

Welcome to Our Schools Curriculum

The CCSD ELL Division is grateful for the generosity of The New York State Office of Temporary and Disability Assistance for providing us the rights to share their *Welcome to Our Schools* curriculum with our teachers. This curriculum was developed for New York Teachers of Refugee students. With this in mind, there are a few lessons that we will be offering adaptation suggestions to address the needs of Newcomer students living in Clark County.

When deciding what modules to teach, keep in mind who your students are and what they need to learn about being in a U.S. school. As they state in their materials, “Instructors should review the Modules and select the materials that would be most relevant to the refugee students (CCSD Newcomers) enrolled in their school system, and most useful when designing lesson plans and classroom activities.” Also, you may have English-speaking students who do not qualify as ELLs who could benefit from the acculturation pieces of this curriculum. A student coming from England speaks a different English and can experience culture shock as they begin living in the U.S. Please use these materials, as they seem appropriate for these students as well.

Please review pages 4-8, Background for Instructors. As you read any of these materials, remember that the authors are in New York, and programs mentioned do not align to CCSD programs. Reading considerations are also attached for you to review before reading each module. We are providing these materials as a starting point for you to be able to develop lessons to meet the acculturation needs of your Newcomer students. Thank you for looking at these materials. The CCSD ELL Division welcomes your feedback on this curriculum as we are offering it to our schools for the first time this year. If you have any questions or need additional supports for your Newcomer students please reach out to our Division at (702) 799-2137. Also, please look at the materials and links specifically provided to address newcomer needs found on our website at ell.ccsd.net. Most schools have an ELL Student Success Advocate. These staff members receive additional training from the ELL Division and can also act as a resource for you.

CCSD CONSIDERATIONS

Module 11: Technology and Schools

In this reading...

When it says ...	Think...
refugee	newcomer
Refugee Academy	school site
academic coach	mentor

- Have any school forms concerning technology or cyberbullying readily available.
- Add more to this section in terms of expectations, rules, programs, etc. at 1-to-1 schools.
- Videos are not available at this time.

WELCOME TO OUR SCHOOLS



BUREAU OF REFUGEE AND IMMIGRANT ASSISTANCE

**NEW YORK STATE OFFICE
OF TEMPORARY AND DISABILITY ASSISTANCE**

**REVISED 2011
ANDREW M. CUOMO, GOVERNOR**

The Refugee School Impact Grant (RSIG) *Welcome to our Schools*, which includes Refugee Academy and Mini-Academy Curricula, Parent and Professional Development Programs, a Guide to Academic Coaches, a Guide to the Videos, and the videos *Refugee Student Interviews*, *Refugee Parent Interviews*, *A Day in Elementary School*, *A Day in Middle School* and *A Day in High School*, was developed by the New York State Office of Temporary and Disability Assistance, Bureau of Refugee and Immigrant Assistance (OTDA/BRIA).

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MODULE 11
TECHNOLOGY
AND SCHOOLS

MODULE 11: Technology & School



PURPOSE

The purpose of Module 11 is to familiarize students with technology commonly used by students in American schools.

OBJECTIVES

Students will:

- Become familiar with technology available to all students
- Understand computer security
- Have opportunities to become familiar with the use of computers in the library and classroom
- Become familiar with all types of technology commonly used by students



SUPPLIES

Examples of technology used by students and teachers (computer, laptop, iPad, cell phone, iPod, LCD projector)

At least **two computers for instructor communication**

Pre-selected Websites (games, interactive videos)

Software programs, clip art, drawing, puzzles

Software programs with languages of the Academy students

Copies of **School Technology Policy**

Local Hotline Numbers

Video
A Day in School



MODULE 11: Technology and School

VOCABULARY

Elementary Vocabulary

Computer
Cell Phone
Camera
iPOD
Print/Printer
Bad/Danger
DVD
Camera
Privacy
Technology
iPAD (or equivalent)
Kindle (or equivalent)

Secondary Vocabulary

Computer
Cell Phone
Digital Camera
iPOD
Word Processing
Print/Printer
Security
DVD
Privacy
Technology
iPAD (or equivalent)
Kindle (or equivalent)
Cyberspace
Cyberbullying



Key Points – Technology and School



1. Technology is used routinely by students and teachers.



Undoubtedly the students in the Refugee Academy have become aware of the use of technology by American students. Cell phones, laptops, personal digital assistants (PDAs), portable MP3 players, desktop computers, and other electronic devices are part of the daily routine for many students, at least in school. Not all students can afford the latest “gadgets,” but they do see teachers using different forms of technology in schools. Computers have become more mainstream in instruction, and students are often expected to be able to use the Internet and word process their assignments on a computer. In some schools, students have the opportunity to chart science experiments and create publications on the computer. In math classes, they are required to be skilled at using a graphing calculator.

