

University of Montana

ScholarWorks at University of Montana

Undergraduate Theses and Professional Papers

2021

Culture Connect: Diversity Resource Toolkit

Anna Potter

University of Montana, Missoula, ap121774@umconnect.umt.edu

Abby Nurvic

University of Montana, Missoula, abigail.nurvic@umontana.edu

Danika Bosch-Greer

University of Montana, Missoula, danika.greer@umontana.edu

Delaney Slade

University of Montana, Missoula, delaney.slade@umontana.edu

Erin Landis

University of Montana, Missoula, erin.landis@umontana.edu

See next page for additional authors

Follow this and additional works at: <https://scholarworks.umt.edu/utpp>



Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), and the [Curriculum and Social Inquiry Commons](#)

Let us know how access to this document benefits you.

Recommended Citation

Potter, Anna; Nurvic, Abby; Bosch-Greer, Danika; Slade, Delaney; Landis, Erin; Lemm, Mollie; and Noble, Kelsey, "Culture Connect: Diversity Resource Toolkit" (2021). *Undergraduate Theses and Professional Papers*. 272.

<https://scholarworks.umt.edu/utpp/272>

This Professional Paper is brought to you for free and open access by ScholarWorks at University of Montana. It has been accepted for inclusion in Undergraduate Theses and Professional Papers by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

Author

Anna Potter, Abby Nurvic, Danika Bosch-Greer, Delaney Slade, Erin Landis, Mollie Lemm, and Kelsey Noble

Culture Connect:

Diversity Resource Toolkit

How to Use This Toolkit

If you're reading this, thank you for investing in the multicultural awareness of your classroom! You are the best!

This toolkit will help you educate your students about multiple cultures, or learn more about themselves by discussing their own culture! Depending on your classroom needs, you can implement a short, daily routine in your class, like saying hello in a different language every day, or you can peruse our full lesson plans that correspond to math, science, social studies, and English.

If you have a refugee student in your classroom, there are a lot of resources at the end of this toolkit that you can use to assist with your student's language acquisition and social acclamation. Post language translation signs on materials in your classroom so the refugee student can find what they need, and your other students might learn more about different languages!

In order to make sure that students understand the complicated topics that come with studying multiculturalism, make sure you stop and DISCUSS. The bubble below appears in lessons in our toolkit. Depending on the age level of your student, you may need more or less discussion!

Read, adapt, and-or cut out what you like about this toolkit, depending on your classroom needs. Our passion for learning wishes you the best pursuit in educating!

Our Mission:

Implementation of Resources to Encourage Intercultural Competence Development and Community Inclusion for Refugee Youth

This toolkit aims to use multicultural education and friendship building activities to challenge implicit biases and enhance intercultural competence among refugee students and non-refugee students required for an increasingly diverse society and an interconnected world. It should also equip pre-service and in-service teachers with the necessary tools to ease the refugee integration process. Lastly, we hope this toolkit will contribute to social change by nurturing in children intercultural/global competence that is needed for the ever-evolving migrating world.

Objectives of our Educational Toolkit

1. Reduce prejudice and implicit biases in school behavior and environment with extended daily exposure and practices
2. Enhance multicultural education with resources to engage student interest and widen representation of different cultures in the classroom environment by:
 - a. Moving from surface level to deep cultural understanding through discussion and reflection
 - b. Examining diverse perspectives on global issues
3. Supplement existing language support for refugee students, teachers, and refugee parents
4. Enhance classroom introductory period for refugee students by:
 - a. Empowering refugee students by including representation in the classroom
 - b. Inspiring other students to be welcoming of refugee children into their lives
5. Streamline access to resources for teacher education on trauma, mental health, English as a second language education, and managing behaviors of refugee students

Table of Contents

Daily Practices	4-6
Encouraging Refugee Inclusivity	7-13
1. Evidence Based Practices for working with ELLs	
a. Language Experience Approach	
2. Model Lessons	
a. Language to use in lessons, objectives to integrate into lesson plan	
b. Extensions onto lesson to make it multicultural	
c. Common Core Science	
d. Common Core Math	
e. Common Core Language Arts	
f. Common Core Social Studies	
3. Inclusion Activities	
Fostering Cultural Diversity Appreciation	14-23
1. Physical Classroom Resources	
a. Posters	
b. Books	
c. Classroom labels and Translations in Swahili, Tigrinya, Arabic	
Suggested Resources	24-56

Daily Practices

This section meets Objective 1, *reduce prejudice in school behavior and environment with extended daily exposure and practices*, Objective 2, *enhance multicultural education with resources to engage student interest and widen representation of different cultures in the classroom environment*, and Objective 4, *enhance classroom introductory period for refugee students by: a) empowering refugee students by including representation in the classroom, b) inspiring other students to be welcoming of refugee children into their lives.*

- Set Classroom Norms:

Classroom ground rules, set by and agreed upon by everyone allows the group to be more open, trusting and comfortable with one another.

Ask the students what they need to have a safe, productive classroom environment and generate a list agreed upon by everyone. The teacher can begin the discussion with example rules the class could use and let the discussion build from there. Example rules may include:

1. Listen actively -- respect others when they are talking.
2. Speak from your own experience instead of generalizing ("I" instead of "they," "we," and "you").
3. Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks -- focus on ideas.

4. Participate to the fullest of your ability -- community growth depends on the inclusion of every individual voice.

5. Instead of invalidating somebody else's story with your own spin on her or his experience, share your own story and experience.

6. The goal is not to agree -- it is to gain a deeper understanding.

7. Be conscious of body language and nonverbal responses -- they can be as disrespectful as words.

Remind the students to think about rules such as how they will speak in discussions, will they raise their hands or speak freely for example.

Post these classroom rules in a highly visual spot, and remind the students throughout the year and when rules aren't being followed, of the standards that they set together and agreed to follow. You can even have them sign the agreement like a contract.

This activity will set the tone for the classroom for the year and ensure the students are on standards for themselves that allows for every student to feel heard and included, regardless of how introverted, extroverted, confident of their language skills or ability to communicate.

- Celebrate and discuss many cultural celebrations and holidays
- Include in morning habits, whether it's calendar or some other similar activity, the question of the day for students to journal about and/or discuss relating to themselves,

their identity, culture or how they relate to their peers. Begin with simpler questions and get deeper as the year progresses.

Examples include:

1. Write about a unique quality you have that makes you special.
 2. What makes you feel like a strong person?
 3. What do you do when you see a classmate struggling with something?
 4. Of the people in your life, who makes you feel the most confident?
 5. Why are cultural celebrations such an important part of society?
 6. Think about a time when you were the only person with a given characteristic in the entire room (such as the only girl or boy, the only person wearing jeans when everyone else was dressed up, or the only child in a room full of adults). Did people treat you differently from how they treated others? Did you experience any discomfort at not fitting in? Write about your experience. Make sure to be sensitive about the experiences that could alienate students.
- Include culturally diverse literature in your classroom readings. Be intentional and ensure that children and people of all backgrounds, skin colors, religion and culture are represented. This aids in normalizing diversity to the students and allows all children to feel represented.
 - Play music from different cultures during work time to increase exposure and normalcy of music different from what the students are used to.
 - Host a respectful discussion on the diverse literature and music.
 - Create a buddy system within the classroom, pairing new students with current students to ease their transition into the classroom and consider using the buddy system throughout with all students to encourage students to interact and bond with peers they might otherwise not.

Encouraging Refugee Inclusivity

This section meets Objective 3, *supplement existing language support for refugee students, teachers, and refugee parents*, and Objective 4, *enhance classroom introductory period for refugee students by: a) empowering refugee students by including representation in the classroom* and Objective 5, *streamline access to resources for teacher education on trauma, mental health, English as a second language education, and managing behaviors of refugee students*.

Evidence Based Practices for working with English Language Learners (ELLs)

Consider the Following Questions

- 1) What are the discourse-level language features that support student engagement with and access to the purpose of the task?
- 2) What are the sentence-level language patterns that support student engagement with and access to the purpose of the task?
- 3) What are the words and phrases that support student engagement with and access to the purpose of the task?

Referenced from MCPS “Newcomer Student Resources” p. 71

Language Experience Approach

The following information contains the benefits and procedures for implementing the Language Experience Approach to encourage reading and writing for ELLs in the classroom. It was

obtained from the Australian Victoria State Government Education and Training website. The link to the webpage is included below.

<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/Pages/language-experience-for-eald-learners.aspx>

The language experience approach provides opportunities for ELLs to use new language and practice speaking and listening, reading and writing through a shared experience. It is best used with lower primary students and older students who are beginning to develop their literacy skills.

