

## *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](http://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 3: Transportation and Time

#### In this reading...

| <b>When it says ...</b> | <b>Think...</b> |
|-------------------------|-----------------|
| refugee                 | newcomer        |
| Refugee Academy         | school site     |
| academic coach          | mentor          |

- Regardless of student transportation needs, include a discussion school bus etiquette as students may go on field trips or attend events that require a school bus ride.
- Students will not need to learn about the subway. Students may want information on public buses.
- School procedures that pertain to lunch, recess, P.E., homework, etc. are included here as time management lessons and in the school rules section. Decide what information is best to include for your students at your school ahead of time.
- 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 3**  
**TRANSPORTATION**  
**AND TIME**

# MODULE 3: Transportation and Time



## PURPOSE



The purpose of Module 3 is to familiarize students with the scheduling of a school day.

## OBJECTIVES

*Students will:*

- Understand the structure and schedule of a school day
- Understand the importance of planning and organizing to be prepared for the school day
- Become comfortable with school transportation



## SUPPLIES

**Handout 3-1:**  
*Getting to School*  
**Handout 3-2:**  
*School Subjects*

**Photos, drawings of school transportation**

**School maps**  
(modified)

**5 full backpacks**  
(see Activity #1)

**Items for role - playing**  
(see Activity #3)

student desk, alarm clock, school bell, jump rope, locker or cubby, textbooks, pencil and paper, calculator, etc.

**Videos:**  
*Refugee Student Interviews and A Day in School*  
(Elementary, Middle or High School)



## MODULE 3: Transportation and Time

### VOCABULARY

#### Elementary Vocabulary

Time  
Bus  
Walk  
Driver  
Car/automobile  
School Bus  
Late  
Supplies  
Bus Stop  
Clap  
Homework

#### Secondary Vocabulary

Time  
Organization  
Plan/schedule  
Bus  
Walk  
Driver  
Car/automobile  
Transportation  
Late  
Notebook  
Planner  
Alarm Clock  
Supplies  
Bus Stop  
Homework  
Clap



## Key Points – Transportation and Time



### **1. Transportation to school is free and scheduled.**

Depending on how the students are transported to the Refugee Academy, they may not realize that transportation to and from school is arranged by the school district at no cost to the student. Students can **walk to school**, usually if they live within a specified distance from their school building, or they can take a **school bus, city bus, subway**, or a combination of those forms of transportation.



It will be necessary to review every aspect of using school transportation. Even if the students are experienced in bus transportation, do not assume that they know about bus safety (including getting on and off the bus), the role of the bus driver, how to handle problems on the bus, and the importance of punctuality. Instructors should determine the mode of transportation for every student and provide detailed information about bus routes, numbers, schedules, and the names of bus drivers. For students taking the train/subway, review safety procedures and strategies for alternative routes.



Students will also need to know what to do if they miss the bus. Discuss possible backup plans that should be established before they start school. They may also sign up for after-school activities that will require them to take a “late bus.” They need to inform family members of changes in their transportation schedule. Some schools will require special passes and permission slips for riding buses after school hours, especially for school-related field trips.



### **2. Punctuality is expected and school schedules must be followed.**

Students may not be accustomed to schools that run on a strict time schedule. Instructors should point out that students are expected to be in school on time. They are to be ready for school and waiting for transportation in the morning. They should get to their first class or homeroom in time for attendance, and make it to their classes on time.

During Module 3, the instructors should review the schedules for the schools, explaining details such as where students should go when they arrive at school, what the bells signify, and how much time they have if they have to change classes. For many students, all of this activity while watching the clock will be confusing, perhaps even alarming. It can be disarming to be in a hallway full of high school students when classes are changing in a large school. It can be frightening to students who associate bells with alarms and air raids. Even in the elementary grades when students line up to



move to another activity, many refugee students may not understand the process and may be bewildered about where everyone is going. Instructors should take the time to explain about how large numbers of students are able to get to all of their classes, as long as everyone follows the procedures and schedule.



### **3. Establishing routines requires practice and experience.**

Students need to be reassured that they will soon adapt to the schedules of the schools, but it takes planning and practice. If they pack their backpacks the night before school, they will not waste time searching for schoolbooks in the morning. If they plan out their mornings, they will be able to get to their bus stop on time. If they become familiar with the layout of the school building, they will be able to get to their classes on time.



