

HOPE IN A NEW LAND: DEVELOPING AN AFTER-SCHOOL PROGRAM FOR REFUGEE CHILDREN

By

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Abstract

If children of refugees are to thrive, not just adapt and survive, when they relocate to a new country, it is essential that the organizations in their new home provide sufficient programs in language acquisition, cultural awareness, and community building (Greenburg, 2014). These types of programs enable them to learn the language, understand cultural differences, and achieve in school. Specifically for Indianapolis, there is a gap in the programs that are offered for refugees; however, this teaching binder aimed to begin filling that space. Throughout the project, I engaged in community-based participatory research and worked with Exodus Refugee Immigration, a local non-profit, to develop lesson plans for an after-school program for refugee students in middle school. The final project contains ten prepared lesson plans with copies of the created worksheets and activities, a job description for the teacher, a case statement, and recommendations for further development. It also includes a reflection of the knowledge that I have gained and the passion that has been sparked to culturally and academically support the refugee students arriving in Indianapolis, Indiana.

Acknowledgment

Dedicated to Exodus Refugee Immigration, especially the students and staff who helped me discover a passion for teaching English in multicultural settings.

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Statement of Purpose

The purpose of this project was to create a teaching binder that included the materials that Exodus Refugee Immigration, a local non-profit, would need to initiate an after-school program for refugee children in grades six through eight in Indianapolis, Indiana. Currently, Exodus offers Language, Cultural Orientation, and Readiness for Employment (LCORE) classes; however, they are designed primarily for adults to gain self-sufficiency skills. The focus of this project was to help the organization expand its classes to better reach the children by creating ten lesson plans with practice worksheets and activities that provided the students with an introduction to the English language and to the cultural differences of America, especially within the education system. The binder also included the job description for the teacher and suggestions on the implementation stage of the program, such as a case statement to give to funders. The project was based on the knowledge about case statements, non-profits, and teaching English that I had gathered from my internship with LCORE, as well as from the Writing for Non-Profits class and Materials Development for Teaching English to Speakers of Other Languages class at UIndy. The purpose was that an organization, like Exodus, will be able to use the binder to spark consideration for an educational program that would both culturally and academically support young refugees in Indianapolis.

Introduction

According to the United Nation High Commissioner for Refugees (UNHCR), a refugee is a “person who, owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality” (UNHCR, 2016). In other words, refugees are people fleeing from their country of origin and are unable to return due to violence or persecution. They are protected by international law, and in 2014, the number of refugees rose to 14.4 million (UNHCR, 2016). With the increase of refugees, organizations that coordinate their relocation and resettlement have become crucial to efficient and smooth transitions between countries, as well as language acquisition and cultural orientation. Since the resettlement program started in the United States in 1975, Americans have welcomed over three million refugees (Exodus, 2013). In Indianapolis, Exodus Refugee Immigration resettled 947 new refugees in 2016, which is a record high for the organization (Exodus, 2013).

As a result, it is important to look at the programs typically offered by nonprofits in order to identify strengths and weaknesses. Specifically, in this project I describe and analyze the programs offered to refugees in Indianapolis by nonprofit organizations to show that there is a lack of sufficient programs specially designed for children. I then describe a few after-school programs for refugee children that have been implemented in other cities in the United States to show that this type of program is feasible. Finally, I conclude that the teaching binder was the first step to developing an after-school program for middle school-aged refugees in Indianapolis, Indiana.

Refugee Resettlement in Indianapolis

There are three main nonprofits located in Indianapolis that serve refugee families: Exodus Refugee Immigration, Catholic Charities Indianapolis, and Burmese American Community Institute (BACI). Exodus Refugee Immigration aims to welcome families and provide them with the means to live self-sufficiently. One way Exodus achieves this goal is with the Language, Cultural Orientation and Readiness for Employment (LCORE) class. LCORE is a thirty-six session, eighteen-week program designed to teach practical English and occupational skills (Exodus, 2013). Currently, refugees take an assessment of their language skills and then are placed in one of the four levels for English training. The employable adults are taught practical skills needed to successfully transition to life within Indianapolis. For example, during my internship with Exodus, a few lessons I taught were how to fill out job applications and how to report a problem within the workforce.

Similar to Exodus Refugee, Catholic Charities also aims to welcome and resettle refugees to Indianapolis. The organization offers pre-arrival assistance by supplying housing, furniture, food, clothing, and airport reception (Archdiocese of Indianapolis, 2016). In addition, within and up to thirty days after the families arrive, the volunteers provide community orientation and collaborate with the employable adults on creating a job plan (Archdiocese of Indianapolis, 2016). If needed, Catholic Charities refers their clients to English as a Second Language (ESL) classes for employment readiness.

Finally, the Burmese American Community Institute (BACI) focuses on the Burmese refugee population that has lived within the United States for at least 180 days,

so it is unique in its programs (BACI, 2009). In addition to language training and practical skill development, BACI has a few programs –the Upward College Program and Summer Scholars Program-- for college preparedness of high school students. The summer program is an intensive eight-week research project on the Burmese community that ends with an academically written paper (BACI, 2009). It is an opportunity for the students to demonstrate the writing abilities that they will need for college, and allows them to discover more about their own culture and how it is embraced within the city.

While the amount of services offered to refugees by these organizations is incredible and expansive, the emphasis on supporting refugees' self-sufficiency seems limited to the employable adults with only BACI reaching high school students in order to prepare them for college. This is shown by the lack of English and cultural orientation classes offered to the middle or elementary school-aged students. In fact, one of the teachers at Exodus explained that the “organization primarily works to make families self-sufficient, which means that most of [the] services are towards adults” (K. Reeves, personal communication, Jan 18, 2017).

However, Exodus did pilot a youth orientation day in the summer of 2016 that provided refugees between the ages of five and seventeen with their own cultural introduction to the city separate from the adult orientation day. An LCORE teacher explained that the program, which was started with an AmeriCorps staff member, introduced the refugees to a wide range of topics, such as hygiene and body language, and included field trips (K. Reeves, personal communication, January 18, 2017). The youth orientation day, which will be continued according to Reeves and further discussed

in the procedure, demonstrates that Exodus already recognizes the need for a program aimed at the younger refugees (K. Reeves, personal communication, January 18, 2017). In other words, specific lessons tailored to the learning styles and materials appropriate for refugee children are in their early stages of development by the LCORE teachers and youth program specialist, but there is a lack of an after-school program to further support their cultural awareness and English acquisition in Indianapolis.

After-School Programs in Other States

Throughout the United States, there are a few cities that have implemented after-school programs. For example, OurBRIDGE is a nonprofit in Charlotte, North Carolina that teaches English and culturally-oriented curriculum to seventy refugee and immigrant students between kindergarten to fifth grade from over twenty countries (Misra, 2015). The classroom is full of puzzles and books, and the curriculum is designed so that the students have opportunities to practice their English skills and share music, food, and holidays from their culture with others in the class, which means that they explore topics that they would not necessarily learn in school (O’Gorman, 2014). The nonprofit also builds relationships between students by creating an environment where they can learn from and identify with others experiencing similar situations. OurBRIDGE shows that the goals of cultural orientation, language acquisition, and community building are feasible for young refugees and can be accomplished through after-school programs.

This argument is further supported by RefugeeONE, another program for refugee children in Chicago, Illinois. Their youth are reached through the school-readiness program that teaches them about schools in America and through the six-week summer

camp that helps incoming students catch up to their class level's knowledge (RefugeeONE, 2016). Throughout the school year, RefugeeONE teaches the children after school about health, nutrition, English, school, and various other topics. The volunteers keep the students engaged with crafts, sports, service projects, and interactive activities (RefugeeONE, 2016). The goal is to provide supplemental lessons to boost the students' confidence, sense of belonging to a community, and academic performance.

A few studies have concluded that these goals are feasible with after-school programs, especially ones that combine a variety of teaching styles. For example, Greenberg (2014) looked at immigrant children between the ages of two and twelve who participate in after-school programs, such as the New York City Beacon Community Center. The center uses school buildings for activities, including sports and arts. She noted that after-school programs for children are particularly important during middle school because these students spend more hours out of school than in school, so how they spend their time after school is dismissed is crucial for their development. As a result, participating in a program in addition to school is important because it improved comprehension, increased the sense of belonging to a group, and led to positive social and emotional development (Greenburg, 2014). This is because the program was a safe and structured environment that taught language skills, music, cooking, and cultural histories so that the children learned from each other's backgrounds. Just like with immigrants to the United States, refugee children would benefit from cultural support.

Townsend (2009) adds that particular types of games should be included for children to ensure that they encounter and practice new vocabulary words in different

contexts. One program in southern California, Language Workshop, uses a variety of activities to encourage collaboration and learning of increasingly difficult words that the children might encounter in school (Townsend, 2009). For example, teaching sessions are fast-paced with interactive assignments mixed with informational text for content relevance of the new words. After the students are first introduced to the vocabulary, they participate in games, such as the picture puzzler. The students match words to pictures, which can be used to spark discussion about the multiple meanings of words and what the pictures could represent (Townsend, 2009). For another game, there are two dice with one having words on each side and the other having a task, like “act it out” or “write a sentence,” on each side. The students take turns rolling the dice and completing the task. The practice and exposure of the words helps improve memory and build friendships as students complete the activities together (Townsend, 2009).

As evidenced by the above discussion, there are many programs offered by Exodus Refugee, BACI, and Catholic Charities to refugee families relocating to Indianapolis. In addition, there are a few cities throughout the United States that have implemented after-school programs specifically tailored to middle or elementary school-aged refugee children, and such programs have received positive feedback from the students and local schools. However, there is a lack of an after-school program specifically designed for the refugees and refugee organizations in Indianapolis. Developing the lesson plans for the teaching binder with Exodus was the first step towards better providing for and academically supporting the refugee students in the city.

Method and Procedure

Below are the steps that I took to complete the teaching binder with the first ten lessons needed to initiate an after-school program for Exodus Refugee. To maximize the lessons' usefulness for the organization, I utilized Community-Based Participatory Research (CBPR). CBPR is a "collaborative approach to research that equitably involves all partners in the research process...and begins with a research topic of importance to the community...with the aim of achieving social change" (U.S. Department of Health & Human Services, 2015). In other words, it is a method used to engage the community members in research and developing solutions to community issues. The community members are both the co-designers and beneficiaries of the solutions.

For this project, I collaborated with Exodus, a non-profit organization that serves the refugee community in Indianapolis, at every stage. Together, other teachers and I received input from the young adults that were attending the adult classes to identify the gap in the programs that were offered. This process is further explained in the procedure. In addition, I discussed the content that was covered in the lessons with the teachers and continually consulted the youth coordinator. It was important to work with Exodus because the staff members are extremely familiar with the target audience of the program. Also, the collaboration allowed me to create lessons that would benefit the organization and young refugees. If I had developed the lesson plans without the organization's input on the project, I could have created a "solution" to a problem that did not exist or even designed content that was not needed by the teachers. Essentially, the community-based

participatory research methodology was appropriate for this project, and is demonstrated in the following procedure.