ELLs typically develop speaking and listening ahead of reading and writing. Interactions around familiar experiences engage and scaffold ELLs into reading and writing.

Benefits:

- Provides contextualised, concrete experiences to link abstract concepts with new language
- Uses familiar experiences as a context to scaffold language learning
- Provides opportunities for multiple exposures to the target language throughout the sequence of lessons
- Demonstrates the relationship between speaking and listening, writing and reading using first hand experiences
- Provides a shared experience for students to use new vocabulary before, during and after the experience

- Acts as a bridge for the students to move from using informal spoken language within the immediate context of the experience, to using formal academic language required when writing, for example, a procedural text (Cummins, 2008)
- Allows the teacher to model aspects of the writing process
- Allows the teacher to model targeted language or to model a literacy focus
- Scaffolds students to read independently by providing jointly written texts with familiar language and content.

Planning for the experience

ELLs may not always have experience nor the language for the topics they are asked to discuss or write about. Language experience activities support the students to develop the knowledge and language they need to write about a topic.

The teacher plans an experience for ELLs, such as an excursion, cooking or a science experiment. Alternatively, a spontaneous or unplanned event such as a windy day, working in the school vegetable garden or a visitor can be turned into a language experience. Family members may be involved in language experiences. For example, a parent might demonstrate how a type of food is made. In this instance, students could write a procedural text or a recount after the language experience.

The teacher determines the genre and purpose of the text that the ELLs are expected to produce during the writing stage of the language experience. This informs the language that the teacher

will need to explicitly teach prior and throughout the language experience sequence of lessons.

The teacher varies the type of text and the purpose of writing about different experiences so that ELLs are exposed to different styles and genres of writing, for example, a recount, a procedure, a thank you letter or a poster.

Preparing ELLs for the experience

ELLs at the beginning stages of learning English might not have sufficient oral language to talk about an experience. The teacher pre teaches the vocabulary and students need multiple opportunities to talk before, during and after the shared experience. The teacher may:

- Label the materials and objects used in the language experience, for example, flour, sugar, oven
- Discuss and list the words students need to talk and write about the experience
- Reinforce key vocabulary by playing word games, creating a word wall or by asking students to translate into their home language.

Talking during the language experience

Language experience activities directly connect the language (e.g. to knead) with meaning (pushing dough). The context is immediate and clear, and the learners see or participate directly

in activities often involving concrete objects. Students can feel the adjectives (e.g. soft, sticky) and there is often direct feedback if something is not understood ('Don't touch that, it's hot').

During the shared experience, the teacher encourages the students to talk about what is happening. The ELLs might attempt to communicate using gestures, phrases or sentences with varying degrees of accuracy. The teacher might support students to articulate what they can see, hear, touch or feel by repeating or recasting their speech.

The teacher takes photographs of all stages of a language experience. These photographs are used to elicit both spoken and written language after the language experience.

Talking about the language experience

Using the photographs as visual reminders, the teacher supports the students to talk and elaborate their shared experience using longer, more detailed sentences. This scaffolds the students into writing about their experience at the next stage. The teacher asks guiding questions to prompt the students to report using full sentences. Structured speaking opportunities such as 'Think, pair, share' allow students to rehearse what they want to say about the experience before they contribute to whole class discussion.

The teacher supports ELLs to talk about the experience by:

- Ordering the photographs and talking about the series of events using sequencing words (first, next, after that)

- Labelling objects, people and actions in the photographs and using these words to form complete sentences
- Reading sentences aloud from cut up strips and matching them to photographs
- Answering true or false questions about the experience. Students verbally correct the false statements, making sure that they use complete sentences to do so.

Writing about the experience

The teacher and the students jointly construct a text using the students' language as much as possible to write about the experience. The teacher supports the students through scribing and reformulating students' sentences. Students' writing can be extended through parts of or the entire writing process.

The writing can be:

- Modelled by the teacher
- Shared between the teacher and students
- Independent of the teacher
 - This strategy is suitable for more proficient ELLs after joint construction.

Reading about the experience

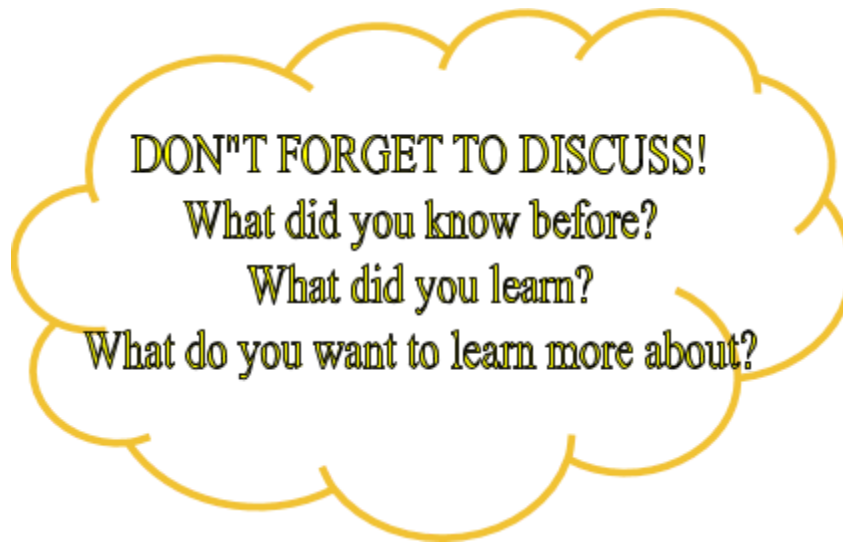
When students read the texts they have written, it reinforces the reciprocal relationship between reading and writing. The texts produced can be published for independent or shared reading. The students' texts can also be published as bilingual texts.

References

Cummins, J. (2008). BICS and CALP: Empirical and theoretical status of the distinction. In B. Street & n.H. Hornberger (Eds.). *Encyclopedia of Language and Education*, 2nd Edition, Volume 2: Literacy. (pp. 71–83). New York: Springer.

Model Lessons

The following lessons are a part of a multicultural education pedagogy. These lessons are not the end-all, be-all of multicultural education, but provide examples of how to integrate the topic of refugees into Common Core subject lessons.



Global Migration Science Lesson

Grade 5

2, 40 minute class periods

Rationale: To be used after a basic understanding of the matter movement among plants and animals has been created in the classroom, this lesson will challenge students to extrapolate their understanding of movement among different environments to gain empathy for refugees who are forced to leave their home.

Standards:

- Develop and critique a model to describe the movement of matter among plants, animals, decomposers, and the environment. (5-LS2-1)
- Obtain and combine information from various sources about ways individual communities use science ideas to protect the Earth's resources, environment, and systems and describe examples of how American Indians use scientific knowledge and practices to maintain relationships with the natural world. (5-ESS3-1)

Lesson Objectives:

- 1) Students can articulate and model the process of matter movement among plants and animals in the environment.
- 2) Students can demonstrate productive and empathetic teamwork to find an answer to the question.
- 3) Students can extrapolate their understanding of plant and animal matter movement to the movement of people in a refugee crisis.

Materials: Sticky notes, butcher paper, markers, projector, computer

Activity:

- 1) Ask students to brainstorm answers to the question “What five things would you bring with you if you had to leave your home?” Students write their answers on a sticky note.
- 2) Students compare their answers with a partner, and students share their overlapping answers with the class. Some students may share their unique answers.
- 3) Ask the students if they could imagine having to leave their homes. How would they feel?
- 4) Ask students if they know anything about refugee journeys.
- 5) Contextualize the journey that refugees must make with the following videos, worksheets, and readings, depending on the needs of the class.

<https://www.newyorker.com/news/news-desk/a-refugees-journey-to-new-york>

<https://www.youtube.com/watch?v=CDaPg3q7br4>

<https://www.bhpsnj.org/cms/lib5/NJ01001806/Centricity/Domain/351/one%20refugees%20journey%20questions%20and%20mapping.pdf>

- 6) Ask students to compare the timeline of a refugee’s journey with the timeline of the matter movement among plants and animals as a team. Give students butcher paper and markers to draw and brainstorm their ideas.
- 7) To assess student understanding, look for at least one mention of a refugee’s journey and one mention of matter among plants journey.

The Measure of a Journey Math Lesson

Grade 4

2, 40 minute class periods

Rationale: Students will gain measurement competency and use conversion factors to understand the distances that refugees must travel.

