



Re-Imagining Migration

Immigrant-origin students are 26% of the school-aged population in the United States and many democracies around the world.

They are often marginalized due to government policies and programs as well as intensifying prejudice in schools, communities, and media.

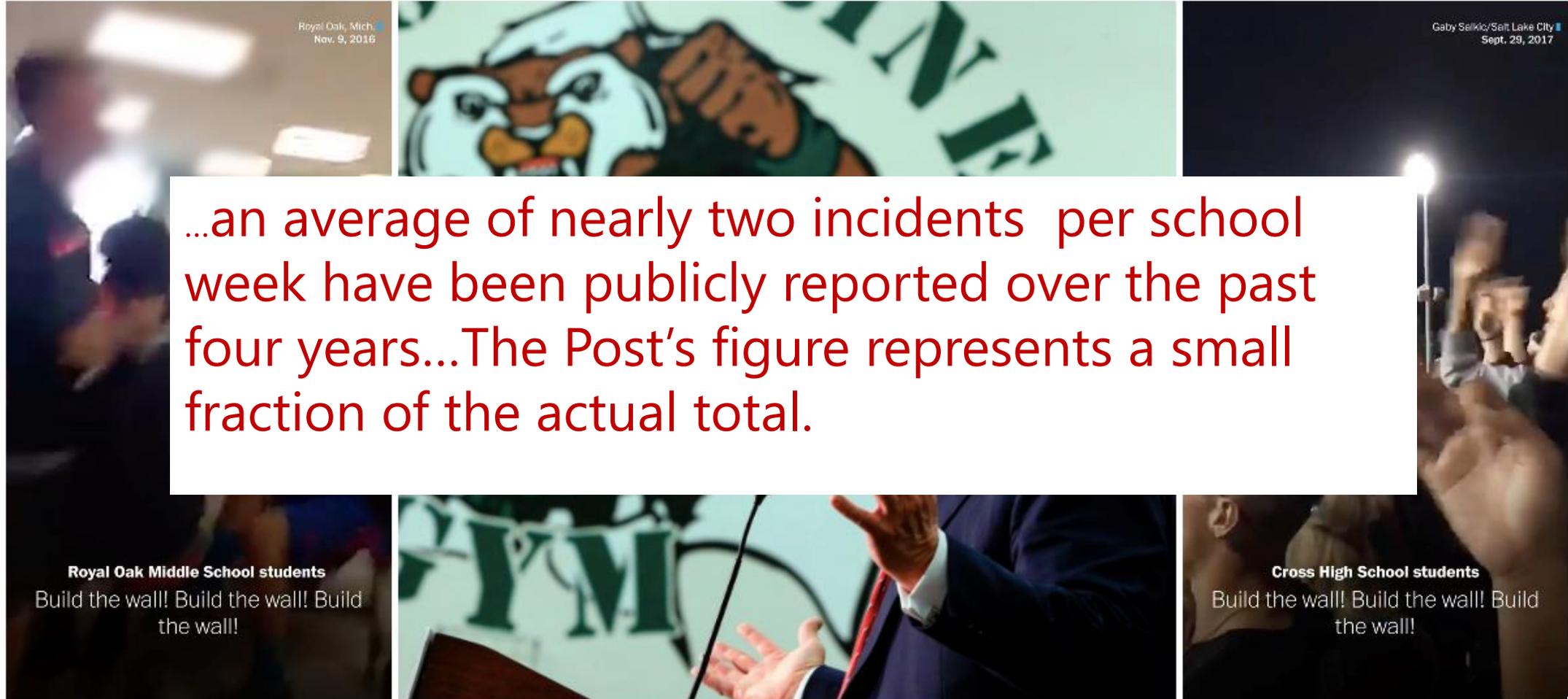
Immigrants and citizens alike internalize the messages they take in, and we know these messages negatively affect young people's images of themselves, others, and their behavior.

This has a catastrophic impact on students, schools, and the health of democracy.