The level of technology will vary considerably in each school, but most schools have computers in some of the classrooms, or at least in the school library or computer center. In addition, public libraries and local community centers may have computers that students can use after school.

Students in the Refugee Academy will need to know that computer skills are crucial in completing class assignments; conducting research; expanding knowledge about any subject, including current events and entertainment; and communicating locally and globally. Even if the technology resources are limited in the school, encourage students to seek out locations that have computers so that they can build their skills.



2. Computer skills will be crucial for completing class assignments, conducting research, and communicating locally and globally.

For students who have not had the chance to see a computer, let alone learn how to use one, the technology can be exciting but intimidating. Reassure them that the initial steps in learning how to use a computer may be confusing, but they will learn quickly. They will need to know where they can access computers, and how they can get assistance in learning how to use them.



The students may be required to complete assignments on a computer, but even if they are not, they will soon discover that computers can be essential in completing class assignments. It is important that the refugee students not only learn how to word process and access the Internet, they need to learn how to research effectively. They need time to explore useful Websites;

search for information on a variety of topics; experiment with tools that will assist them in learning English and completing assignments; and practice charting, drawing, and creating photos and illustrations on the computer.

Computer technology is clearly going to be part of their lives in the future, and it is important that they catch up as quickly as possible. How much students learn is up to them, but computer skills are the gateway not only to achievement of knowledge and expanded career options, but to social acceptance in school.

In addition, students can also connect with their native countries by researching and presenting information about where they lived before coming to America. If possible, they can connect with other students in their native countries. They can show their classmates what they experienced in the past, and assist their new peers in learning about the world outside the classroom and neighborhoods.

The students will also need to know about the security issues of computers, and how to protect their privacy and safety. While showing students the capabilities of computers, review the school policy on the use of computers in school, and discuss the importance of security. Stress that students cannot determine from electronic communication such as e-mail, chat rooms, or instant messaging whether the contacts are who they say they are. Discuss how to be safe when using a computer, and how to report concerns.

Instructors are well aware that their students, no matter what their backgrounds, are usually far more advanced than the adults in experimenting with technology. The Activities in Module 11 require instructors to demonstrate a variety of electronic devices. If necessary, invite experts in technology, including students, to share information about the many uses of technology. Most important, determine how students in the Academy can access computers so that they can start learning about them as soon as possible.



3. *Refugee students can be the victims of cyberbullying.*

Instructors should be aware that cyberbullying has become a significant concern, especially among middle and high schoolers. Some students do not hesitate to mock and tease other students by creating fake information, texts, and photos, and posting them on Facebook and other websites. The messages are often cruel. Because current technology allows messages to be quickly forwarded and disseminated (often worldwide), it is frequently difficult to stop or erase a negative message. Cyberbullying can consist of nuisance phone calls, spreading rumors, written texts (including “sexting”), modified photographs, e-mails, videos (such as those on YouTube), and comments on blogs and sites that are frequently used by students.

Refugee students may be the subject of teasing and harassment through cyberbullying. But they may also perpetuate a cyberbullying situation by joining other students in forwarding messages. In an effort to fit in, they may copy the negative behaviors, not fully comprehending the impact of cyberbullying.

Although the topic of bullying in general is discussed in Module 15 – Staying Safe, it is important for technology safety to be discussed with refugee students. Activity #3 addresses the topic of cyberbullying. Instructors should stress these points:

- Never open a message from an unknown person
- Never forward a text, e-mail, or other message that is critical of someone else
- Never create a message, photo, or website page that mocks, criticizes, insults, or threatens someone else (see Module 16 – Hate Crime on the legal aspects of creating these messages)
- If a message that appears to be cyberbullying is received or witnessed cyberbullying, do not delete it and show it to an adult.

Instructors can alert all adults who interact with refugee students that new refugee students are frequently the target of bullying. All complaints should be taken seriously, even if the bullying behaviors occur often and students appear to be “just fooling around” See Module 15 – *Staying Safe* for more information about the negative impact of bullying.

NOTE:

Implementation of the following activities will depend upon the availability of technology, knowledge of instructors, and school resources.

Instructors will need to arrange for students to be able to try out computers, or at least to be able to observe computers in use.

Specialists in technology can be invited to display and demonstrate various types of technology, including different types of computers.

Always emphasize security in the use of computers.