Standards:

Use the four operations to solve word problems within cultural contexts, including those of Montana American Indians, involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. (4.MD.2)

Lesson Objectives:

- 1) Students will practice addition, spatial orientation, measurement, and map skills with this interdisciplinary and real-life skills activity.
- 2) Students will visualize distances in both a mathematical and a physical mindset.
- 3) Students will use their measurement skills reflect on the emotional toll that moving can take on refugees.

Materials:

Large Map with precise mileage scale

Pencils and papers

Worksheet: [Measure of A Journey Handout](#)

Instructions:

- 1) Tell students they will be using maps today to determine the distances that refugees need to travel. Ask students about how many miles they have travelled, or if they know anything about how refugees have to travel.
- 2) Distribute papers, pencils, and designate a large map for everyone to use in the classroom, or distribute maps for partners to use.
- 3) Model to students how to use the map measurement number line, like the image below. Describe the correlation between number lines and the distance conversion that the map key uses.



- 4) Instruct students to use their paper and pencil to copy the map measurement key onto their own piece of paper. Students can use tracing paper, if available.

- 5) Distribute the worksheet once students have created their rulers. Students, in pairs, will complete the worksheet, measuring the distances and asking questions about which people travel which distances.
- 6) After the students have finished the activity, ask them to reflect on the final question of the worksheet. Students can do so in pairs or in notebooks.

Unpacking Vocabulary: “Refuge” to “Refugee” Language Arts Lesson

Grade 4

1, 40 minute class period

Rationale: The majority of students in Montana Public Schools do not know what a refugee is. This lesson will challenge students to use their phonetic reading skills and inference abilities to determine the meaning of “refugee,” but also internalize the emotions and significance that the word also carries.

Standards:

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. (L.4.4)

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (L.4.4.a)

Lesson Objectives:

- 1) Students will develop inference skills to determine the meanings of unknown words.
- 2) Students will conceptualize a definition of the word “refugee.”

Materials:

Whiteboard/Projector

“To Be A Refugee” Video: <https://www.youtube.com/watch?v=LpwqK3B2ac8>

Instructions:

- 1) Start with a word bubble up at the board with the word “refuge” written inside of it. Ask students to popcorn out ideas of what they think the word means. Take 5-6 suggestions and write them around the cloud.
- 2) Project or write the following sentences on the board:
 - a) The cats found refuge from the thunderstorm under Mrs. Thatcher’s porch.
 - b) Jane found refuge in Germany and Dr. Snow traveled to Iceland.
 - c) Connor walked to a store six miles away from his refuge.
- 3) Underline the word “refuge” in each sentence.
- 4) Ask students if they can guess what the word refuge means by using the details from the sentences. When students answer, ask them which details they used for their guess. Refer to the word cloud if necessary.
- 5) After students have guessed, pull up the dictionary definition of refuge on the board, or tell students that refuge is a noun which means “shelter from danger.”
- 6) Write “shelter” on the board in place of “refuge,” if clarification is needed.
- 7) Now, tell students that after guessing the meaning of “refuge,” they are going to try to guess the meaning of another word.
- 8) Write “refugee” in a word cloud up on the board, and connect it to the “refuge” cloud.

- 9) Ask students if there are similarities or differences between the words. Ask them to brainstorm what “refugee” means.
- 10) After accepting a few answers, explain that “refugee” is a person who seeks shelter.
- 11) Show the video “To Be a Refugee” and ask students to watch the video carefully to determine what the word “refugee” means, beyond a person who takes shelter.
- 12) Ask the students the following questions after the video:
 - a) What did you hear and see in the video that helps you understand what “refugee” means?

Living in a refugee camp, risk of being “killed,” war, moving around to different countries
 - b) What does being a refugee mean?

“To run,” to move around from town to town; to be teased, etc.

Wrap Up:

Ask students to reflect on what it would be like to be a refugee. What would they do if they had to leave their home suddenly?

Finally, ask students about places of refuge. Where should refugees seek shelter and how should they do that?

Mapping Home and Host Countries Social Studies Lesson

(inspired by Lexi Campbell's Lesson

<http://lexirefugeeunit.weebly.com/mapping-home--host-countries.html>)

Grade 4

Lesson Context:

Students have used maps before, and know how to create a map key. Students have been introduced to refugees and reasons why they may leave their homes. Now, they will explore host and home countries, and reasons why refugees go to specific host countries.

Standards:

Standard #3: Students must apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, regions).

Standard #6: Students must demonstrate an understanding of the impact of human interaction and cultural diversity on individuals and societies.

Lesson Objectives:

- 1) Students will learn the definitions of “home country” and “host country”
- 2) Students will begin to understand that refugees come from, and flee to, all over the world; this is a worldwide problem and phenomenon.
- 3) Students will get a deeper understanding of home and host countries in a particular region of the world
- 4) Students will look closely at, and gain a deep understanding of, one group of people that fled one country to another:
 - Why they fled
 - Where they fled
 - Why they fled to the specific country/countries
- 5) Students will show they can read and label maps, as well as create a map key which allows others to understand their map

Materials:

Brothers in Hope: The Story of the Lost Boys of Sudan by Mary Williams

Lost Boys of Sudan (video- click the title to watch)

Home/host country handout:

https://www.learningtogive.org/system/tdf/handouts/World_Refugee_Survey_2001.pdf?file=1&type=node&id=11946&force=0

Markers

Blank map for students to complete

Interactive map of Home and Host Countries:

<https://www.migrationpolicy.org/programs/data-hub/charts/refugee-and-asylum-seeker-populations-country-origin-and-destination>

Activity:

1) Open the lesson by reading the picture book *Brothers in Hope: The Story of the Lost Boys of Sudan* by Mary Williams. This will give students an idea of how children and families must move, often really far away, from their homes to be safe. Specifically, this book tells the story of Sudanese boys who had to walk, without their families, hundreds of miles to find safety. Follow up by showing clips of the video “Lost Boys of Sudan” by KTEHTV to bring the lost boys to life for the students.

2) After reading the book and showing the short video, show students an online map that shows countries of origin of refugees, based on the number of refugees from each country. (Students should see that refugees come from all over the world, not just a few countries.) Explain that the map shows “home” countries of refugees. Have students turn to their partner and brainstorm what host country might mean, and how it is different than a home country. Gather as a group and discuss what host country is. Decide on a definition and write it on the board.

3) Hand out the home/host country handout. The students work in pairs. Explain that students will use maps to visually represent some home countries and host countries of refugees. The students will be working in partners, but will be creating their own maps. The students will:

- Choose 4 host countries and 4 home countries.
 - Label all of the countries on the map.
- Color all host countries yellow.
- Color all home countries red.
- For those countries that both receive refugees (host) and have people fleeing (home), alternate red and yellow stripes.
- Leave countries that have no connection to refugees uncolored.
- Create a map key on the map showing what the colors represent.
- Name the map, e.g., Refugees in the World

4) After the students have completed their maps they will choose one pair of countries (a home country and those refugees’ host country). The students will then research in their pairs, what group of people from the home country became refugees, and why. Why did those refugees, go to the specific host country? Did refugees from the home country flee to any other countries?

Refer to the UNHCR website for research: <https://www.unrefugees.org/refugee-facts/>

5) After the students are finished researching and filling-out the handout, they will have time to plan a short presentation. They will present their map, explaining the countries and key, and then focus in on the home and host countries they researched. Assess the students' understanding of this lesson based upon their presentations to the class, looking at their maps and handouts to make sure they have an understanding of home/host countries in their region, and the specific countries they researched.

Inclusion Activities

- The Jigsaw Classroom
- Team Building Activity

Jigsaw Classroom Activity (as created by Elliot Aronson in the 1970s, jigsaw.org)

This activity is easy to learn and enjoyable for the teachers to implement, can be used with other strategies, and works with any lesson while reducing hostility due to the competitiveness of the classroom environment and racial conflict.

Step 1: Divide kids into small, diverse groups (gender, ethnicity, ability, etc)

Step 2: Appoint a group leader (if necessary)

Step 3: Divide the lesson into segments

Examples: A current event, short history section

Step 4: Give each group member one segment to learn, repeat for each group

If each group has 4 members, there will be 4 sections given out to each group

Make sure they only have access to their own section

Step 5: Give students at least 2 opportunities to read over their section (no need to memorize)

Step 6: Have students meet with people from other groups who had the same section

Students with section 1, students with section 2, etc

Have them discuss main points and work on how they will present to their groups

Step 7: Go back to jigsaw groups

Step 8: Have each student present their section to their group

Encourage others in group to ask questions

Step 9: Teacher wanders around observing and intervening if a student is being disrespectful

Leaders can be trained to diffuse tension if preferred

Step 10: Give a short quiz on the material

Students will have learned the material through group participation and positive interaction with their peers

Team Building Activity: Name Sharing Activity

Note: Use this as a team building activity among classrooms and non-classroom settings (P.E., recess, art, etc.)