1. Drew on past experiences to initiate the project.

Throughout my career at UIndy, I have been blessed with opportunities that have helped prepare me for this honors project. As an International Relations major, I have been introduced to topics, such as non-profits, minority cultures, and refugee populations. Specifically, I took the International Organizations class taught by Dr. Saksena as an honors option course. I received the honors credit by reading *Chasing Chaos* by Jessica Alexander, presenting the information and analysis I garnered from Alexander's book, completing an internship with Exodus Refugee, and writing an academic daily journal about my experiences as an intern. It was the combination of these tasks and the International Organizations class that sparked the idea for this project.

First of all, I read Jessica Alexander's book *Chasing Chaos*, in which she described the problems of the aid industry. During her ten years of humanitarian aid work, she saw people that required help but no programs covered their needs. Her words changed my perspective of non-profits to include a more critical outlook because there may be more efficient ways for organizations to support beneficiaries. Through her analysis and observations, the book helped me question if young refugees were being supported linguistically by Exodus because there was no English class tailored for them. As a Spanish major, I had gained a personal perspective on the need for continual support of language acquisition in order to better understand a new language.

For my year-long internship, I served as a community teacher for Exodus. I taught six to twelve hours a week in four classrooms, with all four language proficiency levels, and with class sizes that ranged from five to thirty students. In addition, I made copies for class and created intake folders for each incoming refugee adult. The internship, as well as job shadowing with and translating for the development team at Christel House International, have instilled in me a love for the refugee population in Indianapolis and the basic skills that I needed to complete this project.

In addition to the honors class and internship, another UIndy class had a big impact on my preparedness for the binder. During my junior year, I took English 489: Writing for Nonprofits taught by Prof. McKelvey. For his class, I wrote a case statement, co-wrote a grant and ghost-wrote letters of support for a computer program with Grain of Rice Project in Kenya, and partnered with the Burmese American Community Institute to draft and submit a Wikipedia page. I also read *Writing for a Good Cause* by Joseph Barbato and Danielle Furlich, which provided me with insight on the technical and passionate writing style needed to successfully initiate programs.

As a result of these opportunities, and because of my connections with Exodus, attached below is an email from my previous supervisor, Kari Fritz, granting me permission to use Exodus's name for the project and to use her and the teaching team as a resource in the review process of the ten lesson plans. Also, attached below is my CITI Training Certificate that shows that I have completed the required modules.

2. **Recorded daily observations.**

As previously mentioned, I served as a community teacher for Exodus Refugee and completed a daily academic journal. I kept a record of the content that I taught and the tasks I completed while working in the classrooms and office. I also wrote down concerns, critics of the program, and other observations about the students. For example, I noted that the adults were easily distracted during class. This was because a few of the women would bring their children. As a result, the parents and other students had to multi-task to engage with the material while monitoring the children. In addition, the teachers had to attempt to keep the attention of the adults in order to encourage class participation with the activities while children were running around the room. The room was often loud, which caused difficulty in hearing the lesson and the students' responses. These observations demonstrated that there was a need for a classroom designed for the younger refugees so that the parents could focus in class.

3. **Initiated content development of the lesson plans.**

I identified the broad topics that are covered and incorporated within the English lessons by using the observations mentioned above as well as questions the teachers had received from middle-school aged students. The teachers and I did not conduct a formal survey to the students to determine their interests in specific topics; however, students informally asked questions during and after class about future lessons. For example, a few students who were below the age of eighteen had started attending the community classes in order to begin learning self-sufficiency skills and to support their studies at school. In fact, three youth-aged refugees asked one of the volunteers if

future lessons would include information about high school and college because they were interested in knowing how they could start preparing. When I was teaching the lesson about forms and personal information, the younger refugees wanted to know what typical forms for school or college applications looked like and how they were different from the information required for a job application or medical appointment.

As a result, I decided to focus this project on the American educational system. Initially, I had planned on covering a wider range of topics, including the weather and clothing. However, the need for lessons was more narrowly tailored as shown by the students' interests that were expressed to the teachers and to me.

4. Interviewed the youth coordinator at Exodus Refugee.

Even though the observations and questions from the students highlighted that there was a need for a classroom or lesson plans tailored for young refugees, I wanted to ensure that a refugee resettlement organization, like Exodus, would be able to initiate a new program, especially because focus of those types of non-profits is on self-sustainability and employment. I filled out the student interview request form for Exodus, which is attached in the appendix. After I was given clearance to interview the staff, one of the LCORE teachers Kari Fritz connected me with Kelly Reeves, the new Youth Cultural Orientation Specialist at Exodus. I asked her three questions related to the new cultural orientation for the youth and potential English lessons for an after-school program for children. The specific questions I asked are attached below.

Reeves explained that an AmeriCorps staff member had recently piloted a youth cultural orientation day for students aged five to seventeen separate from the adults'

orientation at Exodus (K. Reeves, personal communication, January 18, 2017). Although the orientation day for young refugees is outside of the primary goal of making families self-sufficient, it is considered a supportive program. Supportive programs help families adjust or give services, such as special medical care, to cases that require more attention (K. Reeves, personal communication, January 18, 2017). In other words, the youth program is considered supportive of the goals of a refugee resettlement agency because it aims to help the children of the families adjust to life in their new home.

The youth cultural orientation introduces topics on education instead of on employment, which is the topic typically covered in the adult orientation. The program covers: the rules of the school, enrollment, school supplies, uniforms/dress code, hygiene, the calendar and attendance, school culture, body language, ages/grades, riding the bus, arriving at school, gym, recess, lunch time, school personnel, different ways to be successful in schools, grading scale, cultural shock/adjustment tips, good touch/bad touch, extra-curricular activities and clubs, laws for youth, following a schedule, going to lockers, after graduation, paying for education after high school, emergencies, drills, general safety, and school vocabulary in English (K. Reeves, personal communication, January 18, 2017). The teachers also incorporate a few interactive activities, such as “Simon Says,” to demonstrate typical American games that might be played in school.

After I learned how expansive the cultural orientation was for the students, I reconsidered my plan for the after-school program because the youth day seemed to cover a lot of the same topics that I was planning on covering in the program. However, Kelly mentioned that Exodus was aiming to create ways, such as an activity book, for the

children to remember the vast amount of information that they had been exposed to (K. Reeves, personal communication, January 18, 2017). The after-school program would serve as another means to reintroduce and reinforce the topics covered in orientation. In addition, the after-school program would be more focused on supporting the students' English skills as well as using appropriate content for the activities.

5. Attended Dr. Newman's Materials Development for TESOL class.

Throughout this semester, I have attended Dr. Karen Newman's TESOL class to gain further knowledge on designing materials for specific age groups. Her class has helped me ensure that the lesson plans are culturally and linguistically appropriate for English as a Second Language (ESL) students. For example, I am reading *Materials and Methods in ELT: A Teacher's Guide* by McDonough, Shaw, and Masuhara. The authors explain that teachers must consider the students' motivations for learning English, their cultural backgrounds, age, and interests among other factors when choosing or developing lesson plans (2013). I did this by listening to the refugees' questions about class and deciding to focus my content on skills, such as navigating a lunch line, that the students would need to have to succeed in middle school.

6. Developed the outline of the lesson plans.

Once I had determined that I would focus on supporting the students' English skills with content about education, I developed the ten lesson plans. They are based on the outlines given to the LCORE teachers and volunteers at Exodus that are used for the adult community classes. For each lesson, the outline includes learning goals, a list of needed materials for the activities, a review from the previous lesson, descriptions of

each activity, and an estimated time frame of how long each section should last. I followed the organization's lesson plan template to help keep the lessons consistent between programs offered and guide the teacher on how long an activity should be conducted. The outlines also include extension activities in case there is extra time at the end of the lesson. The lesson plans and subsequent activities are attached below.

7. Adapted a few lesson plans

In addition to modeling the lesson plan outlines after the ones used at Exodus, a few of the lessons for the children were adapted from the adult community classes. McDonough, Shaw and Masuhara define adapting as the “process of changing or adjusting the various parts” of teaching material (2013, 64). This means that the teacher should add, delete, modify, and/or simplify activities in a lesson plan in order to make them more relevant to the students. Graves notes that the first step to adapting material is to “get inside” it by looking at the organization and by reading the objectives (1999, 176). This allows the teacher to evaluate the overall structure of the information presented to determine if it is suitable for his or her specific needs and the context of the class.

The teacher should then look at the content or topics covered within the lesson. Material may need to be adapted for several reasons. For example, the existing lesson may not have enough grammar, or may introduce too many new vocabulary words in one reading passage, or may rely on technology that is not available. All of these examples highlight the fact that material is closely related to the reality of the teaching environment in which it is going to be used. This means that the original purpose of the material may not be appropriate for the current situation or students. Essentially, the teacher wants

congruence between the material and teaching environment (McDonough, Shaw, & Masuhara, 2013).

For this project, I used the above analysis of adapting materials to modify a few activities. For example, I utilized the provided lesson plans at Exodus and taught a lesson on food to the adult class. The students were shown pictures of different food in order to practice the vocabulary and identification. After they had completed the flashcard activity, they were asked to choose the food they would purchase from a grocery store. While the students enjoyed the scenario of picking out food at a store and paying for it, the activity was not appropriate for the middle-school aged refugees. The young students would often not go to the store with their parents. Also, the store location did not fit into my overall theme of school-based activities. As a result, I created new flashcards with foods typically offered in a school cafeteria. After introducing the words, I had the students act as if they were going through a cafeteria lunch line. The change of location was more appropriate for the students because they will need to know how to navigate a cafeteria line and interact with the lunch people when they attend school.

8. Created the worksheets and activities for each lesson plan.

There are at least four worksheets or activities for each lesson plan, and at least one of the activities includes conversations with other students. This helps build community and relationships between the students as well as gives them a chance to practice verbal English skills. Many of the activities were inspired by the assigned reading in Dr. Newman's TESOL class. For example, Sanderson argued that newspapers provide ample resources for materials in a classroom, especially because the language is

authentic (1999). This means that students would be exposed to real, everyday language if they read a newspaper article or story. They can also be used to teach higher-order reading skills, such as predicting the topic of an article based on the title and picture. I included this type of activity in teaching binder. I ask the students to look at a picture and title of an article and then predict the topic, which is a transferable skill. Sanderson also notes that cartoons can spark creativity for students or can even be used to introduce idioms to advanced students (1999). Since the refugees may not be advanced in their English skills, I chose to include an activity in which they create their own cartoon strips to illustrate a story.

Literature by Burns also influenced the lesson plans. She insists that a holistic approach is needed when teaching with speaking activities (2012). In other words, a teacher should model the speaking task, give students the opportunity to prepare and/or practice their responses, and then ask them to speak (2012). This can help encourage shy students to speak and minimizes anxiety about talking in a new language. Burns also points out that it is helpful to recycle speaking material and review information. I incorporated her suggestions into the lesson plans by including a review speaking activity at the beginning of each lesson. Because they students were previously exposed to the vocabulary words and material, they should be able to immediately provide an answer to the question asked at the beginning of class. However, for the other speaking activities, such as sharing an opinion with the class, I give students a chance to discuss their response and practice with a partner.

9. Tested out a few of the activities.

After I developed the activities that are included in the lesson plans, I practiced a few of them in the TESOL class. For example, I introduced the “Spelling Race Game,” which involves cut-out letters of vocabulary words. I divided my classmates into groups of two and had them work together to spell the days of the week correctly as I gave directions, such as “Please spell the name of the day that comes after Monday.” Once the activity was completed, my classmates responded that the activity was enjoyable and engaging because they had to compete against each other, it encouraged teamwork within the groups, and could easily be adapted to other skill levels and content by changing the words that were intended to be spelled out. Because of the positive feedback, I included the spelling activity in the second lesson, which is about the calendar.