Trump's words, bullied kids, scarred schools

The president's rhetoric has changed the way hundreds of children are harassed in American classrooms, The Post found

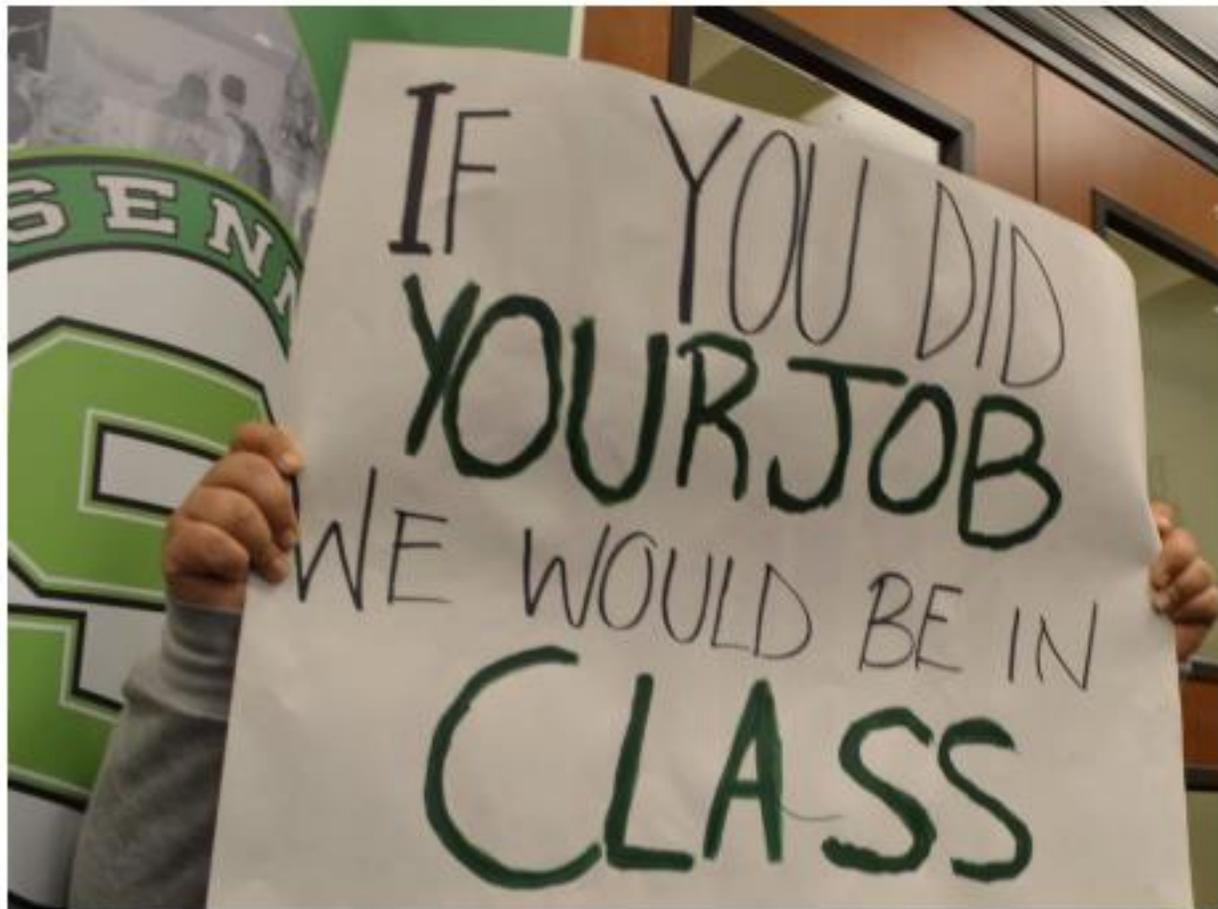


...an average of nearly two incidents per school week have been publicly reported over the past four years...The Post's figure represents a small fraction of the actual total.

Left: Students at Royal Oak Middle School in Michigan chant "Build the wall!" the day after the 2016 election. Students' faces blurred in provided video (Storyful). **Middle:** Then-candidate Donald Trump speaks during a rally at West High School in Iowa in 2015. (Nati Harnik/Associated Press) **Right:** Students at Utah's Woods Cross High School chant "Build the wall!" during a football game in 2017. (Gaby Salkic)



She sat out the anthem in protest. Her teacher said 'go back to your country,' students say.