- 1) Instruct students that they all have one thing in common: they all have names! Pair up students and instruct them to discuss their names with their classmates.
- 2) Have the students ask the following questions to each other:

What is your whole name?

Who chose your name?

Do you share your name with anyone (family member, famous person, etc.) ?

Do you know what your name means? Do you have any stories about your name?

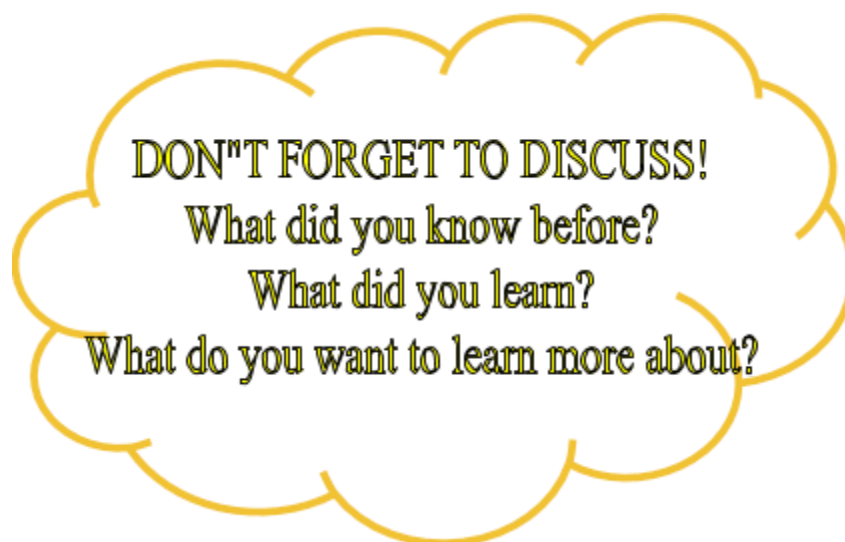
- 3) If possible, students should access computers to look up the meanings of their names. Model this research with your own name, if possible.
- 4) Wrap Up: Have a discussion with students as a group:

What did you learn about your partner's name?

What did you learn about your name?

What did you learn about the importance of names?

How do names hold stories about people?



Fostering Cultural Diversity Appreciation

This section meets objective 1 of our proposal, *reduce prejudice in school behavior and environment with extended daily exposure and practices*, objective 2, *enhance multicultural education with resources to engage student interest and widen representation of different cultures in the classroom environment*, and objective 4, *enhance classroom introductory period for refugee students by: a) empowering refugee students by including representation in the classroom*.

Refugee Parents Involvement

Invite refugee parents to come to class as a guest speaker and discuss life in their home country. This could be done after the student has been a part of the class for 4+ months when their conversational English has improved. Foster partnership with parents to develop an activity.

Teach a traditional dance

Guide a traditional art activity or game

Discuss folktales

- *Note: Make sure not to put the spotlight on any refugee children in the class unless they choose to speak. This may make them feel classified as different or like a spectacle and give them unwanted attention.
- Allow students to ask questions
- Explore surface level cultural aspects (such as music, weather, dancing, food, holidays)
- Look at deeper cultural elements (family structure, community involvement, etc)

- Afterwards, compare and contrast what life is like here in Montana and in the country the guest spoke about.

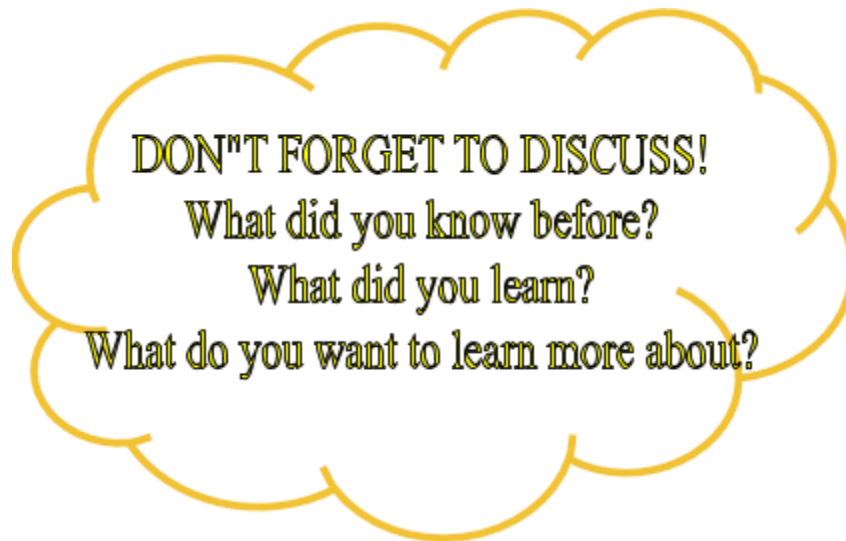
Refer to this unite plan about culture from the California Office of Public Instruction:

<https://www.kqed.org/w/mosaic/culture/culturelesson.pdf?trackurl=true>

Physical Classroom Resources

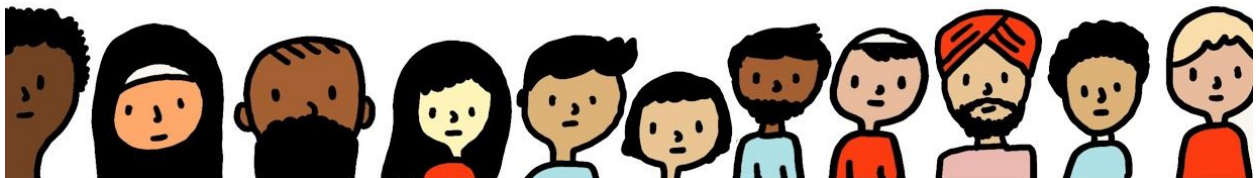
i. Posters

The selected posters are to provide positive representation of minority and refugee students' within the classroom by addressing the benefits of a diverse society. Visual representation in the classroom should help students feel a sense of self confidence and cultural pride while building up non-refugee students' empathy.