10. Wrote and designed a four-page case statement.

The case statement was based on my experience in the Writing for Non-Profits class. It is written in the passionate and technical writing style that is suggested by non-profit and grant writers to best convey the need of the program without sounding negative or desperate (Barbato & Furlich, 2000). The case statement demonstrates one way that Exodus could implement the after-school program, utilizing its current classroom space around Indianapolis. It includes a description of the after-school program, images of community members and a possible location for the class. Essentially, it is a fancy brochure rationalizing the importance and feasibility of the program. The case statement can be distributed to funders, donors, and interested parties as a way to introduce them to the new program being developed and ask for their support.

11. Wrote a description of the teacher's job.

The description serves as an orientation to the job for the teacher and volunteers in the classroom. It details the daily requirements of leading the after-school program so that they can better prepare to serve the children. The job description is attached below.

12. Submitted the lesson plans and activities.

Throughout the development process, I submitted lesson plans and activities to Dr. Newman and the LCORE teachers for feedback to improve the content and ensure that I am using appropriate activities for the lesson and various learning styles. This ensured that various interested parties were continually involved and included in the process of the project, which demonstrates the community-based participatory research method.

Analysis and Conclusion

There are key elements that teachers look for when evaluating and analyzing lessons and materials. McDonough, Shaw, and Masuhara explain that the material should appropriately address the intended audience, context, and the students' proficiency and age levels (2013). Unfortunately, I currently do not know if my teaching binder meets all of these requirements. This is because I have not implemented the program nor taught the young refugees, which means that I have not been able to conduct a formal needs analysis of the students. A needs analysis, which is an activity designed to test the linguistic abilities of the students, can and should be implemented if the program starts to ensure that the activities are tailored for the correct levels. In addition, because I am not certain of the level of proficiency of the students, I have created activities and lesson plans that are flexible and adaptable if needed. Flexibility is also a key component to look for when evaluating teaching material (McDonough, Shaw, and Masuhara, 2013).

Tomlinson adds that a lesson should be useful for different learning styles and draw attention to specific linguistic features or grammar (1998). I have attempted to accommodate various learning styles by including audio instructions, visual aids, and hands-on activities in every lesson. Not only will this help the students learn, but will give them opportunities to interact with their classmates. However, Tomlinson would suggest that I add more opportunities when students can provide feedback on the lessons and give suggestions for future content (1998). This would help the students feel more engaged in the material itself as well as give them more control over the specific words

and linguistic features that they learn. If students are given more control of what they learn, they may be more motivated to review the material.

One strong critique against my lessons includes the lack of authentic listening materials. Lingzhu and Yuanyuan emphasize the importance of authentic listening materials because they reflect everyday speech and are not artificially crafted (2010). In addition, authentic speech can look and sound very different than the written language. For example, speech includes verbal pauses, repetitions, filler words, incomplete sentences, and restarts to a sentence (Lingzhu & Yuanyuan, 2010). While I did include a few listening activities with supplementary scripts, they were crafted to specifically include vocabulary from the lessons. I did this partly because the material is not aimed at advanced English students, so I did not want to burden them with unique sentence structures and new vocabulary all at once. However, the materials could be improved in the future by incorporating authentic listening materials, such as a record phone call.

In conclusion, there are many ways, as mentioned, that the existing lesson plans and activities can be improved. Other teachers may want to add more activities that focus on specific verb tenses, or even expand one lesson into two. Essentially, the project needs to be continued with continual consultation with Exodus for further development of more lesson plans and activities. After at least ten more lesson plans are created, the organization can begin to implement the program by fundraising, setting up the classroom, and talking with the refugee families. The end goal is that young refugees attending middle school will be supported with an after-school program in Indianapolis.

Reflection

As previously mentioned, the University of Indianapolis has opened the doors to several amazing opportunities, including the internship at Exodus Refugee and the classes that sparked the idea for the teaching binder. This honors project has helped me to combine the academic knowledge I gained in International Organizations, Materials and Methods, and Writing for Non-Profits with the hands-on experiences of teaching in an English classroom. As a result, I have developed the ability to critically view organizations, to identify weaknesses or gaps in the solutions or services offered to a community, to collaborate with individuals from a non-profit, to accept critical feedback and adjust my work, to design and adapt lesson plans, and to create culturally and linguistically appropriate materials and activities for middle-school refugees.

In addition, working alongside the teachers and youth coordinator at Exodus has deepened my passion for helping others. I am extremely grateful to have worked with such incredible people as the Exodus teachers and staff, Dr. Saksena, and Dr. Newman. This is especially because designing the new lesson plans and activities has allowed me to practice and demonstrate the practical skills that I will need to teach overseas or with non-profits in the future. In fact, I will continue to utilize and improve these new skills after graduation. I have been accepted to serve as a Peace Corps volunteer in Nicaragua for 27 months, during which I will develop and teach English lessons to high school students. I have greater confidence in myself to truly help the students because of the honors program, my amazing advisors on this project, and the teaching binder I have created to initiate an after-school program for refugee children in Indianapolis, Indiana.

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Appendices

Appendix A: Permission Email from Exodus Refugee Immigration

Kari Aug 31
Moore <kfritz@exodusrefugee.org>
to me

Hi Kendra,

Nice to hear from you! Sorry for my delayed response. I was on airport duty last week so everything got pushed back.

I think that it would be fine for you to do this project on Exodus. Just a couple of questions. How much time do you anticipate needing from staff to complete this? We are approaching the end of our fiscal year and have very heavy arrival numbers until September 30, so I want to be sure we'd have the capacity to answer questions.

Also, will you be requesting any additional photos, video, etc?

Thanks, Kendra!

Kari

Appendix B: CITI Training

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM) COURSEWORK REQUIREMENTS REPORT*

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** Kendra Shaw (ID: 5441532)
- **Email:** kjshaw@uindy.edu
- **Institution Affiliation:** University of Indianapolis (ID: 473)
- **Institution Unit:** International Relations
- **Phone:** 3098460828

- **Curriculum Group:** Human Subjects Research (HSR)
- **Course Learner Group:** Group 3: Non-Health Related Research
- **Stage:** Stage 1 - Basic Course

- **Report ID:** 18939524
- **Completion Date:** 03-Aug-2016
- **Expiration Date:** 03-Aug-2018
- **Minimum Passing:** 80
- **Reported Score*:** 99

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED
Belmont Report and CITI Course Introduction (ID: 1127)	03-Aug-2016
History and Ethical Principles - SBE (ID: 490)	03-Aug-2016
Defining Research with Human Subjects - SBE (ID: 491)	03-Aug-2016
The Federal Regulations - SBE (ID: 502)	03-Aug-2016
Assessing Risk - SBE (ID: 503)	03-Aug-2016
Informed Consent - SBE (ID: 504)	03-Aug-2016
Privacy and Confidentiality - SBE (ID: 505)	03-Aug-2016
Populations in Research Requiring Additional Considerations and/or Protections (ID: 16680)	03-Aug-2016
Illegal Activities or Undocumented Status in Human Research (ID: 16656)	03-Aug-2016
Students in Research (ID: 1321)	03-Aug-2016
Internet-Based Research - SBE (ID: 510)	03-Aug-2016
Conflicts of Interest in Research Involving Human Subjects (ID: 488)	03-Aug-2016
Unanticipated Problems and Reporting Requirements in Social and Behavioral Research (ID: 14928)	03-Aug-2016
Cultural Competence in Research (ID: 15166)	03-Aug-2016
Research with Prisoners - SBE (ID: 506)	03-Aug-2016
Research with Persons who are Socially or Economically Disadvantaged (ID: 16539)	03-Aug-2016
Research with Older Adults (ID: 16502)	03-Aug-2016
Gender and Sexuality Diversity (GSD) in Human Research (ID: 16556)	03-Aug-2016
Research with Children - SBE (ID: 507)	03-Aug-2016
International Research - SBE (ID: 509)	03-Aug-2016
Avoiding Group Harms - International Research Perspectives (ID: 14081)	03-Aug-2016

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at <https://www.citiprogram.org/verify/index.cfm?verify=41e28ac3-2f0e-4d23-8a4d-1c5de2cbb2>

CITI Program
 Email: support@citiprogram.org
 Phone: 888-529-5929
 Web: <https://www.citiprogram.org>

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COURSEWORK TRANSCRIPT REPORT**

** NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** Kendra Shaw (ID: 5441532)
- **Email:** kjshaw@uindy.edu
- **Institution Affiliation:** University of Indianapolis (ID: 473)
- **Institution Unit:** International Relations
- **Phone:** 3098460828

- **Curriculum Group:** Human Subjects Research (HSR)
- **Course Learner Group:** Group 3: Non-Health Related Research
- **Stage:** Stage 1 - Basic Course

- **Report ID:** 18939524
- **Report Date:** 03-Aug-2016
- **Current Score**:** 100

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES

MOST RECENT

Students in Research (ID: 1321)	03-Aug-2016
History and Ethical Principles - SBE (ID: 490)	03-Aug-2016
Defining Research with Human Subjects - SBE (ID: 491)	03-Aug-2016
Belmont Report and CITI Course Introduction (ID: 1127)	03-Aug-2016
The Federal Regulations - SBE (ID: 502)	03-Aug-2016
Assessing Risk - SBE (ID: 503)	03-Aug-2016
Informed Consent - SBE (ID: 504)	03-Aug-2016
Privacy and Confidentiality - SBE (ID: 505)	03-Aug-2016
Research with Prisoners - SBE (ID: 506)	03-Aug-2016
Research with Children - SBE (ID: 507)	03-Aug-2016
International Research - SBE (ID: 509)	03-Aug-2016
Internet-Based Research - SBE (ID: 510)	03-Aug-2016
Unanticipated Problems and Reporting Requirements in Social and Behavioral Research (ID: 14928)	03-Aug-2016
Conflicts of Interest in Research Involving Human Subjects (ID: 488)	03-Aug-2016
Cultural Competence in Research (ID: 15166)	03-Aug-2016
Avoiding Group Harms - International Research Perspectives (ID: 14081)	03-Aug-2016
Research with Older Adults (ID: 16502)	03-Aug-2016
Research with Persons who are Socially or Economically Disadvantaged (ID: 16539)	03-Aug-2016
Gender and Sexuality Diversity (GSD) in Human Research (ID: 16556)	03-Aug-2016
Illegal Activities or Undocumented Status in Human Research (ID: 16656)	03-Aug-2016
Populations in Research Requiring Additional Considerations and/or Protections (ID: 16680)	03-Aug-2016

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: <https://www.citiprogram.org/verify/index.cfm?verify=41e28ac3-2f0e-4d23-8a4d-1c5de2cbbe2f>

Collaborative Institutional Training Initiative (CITI Program)

Email: support@citiprogram.org

Phone: 888-529-5929

Web: <https://www.citiprogram.org>

Appendix C: Student Interview Request Form

Student Interview, Observation & Research Requests

Name: Kendra Shaw

Contact Telephone # & Email: 309-846-0828; kjshaw@uindy.edu

School: University of Indianapolis

Class: Honors Project

Professor's Name & Contact Information: Dr. Jyotika Saksena; jsaksena@uindy.edu

Purpose: The goal of my honors project is to develop teaching material (about 10 lessons) for school-aged children of refugee families in Indianapolis. This will help me learn how to create lesson plans and/or modify existing ones for a different age group or language skill level.

