WELCOMING AMERICA
What does it feel like to be welcomed?
Ms. Luci
Teacher, ESL / U.S. Civics
Cultivating Upstanders and Welcomers in Classroom and Community

Goals:

☑ Understand what a welcoming environment is and its importance

☑ Learn about new tools and resources for educators from Welcoming America and Art & Remembrance

☑ Share ideas and strategies
Welcoming America: 200 members in 500+ communities
BUILDING A NATION OF NEIGHBORS
Sharing Nebraska Values.

NEW NEBRASKA FAMILIES MAKE US STRONGER.
Nebraska. A good life for everyone. NebraskaIsHome.org
The Welcoming Standard & Certified Welcoming

Produced by Welcoming America Certified Welcoming
‘Upstander’ Actions

Center on stories

Foster belonging

Spark civic action
Center on stories
COMING TO AMERICA JUNE 10 1946 WE ARRIVED IN NEW YORK. MY COUSIN CLARA CAME ABOARD THE SHIP TO GREET US AS OUR DAUGHTER MARIA SLEPT IN HER FATHERS ARMS. CLARA SAID TO HER "MY DEAR CHILD, THIS WILL BE YOUR AMERICA." ESTHER ASENSUAL ARRIVE 1946.
✓ Fully standards-aligned traditional lesson plans (PDFs)

✓ Online, interactive, multi-media Sutoris

The lessons address five core themes:

• Social Studies and History
• English Language Arts
• Art Appreciation and Art Integration
• Social Justice and Civic Engagement
• Jewish Studies
Lesson Plans

- Esther in Her Own Words and Images: Artwork and Testimony as a Primary Source
- Children Escaping War and Conflict
- Upstanders, Bystanders, and Victims
- Unsung Heroes
- Social Justice and Human Rights
- Story Cloths
- World War II in Poland

Coming Soon
- Jewish Concepts and Values
- Symbolism, Dreams and Metaphors
"We don't talk about those times because it is so painful. But it is important to tell the stories."
Ingrid’s Story

Excerpt:
After 3 years coming here to US, I became a preschool teacher. I am so proud of that. One day one of my coworkers told me that I was stealing somebody else’s job. “Here in America, we need people like you only to pick up lettuces or tomatoes” she said. I made this picture honoring those people who work so hard to put fruits and vegetables on our tables.
Educator resources, book and film available at

www.artandremembrance.org
Foster Belonging
Engagement at All Levels

- Students
- Staff
- Family
- Community
Building Welcoming Schools:  
A Guide for K-12 Educators and After-School Providers

• Builds understanding with emphasis on dialogue.
• Elementary, middle, high school, and extensions for staff professional development.
• Adaptable timeframes.
• Adaptable contexts.
Guide Activities

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<th>Activity</th>
<th>Objective</th>
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<td>Dreaming Together</td>
<td>Learn about cultural differences and similarities in our hopes for the future.</td>
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<td>Welcoming Book</td>
<td>Welcome newcomers by creating a book of helpful information and stories</td>
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<td>Literature Circles</td>
<td>Learn about immigrants and refugees by reading and discussing texts</td>
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<td>“Where Our Nation is From” Poem</td>
<td>Think about our individual and collective identities through poetry</td>
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<td>Where Does Your Name Come From?</td>
<td>Build relationships by learning about each other’s names</td>
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<td>Friendship Through Food, Music,</td>
<td>Learn about different cultures by sharing the daily activities we enjoy</td>
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<td>and Games</td>
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Dreaming Together

• A cooperative activity for pairs or small groups.
• Students learn about each other.
• Students share ideas about creating welcoming schools and communities.
• One class period in duration (a little longer if using the optional art component)
• Curriculum Connections: Math, English, Social Studies, Art
Dreaming Together: Elementary

- Explain that everybody has hopes and dreams
- Students will ask each other questions
- Put answers into Venn Diagram and share similarities
- Extension: Use a large compass to create light circles for self portraits
My grandmother was born in Russia.
I have two cats.
I ice skate.

We both love ice cream.
We both want a pet dog.
We both have younger sisters.
We were both born in April.
We both like science and art classes.
I walk to school.

My mom was born in Mexico.
I have a pet fish.
I play soccer.
Dreaming Together: Middle and High School

• Let students know they will explore their hopes and dreams, the hopes and dreams of their friends and classmates, and those of immigrants throughout history.

• Students will look at one or more immigration photos and discuss what the immigrants in the images are thinking and what we can infer about their hopes and dreams.

• Optional Extension: Have students reflect on the term “homesickness”
An Instructors’ Toolkit for Building Bridges Across Communities

Written by Andy Nash and Heather Ritchie
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<th>Purpose</th>
<th>Community partner</th>
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<td>Sharing our stories</td>
<td>Comparing experience</td>
<td>Local groups of community members</td>
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<td>Education card game</td>
<td>Building knowledge and sharing perspectives about schools</td>
<td>PTA parents</td>
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<td>Board game</td>
<td>Building dialogue across communities through play</td>
<td>Library patrons</td>
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<td>Cross-class dialogue journals</td>
<td>Building dialogue between ESL and ABE students</td>
<td>Adult education students</td>
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<td>Community survey</td>
<td>Sharing of local knowledge</td>
<td>Local residents</td>
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<tr>
<td>Reading partners</td>
<td>Building dialogue across communities through discussion of text</td>
<td>Local residents, health care providers, employers, parents</td>
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Spark Civic Action
Census 2020

• https://national-coalition-literacy.org/research/the-2020-census/

• https://censuscounts.org
Join Us September 13 – 22
welcomingweek.org
KEEP UP WITH WELCOMING AMERICA

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