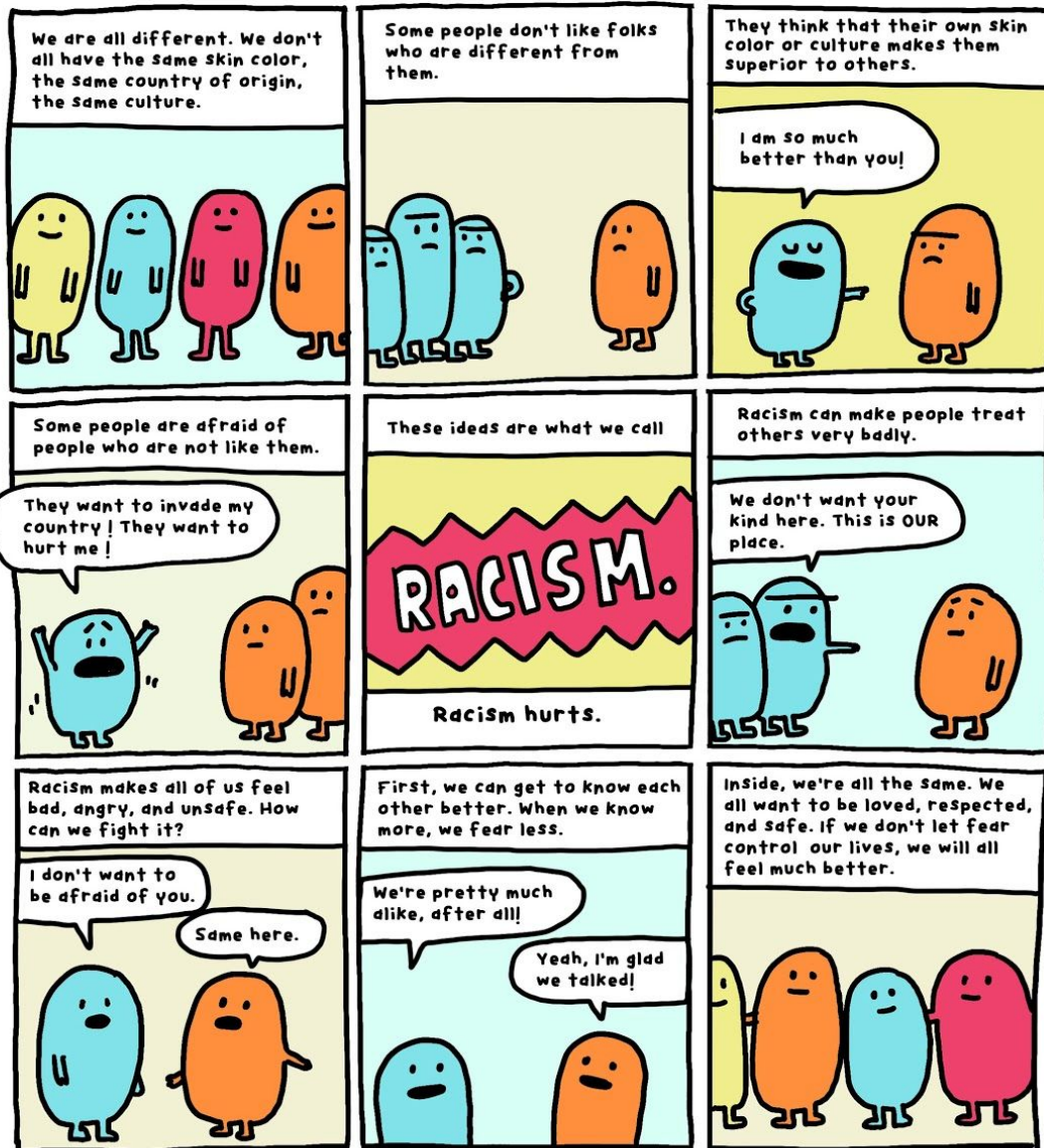
THERE IS ROOM
FOR YOU
IN THIS
COUNTRY
EVEN IF YOU'RE NOT
EXACTLY
LIKE ME ♥

©Elise Gravel



RACISM

EXPLAINED TO KIDS

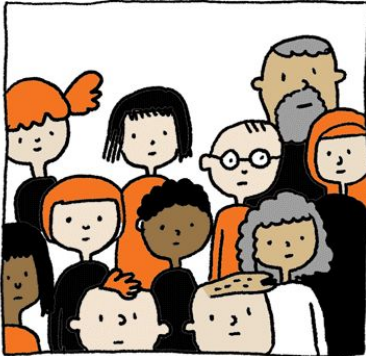


There are many other ways to fight racism. Talk to your friends, teachers and parents about it. We're all in this together!

© Elise Gravel

WHAT'S A REFUGEE?

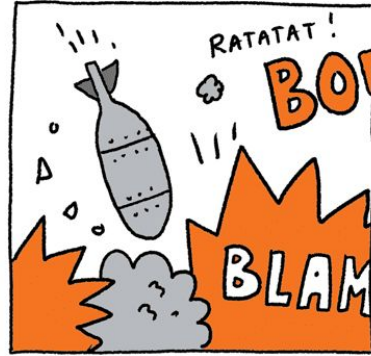
A refugee is a person like you and me...



who had to flee their country because they were in danger:



Maybe because their country was at war...



or because people wanted to hurt them because of their religion or opinions...



or because there was a natural disaster that destroyed everything.



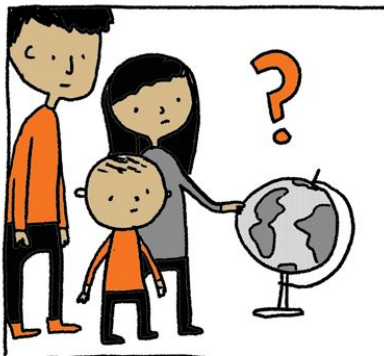
Refugees would prefer to go back to their country, with their friends and family...



But it's too dangerous. Often, their homes are destroyed and they don't have anything left.



Refugees now have to find another country to live in.



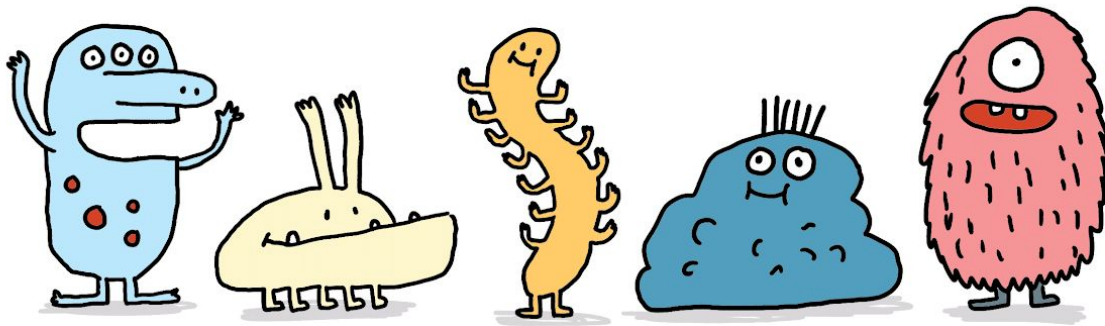
A country where they would like to live safely and in peace, just like you and me.



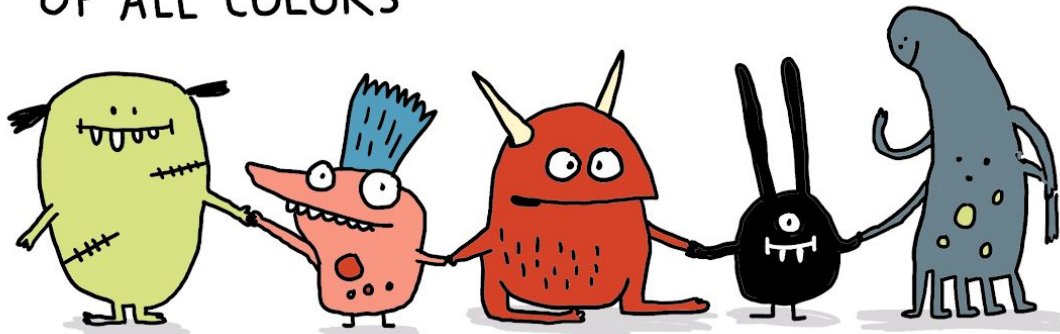
©elise gravel

I LIKE MY MONSTERS LIKE I LIKE MY
HUMANS:

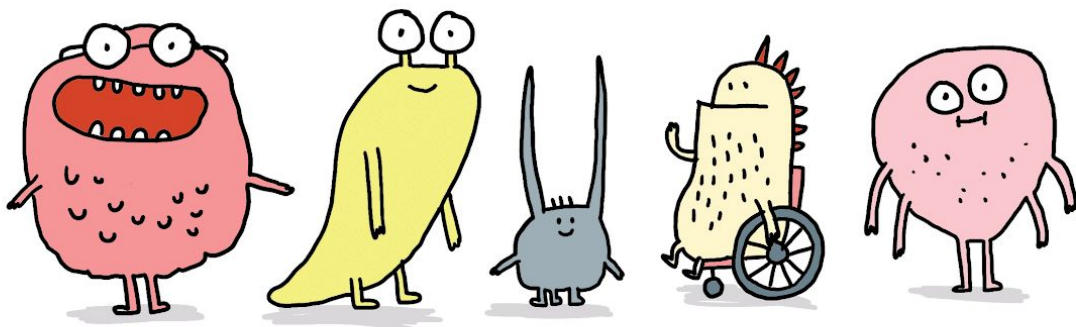
OF ALL SHAPES



OF ALL COLORS



AND SPECIAL EACH IN THEIR OWN WAY.



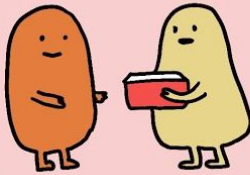
ELISE GRAVEL

I LOVE DIVERSITY

BECAUSE IT ALLOWS ME TO:

LEARN COOL THINGS

THIS IS A
GAME FROM
MY COUNTRY.



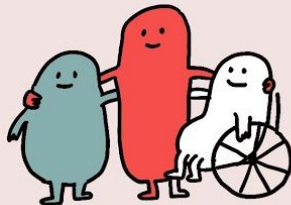
DISCOVER AMAZING
NEW FOODS...