Students at Senn High School protest a teacher who allegedly told a student to "go back to your country." (Naima Woods)
(Naima Woods)

By **Reis Thebault**

Feb. 15, 2020 at 8:00 a.m. EST

+ Add to list



Poll:

What percentage of principals in the U.S. reported problems with anti-immigrant rhetoric in schools?

Answers : A: 20, B: 25, C: 50, D; 60

What ICE did and did not do for kids left behind by Mississippi raids

A survey of 3,600 educators across the U.S. found that 85 percent had observed “overt expressions of fear” of immigration enforcement among their immigrant-origin students.



Poll: How many school-aged children live in mixed status homes? 4.5 million

Citizens in Mixed Status Homes

- About half of undocumented adults live with their own children under the ages of 18
- Nearly $\frac{3}{4}$ of children with an undocumented parent are **citizens**
- 1.5 million undocumented children



Implications of Living in a Mixed Status Home



- Fear of living on their own and/or parental deportation
- Difficulty planning for the future
- Distrust of authorities
- Complicating sense of belonging

This is not just a problem for Immigrants, It is a problem for all of us

- **Hate crimes in schools increased by 25 percent in 2017**
- **There is a partisan correlation to bullying of those perceived as immigrants:**
 - A longitudinal study of bullying after the 2016 U.S. presidential election found that bullying incidents were 18% higher after the election in schools located in areas where a majority of people voted for Trump, compared to schools in non-Trump majority localities (Huang & Cornell, 2019).
 - Students were targets of teasing “because of their race or ethnicity” was 9% higher in majority-Trump voting areas after the election.
- Surveys of students and school personnel documented **widespread physical and mental health and negative educational engagement** among both immigrant-origin and non-immigrant-origin students
- Teachers, principals, school counselors, and other staff also experience **significant negative effects working in these stressful conditions.**





'A Perfect Storm': Extremists Look For Ways To Exploit Coronavirus Pandemic

April 16, 2020 · 11:51 AM ET



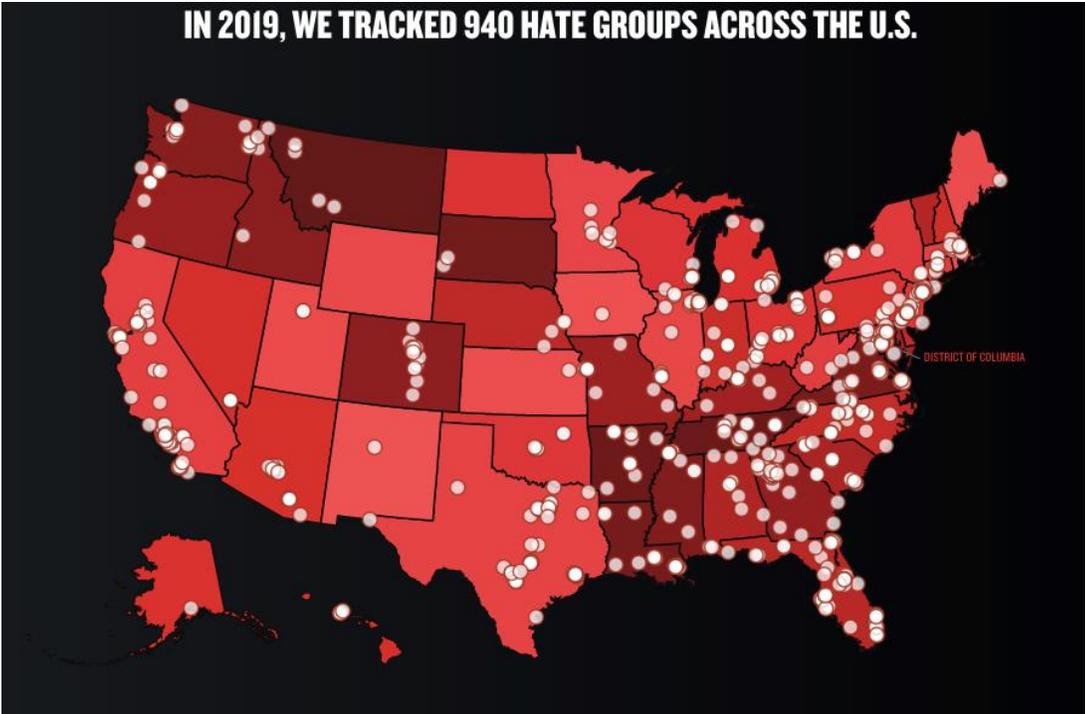
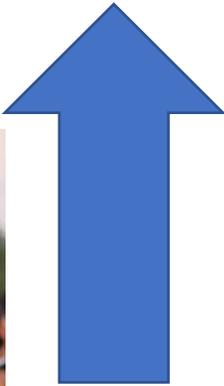
HANNAH ALLAM