Observation:** English Class Cultural Orientation (No observation required)

Interview:

In person **Email (unless it's easier to talk in person)** Telephone

Length of time: I will be working on my project throughout the rest of this month and throughout next semester. However, if the staff is available, I will only need to communicate with the LCORE teachers one or two times in December/January and then again in late March. My goal is to ask the teachers what subjects they would recommend teaching to children, if they have noticed a need for lessons geared towards clients under 18 years old, and if they would review the worksheets I will have created for the lesson plans in March.

Staff involved: LCORE teachers

Will the interview include: No.

Video* Audio* Photos*

Will the information shared be used in any of the following ways: For the final project manuscript, I will be mentioning that I talked with LCORE staff in the methodology and justification sections. I will be also be presenting my lesson plans to the honors department at the end of next semester.

Publication* **Public presentation*** Internet*

Appendix D: Interview Questions for the Youth Coordinator

1. Have (How have) you noticed a need for orientation and/or lessons more specifically tailored to the younger clients of Exodus?
2. What topics do you cover in the cultural orientation?
3. What topics would you suggest or believe would best benefit the students if there was a community class for 5th-8th graders? Or would restructuring a few of the adult English lessons, such as the weather or school system, be useful?

Appendix E: Teaching Binder: Lesson Plans and Activities

Lesson 1: Introductions	
<p>OBJECTIVES: Students will be able to:</p> <ul style="list-style-type: none"> (1) Introduce themselves and others. (2) Ask for help or for an interpreter. 	<p>MATERIALS:</p> <ul style="list-style-type: none"> (1) Blank name tags (2) Beach ball (3) World map (4) “Get to know your partner” Sheet
<p>OBJECTIVE 1 PROCEDURE:</p> <ul style="list-style-type: none"> • Wave to the students and say: Hello. My name is _____. If they don’t understand, gesture to yourself when repeating your name. • Hand out “My name is…” name tags. Fill out one for yourself and have the students write their names on the line. • Write on the board: My name is _____. What’s your name? Ask various students. If they understand, add: Nice to meet you. Nice to meet you, too. • Have students stand in a circle. Ask the same question and toss the beach ball to a student, who answers the question. That student then asks the question and tosses the ball to another student in the circle. • After all students have had a turn, consider adding the following questions: What is your first name? What is your last name? Explain that in the United States, people typically have a first name and a last name. If needed, write on the board first name and last name and use your name as an example. Have the students return to their seats. 	15 min.
<ul style="list-style-type: none"> • Write on the board: Where are you from? I’m from_____. Lay out the world map to show the students the United States and explain that you are from the US (if applicable). Elicit responses and point out their countries. • Next, write on the board: How old are you? I’m _____ years old. Model the typical response with your information and ask various students. • Put students into pairs. If there is an uneven number, make a group of three or work with one of the students yourself. • Hand out “Get to know your partner” information chart, one to each student. Explain that each student is to ask his or her partner the questions on the paper and then record the answers in the designated box. Encourage the students to ask other questions they know already, such as Do you have siblings? 	20 min.
<ul style="list-style-type: none"> • After the charts have been filled out, explain to the students that they will use the charts to introduce their partners to the rest of the class. Give them a few minutes to prepare and write out phrases or sentences about their partners that they will use during the introduction. 	15 min.

<ul style="list-style-type: none"> Go around the room and have each student introduce his/her partner to the class. The introduction should at least include the partner's first and last name, country of origin, and age. Encourage the students to share other information that they may have learned about their partners. 	
<p>OBJECTIVE 2 PROCEDURE:</p> <ul style="list-style-type: none"> Explain to the students that they should practice introducing themselves to their classmates at school. Also, other students and the teachers may ask them similar questions to the ones practiced above. If the students do not understand what is being asked, explain that they can and should ask for help. Write on the board: I need help. I need a _____ interpreter. Have students practice these statements with their partners, inserting the language they speak in the blank. For clarity, give an example on the board. 	10 min.
<p>EXTENSION ACTIVITY:</p> <ul style="list-style-type: none"> Have the students switch partners and introduce themselves to their new partners, using the questions that were introduced and practiced earlier. 	5 min.

HELLO

my name is

“Get to Know Your Partner” Sheet

Instructions: Work with a partner. Ask your partner the questions and write your partner’s responses in the box next to the question. Follow the example.

Question	Your Partner’s Response
What is your first name?	My partner’s first name is <u>Christopher</u> .
Where are you from?	<u>Christopher</u> is from <u>Malaysia</u> .

Now your turn. Add your own questions in the blank question boxes.

Question	Your Partner’s Response
What is your first name?	
What is your last name?	
Where are you from?	
How old are you?	

Write a few phrases or sentences about your partner to share with the class.

Lesson 2: Calendar

<p>OBJECTIVES: Students will be able to:</p> <ol style="list-style-type: none"> (1) Say and write the days of the week and months of the year. (2) Read an academic calendar and identify today's date. 	<p>MATERIALS:</p> <ol style="list-style-type: none"> (1) Calendar (2) "Days of the Week" cards (3) "Days of the Week" worksheet (4) "Months of the Year" cards (5) "Months of the Year" worksheet (6) Academic calendar
<p>REVIEW from previous lesson:</p> <ul style="list-style-type: none"> • Review: Hello. My name is _____. What's your name? Nice to meet you. Nice to meet you, too. Ask various students. You may also include Where are you from? I'm from _____. How old are you? I'm _____ years old. 	<p>TIME:</p> <p>5 min.</p>
<p>OBJECTIVE 1 PROCEDURE:</p> <ul style="list-style-type: none"> • Show a calendar. Say Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday while pointing at the days of the week on the calendar. • Say each day again and have the students repeat to practice. • Write the days of the week on the board. Read through them with the students, having them repeat the words. • Organize the students into groups of 7. Give each group "Days of the Week" cards. Make sure each student within the group is given one of the days of the week. Have the students work together to put the days of the week in order. When all groups are done, ask various groups to read out the order. • Collect the cards and have the students return to their seats if standing. • Hand out the "Days of the Week" worksheet. Have students write in the days of the week at the top of the calendar. • On the board, draw a copy of the worksheet. Choose 7 students and have each one write one of the days of the week on the board. 	<p>20 min.</p>
<ul style="list-style-type: none"> • Show the calendar again and name all the months of the year. Encourage students to repeat the months. • Write the months on the board and read through them with the students. • Choose 12 students. Hand out the "Months of the Year" cards, giving one to each student. Have the students with the months come to the front of the group. Together with the rest of the class, have the students line up in order. • Hand out the "Months of the Year" worksheet. The worksheet has 12 lines with only a few of the months filled in. Have the students complete the task by writing in the missing months of the year. Review the correct answers. 	<p>20 min.</p>
<p>OBJECTIVE 2 PROCEDURE:</p> <ul style="list-style-type: none"> • Hand out an academic calendar. 	

<ul style="list-style-type: none">• Explain that middle schools in the United States typically start in August or September and that students attend classes Monday through Friday.• Emphasize that it is important to attend class unless there is an “X” or mark on the calendar that shows that there is no school that day. Point out an example of a holiday or no-school day.• Write on the board and say: What is the date today? Attempt to elicit the correct date from the students, or have them point to the date on the calendar. Write the correct day and date, for example: Friday, May 18, 2017.• Encourage students to practice asking the date and stating the date in pairs.	15 min.
<p>EXTENSION ACTIVITY:</p> <ul style="list-style-type: none">• If time allows, organize students into pairs and hand each pair “Days of the Week” cards. Have the students race the other teams to put the days in order.	5 min.

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

“Days of the Week” Worksheet

Instructions: Fill in the seven boxes with the days of the week, starting with Sunday.

Day 1:
Day 2:
Day 3:
Day 4:
Day 5:
Day 6:
Day 7:

January

February

March

April

May

June

July

August

September

October

November

December

“Months of the Year” Worksheet

Instructions: Fill in the boxes of the missing months of the year.

February	
	September
June	

2017/18 Academic Calendar

Calendarpedia
Your source for calendars

September 2017						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2017						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2017						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2017						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2018						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2018						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March 2018						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2018						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2018						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2018						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July 2018						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2018						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Federal holidays 2017/18

Sep 4, 2017	Labor Day	Nov 11, 2017	Veterans Day	Jan 1, 2018	New Year's Day	May 28, 2018	Memorial Day
Oct 9, 2017	Columbus Day	Nov 23, 2017	Thanksgiving Day	Jan 15, 2018	Martin Luther King Day	Jul 4, 2018	Independence Day
Nov 10, 2017	Veterans Day (observed)	Dec 25, 2017	Christmas Day	Feb 19, 2018	Presidents' Day		

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Date picked as it's not warranty

What is the date of today? _____

Give an example of one holiday, or no-school date. _____

What days of the week do students attend school? _____

What months of the year do students attend school?

Lesson 3: Telling Time

<p>OBJECTIVES: Students will be able to:</p> <ol style="list-style-type: none"> (1) Tell time on a digital and analog clock. (2) Read a class schedule and discuss a typical day at school. 	<p>MATERIALS:</p> <ol style="list-style-type: none"> (1) Spelling game squares (2) Paper analog clock with movable hands (3) “Telling Time” Worksheet (4) Paper plates (5) Small and medium arrows (6) Metal brads (7) Index cards
<p>REVIEW from previous lesson:</p> <ul style="list-style-type: none"> • Review: Ask students: What is today’s date? What are the days of the week? Elicit responses starting with Sunday. • Hand out the squares with letters on them. Ask students to spell the day of the week as you say the word. For example, say Monday and have the students race to spell “Monday” correctly. Continue until all days have been practiced. 	<p>TIME:</p> <p>10 min.</p>
<p>OBJECTIVE 1 PROCEDURE:</p> <ul style="list-style-type: none"> • Show the students an analog clock with movable hands. Put the hands on the current time. Write on the board and ask: What time is it? Elicit responses from the students. If they do not understand, explain that the shorter hand points to the hour and the longer hand points to the minute. • Demonstrate how to write the time on the board. For example, 12:30. • Continue changing the time on the clock and asking the students to tell time. • Hand out “Telling Time” Worksheet. Have students match the digital clock to the analog clock. Review the answers together. • Hand out paper plates, small arrows, medium arrows, and metal brads. Give one of each to each student. Have students write the hours on the paper plate to create the face of the clock, using your analog clock as an example. Help students secure the two hands (one small and one medium) onto the plate with a metal brad. • Once the clocks are created, ask students to display the time on the clock as you say them. For example, ask students to show what 3:20 looks like. If they understand the content, consider adding half past or fifteen after. • Have students pair up to practice changing the time shown on the clock and asking what time it is to their partners. 	<p>25 min.</p>
<p>OBJECTIVE 2 PROCEDURE:</p> <ul style="list-style-type: none"> • Explain to students that it is important to know the time so that they are not late to class. Attending every class and being in the classroom when the teacher begins talking is important. Teachers may count students tardy. • Show the class schedule example. Explain that for junior high, the school day is broken up into different blocks or subjects. Ask them questions, like What 	<p>25 min.</p>