...AND MUSIC, BOOKS,
MOVIES, DANCES,
ART AND MORE



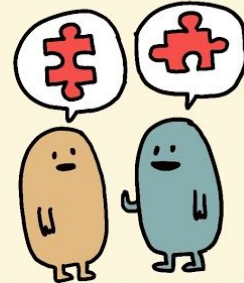
MEET NEW FRIENDS



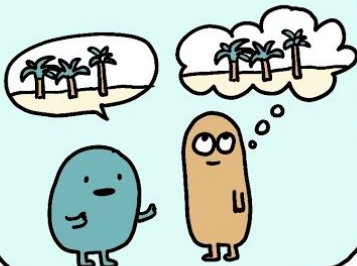
OPEN UP MY MIND
TO NEW IDEAS



EXPAND
MY KNOWLEDGE



TRAVEL WITHOUT
LEAVING HOME

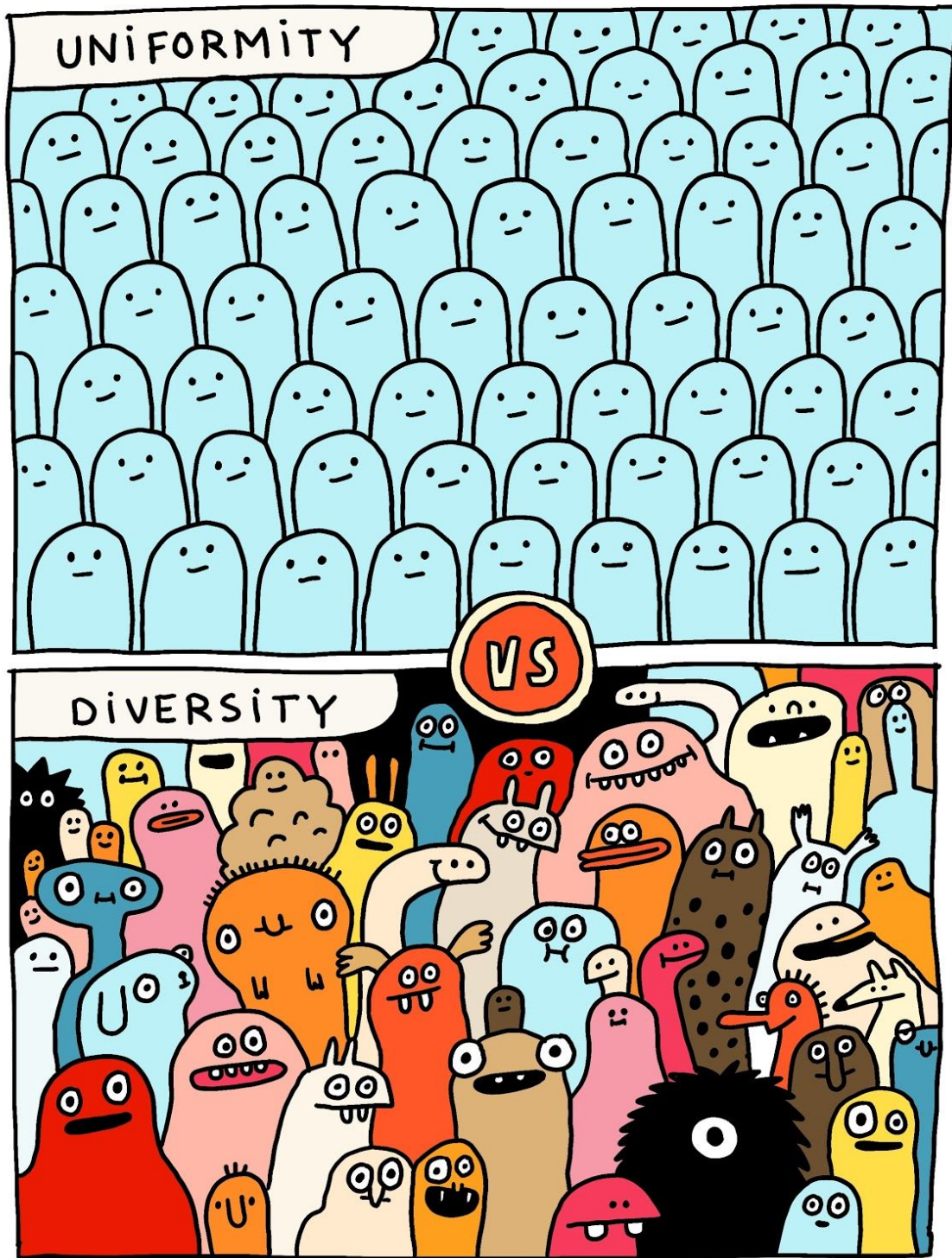


AND FIGURE OUT NEW
WAYS TO EXPRESS
MYSELF.



DIVERSITY IS
A
**LOT
MORE
FUN!**

©Elise Gravel



©Elise Gravel

ii. Books

Books are an important resource for the classroom; as they provide an opportunity to expose students to diverse narratives, stories and ways of life. Studies have shown that students who are not exposed to diversity at a young age can lead to socialized bias and prejudice. For refugee students, lack of exposure can create feelings of not belonging and low self-esteem. With this in mind, it is particularly important for refugee students to have books that celebrate diversity, that they can see stories that they can relate to.

Multicultural Children's Books

There are many great resources online regarding multicultural books and lesson plans. Here are examples of children's books that provide multicultural stories.

<https://www.scholastic.com/teachers/articles/teaching-content/how-choose-best-multicultural-books/coloursofus.com/the-50-best-multicultural-picture-books-of-2018/>

Refugee Children's Books

Here are examples of children's books that provide insight into the experiences of refugees. Keep in mind how refugee students themselves may feel if a book may relate too similarly to their own story or single them out.

<https://www.weareteachers.com/kids-books-about-refugees/>

1. My Two Blankets by Irena Kobald (K–3)
2. Lost and Found Cat by Doug Kuntz (K–3)
3. Dreamers by Yuyi Morales (K–3)
4. Stepping Stones by Margriet Ruurs (1–3)
5. The Journey by Francesca Sanna (1–4)

6. La Frontera by Deborah Mills (2–4)
7. Brothers in Hope by Mary Williams (2–4)
8. The Only Road by Alexandra Diaz (5–7)
9. The Red Pencil by Andrea Davis Pinkney (5–8)

Labels and Translations

English-Tigrinya Translations for Teachers

1. We are so glad to have you in class. መማህርትና ምጽኢንካ ሕጉሳት ኢና
2. Do you understand? ተረዲኢካ ዶ
3. It is time for lunch. ምሳሕ ሳዓት ኣኪሉ
4. It is time for recess. ዕረፍቲ
5. It is time to change classes. ምቅያር ክፍሊ
6. Are you feeling ok? ዳሓን ዲካ
7. Where is __ ኣበይ __?
8. What is __ እንታይ __?
9. It is ____ ሳዓት __ (time).
10. Do you know what to do? እንታይ ክምትገብር ትፈልጥ ዶ
11. Are you hungry? ጠሚካ ዲካ
12. Do you need water? ማይ ክትሰቲ ደሊካ
13. Do you need to use the bathroom? ሽንቲ ቤት ክትክይድ ደሊካ
14. Would you like help? ሓገዝ ተደሊ ዲካ

15. Please stop. That is not safe. ናብኡ ኣይትኪድ ወሑስ ኣይኮነን

16. Are you hurt? ተጎዲእካ ዲካ

17. Come with me, please. ሳዓበኒ/ ተከተለኒ

English-Tigrinya Translations for Students

18. Where is ? ናበይ/ኣበይ

19. What is ? ኣንታይ

20. Can you help me? ሓግዘኒ/ተሓባበረኒ እባ

21. Please. በጃክ

22. Thank you. የቀንየለይ

23. Good morning. ከመይ ሓዲርኩም

24. Good afternoon. ከመይ ትውዕሉ

25. My name is _ከመይ

26. What is your name? ከምካ መን እዩ

27. I like. ደስ ይበለኒ

28. I do not like. ደስ ኣይበለንን

29. Yes. እወ (èwe)

30. I am lost. ጠፊኡ/ጠፊኡኒ

31. I don't know what to do/where to go. እንታይን ከምዝገብርን ኣበይን ከምዝከይድ ኣይፈለግኩን

32. I am worried. ተጨኒቀ

33. I feel sick. ሓሟመ

34. I don't understand. እይተረዳኣንን

35. What time is it? ሳንት ክንደይ ኮይኑ
36. I am thirsty/ I need a drink of water. ማይ ክሰቲ ደልይ ኣለኩ
37. I am hungry. ጠሚኒ
38. I feel scared. ፍርሒ ተሰሚዑኒ
39. I need help ሓገዝ ደልየ
40. I miss my family. ስድራይ ናፊቀ
41. Can you help me find my school bus? ኣውቶበስ ኣስቅለኒ
42. May I go to the bathroom? ናይ ኣውዳት ሽንቲ ቤት