White nationalists and other far-right extremists see opportunity in the chaos of the U.S. response to the crisis.



Increased Prejudice



Diversity, Geographic Segregation, and Proximity



Adapted from The Space Between US: Social Geography and Politics
Ryan Enos,, Hate Map Southern Poverty Law Center

Three Biases Shared Globally About Immigrants And Refugees

1. People overestimate the total number of immigrants/refugees
2. They think immigrants are culturally and religiously more different from them
3. They believe they are economically weaker -- less educated, more unemployed, poorer, and more reliant on [welfare] than is the case.

Alberto Alesina, Armando Miano and Stefanie Stantcheva (2018)



Like Plants, humans do not live in isolation, and therefore our identities develop within an environmental context.

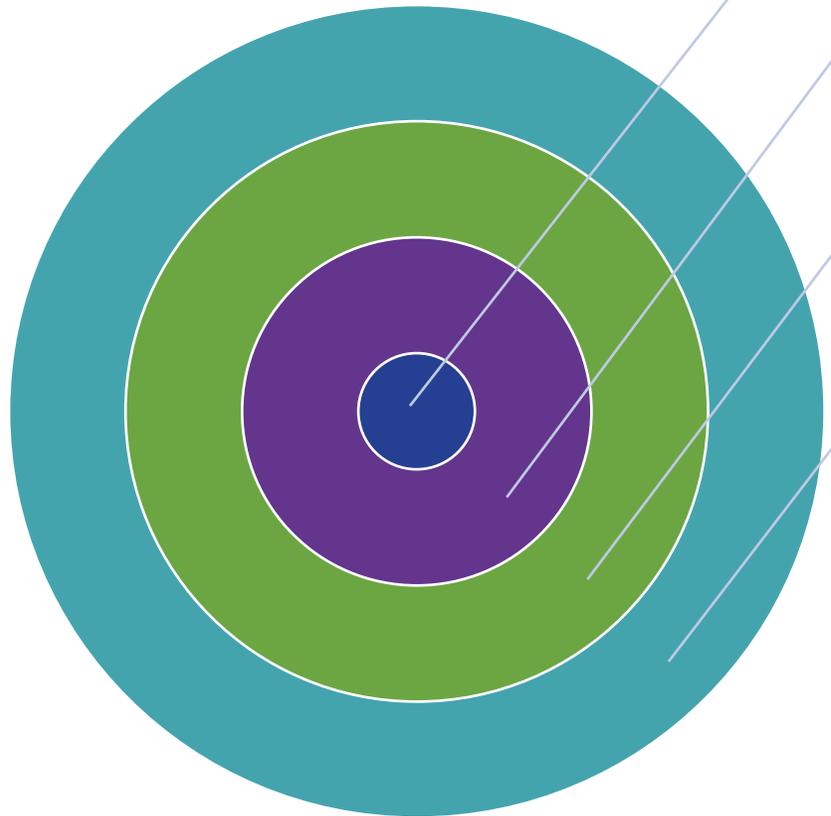
To a certain extent, that context influences the opportunities we have in life and our ability to express ourselves as we wish.