<p>time is block 2? When is lunch? Encourage them to ask questions about the schedule or about a school day.</p> <ul style="list-style-type: none"> • Hand out 5 index cards to each student. Have them draw out activities that they complete throughout the day in order to create their own cartoon strip. Make sure they include a time in the corner of each card to show about what time they complete the specific activity. • On the back of the index cards, have them list out or write a paragraph of their typical day (if they have already started school, then encourage them to talk about their school day). Review the present tense if needed. • Ask for a few volunteers to share what they wrote about their typical day to the rest of the class. 	
<p>EXTENSION ACTIVITY:</p> <ul style="list-style-type: none"> • In pairs, have the students share their cartoon strip with their partner. 	<p>5 min.</p>

M O N D A Y T

U E S D A Y W

E D N E S D A Y

T H U R S D A Y

F R I D A Y S A

T U R D A Y S U

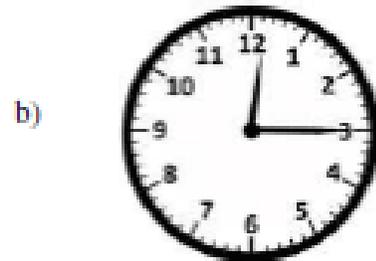
N D A Y

Name: _____

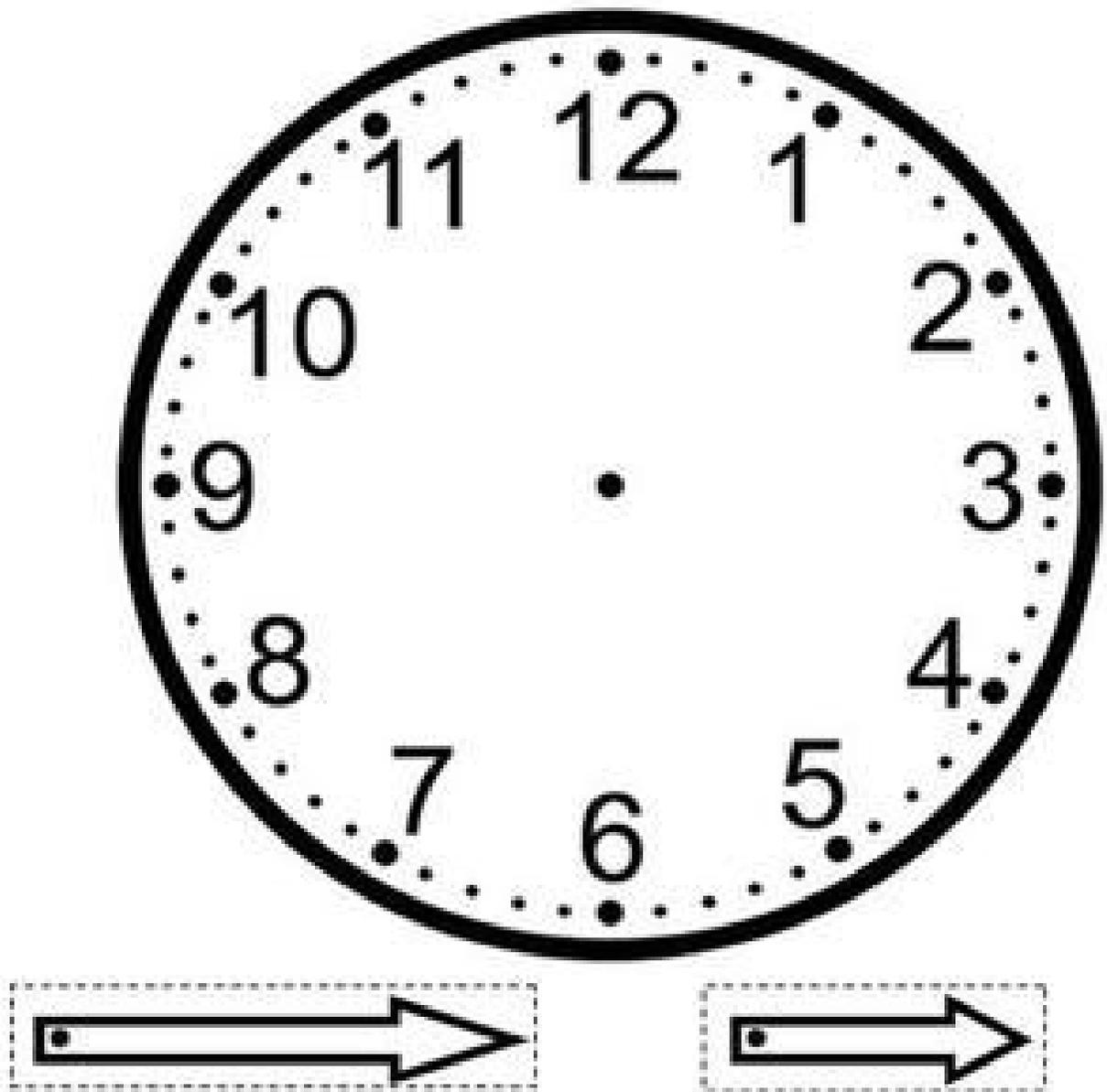
Score: _____

Digital and Analog Clock

Match the digital clock and analog clock that shows the same time.



**The teacher can use this template as the example of a clock when introducing the topic. Students can use paper plates to write in the numbers on their own. The hands will be attached to the paper plate with a metal brad.



Class Schedule Example

Regular Day Schedule		
Block 1	8:00-9:29	
Break	9:29-9:37	
Block 2	9:37-11:01	
7/8 Music	11:04-11:44	
5/6 Lunch	11:04-11:44	
7/8 Lunch	11:47-12:27	
5/6 Music	11:47-12:27	
Block 3	12:30-1:54	
Block 4	1:59-3:23	

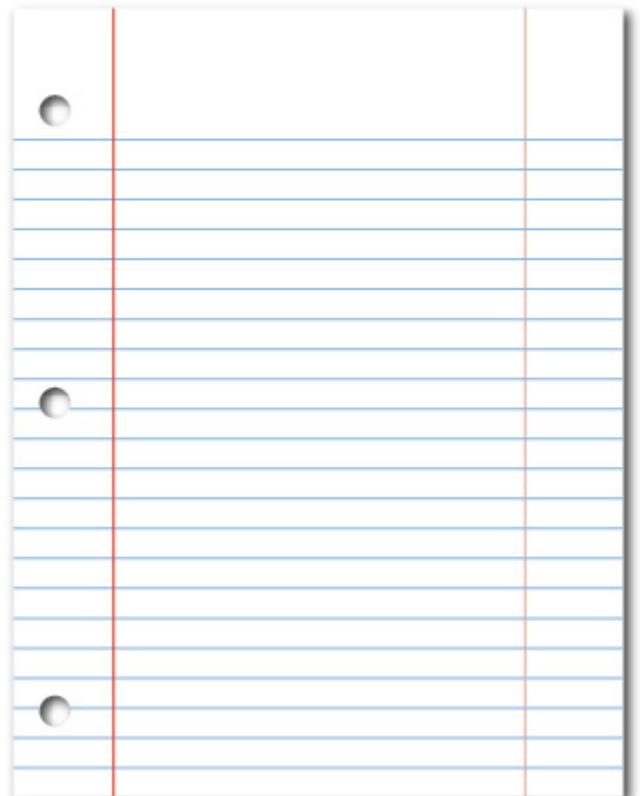
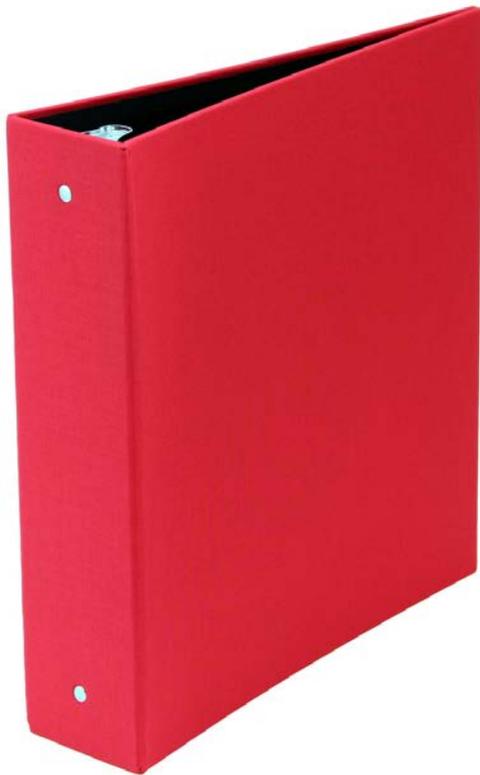
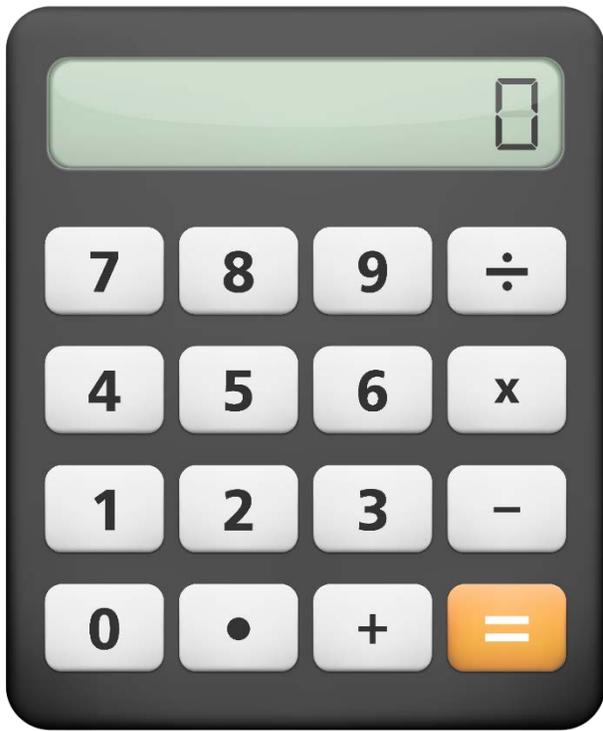
Lesson 4: School Supplies