Observing and practicing will be the keys to establishing routines that feel comfortable. Any chances the instructors can give the students to observe and practice will be essential during the Refugee Academy



### **4. Time management begins with planning.**



One of the purposes of Module 3 is to assist students in getting organized so that they can successfully navigate the school system in the fall. The instructors can teach the students tricks for time management and planning.

Describe basic organizational strategies that may seem obvious, but can make life in an American school more efficient. For example, teachers can demonstrate alarm clocks, assignment notebooks, folders for different subjects, pencil boxes, and calendars, to give students ideas about how they can organize their lives.



Explain to students that they will need to provide some of their own basic school supplies, and should always come to class prepared with notebooks or paper, pencils, and the assigned textbook. They can be better prepared if they keep their backpacks and lockers neat and organized. Suggest that they routinely sort through papers and file them in file folders or pockets of notebooks, clear out lockers of loose papers (and old lunches!) and establish an organization system in their backpacks so that they always know where everything is located.

Students are better able to respond to suggestions about organization if they have the chance to experiment with strategies and can settle on a system that works best for them personally. The activities in Module 3 will give them opportunities to think about how they would like to organize their time and their materials for school.

# ACTIVITIES

## ACTIVITY #1: READY FOR SCHOOL

Grades K-5, 6-8, 9-12 (45 minutes)

### In this activity:

The purpose of the **Backpack Exercise** is to demonstrate the contents of a backpack, and methods of organizing a backpack or book bag.



Explain to the students what each item is, and how it ended up in the backpack. Students should understand what belongs in a backpack (and what does not belong in a backpack) and how keeping a backpack organized can help in adapting to the American school system.

- **Unload a full backpack, one item at a time.** The backpack should contain:
  - ✓ Supplies, textbooks, library books
  - ✓ School lunch
  - ✓ Bus pass/lunch ticket
  - ✓ School report
  - ✓ Spiral notebooks, folders
  - ✓ Assignment notebook
  - ✓ Amusing items (extra sock, one glove, etc.)
  - ✓ Writing supplies
- **Point out unacceptable items** such as toys, gum, large amounts of money, over-the-counter medicines.

*(Do not address school safety at this time other than to point out that school rules forbid dangerous items, toys, medicines that are supposed to be in the nurse's office, and candy or gum in school. See Module 12: School Safety.)*
- As items are being removed from the backpack, **point out the following information:**
  - Pack the backpack the night before school.
  - The backpack will contain the same items every day, such as lunch, writing supplies, or notebooks. Make sure the items are handy.

- Class assignments may require additional items such as library books, textbooks, homework, artwork, or school projects.
- The student may have additional items to carry such as clothes for physical education (“gym clothes”), a musical instrument, or a school project.
- Explain how some items must be purchased and some will be provided by the school. Provide ideas about where students can purchase supplies.

- Backpacks can be heavy. Some refugee students do not like to store anything that they own, so they tend to carry everything related to school in their backpacks. Reassure students that, although they can keep their backpacks with them, they can keep most school materials at home or in their locker when they are not needed in class. Some schools do not allow students to carry backpacks around the school building, so students will have to plan when they can make a stop at their locker between classes. Remind students to keep their backpacks in sight when they do have the backpacks with them.



- Some schools may conduct random searches of backpacks. Inform students to cooperate. If the students have followed school rules, they should not worry. If they are detained by the school administration or police officers, they should request a translator and their Academic Coach.
- Younger students will have a storage area in their elementary classroom, often referred to as a “cubby”. The teachers will tell them what should be stored in the cubby and what should be stored in their desk.

- Divide the students into small groups of 3 or 4, and **give them a full backpack.**

**Ask the students to:**

- Identify each item in the backpack.
- Refill the backpack in an organized manner.
- Identify items that could be stored in a locker or cubby.
- Students should make a list or draw pictures of items needed for a backpack, to share with family members.

## **ACTIVITY #2: VIDEOS**

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



Show the videos *Refugee Student Interviews* and *A Day in School* (Elementary, Middle or High School)

- Use the *Guide to the Videos* for introducing the video and for follow-up discussion.
- Discuss local transportation details:
  - If possible, identify specific transportation arrangements and/or bus stops for each student.
  - Discuss “late” buses for after-school clubs, sports, and field trips, and other transportation arrangements.
  - Discuss assigned lockers/cubbies if the information is available.
  - **Distribute bus stickers** with the correct bus numbers.

## **ACTIVITY #3: SCHOOL SCHEDULE**

**Grades K-5 (45 minutes)**

### **In this activity:**








The instructors and guest “actors” will **role-play a school day** in fast-forward, with humor.