- Immigrant-origin students often enter schools having undergone a series of stresses and traumas.
- These are particularly acute for those who have escaped violence in their home countries and/or have undergone arduous journeys
- As well as for children and youth in mixed-status families who live in fear that beloved family member(s) will be detained/deported.
- This has been accompanied by wide-spread increases in hate groups, hate literature and hate crimes. Including substantial increases targeting immigrants and those perceived as immigrants
- Xenophobic social hostility has cascaded into schools, contributing to toxic learning environments for both educators and students



Re-Imagining Migration



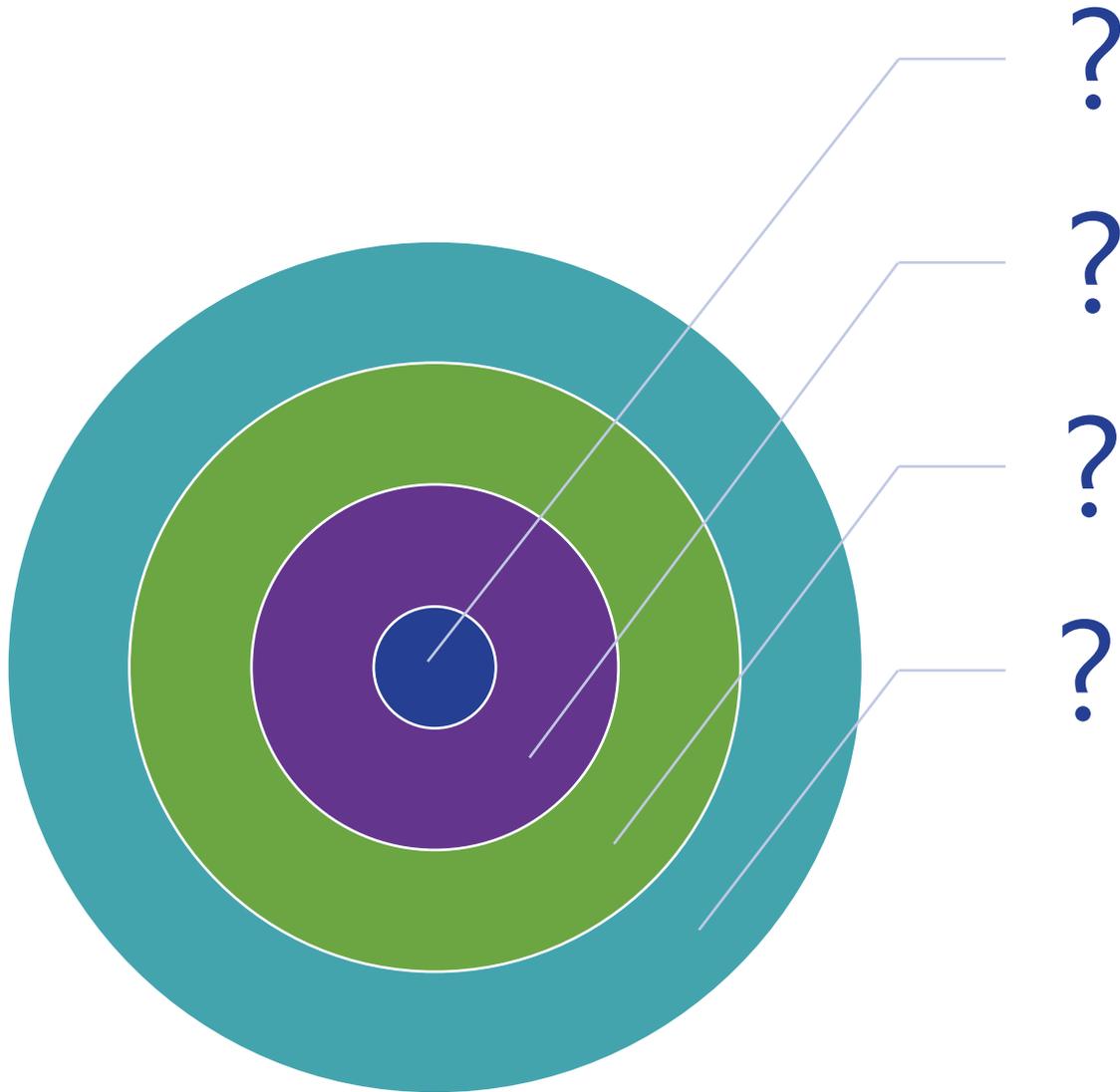
Individual Characteristics: Age, Gender, Race/Ethnicity, Nationality, Culture, Religion, etc.