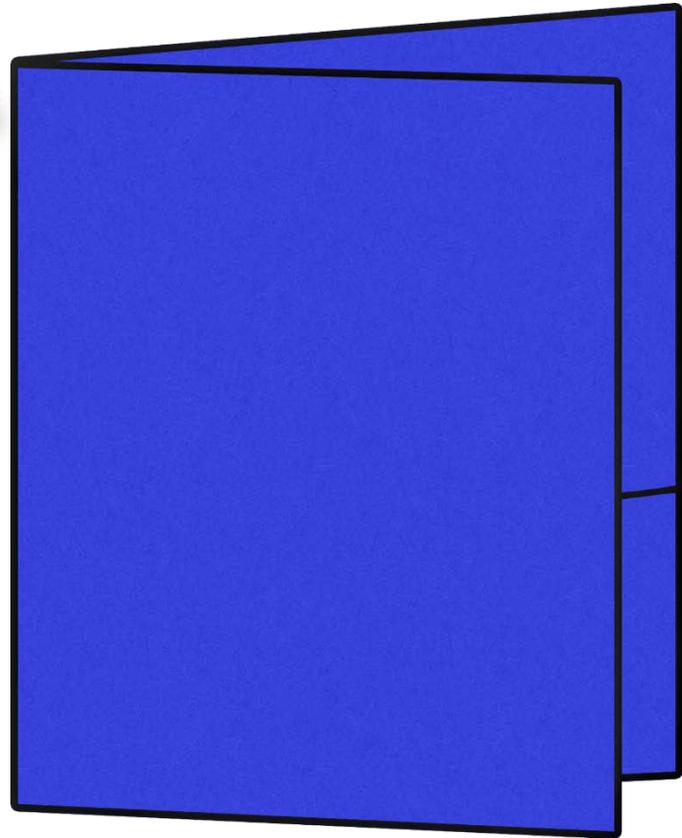
<p>OBJECTIVES: Students will be able to:</p> <ol style="list-style-type: none"> (1) Identify and write about school supplies. (2) Write sentences with subject-verb agreement. 	<p>MATERIALS:</p> <ol style="list-style-type: none"> (1) Paper analog clock with hands (2) Picture cards of school supplies (3) “School Supplies” Worksheet (4) Bingo cards and markers
<p>REVIEW from previous lesson:</p> <ul style="list-style-type: none"> • Review: Ask students: What is today’s date? What time is it? Elicit responses and write the correct answer on the board. • Show the analog clock and change the time. Ask the students to tell the time. Continue practicing until all students have had a chance to answer. 	<p>TIME:</p> <p>5 min.</p>
<p>OBJECTIVE 1 PROCEDURE:</p> <ul style="list-style-type: none"> • Write school supplies on the board. Ask students to give examples of things they will need for, or have already used at, school. Record their answers. • Show the backpack with the school supply picture cards in it. Write backpack on the board. Then, pull out each picture and say the word of the object as you show the picture. Encourage students to repeat the words after you introduce them. • Write all of the vocabulary words on the board. • Hold up one card at a time and ask students: What is this? • Hand out the “School Supplies” Worksheet. For the first half of the worksheet, have students write the name of the object on the line below. For the second half, have student draw the school supply above the vocabulary word. Review the answers. • Once they understand the content, add: Can you describe this object? How can I use this? Encourage the students to work with a partner, discussing how each object might be used in a classroom. • Ask for pairs to volunteer descriptions with each vocabulary word. • For review, play school bingo. Explain that you will say the name of a school supply or word previously learned. The students will have to find the matching picture or word on their card and mark the space with the bingo tokens. The goal is to get 5 tokens in a row, horizontally, vertically, or diagonally. When someone gets all 5, have that student say the name of the school supplies that are marked on his/her card and check the answers. 	<p>35 min.</p>
<p>OBJECTIVE 2 PROCEDURE:</p> <ul style="list-style-type: none"> • Hold up one of the picture cards and write on the board: This is a _____. Or I have a _____. Then grab two matching items, such as pencils, and write: These are _____. Have students practice these sentences using the new 	

<p>vocabulary. Highlight the differences between the verbs when there are two or more objects.</p> <ul style="list-style-type: none"> • Also, emphasize that the endings of the words will typically be different when the object is made plural, which affects the verb. Draw two columns on the board with the left side labeled one and the right side labeled two or more. Write the singular and plural form of each vocabulary word. Have the students practice. • Hand out the sentences strips. Have pairs of students work together to choose either “is” or “are” given the various endings of singular and plural objects. Model an example sentence, such as: There + are + pencils. • Ask the pairs to come to the board to write out a sentence that they created. 	20 min.
<p>EXTENSION ACTIVITY:</p> <ul style="list-style-type: none"> • Organize the students into pairs, labeling one student A and one student B. Have student A describe a school supply while student B attempts to guess which supply is being described. Have the students switch roles. 	5 min.

School Supply Flashcards







School Supplies Worksheet

Write the name of the object on the line below the picture.



Above each vocabulary word, draw a picture of the school supply.

Pencil

Ruler

Eraser

Calculator

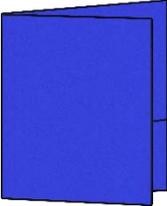
Highlighter

Binder

Sheet of paper

Folder

Review Bingo Example

clock	Monday	Eraser	September	
Tuesday		May	January	Pen
	Thursday	Free Space	Ruler	Friday
August	July		Wednesday	Sheet of paper
Notebook		Backpack	Pencil	December

**These will be cut apart and the students will create sentences with them.

There are is I
have They folder pen
folders pencil erasers
pencils backpacks pens
glue stick highlighters
rulers ruler piece of
paper calculator binder

Lesson 5: People and Behaviors	
<p>OBJECTIVES: Students will be able to:</p> <ul style="list-style-type: none"> (1) Identify people at school and the roles they play in the school building. (2) Understand cultural behaviors in the classroom. 	<p>MATERIALS:</p> <ul style="list-style-type: none"> (1) School supply picture cards (2) Picture file of people and cultural behaviors
<p>REVIEW from previous lesson:</p> <ul style="list-style-type: none"> • Review: Write school supplies on the board and ask students to work with a partner to write down or draw school supply words or objects. • Have the pairs give you at least one object and write the answer on the board. • Use the school supply picture cards to review all the vocabulary. 	<p>TIME:</p> <p>5 min.</p>
<p>OBJECTIVE 1 PROCEDURE:</p> <ul style="list-style-type: none"> • Organize students into groups of 3. Give each group one of the pictures from the people and cultural behavior picture file. Each picture consists of a scene that could take place in a school building and includes a behavior, such as students raising their hand, or a person, such as a teacher. • Encourage students to write the words of objects or people they recognize. Ask them to discuss within their groups and write phrases or words to answer these questions: What do you see in the picture? What job do they have? • Have the groups show their pictures and present the information they wrote down. Make sure all students have an opportunity to share with the class. • After each group has presented the picture, ask the rest of the students to comment on the picture or add to the group's answers. Add your own comments as needed to ensure that the students understand who is portrayed. • Write on the board the names of the people. For example, write teacher, nurse, counselor, principal, lunch helper, etc. Ask the students to repeat the words. If needed, write out a short job description of each person. • To review, ask students questions, such as: What does a nurse do? 	<p>30 min.</p>
<p>OBJECTIVE 2 PROCEDURE:</p> <ul style="list-style-type: none"> • Have each group of 3 refer back to the same picture from the picture file. This time ask them to orally answer the following questions: What are the people doing in the picture? Are there any unique or odd behaviors portrayed? How is the behavior similar or different to classrooms in your culture? • Again, ask the groups to share their responses. Provide clarification as needed. Emphasize that teachers in the United States are very friendly. 	<p>25 min.</p>
<p>EXTENSION ACTIVITY:</p> <ul style="list-style-type: none"> • Have students describe or draw the typical classroom in their culture. 	<p>5 min.</p>



