

ASSIGNMENT 2

15 Minute PowerPoint Presentation and 10 Page Overview

Using a minimum of five new resources per group member (total 25 per group), you will narrow your focus on refugees to the social, psychological, and emotional needs of refugee children including unaccompanied minors. Though most unaccompanied minors originate from South American countries, there are those who come and will continue to come from Africa, the Middle East, Asia, and Islands such as Cuba and Haiti. Respond to the following questions:

- Compare and contrast the attitudes of many Americans toward refugee children seeking asylum in the United States. Why a refugee's country of origin may influence one's attitude toward their acceptance/rejection in America (i.e., South America, Syria, Iraq, Burma, Mexico, Congo,
- What psychological traumas do many refugee children bring with them to the United States,
- Discuss the emotional scars that these children live with,
- How can the guilt of leaving parents, siblings, and friends behind or of not knowing what happened to family and friends be dealt with,
- Identify and discuss the economic pressures faced by refugee students (work or school, work and school, work) to send money to those left behind and to help support those that came with them,
- What gender differences (psychological and social) do refugee children face,
- How does the responsibilities of teaching parents American customs and being the family interpreter burden many refugee children,
- What community assistance is available to help blend traditional culture with the new culture,
- How do refugee families learn to fit into this new American culture and do they want to,

ASSIGNMENT 3

15 Minute PowerPoint Presentation and 10 Page Overview

Using a minimum of five new resources per group member (total 25 additional per group), narrow your focus further to the educational needs of refugee children including unaccompanied minors.

- Compare and contrast the United Nations declaration of human rights 1948 relating to the education of asylum seeking youth (both unaccompanied and with families) and the laws of the United States.
- Use your textbooks and outside sources to discuss the education responsibilities the United States accepts VS the UNDHR of 1960, as relates to refugees, asylum seekers, and undocumented youth after reaching the age of 18,
- Identify and discuss the educational support services that refugee and unaccompanied minors need and what they actually receive,
- What tools do they need to learn the hidden curriculum in American schools,
- Discuss the additional traumas that female refugee and/or undocumented status children may suffer before reaching the United States,
- What added burdens may be imposed on many female refugee and undocumented youth,
- What can educators and other youth do to help with language barriers and social restrictions, and adjusting to academic life in educational settings,
- Identify and discuss the home/school cultural conflicts that arise as refugee children struggle to become Americanized,
- Use your textbooks and outside sources to discuss what your group believes can be accomplished

FIELD EXPERIENCE 1

Go to refugee ministries and interview staff, stay and volunteer to help for at least 2 hrs. Develop a list of questions for the staff at the center. Consider what their responsibilities are. How long do they provide services? How do they work with schools? What is their function in the community, where funding comes from?

FIELD EXPERIENCE 2

Schedule an observation in a Fayette County secondary school. Interview the ELL teacher and the guidance counselor. Observe how welcoming and friendly the staff, teachers, and administrators seem to be. What is the building atmosphere toward visitors and parents that don't speak or understand the language? Are refugee students isolated or integrated throughout the day. Where do refugee and undocumented students sit in the cafeteria?

FINAL PROJECT

Develop a welcome packet for refugee and undocumented students, parents, and the community providing tools to understand the hidden curriculum and inviting them to share their culture with the school and provide a community activity that would welcome and engage all parents and the community.

Websites the group may utilize

<http://www.rcusa.org/uac>

https://www.acf.hhs.gov/sites/default/files/orr/unaccompanied_childrens_services_fact_sheet.pdf