Family, Peers, Work/School, Neighborhood

What is going on in the world, Media, Politics, Policies, Legal status, etc.

Cultural traditions, Economic conditions, Historical context, Patterns of Inclusion and Exclusion

How Well Do You Know Your Students?



Challenges Immigrant-Origin Youth Face

1. **STRESS**

- Trauma (pre-migratory; voyage; post-migratory)
- Culture Shock
 - Learning new (lay of) the land
 - Acquisition of academic language

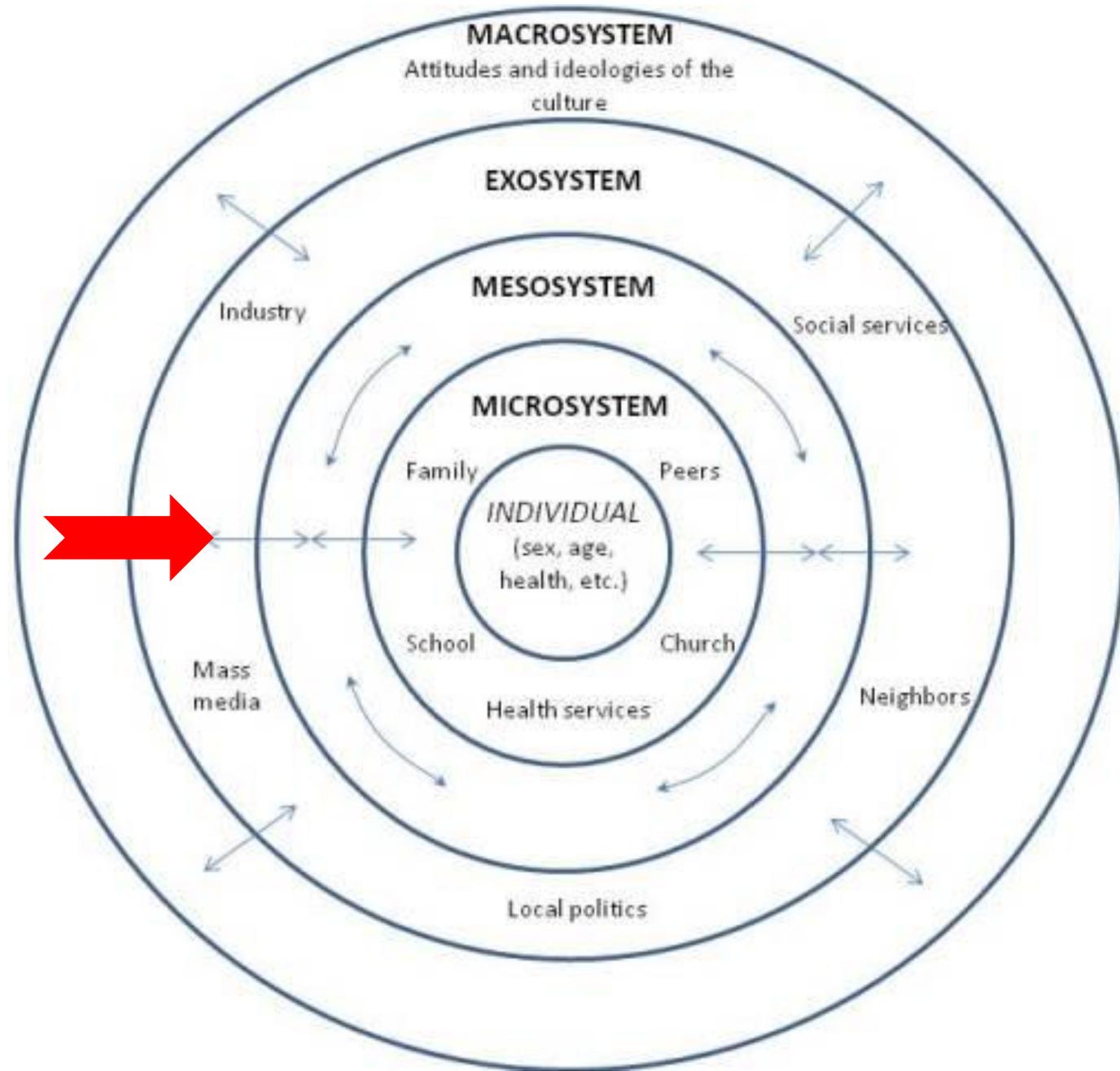
2. **FAMILY PREOCCUPATIONS**

- Family separations & complicated reunifications
- Acculturative gap
- Documentation status