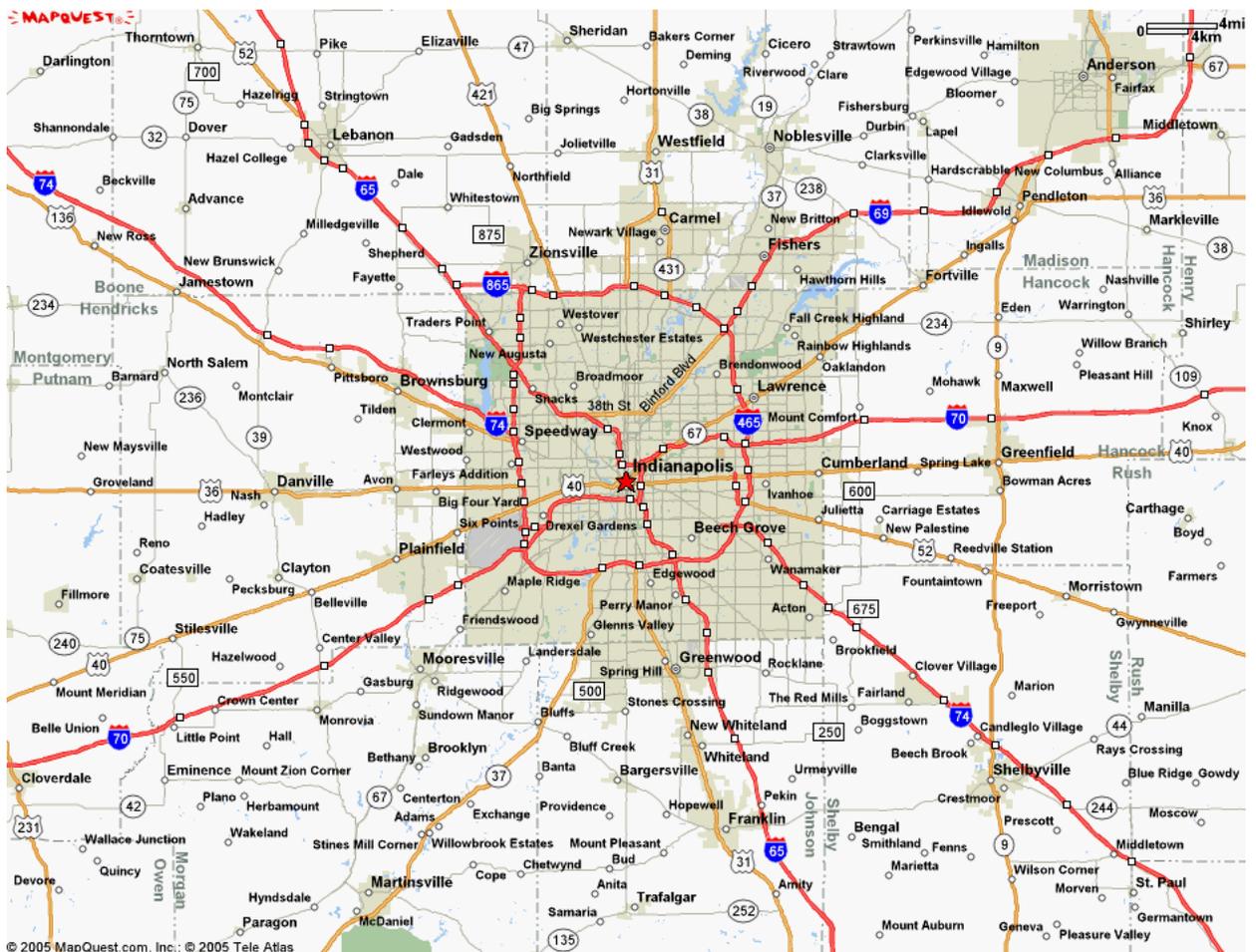


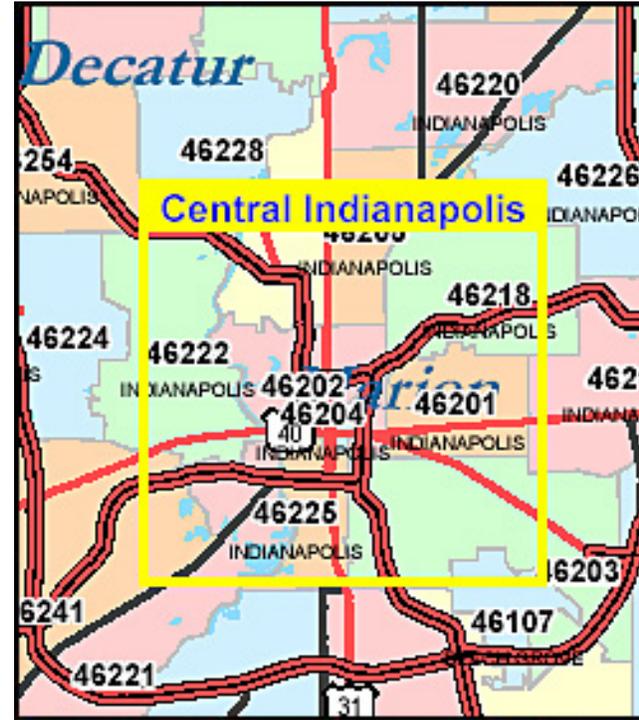






<p>remember their addresses, encourage them to ask their family members when they go home. Also, explain that the students could and should carry the sheet with them in case they need to get home and can't remember their addresses.</p>	5 min.
<p>OBJECTIVE 2 PROCEDURE:</p> <ul style="list-style-type: none"> • Explain that it is important to know how to say their addresses, or at least can give their location, especially in an emergency. Tell students that if they are at school and need medical attention, feel pressured, or uncomfortable in any situation that they can talk to their teachers or any adult in the school building. • However, if they are not at school and need help, they can call the police. Say: To call the police in an emergency, dial 911 on a telephone. • Hand out the "Sample 911 Call" sheet. Use the IPAD and play the sample 911 call recording, or read out the conversation yourself. Have the students fill in the missing words. Ask various students to give the missing words. • Then, have the students read the conversation to themselves and circle any words that they are unfamiliar with. Answer any questions. • Organize the students into pairs and have one student pretend to be the police and the other pretend to be the student calling the police. Encourage one group to come to the front of the class and demonstrate the conversation. 	20 min.
<p>EXTENSION ACTIVITY:</p> <ul style="list-style-type: none"> • Have students stand up and find a student to partner with that normally sits across the room. Hand out the "Information Gap" activity, making one Student A and the other Student B. Explain that they have different information on their papers, so they will have to ask each other questions, like What is the zip code? in order to fill in the missing information. 	5 min.





“Sample 911 Call” Sheet

Read the following scenario. Listen to the conversation and fill in the missing blanks.

**The underlined words represent the blanks for the students.

Scenario: A student is calling the police from his house after his mom fell and hurt her leg.

Police: 911, what is your emergency?

Student: Hello, my mom is hurt.

Police: Can you tell me what happened?

Student: Yes, she fell down the stairs.

Police: When did she fall?

Student: She fell a few minutes ago.

Police: Okay, remain calm. What is your address? Where are you right now?

Student: I am at my house. The address is 2098 E. Hanna, Ave, Indianapolis, IN 46227.

Police: I will send an ambulance to your address immediately. Stay with your mom until the medical team arrives, okay?

Student: Okay. Thank you.

“Information Gap” Activity

Student A: John _____
(First name) (Last name)

Address: _____, Apt. 307,
(Street) (Apartment)

_____, IN, 46227
(City) (State) (Zip code)

Phone number: (_____) _____ - _____

“Information Gap” Activity

Student B: _____ Bawi _____
(First name) (Last name)

Address: 4729 East St. _____, _____,
(Street) (Apartment)

Indianapolis _____, _____, _____
(City) (State) (Zip code)

Phone number: (462) 1249 - 6278

<ul style="list-style-type: none"> • After you model the appropriate behavior in the lunch cafeteria, have the students line up and act out going through the lunch line. You pretend to be the lunch person and ask students what they would like to eat. • After the students have placed food on their trays, have them sit down and tell a partner which foods they chose. Ask for one pair to volunteer and demonstrate the conversation. • Then, announce that lunch time is over and that all students should “dump” their trays by helping sort the food and cleaning up the flashcards. 	
<p>OBJECTIVE 2 PROCEDURE:</p> <ul style="list-style-type: none"> • Write on the board in two columns: I don’t like... and I like... Using facial expressions and pointing at food, explain that you don’t like certain foods and that you do like certain foods. • Hand out the “I (don’t) like” Worksheet. Ask students to write down or draw foods that they do and don’t like in the columns. Encourage them to use foods that they already know or foods that they are used to eating at home. • Ask students to work in pairs and ask each other: What do you like to eat? What do you not like to eat? Write these questions on the board. • Then, ask various students for examples of foods that they do and don’t like. • If they already understand the content, have students also explain why they do or don’t like the food. Also, include descriptive words, such as salty or sweet. 	15 min.
<p>EXTENSION ACTIVITY:</p> <ul style="list-style-type: none"> • Ask students to draw foods that they like and don’t like eating that were not included in the flashcards. Write the names of the food on the board. 	5 min.







peas



carrots



milk



applesauce



chips



chicken
nuggets



hamburger



apple



cookie



salad



noodles



fries

“I (Don’t) Like” Worksheet

I like	I don’t like

Lesson 8: Hobbies and Activities

<p>OBJECTIVES: Students will be able to:</p> <ol style="list-style-type: none"> (1) Identify and say various activities, such as baseball and jump rope. (2) Discuss and write a few sentences about their own hobbies and interests. 	<p>MATERIALS:</p> <ol style="list-style-type: none"> (1) Playground and open grass pictures (2) Activity flashcards (3) “Similarities” Worksheet
<p>REVIEW from previous lesson:</p> <ul style="list-style-type: none"> • Make two columns and write I like and I don’t like on top of each column. Ask: What do you like to eat? What do you not like to eat? Elicit responses from students and record their answers in the appropriate column. 	<p>TIME:</p> <p>5 min.</p>
<p>OBJECTIVE 1 PROCEDURE:</p> <ul style="list-style-type: none"> • Show students either the playground set or open grass picture. Ask them to draw themselves playing in the field or on the playground. • Then, ask them to write a few words, phrases, and/or sentences about what they would like to do if they were on the playground or in the open field of grass. Ask: What activity would you do in this playground/field? • Give students time to write their responses. Have the students share their answers with a partner. Ask them to say their answer for the whole class. Write their activity on the board. Continue until all students have a turn. • Read through the list and encourage the students to pronounce the words. • Show the activity flashcards and emphasize any activity that was not mentioned. Hold up each card and ask them to respond with the activity. • After the students have identified the activities, organize them into groups of 4. Give each group a set of the activity flashcards. Explain that the students within the groups will take turns picking up one of the cards and acting out the activity. The other 3 students in the group have to guess the activity. 	<p>30 min.</p>
<p>OBJECTIVE 2 PROCEDURE:</p> <ul style="list-style-type: none"> • Have students pick one of the activities mentioned on the flashcards that they enjoy doing. Encourage them to write down a few reasons why they like it. • Ask: What activity do you like? Why do you like that activity? Ask various students. Have students practice these questions and answers in pairs. • Hand out the “Similarities” Worksheet. Have the students stand up and explain that they are to go around to different people in the room and ask others about the activities they like doing. For example, they could ask each other: What do you like doing? Do you like ____? Why do you like ____? • The goal is for students to find one thing in common with the person that they are talking to and to write that person’s name and the similarity down on the 	<p>25 min.</p>

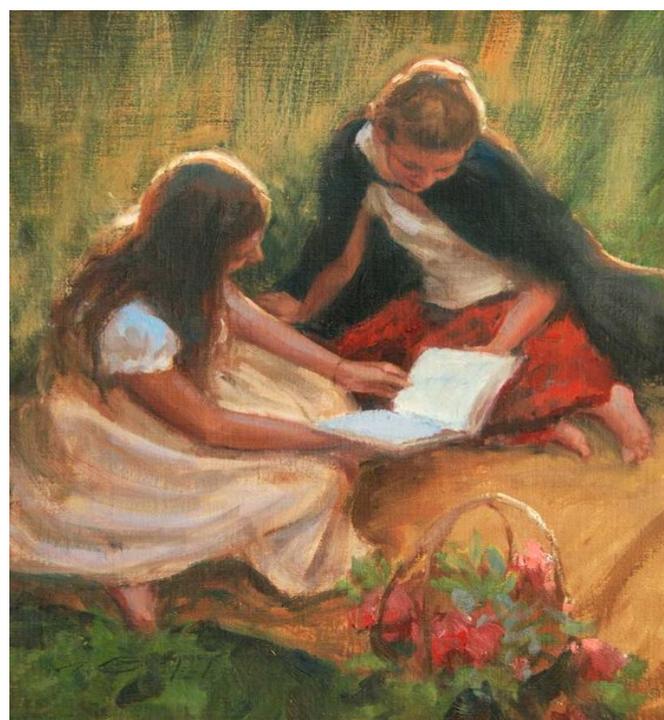
worksheet. For example, if both students like baseball, then they would each write down the name of the other student and that they like baseball.

EXTENSION ACTIVITY:

- Have the students share a few similarities they discovered with the others.

5 min.







“Similarities” Worksheet

Move around the room and ask other students: What activities do you like? Do you like ____? Why do you like ____? Write down the other students’ names and similarities you have with each one in the boxes below.

Student’s name	Similarities

Lesson 9: Successful Habits at School

<p>OBJECTIVES: Students will be able to:</p> <ul style="list-style-type: none"> (1) Engage in reading skills, such as predicting and discussing a passage. (2) Identify habits that will help them be successful at school. 	<p>MATERIALS:</p> <ul style="list-style-type: none"> (1) Activities flashcards (2) Newspaper story and questions (3) Successful habits flashcards
<p>REVIEW from previous lesson:</p> <ul style="list-style-type: none"> • Ask: What activity do you like? Elicit answers from various students. Review the activities flashcards if needed. Then, have students act out their favorite activities while their partners try and guess the activity. 	<p>TIME: 5 min.</p>
<p>OBJECTIVE 1 PROCEDURE:</p> <ul style="list-style-type: none"> • Hand out the newspaper article worksheet. The students should start by looking at the title and the picture. Then, ask them to complete the pre-reading activity. Tell them to write a few phrases or sentences about what they think the article will be about or the information it might include. Ask a few to share their predictions. • Have students read through the article, circling any words that they do not know. Encourage students to tell you what words they are unfamiliar with so that you can create a list of the words on the board. After you have created the list, read through the words and give a definition or description of the word. Have students practice pronouncing the words. • Again, have the students read through the article. Walk around the classroom and make sure to answer any questions the students might have about the article. After they have read it a second time, ask them to answer the comprehension questions. • Then, organize them into groups of 3. Have each group discuss responses to the questions. Ask for a few groups to share their responses. • Focus on the question about the positive study habits. Explain the importance of studying and completing homework for school. 	<p>30 min.</p>
<p>OBJECTIVE 2 PROCEDURE:</p> <ul style="list-style-type: none"> • Explain that the article mentioned a few examples of habits that students should start or have to help them in school. Ask: What other things can students do to help them in school? Elicit responses. Record their answers. • Show the successful habits cards, adding them to the list on the board if not already mentioned. Explain the importance of each habit. Read through the list on the board, having students practice pronouncing the words. • Put students into pairs. Have each student tell his/her pair one specific habit that he/she is going to start (or continue) doing at school. 	<p>25 min.</p>

EXTENSION ACTIVITY:

- Split the class into 2 teams. Write a vocabulary word on the board with a few of the letters missing. For example, write Sl_e_ (sleep) and have one student from each team race to write the missing letters on the board. Continue until all students have had a chance to participate.