ACTIVITIES

ACTIVITY #1: AMERICAN STUDENTS AND TECHNOLOGY

Grades K-5, 6-8, 9-12 (30 minutes)

In this activity:



Students will learn about a variety of different types of technology. They will have the opportunity to see the capabilities of the electronic devices.

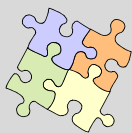
Representatives from local technology stores or school-based instructional technology specialists may have to assist the instructors in carrying out the activities.

While sharing information about technology, it is important for the instructors to keep emphasizing local access to computers, and safety and security when using computers.

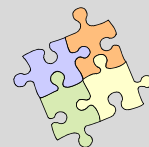
Inform students about how they can learn more about computers by enrolling in local classes and taking the time to practice and experiment in the use of computers.



Display a number of different types of technology, including handheld electronic devices; desktop, laptop and notebook computers; and instructional resources such as LCD projectors, laser pointers, and so forth.

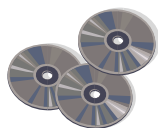


Discussion Questions



Do you know what any of these are? (This introductory question allows the instructor to assess the knowledge level of the students.)

- Explain the uses of each example.



Do you use any of these at home or at school?

- Inform about access in the school and in the community.

How much do these cost?

- Discuss costs for electronic devices (including peripherals) and alternative free access to technology.

Is technology fun?

- Point out the entertainment value of computers, even on educational Websites. Demonstrate games, pen pals, news reports, drawing programs, online videos, instant messaging, clip art, and Websites with content that would interest the students.
- Show the students Websites about their native countries.

Do you have privacy when you use any of these?

- Warn students about blocking access to personal information, the weaknesses of information storage, and the negative uses of technology.
- Discuss how they can protect themselves, and what to do if they feel that a contact is questionable.

ACTIVITY #2: DEMONSTRATING TECHNOLOGY

Grades K-5, 6-8, 9-12 (120 minutes)

In this activity:



Students have the opportunity to learn more about different forms of technology that they may encounter during classroom activities.

To ensure that students are familiar with the technology that is used routinely in schools and by their fellow classmates, select from one or more of the following activities.

- Take digital photos of the class, download and print.
- Demonstrate pre-selected Websites for drawing, games, clip art, interactive movies, personal Web pages, etc.
- Demonstrate e-mail and instant messaging and pre-arrange opportunities for students to communicate with peers, friends, and relatives across the country, and other classes.
- Connect students to pre-selected Websites for global pen pals, focusing on the native countries of the refugee students.
- Demonstrate music players, showing how to legally download music and books.
- Show a PowerPoint presentation.
- Teach math problems using an LCD projector.
- Visit a computer lab or school library computer center and provide basic instruction, pairing up Academy students or other classmates who are familiar with computers.
- Take the class to an outside location, coffee shop, or site where laptops can be used.
- Conduct a science lesson, using the computer to record and graph results.
- Practice using a graphing calculator.
- Demonstrate translation programs on the computer.
- Demonstrate assistive technology for students with special needs.

- Visit an electronics store and prearrange for demonstrations of various types of technology.
- Visit video, television, or music studios to show students how technology is used in the workplace.
- Work with the students to create a Refugee Academy newsletter with clip art illustrations and pictures of the students. The text can be translated, using online translation programs.
- Show students Websites that are in their native language.
- Ask students from the school to bring their handheld electronic devices and demonstrate how they use them every day. Discuss how much they cost, where they can be obtained, the pros and cons of different brands, and how to earn money to purchase them!
- The video ***A Day in School*** (Elementary, Middle or High School) shows students working at computers, libraries with computer labs, and computers in classrooms.

ACTIVITY #3: CYBERBULLYING

Grades 6-8, 9-12 (30 minutes)

In this activity:

Students will be informed about cyberbullying and steps they can take to protect themselves from being targeted by bullies online and on the phone.

Since students cannot always control the actions of other students who bully anonymously using the Internet, refugee students should be reminded to *tell a trusted adult* if they are uncomfortable or upset after viewing a message or image on their computer or cell phone.

Note: The instructor will need a laptop, iPad, or cell phone to start off this activity. At the end of the activity, the instructor will show a picture of either the instructor smiling or a smiling face. This picture should be readily accessible on the electronic device being used.

- The instructor should open up a laptop, iPad or cell phone in front of the class and pretend to be very interested in what they are viewing. The instructor can laugh, read, and click a few buttons, continuing to show interest until the class notices and expresses curiosity. (Note: It doesn't really matter what the instructor is looking at, and the students should not be allowed to peek.)
- The instructor should suddenly look alarmed, shocked, then upset – and slam the computer shut or turn off the phone.
- The instructor should announce:

I just saw something on the Internet that really hurt my feelings!
I don't know how it got there.
I don't know who did it!