One instructor is the student, another is the teacher/parent and bell ringer. The actors will take the following steps, using exaggerated pantomime, props, and occasional translation from the interpreters.

- The “play” should show an instructor acting as a busy, harried student trying to stay organized in a confusing, demanding day. Most of the play can be pantomimed.
  - Night before school: clothes ready/backpack checked
  - Sleeping/alarm clock
  - Walk to bus stop/subway or to school
  - Parent runs up with forgotten lunch
  - Line up outside school/bell rings
  - Move from cubby to class job (watering plants, feeding the fish, etc.), sitting in desk, gym class, lunch, jumping rope at recess, library, music, math class, etc. (Move to different classes, carrying out a variety of activities to demonstrate the subjects.)
  - Recess bell/recess activities
  - ESL class
  - After-school activity (theater, chess, sports)
  - Home on bus or subway or by walking
  - Work on homework/unload backpack
  - Organize backpack for next morning
  - Set alarm/sleep

- Encourage students to applaud, demonstrating the etiquette of clapping.
- Continue to role play, with instructors carrying out a discussion between the actors, in roles of teacher and student. The focus of the discussion is below. ***The “teacher” asks questions of the “student.”***


|  |
|--|
|  <b><i>Do you have a busy day?</i></b>  |
| <i>Answers should focus on:</i> <ul style="list-style-type: none"> <li>▪ Busy, but organized</li> <li>▪ Many things to learn each day</li> </ul>   |
|  <b><i>Is every day the same?</i></b>   |
| <i>Answers should focus on:</i> <ul style="list-style-type: none"> <li>▪ Same subjects each day (reading, math, social studies, and science)</li> <li>▪ Every day has music or art or library</li> </ul> |
|  <b><i>Does the school day go this fast?</i></b>  |
| <i>Answers should focus on:</i> <ul style="list-style-type: none"> <li>▪ At first the days feel confusing</li> <li>▪ Depends on activities, interests</li> </ul>   |
|  <b><i>How do you know what is next?</i></b>   |
| <i>Answers should focus on:</i> <ul style="list-style-type: none"> <li>▪ Wall chart in classroom</li> <li>▪ Teacher announcements</li> <li>▪ Follow the students</li> <li>▪ Ask classmates</li> </ul>    |
|  <b><i>Is there time to play?</i></b>   |
| <i>Answers should focus on:</i> <ul style="list-style-type: none"> <li>▪ Recess, gym, after school</li> <li>▪ Group activities, art, music</li> </ul>  |
|  <b><i>What if you forget your lunch?</i></b>   |
| <i>Answers should focus on:</i> <ul style="list-style-type: none"> <li>▪ Lunch pass/credit (describe school procedures)</li> <li>▪ Ask classmates, lunch aides, teachers for help</li> </ul>             |
|  <b><i>What if you miss the bus?</i></b>  |
| <i>Answers should focus on:</i> <ul style="list-style-type: none"> <li>▪ Backup plans</li> <li>▪ Call school/bring a tardy note the next day</li> </ul>  |

|   |
|---|
| <b>?</b> <i><b>Do you stay after school every day?</b></i>  |
| <p><i>Answers should focus on:</i></p> <ul style="list-style-type: none"> <li>▪ Options available in the school</li> <li>▪ Permissions required from parents</li> <li>▪ Bus arrangements</li> </ul>   |
| <b>?</b> <i><b>What if you do not finish your work in class?</b></i>  |
| <p><i>Answers should focus on:</i></p> <ul style="list-style-type: none"> <li>▪ Homework</li> <li>▪ After-school assistance</li> <li>▪ Ask teachers, Academic Coach, ESL teachers for help</li> </ul> |
| <b>?</b> <i><b>What if you do not understand what the teacher wants?</b></i>  |
| <p><i>Answers should focus on:</i></p> <ul style="list-style-type: none"> <li>▪ Ask teacher, classmates (without disturbing the class)</li> <li>▪ Ask the Academic Coach</li> </ul>                   |
| <b>?</b> <i><b>Who helps you if you are confused?</b></i>   |
| <p><i>Answers should focus on:</i></p> <ul style="list-style-type: none"> <li>▪ Classmates, teacher, Academic Coach</li> <li>▪ Observing and asking will result in comfortable routines</li> </ul>    |

**Grades 6-8, 9-12 (45 minutes)**

**In this activity:**




The instructors and guest “actors” will **role-play a school day** in fast-forward, with humor.