English-Swahili Translations

1. Hello. **Jambo.**
2. Good morning. **Habari za asubuhi.**
3. Good afternoon. **Habari za mchana.**
4. Good bye. **Kwa heri.**
5. How are you? **U hali gani?**

I am fine. **Mimi ni mzima.**

I am angry. **Mimi nimekasirika.**

I feel bad. **Mimi na hisi vibaya.**

I am sleepy. **Mimi nina usingizi.**

I am hungry. **Mimi njaa.**
6. Do you understand? **Unaelewa?**

I understand. **Naelewa.**

I don't understand. **Sielewi.**

7. Yes. **Ndio.**

8. No. **Hapana.**

9. Good. **Nzuri**

10. Bad. **Mbaya**

11. Thank you. **Asante.**

12. You are welcome. **Karibu.**

13. Do you like? **Unapenda?**

I like. **Napenda.**

I don't like. **Siipendi**

14. What is your name? **Jina lako ni nani?**

My name is _____. **Jina langu ni _____.** •

15. Where are you from? **Ulizaliwa wapi?**

I am from _____. **Mimi natoka _____.**

16. Where is the bathroom? **Bafuni liko wapi?**

17. You are not alone. **Hauko peke yako.**

18. Keep up the good work. **Endelea na hiyo kazi nzuri.**

19. No worries. **Hakuna matata.**

20. Please stop. That is not safe. **Kuacha. Si salama.**

21. Student **Mwanafunzi**

22. Teacher **Mwalimu**

23. Friend **Rafiki**

24. School **Shule**
25. Lunch **Chakula cha mchana**
26. Start. **Kuanza.**
27. Finish. **Kumaliza.**
28. May I go to the bathroom? **Mei i kwenda bafuni?**

English-Arabic Translations

1. May I go to the bathroom? هل أستطيع الذهاب للحمام؟
2. How are you? **Key fack-** Male, **key feek** -female
3. Where? **Fain**
4. Who? **Meen**
5. When? **Emta**
6. How? **Izaiy**
7. Again. **Tani**
8. Yes. **Iowa**
9. No. **La'**
10. Please. **Minfudluk**
11. Thank you. **Shokran**
12. Come here. **Ta'al**
13. Slowly. **Shweya -Shweya**
14. Don't do that. **Ma Fee Sa wi (hada)**
15. Sit down here. **iglis henna**

16. Stand. **Yokuf**
17. Hurry, hurry up. **Besora-besora**
18. Let's go, let's start! **Yalla!**
19. Be quiet. **Oskoot**
20. Please don't talk. **Mafeesh Kalam**
21. Be careful. **Hoodba'laak**
22. It is not good. **Hada Mush Kuwaiys**
23. It is ok or fine. **Me'shy**
24. I forgot. **ana neseet**
25. What's the difference? **Ma-al-fark**
26. This. **Hada**
27. There. **Henak**
28. Now. **Al an or Dilwati**
29. Good. **Kuwayias (kouwayis)**
30. Correct or right. **Masboot**
31. Excellent. **Mumtaz**

Classroom Material Labels in Swahili, Tigrinya, Arabic:

Door

መግዕድ

Mlango

باب

Chair

መንበር

Kiti

كُرْسِيّ

Table

ጠወላ

Meza

طاولة

Desk

ሰደቻ

Dawati

مَكْتَب

Window

መስኮት

Dirisha

نافذة

Clock

ዓገይ ሰዓት

Saa

ساعة حائط

Boys' Bathroom

ናይ ኣወዳት ሽንቲ ቤት

Wavulana Bafuni

حمام الأولاد

Girls' Bathroom

ናይ ኣዋልድ ሽንቲ ቤት

Wasichana Bafuni

حمام البنات

Cafeteria

መመገቢ ክፍል

Mkahawa

كافيتيريا

Principal's Office

ቤት ጽሕፈት ርእሰ መምህር

Ofisi Mwalimu Mkuu

مكتب مدير المدرسة

Vice Principal's Office

ቤት ጽሕፈት ምክትል ር / መምህር

Makamu Wa Ofisi Kuu

مكتب نائب المدير

Counselor's Office

ቤት ጽሕፈት ኣማካሪ

Ofisi Mshauri

مكتب المستشار

Choir Room

ናይ መዚቃ ክፍል

Chumba Cha Kuimba

غرفة الكورال

Art Room

ናይ ስነጥበብ ክፍል

Chumba Cha Sanaa

غرفة الفن

Library

ቤት ትምህርት

Maktaba

مكتبة

Gym

ክፍል ምንቅስቃስ ኦካላት

Ukumbi Wa Mazoezi

نادي رياضي

Suggested Resources

This section meets objective 3, *supplement existing language acquisition support for refugee students, teachers, and refugee parents*; objective 4, *enhance classroom introductory period for refugee students by: a) empowering refugee students by including representation in the classroom, b) inspiring other students to be welcoming of refugee children into their lives*; and objective 5, *streamline access to resources for teacher education on trauma, mental health, English as a second language education, multicultural education, and managing behaviors of refugee students*.

Refer to Missoula County Public Schools document “Newcomer Resources for Teachers:”

<https://www.mcpsmt.org/cms/lib/MT01001940/Centricity/Domain/3144/TeacherBinder-Full-ForWebsite.pdf>

Refer especially to the following sections to answer the following questions:

What are the challenges a refugee student may face in my classroom? - 124

What are the cultural context and geographic background of my students? - 11-28

How can I overcome a language barrier? - 48-58

What translation services do I have access to through MCPS? - 7

What techniques should I use to accomodate an English-learning student into my classroom? - 69

How can I manage the behavior of a refugee student effectively? - 80-85

How do I deal with the trauma refugee students have faced? - 202-204

Making an effort to communicate with refugee student parents may ease future communication as challenges arise. In the beginning, provide parents with the means to contact you such as email or school phone number. Be sure to communicate respectfully with parents who may not understand English, American culture, or expectations of parents by American school systems. Use a translator if at all possible to avoid encouraging role reversal among children and parents, already a common challenge for immigrant and refugee families. For more information, click on the following link:

<https://depts.washington.edu/hcsats/PDF/TF-%20CBT/pages/3%20Psychoeducation/Ways%20Teachers%20Can%20Help%20Refugee%20Students.pdf>.

Ways Teachers Can Help Refugee Students: Some Suggestions

1. Provide a stable, comforting environment and be available to listen. Students may want to ask questions and perhaps to tell you about some of their experiences. Help students know how to approach you by being specific about how and when it is appropriate to talk (e.g., "You may come up to my desk any time after class and ask to talk to me.")
2. Provide access to tutors for refugee students. Extra academic help may be very beneficial for a refugee child or adolescent who may already feel additionally stigmatized by poor academic performance. A good relationship with a tutor can also provide a helpful personal connection.
3. Provide a safe community in the school and classroom. Show that diversity is welcomed and appreciated, not feared.
 - a. Display welcome signs in different languages.
 - b. Display photographs/ items from different countries represented within the student body.
 - c. Lead class discussions about stereotypes and prejudices (keep the discussion general, not focused on particular students.)
4. Be consistent with rules and expectations to help students gain a sense of mastery in their daily lives.
5. The youth in *Children of War* testify to the healing value of telling one's story and having it taken seriously. However, children and adolescents may need to disclose information in their own time and in their own way. Never pressure students to tell their stories in an open classroom setting. Let students know that you appreciate and take seriously their powerful experiences, and are available to listen if and when they are ready.
6. Provide creative opportunities for children to tell their stories or explore their backgrounds. Voluntary assignments could be to interview one's parents, provide a report on one's home country, provide a favorite food from one's home culture, etc. Some students may not want to showcase their differences, so these activities should be totally voluntary, with other acceptable alternatives. Some students may not be able to tell their stories, due to the trauma they experienced.
7. Be aware that some students may react to trauma by acting out and others by becoming withdrawn. Pay as much attention to those students who are withdrawn and quiet as to those who are acting out.
8. Make sure school and classroom rules are clear. Some behaviors that American teachers might take for granted, such as the need for promptness or quiet in the classroom, might not be obvious to a student from another culture. If a student continues to have trouble, consider a referral to a school counselor to assess whether the "acting out" is the result of traumatic stress or other emotional problems.