• **INCLUSION/EXCLUSION**

- Growing virulent xenophobia

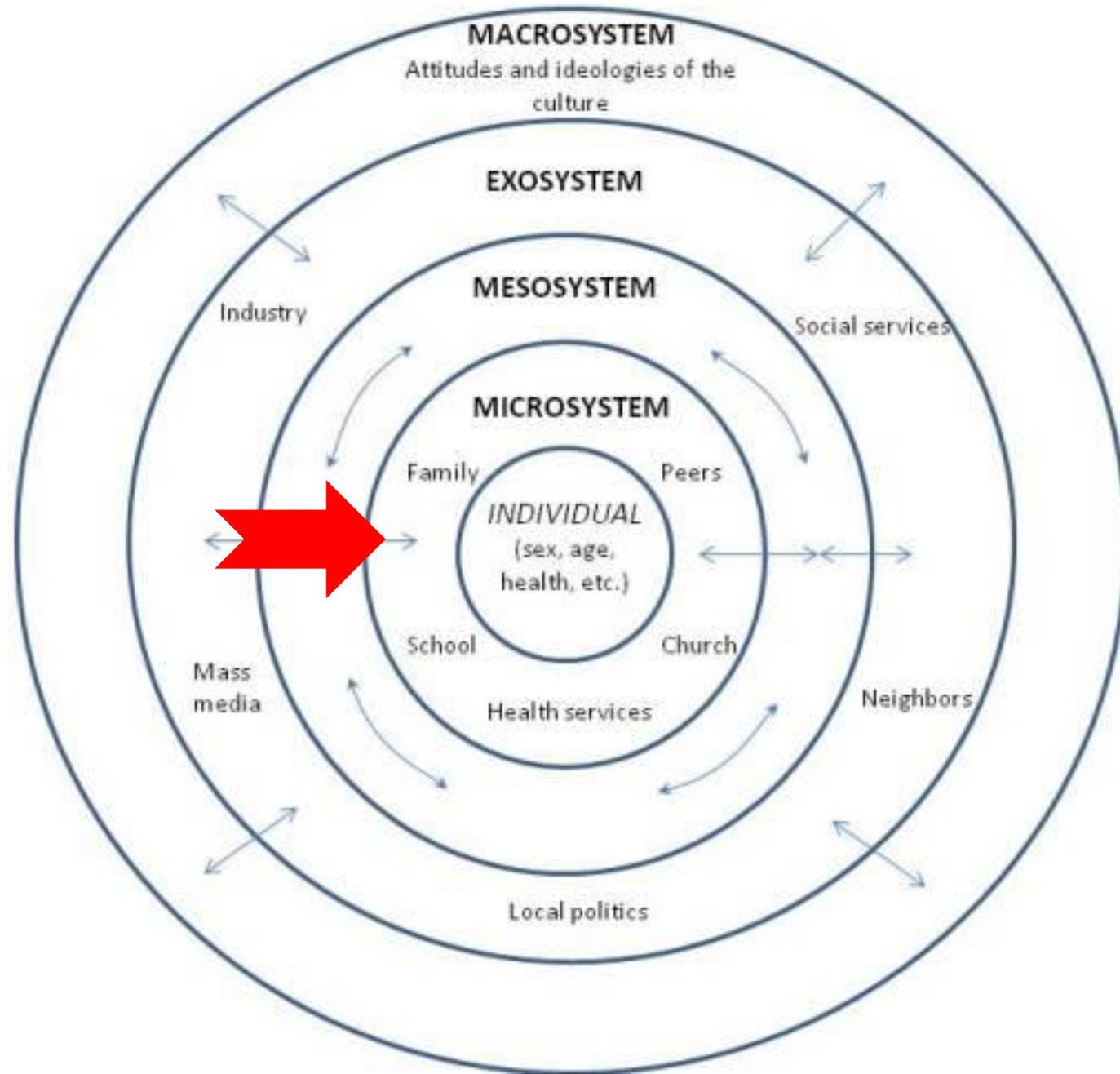




Resiliencies Immigrant-Origin Youth Bring With Them To School

- Immigrant Optimism
- Work Ethic
- Value of Education
- Cohesive Families
- Bi-cultural (US and ancestral home)
- Bilingual advantages
 - Cognitive flexibility
 - Socio-emotional advantage—perspective taking