Before the students become too concerned, the Instructor should say:

- I was *just* pretending, but what if it were true?
Does that ever happen?
- Although many refugee students may not be familiar enough with computers, be prepared for students to share stories about what they have heard or experienced. Some refugees who are not at all familiar with technology may not comprehend the misuse of computers.

- The instructor should explain that sometimes students tease and insult other students by using a computer or cell phone. They may show pictures or videos, or write messages that are mean. They may think that is funny, but:

It is wrong.

It can hurt feelings.

It is called cyber bullying (cyber means “involving computers or computer networks”)

It is not allowed and can even be against the law.

- Ask students what they should do if they see something on the computer or cell phone that is mean – even if it is not about them personally. Reinforce the following:
 - Never open or respond to messages from cyberbullies
 - Tell a trusted adult (discuss who that might be)
 - Never open or respond to messages from cyberbullies
 - Save the messages so adults can see exactly what was said (and perhaps figure out who sent it)
 - If they are with other students who are cyberbullying, do not participate. Try to start another activity to distract them. If that doesn’t work, leave the situation.

- The Instructor should open the laptop (iPad or cell phone) again, and carry out the same dramatic reactions. This time the instructor should *not* close the laptop and ask the students:

Oh no! There is something on my laptop that hurts my feelings! What should I do?

- Discuss what students should do, reviewing the steps (do not respond, save the message, do not join in, and tell an adult).
- Review the terms:

stranger	online	Facebook	chat room
privacy	website	cyberbullying	password

The Instructor should tell the students that the answer to the following questions is “NO”. They should say “NO” every time. Note that many students may be used to rote responses to teachers. Although this is a serious topic, the students should be enjoying this exercise while getting the point. The instructor should make sure they understand every point that is made. Simply saying “NO” will not ensure comprehension of the messages. Stop and discuss.

Ask: Should you give your real name to someone on the computer if you don’t know them?

Should you ever give your address or phone number to anyone online?

If someone calls you a bad name online, should you write back?

Should you call *them* a name?

If they *do* say bad things about you, should you pretend it didn't happen?

If someone says something about you that isn't true, should you write the truth?
Find the person and fight them?

Should you ever share your passwords with anyone else besides your parents or guardian?

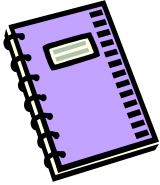
Should you ever give away credit card numbers online unless you have permission from your parents or guardian?

If you are feeling sad or lonely, should you tell someone in a chat room all about yourself?

Are all of the people who talk to you on the Internet the same age as you?

Are they all your friends, even if they are nice to you?

- The Instructor should congratulate the students on being smart about technology. Remind them of what was just discussed and review the points again.
- Then tell the students to say “YES” to the following questions:
 - If you see something online that makes you uncomfortable and upset, will you go to an adult for help?
 - If someone asks you for help online – even if they are from your home country – should you ask an adult to help you?
 - If you are sad or lonely, will you talk to a *real* adult about it, not a stranger online?
(Note that there are hundreds of chat rooms just for teens. They are often visited by adults who pose as teens. Explain to students that the Internet is a valuable resource for information about a problem. If they cannot find an adult to talk to, they can find a hotline number online to call. A *real* person will answer and help them. If possible, provide local hotline numbers for suicide prevention, domestic abuse, and other problems that require adult intervention.)
 - Will you enjoy using technology, but be very careful and safe?
- Congratulate the students again. If possible, the screen of the laptop, iPad, or cell phone can be shown to the class. It should have a picture of the instructor smiling or a big smiley face.



JOURNAL TOPIC

Grades K-5

Draw or write about plans for using the computer.

Grades 6-8

Draw or write about concerns about computers and how you expect to learn how to use them or how you will use them for schoolwork.

Grades 9-12

Draw or write about how you will use computers in your schoolwork, and how you expect to become comfortable with the use of computers and other technology.



SUGGESTED ADDITIONAL ACTIVITIES

- Discuss computer security, covering topics such as:
 - Sharing personal information
 - Internet scams
 - Inappropriate/unsafe sites
 - Spam
 - Shutting down the computer
 - Theft
- Review the school policy on computers.
- Demonstrate technology used in English as a Second Language (ESL) programs.
- Tour the schools to identify the location of computers and discuss the schedule and the rules for using them.
- Visit the public library and ask the librarians to explain the use of the computers after school.