National Child Traumatic Stress Network 2006

9. Help your students channel their feelings into prosocial activities. The adolescents who participated in the play *Children of War* expressed their wish to help others, to make meaning out of their experiences, and to make a difference in the world. Engaging in prosocial, constructive activities, whether volunteering for an environmental group, helping in a political campaign, or volunteering at a homeless shelter or hospital, can be very restorative for a child or adolescent whose trauma has led to a loss of faith in society.
10. Be sensitive to the experiences of refugee children in your classroom when teaching history or social studies lessons that pertain to war. Some students may have strong reactions to the topic. If appropriate, include information on displacement and the refugee experience as part of your curriculum.
11. Consider establishing a peer support group that stresses positive solutions and a connection both to countries of origin and to new communities. A community member, a social worker, or an English as a Second Language (ESL) teacher might be willing to lead the group.
12. Talk to other teachers to share strategies and successes. ESL teachers are often good resources.

Ways Schools Can Help Refugee Families

1. Do not make assumptions about what constitutes a family unit. Refugee children may be living with their biological parents, other relatives, or family friends. Family members may have come to the United States at different times and under varied circumstances. Whenever possible, meet with a student's caregivers early in the school year to better understand the child's living situation and to begin establishing a positive relationship with the caregivers.
2. Don't assume that everything is fine once a family has reached America. Some parents may be suffering from their own traumatic stress reactions, which may have an impact on the child. Some families may need help with basics like shelter, medical care, and so forth. These needs may overwhelm children and families, and activities like homework may not be a priority. Refer families to community agencies that can help.
3. Communicate respectfully with parents who may not understand English, American culture, or expectations of parents by American school systems. Use a translator if at all possible to avoid encouraging role reversal among children and parents, already a common challenge for immigrant and refugee families.
4. Refugee trauma may affect a child's or family's relationship to authority and institutions. A child who has witnessed torture and brutality in an oppressive regime may find it difficult to trust authority. Help children and their families by explaining the roles of teachers, principals, and other school authority figures.
5. Provide a school orientation as a social gathering for parents/caregivers who are new to your community. Offer them an opportunity to meet school administrators, counselors, and teachers to build a relationship *before* a problem may need to be addressed.

National Child Traumatic Stress Network 2006

6. Explain the role of parents in American schools and the expectation that parents/ caregivers will be involved in the educational environment. In some cultures, parent involvement with problems occurring at school would be seen as inappropriate.
7. Develop partnerships with community organizations, particularly those that represent the cultural communities of the student body. Adults from immigrant and refugee backgrounds who are more established in the United States may be able to act as “culture brokers” and provide some cultural context to teachers so they can better understand what children may have experienced in their countries of origin. These partnerships can help bridge misunderstandings and expectations that arise from differences in cultural perspective and may also provide adults who can mentor refugee children and give them extra support and tutoring.
8. Identify mental health experts on refugee trauma in your community so that you have resources available for children who may be having trauma-related problems.

The following document lists ten simple steps teachers can do to ease refugee student integration into the classroom and inspire other students to be welcoming of refugee children into their lives through peer mentorship.

“Deb’s Top 10 Tips When You Are Assigned a Non-English Speaking Student!”

<https://minds-in-bloom.com/debs-top-10-tips-when-you-are-assigned/>

Deb's Top 10 Tips When You Are Assigned a Non-English Speaking Student!

10. Pair your new student with a buddy! Ideally, this buddy would be a patient, kind role model who speaks the same language as your student (and can translate!). When this isn't an option, however, choose a patient, kind English-speaking classmate, who will be agreeable to helping your new student follow your directions.

9. Use lots of gestures and/or quick sketches! If you only use words, your new student will quickly become overwhelmed and/or bored. For example, if you are telling the class about your drive home from school the prior evening when you almost hit a deer, you might do this: "You'll never believe (*hands on cheeks*) the scary thing that happened to me yesterday! I was driving home (*hands look like they are moving a steering wheel*) when a deer (*draw a quick sketch of a deer on the board*) jumped (*use your hands to indicate a bounding motion*) in front of my car!" Don't think you could draw a deer? Ask a student to help by saying, "Tim, you're a good artist...would you come to the board and draw a quick sketch of a deer for Nafiso so she can understand what I am talking about?"

8. Utilize Google Images! I always have my iPad open to Google Images, and I am frequently typing in words to provide a necessary visual for my students. Take, for instance, a lesson where you are trying to teach your students the meaning of the roots *-ped* and *-pod*. Use Google Images to show your student what a *pedestrian*, *pedal*, *tripod*, *podium*, and *centipede* are, and discuss how they are all related to the word "foot." I can almost guarantee that this action will benefit *many* students in your classroom, not only your new ELL!

As an ELL teacher, I use Google Images frequently! Just last week, I was reading a task card with an ELL student about a bashful "flower girl." I was worried that this fairly new student from Africa would think it was referring to a female flower, so I popped out the iPad, opened to Google Images, typed in "flower girl," and then showed her the pictures. I used the photo in the upper left corner, and we discussed the American tradition of the bride choosing little girls to throw flower petals during the wedding ceremony.



<https://minds-in-bloom.com/debs-top-10-tips-when-you-are-assigned/>

I'm sure you know this, but it bears repeating: Exercise caution when using Google Images!!! There are times when you do an innocent search, and an inappropriate image is shown. I always turn the iPad so it is facing me only and enter the word I am searching for. Only after I have scanned the images for appropriateness do I turn the iPad to share the images with students!

7. Be aware of how often you use idioms like "hold your horses" and "he let the cat out of the bag" when you talk. These can confuse even advanced ELLs, but new students can be *really* stumped by them. You might even want to consider telling your other students to raise their hands when they catch you using an idiom! They'll learn to recognize idioms, and you will be able to take the opportunity to explain their meanings!

6. Speak slowly and clearly, especially when you are speaking directly to the new student.

5. Do not correct your student's errors when he/she attempts to speak in English. (I know it's tempting!) Rather, celebrate that he/she *tried* to communicate in English. If you have an opportunity, then model the correct way to say the phrase. For example, if your student tells you, "Mom have baby yesterday. Girl." then you can respond, "Really?!? Your mom *had* her baby yesterday? The baby was a girl? How exciting!"

4. Take small steps with writing. Writing is a *tough* subject for a newly-arrived student who doesn't speak English. Yes, many upper elementary students can write in their native language, but they quickly become bored writing for a non-existent audience, since most teachers do not track down an interpreter each day to translate their writing for them. I think it is wise to let them continue writing in their native language about twice a week. However, I also begin to teach them how to write simple English sentence structures soon after their arrival. I begin with teaching my new students color words (see the freebie below!), and this vocabulary provides the base for beginning the writing process! You see, once they learn the color words, they can write simple sentences! For instance, after I get my other students started on their writing assignment, I walk over to my new student's desk and help him/her find a writing notebook. I open the notebook to a blank page, and draw a large T on the page (forming a T-chart). I write, "I like _____." at the top of one column, and "I don't like _____." at the top of the other column. Then, students can write color-related sentences in the columns, like "I like green." or "I don't like pink."

<https://minds-in-bloom.com/debs-top-10-tips-when-you-are-assigned/>

Use sentence starters with new ELLs! They will learn important common sentence structures, and they will have an opportunity to use the vocabulary they have been acquiring!



Picture dictionaries also come in handy during writing. For example, on a following day, you might open the picture dictionary to a food page, and students can write, "I like blueberries." or "I don't like apples."

Other simple structures might include:

- After students have learned basic verbs: I can jump. I can't swim.
- After students have learned body parts and numbers: I have two brown eyes.
- After students have learned clothing vocabulary: I am wearing a red sweatshirt.
- After students have learned sports: I play soccer. I don't play tennis.

3. If possible, provide books and simple dictionaries in the student's native language. Many upper elementary immigrants enter our classrooms already knowing how to read and write in their native language. Definitely capitalize on this! Give your new student some "down-time" each day when he/she can return to his/her comfort zone and read in his/her native language.

2. Alter your learning objectives for your new student. For example, if your social studies objective is to "name the three branches of government and explain the roles of each," then this is probably not a realistic expectation for your new student. However, I do not think it is unrealistic to expect Level 1 ELLs to match a picture of a judge to an index card that says "judicial branch," a picture of the president to an index card that says "executive branch," etc. (I'd return to Google Images to quickly access those photos!) Start by deciding what *exactly* you want your student to learn from the lesson, find a way to teach it to him/her, and assess it.

<https://minds-in-bloom.com/debs-top-10-tips-when-you-are-assigned/>



Notice that I covered some of the search words, so as not to give the student clues!

1. Keep a positive attitude! Even if they can't understand everything you say, they can read body language very well. Students know whether they are warmly accepted or not. After all, don't you someday want them to say, "I'll never forget how nice Ms. _____ was to me when I first came to America! I was so scared, but she made me feel welcome"?

<https://minds-in-bloom.com/debs-top-10-tips-when-you-are-assigned/>