One instructor is the student, another is the teacher/parent and bell ringer. The actors will take the following steps, using exaggerated pantomime, props, and occasional translation from the interpreters.







- The “play” should show a busy, sometimes harried, student trying to stay organized in a confusing, demanding day. Most of the play can be pantomimed.
  - Night before school: clothes ready/backpack checked
  - Sleeping/alarm clock
  - Walk to bus stop/subway or to school
  - Stow backpack in locker






- Homeroom for attendance
  - Move from class to class
  - Demonstrate different subjects, including music, physical education, science lab, math, Social Studies, etc.
  - ESL class
  - After-school activity (theater, chess, sports)
  - Home on the bus or subway, walking
  - Unload backpack and set up to work on homework
  - Turn off cell phone and television
  - Work on homework
  - Attend practice for sports, dance, karate, school event
  - Organize backpack for next morning
  - Set alarm/sleep
- Encourage students to applaud, demonstrating the etiquette of clapping.
  - Continue to role-play, with instructors carrying out a discussion between the actors, in roles of teacher and student. The focus of the student discussion is below. ***The “teacher” asks questions of the “student.”***

|   |
|---|
|  <b><i>Do you have a busy day?</i></b>   |
| <i>Answers should focus on:</i> <ul style="list-style-type: none"> <li>▪ Busy, but organized</li> <li>▪ Many things to learn each day</li> </ul>  |
|  <b><i>Is every day the same?</i></b>  |
| <i>Answers should focus on:</i> <ul style="list-style-type: none"> <li>▪ Same subjects each day (reading, math, social studies, and science)</li> <li>▪ Every day has music or art or library or elective subjects</li> </ul> |
|  <b><i>Does the school day go this fast?</i></b>   |
| <i>Answers should focus on:</i> <ul style="list-style-type: none"> <li>▪ At first the days feel confusing</li> <li>▪ Depends on activities, interests, friendships</li> </ul>   |



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|  <b>How do you know what is next?</b>   |
| <p><i>Answers should focus on:</i></p> <ul style="list-style-type: none"> <li>▪ Teacher announcements</li> <li>▪ Follow the students</li> <li>▪ Ask classmates</li> <li>▪ Follow a written schedule from the first week of school</li> <li>▪ Practice going from class to class</li> </ul> |
|  <b>Is there time to have any fun?</b>  |
| <p><i>Answers should focus on:</i></p> <ul style="list-style-type: none"> <li>▪ Lunch in the cafeteria, gym, after school sports and clubs</li> <li>▪ Group activities, art, music</li> </ul>  |
|  <b>What if you forget your lunch?</b>  |
| <p><i>Answers should focus on:</i></p> <ul style="list-style-type: none"> <li>▪ Lunch pass/credit (describe school system)</li> <li>▪ Ask classmates, lunch aides, teachers for help</li> </ul>  |
|  <b>What if you miss the bus?</b>   |
| <p><i>Answers should focus on:</i></p> <ul style="list-style-type: none"> <li>▪ Backup plans</li> <li>▪ Call school/bring a tardy note the next day</li> </ul>   |
|  <b>Do you stay after school every day?</b>   |
| <p><i>Answers should focus on:</i></p> <ul style="list-style-type: none"> <li>▪ Options available in the school</li> <li>▪ Permissions required from parents</li> <li>▪ Bus arrangements</li> </ul>  |
|  <b>What if you do not finish your work in class?</b>   |
| <p><i>Answers should focus on:</i></p> <ul style="list-style-type: none"> <li>▪ Homework (defined)</li> <li>▪ After-school assistance</li> <li>▪ Ask teachers, Academic Coach, ESL teachers for help</li> </ul>  |