5 min.

Newspaper Story

Pre-reading Activities

1. Look at the title of the article and the picture.
2. What do you think the story will be about? _____

3. Read the following paragraph. Circle words that you do not know.

“Good Study Habits to Help You Succeed in the New School Year” by Sylvan Learning



Develop a Study Plan. First things first: students need to know when a test will take place, the types of questions that will be included and the topics that will be covered. From there, students should create a study plan and allow ample time to prepare – there’s nothing worse than cramming the night before an exam. Parents can help by buying a wall calendar and asking the student to assign topics and tasks for each day leading up to a due date or exam. Setting goals for each session is also key to success.

Reading Response Questions

1. What should students know? _____
2. What is a study plan? _____
3. What is one study habit mentioned? _____



Study for tests



Sleep 8 hours



Ask for help



Work with others



Use a planner



Take notes

Lesson 10: Future Schooling	
<p>OBJECTIVES: Students will be able to:</p> <ul style="list-style-type: none"> (1) Identify similarities and differences between middle school, high school, and college. (2) Write using the future tense “I will...” 	<p>MATERIALS:</p> <ul style="list-style-type: none"> (1) Successful Habits flashcards (2) IPAD (3) Day in the Life of a College Student script (4) 2 Hula Hoops (5) Sticky notes (6) “I will” Practice sheet (7) Letter template
<p>REVIEW from previous lesson:</p> <ul style="list-style-type: none"> • Ask: What are habits that help you in school? Elicit responses and write them on the board. Use the successful habits flashcards if needed. Have students practice identifying the habits by holding up the pictures. 	TIME: 5 min.
<p>OBJECTIVE 1 PROCEDURE:</p> <ul style="list-style-type: none"> • Ask: What do you see yourself doing in the future? Have the students draw out a picture that shows where they see themselves in the future. • Give them time to draw, and then have them explain their picture or future plans to a partner or small group. Encourage a few students to share. • For clarification, write down specific careers or new words based on the students’ drawings and explanations. Read through the list of words. 	15 min.
<ul style="list-style-type: none"> • Say: Many of you will be in either high school or college in a few years. Write out the words high school and college on the board. Explain that high school is after middle school and includes students from about the ages of 14-18. The classes are usually harder and more homework is given to the students. However, there is still a cafeteria, lockers, similar personnel, etc. • Draw a Venn diagram on the board and label one circle Middle School and the other High School. Point out that differences go in the circles where they don’t overlap and that similarities go where the two overlap. • Ask students to help you write in the similarities and differences between middle school and high school on the board. Work to complete the diagram. • Encourage students to reflect on their middle school experiences so far and ask questions about high school to see if it is similar. 	10 min.
<ul style="list-style-type: none"> • Say: After high school, many students chose to attend college. Explain that a college has specific programs of study, such as nursing or music education. Also, mention that the students are able to choose which classes they want to take each semester (you may need to explain the words semester, too). • Use the IPAD and play the recording about the day in the life of a college student. You may need to read the script if there is no technology. Ask students to write down phrases that they hear. Repeat the recording again. 	

<ul style="list-style-type: none"> • Pass out the recording script. Ask students to read the letter and circle any words that they do not know. Explain the unfamiliar vocabulary. • Hand out a few sticky notes to each student. Prop up the hula hoops with them overlapping, creating a 3-D version of the Venn diagram. Have the students write a similarity or difference between middle school and college on each sticky note. Explain that once they write on the note, that they are to bring it up and place in within the hula hoops. Review all of the responses. 	20 min.
<p>OBJECTIVE 2 PROCEDURE:</p> <ul style="list-style-type: none"> • Write on the board: In a few years, I will be in high school. Explain that in English, people place the word “will” in front of the verb in order to show that the action happens in the future. If needed, provide more example sentences. • Hand out the letter template with “starter” phrases at the top. For example, one says “Tomorrow, I will...” Have the students complete the sentences. Answer questions they may have about the temporal words, such as “tomorrow.” Draw a calendar on the board to help. Ask a few students to share their answers. 	10 min.
<p>EXTENSION ACTIVITY:</p> <ul style="list-style-type: none"> • Ask the students to write a letter to another student in the class. The students should include a reflection on life in middle school and a few sentences about what they want to do after school. They should practice using “I will” in it. 	5 min.

Day in the Life of a College Student (Recording Script)

**taken from <http://www.collegexpress.com/articles-and-advice/student-life/articles/living-campus/day-life-college-student/>

The college schedule is very different than the traditional high school schedule. Typically, there is a lot more flexibility with your college classes. In middle school or high school, you were probably told that you had to take US History, which was offered every day at 10:00 am. In college, you'll probably need to take a history class, but you could have 10 choices, which would be offered on different days, at different times, and for different durations.

The other cool thing about the college schedule is that you usually have more opportunities to explore your interests and passions. For example, you will be picking a major that will determine the types of classes you will specialize in. In high school, you have a set curriculum of classes you have to take across all subject areas.

However, college is like high school in that you will have the opportunity to get involved by joining different clubs, organizations, and maybe even by getting a part-time job. Most schools have hundreds of extracurricular activities, and it is pretty easy to start one as well. So, as you can imagine, your schedule can get crazy with meetings, band practice, sport practice, play rehearsal, and work hours.

Future Tense Practice

Complete the following sentences about the future.

1. Tomorrow, I will _____.
2. In two years, I will _____.
3. In ten years, I will _____.
4. For my future career, I will _____.
5. _____.
6. _____.

Letter Template

Write a letter to another student in class. Talk about a day at school and about your future plans. Practice using "I will" in sentences.

(today's date)

Dear _____,

(Your name)

Appendix F: Case Statement



LOOK AHEAD. INVEST IN THE FUTURE.
The Path to an After-School Program for Refugee Children.

Our Mission

Exodus Refugee Immigration is a non-profit organization that aims to provide the goods, services, support, and resources needed for refugees to establish a self-sufficient life in Indianapolis, Indiana.

According to the United Nations High Commissioner for Refugees, a refugee is a person who, owing to a well-founded fear of being persecuted for race, religion, nationality, membership of a particular social group, or political opinion, is unable to remain in, or return to, the country of his or her nationality.

As a resettlement center, Exodus is often the last resort for families who have spent an average of 17 years in exile from their home country.

The staff is the welcoming committee to their new lives.

Right Now...

In 2015, Exodus served 892 persons from more than 20 countries, including Burma, The Congo, Syria, Iraq, and Ecuador.

Within the first 90 days, the staff provides:

- Housing, food, clothing, and furniture
- Case-management services, transportation, and interpreters
- Connections to social benefits, employment, and health care
- Basic orientation to the United States
- English language and cultural orientation classes

These programs provide support during the initial culture shock or feelings of insecurity, and encourage self-reliance by teaching the adults to navigate the city and the English language.

Once they have successfully completed the four levels of education, the adults use their new language skills to obtain and sustain jobs, such as translating. They give back to the community through work and service.

“Chindianapolis,” or the south side of Indianapolis, is a prime example of the diversity the refugees bring to an area. Around 8,000 Chin Burmese persons have built a community together that not only provides stability and a sense of belonging to incoming families, but gives the surrounding neighborhoods the chance to learn and engage a unique culture.



...Looking Ahead

The first 90 days are crucial, but not just for the adults.

Currently, the Language, Cultural Orientation, and Readiness for Employment (LCORE) program, implements a 36 session, 18-week program to teach English and practical skills to adult refugees.

While the parents participate in the English classes, the children aged 5 to 18 years old are enrolled in school with little outside support.

With the new program, LCORE will:

- Expand its objectives to include students during the 18-week program
- Provide support for the transition into the Indianapolis system
- Improve English and practical skills for school readiness
- Offer one-on-one assistance with homework
- Encourage language acquisition, which is easier at a young age
- Help students stay up to speed with their class level
- Stimulate relationships and interactions between classmates

Even the parents will benefit. Oftentimes, the children already attend the community sessions with their parents, so a separate learning space will allow the adults to focus on their specific assignments.

Similar Programs in Other Cities

RefugeeOne in New York City:

- Offers a program for children to receive homework help, do arts and crafts, play sports, participate in community service projects, and learn about health.
- Provides a six-week camp to help children “catch up” to their class level
- Supplies every child with a backpack and school supplies

OurBRIDGE in North Carolina:

- Provides projects to 70 kids for improving and applying language skills
- Explores topics not covered in schools
- Attributes to the cultural richness of the surrounding community

Exodus will use these examples as a guide to help Indianapolis better accommodate and support refugee children with integration activities and language lessons.



The Madison Avenue classroom space.

Designing and Equipping the Classroom

The after-school program will be located on the south side of Indianapolis where a significant number of refugees reside. Exodus currently rents a space.

Approximately 1,250 square feet, the Madison Avenue building includes:

- Space for four classrooms
 - one larger community room and three smaller spaces
 - three designed for adult learning
 - equipped with mounted whiteboards, markers, and extra paper
 - furnished with tables and chairs

- One common entrance for welcoming and placement testing
- Restroom facilities for both staff and students

The available classroom space will include:

- A bright and stimulating interior
- Interactive activities, puzzles, and educational games
- Two bookshelves full of English books for beginners to encourage language acquisition and assist with homework
- A whiteboard, table, and chairs

Utilizing the available classroom for the children's after school program will provide a safe, family-oriented environment for education and development.

The children will receive hands-on, age-specific support while their parents participate in their English lessons for employment.

With the new program, EVERYONE is learning and unlocking dreams.



A Timely Solution

The current focus is on obtaining the supplies, books, and furniture necessary.

With your contribution, the classroom could be stocked with backpacks full of school supplies and bookshelves full of language books before the next school semester starts.

Now is the time to invest in the next generation's future, no matter where they came from. Help them dream to succeed in their changing environment.

Help a child be school and life ready!

Thank you!

Appendix G: Teacher's Job Description

Welcome to the after-school program! If you are reading this, you are about to become a part of an incredible community of refugees.

This program is designed to linguistically, culturally, and academically support middle-school aged refugees in Indianapolis.

As the teacher of the English class, you will complete the following tasks:

1. Welcome the students to the classroom as they walk in. Encourage them to talk to each other and/or get a snack until the others arrive.
2. Review the lesson plan and double check that you have all the needed materials. The white board, markers, sheets of paper, and pencils should be located in the classroom. Please become familiar with the classroom set-up and put back any materials that you use.
3. Follow the lesson plan, using the board, visual aids, and activities provided. The lessons are currently tailored to refugees that have limited exposure to the English language. If you realize that students are really struggling with the material, cut out an activity or two from the lesson, or reduce the number of new vocabulary words. On the other hand, feel free to modify activities to make them harder if students are quickly completing activities.
4. Throughout the lesson, do not be afraid to wait while there is a silent pause after you have asked a question. Oftentimes, the students are trying to come up with an answer before speaking. Keep the atmosphere engaging and encouraging, but also be sure to get students to participate.
5. For each activity, look at the roughly estimated time frame allotted for it. However, it is okay if you have to skip an activity. It is better to go slow and make sure that the students understand the content than to rush through the lesson just to complete all the activities.
6. After the lesson is complete, have students help you clean up. Answer any questions they may have about the lesson or about their homework from school.

If you have any questions, do not hesitate to call your supervisor. Thank you in advance for all of your help with the after-school program!