think really helps with students who are just emerging into the language. But also within the guide we have some lessons and notes about culture appropriation.

They're bringing that culture in but not [inaudible 00:47:38] stereotypes. And again, I can't emphasize enough, really tap into your community. Go outside of those walls of the school, and tap into business owners who may be immigrants or refugees, or have a story. I think that that really helps students understand where they are and where they can be.

Hannah Carswell: Thanks, Claire. And I'd love it if you could type those resources into the chat box so that people can go through them. They're all great. Does anyone else have anything to add? No? Okay. I'll move on to our next question. "In the classroom, how do you balance engaging with students who are expressing less than welcoming ideas and viewpoints, and ensuring that refugee and immigrant students feel comfortable and able to participate?"

Andy Nash: Claire, do you want to start and then I'll add some things?

Claire Tesh: Sure. [crosstalk 00:48:52]. I think that just in the work that we've done, everyone has these implicit, explicit biases and sometimes that comes out in the classroom in a hurtful way. So, I think that setting up the rules early in the school year is really important. And being a teacher who is willing to moderate, and not have these debates, but really think about how do you have a deliberative dialogue? How do you find a common ground and not have right answers, or these kind of concrete answers? So, I think that ADL and Southern Poverty Law Center have some really, really great resources and articles that help teachers of all grades think about how can you be that person who's not going to say, "Oh, we're not going to talk about that. It's too dangerous for the classroom." You want to be the teacher who's able to say, "Yeah. You know, there's a lot going on and we're going to talk about this."

But make sure that everyone has a voice. I think it's important that you're collaborative, not oppositional. Again, find that common ground. These ideas can be hard, but you have to listen to everyone to find out where they're coming from. And everyone in the classroom, I think, has to understand that it's okay to be wrong. People hear things at the dinner table and they might bring it into the classroom, so it's important to hear where everyone is coming from. And instead of having that debate where someone has to win, weigh all the different alternatives. I think that critical thinking is important and teachers can start that as early as pre-K, to really have students look at real things. I think those pictures are important, looking back at history. And what we're trying to do is really appreciate everyone in the classroom as an asset no matter where they're coming from.

Andy Nash: This is Andy. I'll add a couple of things too. I agree with Claire that you really need to be proactive, and preemptive, and set ... That's why I mentioned earlier

the benefit of structured activities. That until you've trained students to talk to each other and consider people in a certain way, I'd keep pretty tight rein on activities. And a couple of things I would do to build a sense of ... The beginning of a sense of empathy, to start that, or activities such as ... I've had students write about some ... I'm not sure exactly of the wording but something related to ... Write about a time that you've been misunderstood, or something that you wish people ... You think people don't understand about your community, or that you wish people did understand about your community, so that they right away are putting themselves in the position of what it feels like to have perceptions, people's perceptions about you being incorrect.

Other teachers I've heard of really focus on training, especially with kids, they've done this. Focusing on learning how to appreciate each other, and making sure that in every class students are going around and making appreciation statements of something that they like about someone else in the class. I think interviewing is a very valuable technique as well to make ... It's very structured. It's not about your opinion. You have a ... The questions that we're asking and you're really listening to what someone else's experience has been. That trains people to quell their own voices a little bit and really listen to other people's voices.

Hannah Carswell: All right. Thank you both. The next question is, "Do you have any other resources for working with adults or translations?" And maybe, Andy, you could talk a little bit about resources for working with adults in particular.

Andy Nash: Well, my go-to resource, although it's not free, it's very low-cost, though, is the Change Agent Magazine, which we produce here out of World Education, which is a magazine of adult student voices. And it's a thematic magazine, so the theme might be immigration, the theme might be health, the theme might be ... The upcoming theme is hair. So, some of the themes are serious themes and some are more lighthearted, but all of the writing ... 95% of the writing is adult students who are just sharing their experiences, and using that as the text is a very great way ... There's all kinds of ways to compare and contrast people's different experiences, learn a lot about diverse experiences, it's multilevel because adult students write their texts at all different levels. So, it's

very versatile. You can find it at changeagent.nelrc.org. I'll put it in the chat box.

That is really my go-to resource, because it's intended as an instructional resource. So, the editor creates it with the teachers in mind. So, you might have a student text, but next to it the editor has put some related graph or some information that will help you understand the text. So, you have all kinds of opportunities to supplement the work on reading with all kinds of other skill development. Let me type this in. That's what I would say.

Hannah Carswell: All right. Thank you. Then, we have a question for Susan. "Could you talk a little more about examples of two-way emergents and how they contribute to making a welcoming environment?"

Susan Eaton: So, two-way emergent is an increasingly popular way of organizing instruction in which kids who are native speakers in a language other than English come together with kids who are native English speakers, and they learn not just each other's languages but they actually learn their content in two languages. Sometimes 90% of the instruction is in a language other than English, sometimes it's 50%. It varies. And these programs, as I said, have been around since the '70s. But one of the things that I think is driving its popularity is, one, the growing diversity within our country, and the growing language diversity in our country, and along with the increasing understanding that bilingualism confers all kinds of benefits on everybody. So, more and more people are starting to see that.

And the sense of why in a lot of the schools that I visited that use two-way emergent programs, they fostered welcoming and belonging, is because there's just a sense of the asset model of education is front and center in a school. It's not an extra add-on thing that you're trying to think about. It's just embedded in what you are doing. If you've got Spanish-speaking kids, many of them from immigrant families learning and teaching kids who are native English speakers, the statuses that exist in the larger society begin to fall away. And there also has to be an effort made if you're trying to keep Spanish-speaking families in your schools, and you've got a critical mass of Spanish-speaking families along with English-speaking families, there seems to be much more of an emphasis, for example, in ensuring that there is staff

diversity that Claire and Andy were talking were talking about as well, the need for diverse books in the classrooms.

All of those kinds of things, it's like if you didn't have that would be immediately problematized in a school, in a typical school that wasn't pursuing this type of curriculum. There's a cultural sharing that's just natural within these kinds of schools, and the need for that just comes to the forefront very quickly in these institutions.

Hannah Carswell: And then, also, Susan, could you give us the name of your book again for any folks who may want to go look it up after the Webinar?

Susan Eaton: Sure. The name of my book is called, "Integration Nation," and the subtitle is, "Immigrants, refugees, and America at its best," and it was published by the New Press in 2015.

Hannah Carswell: All right. So, we're near the end of our time. I want to thank our speakers again. This is just a wealth of information, and really inspiring as we get closer to Welcoming Week. And also, just thank you to everyone who logged on tonight at 5 o'clock Eastern after a long day of work. It just really shows your commitment to making your classrooms more welcoming places. And so, any activities that you do for Welcoming Week, please hashtag them Welcoming Week so that we can see what you're doing, and we hope that you enjoy the toolkit as much as we enjoyed making it. Thank you.