|   |
|---|
|  <b>What if you do not understand what the teacher wants?</b>  |
| <p><i>Answers should focus on:</i></p> <ul style="list-style-type: none"> <li>▪ Ask teacher, classmates (without disturbing the class)</li> <li>▪ Ask the Academic Coach</li> </ul>   |
|  <b>Who helps you if you are confused?</b>   |
| <p><i>Answers should focus on:</i></p> <ul style="list-style-type: none"> <li>▪ Classmates, teacher, Academic Coach</li> <li>▪ Observing and asking will result in comfortable routines</li> </ul>  |
|  <b>Do you ever get lost in school?</b>  |
| <p><i>Answers should focus on:</i></p> <ul style="list-style-type: none"> <li>▪ Academy tours</li> <li>▪ Studying the school map</li> <li>▪ Practice walking through the halls, study the locations of the classes and the room numbers</li> <li>▪ It takes time to know your way around</li> <li>▪ Know the location of the main office</li> </ul> |
|  <b>Do you have enough time between classes?</b>  |
| <p><i>Answers should focus on:</i></p> <ul style="list-style-type: none"> <li>▪ Depends upon schedule, may have to rush</li> <li>▪ Develop routines about locker access</li> </ul>  |
|  <b>What if you are late to class?</b>   |
| <p><i>Answers should focus on:</i></p> <ul style="list-style-type: none"> <li>▪ Practice and organization will reduce the chances of getting lost</li> <li>▪ Office late passes</li> <li>▪ Some teachers more tolerant than others</li> </ul>   |
|  <b>What if you are late to school?</b>  |
| <p><i>Answers should focus on:</i></p> <ul style="list-style-type: none"> <li>▪ Have backups for transportation arrangements</li> <li>▪ Buses and subways can be late</li> <li>▪ A tardy note from parents is required</li> <li>▪ Call school if more than 30 minutes late</li> </ul>   |

|  |
|--|
|  <b>What is a tutor?</b>  |
| <p><i>Answers should focus on:</i></p> <ul style="list-style-type: none"> <li>▪ Purpose</li> <li>▪ Tutoring process</li> <li>▪ Take advantage of tutors without being embarrassed/more embarrassing to fail a subject</li> </ul> |
|  <b>What is in your locker?</b>   |
| <p><i>Answers should focus on:</i></p> <ul style="list-style-type: none"> <li>▪ Items</li> <li>▪ Organization/time</li> <li>▪ Privacy/decoration</li> </ul>  |
|  <b>How can you be ready for class?</b>   |
| <p><i>Answers should focus on:</i></p> <ul style="list-style-type: none"> <li>▪ Supplies/ textbooks</li> <li>▪ Homework (preparation)</li> <li>▪ Pay attention to teacher requirements</li> </ul>                                |
|  <b>What class is your favorite?</b>  |
| <p><i>Answers should focus on:</i></p> <ul style="list-style-type: none"> <li>▪ Depends upon the teacher, interests, talents, new knowledge</li> <li>▪ It is necessary to persevere with classes that are disliked</li> </ul>    |
|  <b>Who helps you if you are confused?</b>  |
| <p><i>Answers should focus on:</i></p> <ul style="list-style-type: none"> <li>▪ Peers, teachers, office, guidance counselors</li> <li>▪ Academic Coach</li> </ul>  |

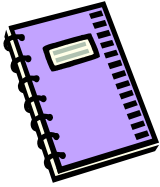
- Encourage the Academy students to ask questions based on the role-playing.

## **ACTIVITY #4: REVIEW**

**Grades K-5, 6-8, 9-12 (15 minutes)**

### **Distribute *Handouts 3-1: Getting to School* *3-2: School Subjects***

- Conduct individualized discussions of the handout information while students write or illustrate in journals.
- Identify school subjects of interest.



## JOURNAL TOPIC

### Grades K-5

Draw or write about what you want to learn about in school.

### Grades 6-8

Draw or write about your plans for learning in school.

### Grades 9-12

Draw or write about the best way for you to stay organized in school.  
What are you excited about learning about?



## SUGGESTED ADDITIONAL ACTIVITIES

- Meet the bus drivers.
- Tour school buses, city buses and subways and discuss safety, punctuality, and alternative routes.
- Visit bus stops and discuss safety and punctuality.
- Tour the school following a sample schedule of classes.
- Reenact role-playing with Academy students.
- Follow class schedules, monitoring the timing between classes.
- Shop for backpack items, with donations from local retailers and thrift shops.
- Go over teacher supply lists sent to students before school, showing each item that needs to be purchased.
- Locate assigned cubbies and lockers; try locker combinations and practice filling lockers.

# GETTING TO SCHOOL



School Bus Number: \_\_\_\_\_

Morning Time: \_\_\_\_\_

Home Time: \_\_\_\_\_

Bus Stop: \_\_\_\_\_



City Bus Number: \_\_\_\_\_

Morning Time: \_\_\_\_\_

Home Time: \_\_\_\_\_

Bus Stop: \_\_\_\_\_



Morning Time: \_\_\_\_\_

Home Time: \_\_\_\_\_

Walking to School \_\_\_\_\_

## SCHOOL STARTS: \_\_\_\_\_

# SCHOOL SUBJECTS