Countering Deficit Thinking: Six Forms of Cultural Capital

1. Aspirational — the “hopes and dreams” students have,
2. Linguistic — the various language and communication skills students bring into the classroom
3. Familial — the social and personal human resources students have
4. Social — students’ “peers and other social contacts” outside of their family resources
5. Navigational — a students’ skills and abilities to navigate “social institutions”
6. Resistance — the ability to advocate for equity, fairness, and social justice.

Adapted from Yosso, 2005.



Build Trusting Relationships for an Effective Learning Environment

- **Know** all of your students as people, not just as learners. Take advantage of informal opportunities for connecting between classes; teaching virtually, this might mean texting or scheduling quick one-on-one chats.
- **Learn** about the communities your students come from and the migration stories that shape the world.
- **Invite** students to talk about their stories of movement and migration to create a shared understanding. Our [Moving Stories](#) resources are easily adapted for in-person and online discussions.



Ensure Safety and Inclusion for A Welcoming Learning Environment

- **Identify** the “in” and “out” groups at school and the ways that people define who is a “we” and who is a “they.”
- **Notice** the way that students and faculty talk about, and respond to, immigrants and people who are perceived as newcomers. In person, this means paying attention to who walks with whom, who sits together and who sits alone. Online, this is a bit harder and will require reaching out to students and developing an understanding of their digital habits and lives ([Common Sense Media](#) has a wealth of resources in this area). Be intentional and proactive. Recognize that teaching virtually breaks down the walls between home and school in new ways that might be awkward and embarrassing. Create a contract with your students for discussion and classroom norms to set clear expectations.
- **Intervene** when it is necessary to support students who are targeted by discriminatory language and behavior. Strategize with colleagues to consider how to address online bullying as well as what happens inside schools.



Make The Power of Diversity Visible for An Inclusive Learning Environment

- **Embrace** and honor the diversity of languages, identities, cultures, and family practices in your school and community. A remote learning environment creates new opportunities to find ways to productively build bridges between home and school. Work with colleagues to carefully consider how you might do this thoughtfully with your students.
- **Infuse** school rituals, daily routines and the rhetoric you use with the value of diversity.
- **Display** messages of inclusion in the hallways, in public spaces, in presentations, school communications, and in physical and virtual classrooms.



Set High Expectations and Create Deep Learning Opportunities

- **Build** upon the knowledge and language that your students bring with them in the classroom.
- **Incorporate** [thinking routines](#), build long-lasting habits of perspective-taking and inquiry skills; help students recognize inequities and opportunities to take action to nurture inclusive communities and healthy democracies.
- **Teach** about [immigration across subjects](#) (e.g., art, geography, history, literature, math and science) connecting students' lives with larger migration stories.
- **Encourage** engagement and reflection on the civic issues that are connected to migration, and teach about ways to build bridges across communities.



Building an Inclusive Learning Environment: Learn & Grow

- Prepare yourself and your colleagues to support the social and emotional needs of all students.

Resources

- Ecology of Identity
 - <https://reimaginingmigration.org/ecology-of-identity/>
- Countering Xenophobia Bullying
 - <https://sharemylesson.com/blog/xenophobic-bullying>
- Five Steps for Creating Welcoming and Inclusive Schools
 - <https://sharemylesson.com/blog/learning-environment>
 - Graphic: <https://sharemylesson.com/teaching-resource/five-steps-creating-welcoming-and-inclusive-learning-communities-322977>
- A Culturally Responsive Guide to Fostering the Inclusion of Immigrant Origin Students
 - <https://reimaginingmigration.org/wp-content/uploads/2018/07/Inclusive-Curriculum-V9-24Sept2018.pdf>