



Far From Home: Building a Supportive Classroom for Refugee Students

Course Description: While refugee students may only make up a small percentage of an overall student population in our states, they remain a critical population that may need additional supports. Refugees may come from across the globe and their experiences in other countries could have included famine, religious persecution, violent gangs, and war. This online class will examine the issue of refugee students and ways to build a more supportive environment for them.

At the end of this course, participants will reflect on new learning in this course and develop an implementation plan to utilize in their work.

Clock Hours / Continuing Education Units: 10

Learning Objectives:

- Understand terminology surrounding refugee students
- Gain knowledge about refugee status, the screening process and resources for refugees, and supports for the classroom
- Consider how to more effectively work with refugee students
- Demonstrate an understanding of how to create safer learning environments and communities for refugee students
- Demonstrate a knowledge of ways to build a more inclusive classroom and school for refugee students
- Develop new lessons that can be used in the classroom and professional development setting

Course Requirements: To receive full credit for the course, participants must complete ALL assignments. Failure to complete all assignments will result in a non-passing grade

Getting Started:

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with login instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work.

Course Outline:

Lesson Number	Lesson Description	Clock Hours
1	Introductions and Overview: Take the time to get to know the class layout, read over the Help section, and review any other materials present in the class to get started. Take your time!	0.2 Hours
2	What Is a Refugee – In this lesson, participants will read several articles on what the differences are between refugees, immigrants, and migrants. Students will reflect on the current practices of supporting refugees in their schools and communities in a discussion post.	0.85 Hours
3	Escaping ISIS – In this lesson, participants will listen to first-hand accounts of refugees escaping ISIS and how refugees are risking their lives to escape their control.	0.85 Hours
4	Coming to America – In this lesson, participants will evaluate the process refugees take to come into America. Participants will analyze the screening process and the tasks refugees must complete in order to enter the country.	0.85 Hours

5	Case Study: Iowa's History of Supporting Refugees – In this lesson, participants will reflect on the specific supports Iowans have provided to refugee communities, particularly the support of Governor Bob Ray and the Tai Dam community.	0.85 Hours
6	Language as a Barrier – In this lesson, participants will reflect on the barriers that come with not understanding English. Participants will analyze the current supports schools provide to address the language barrier when working with students and their families in a discussion post.	0.85 Hours
7	Bringing Refugee Issues into the Classroom – In this lesson, participants will reflect on how they can bring refugee issues into the classroom. Participants will analyze specific lesson plans and their feasibility.	0.85 Hours
8	Helping Refugee Children Learn –In this lesson, participants will analyze specific strategies they use to support English Language Learners, specifically refugee students in the ELL classroom. Participants will share their reflections in a discussion post.	0.85 Hours
9	Barriers in the School System – In this lesson, participants will read specific research articles analyzing the educational needs for refugee students. Participants will compare and contrast this analysis with the supports occurring in their own districts.	0.85 Hours
10	Course Reflection: In this lesson, participants will write a summary of their reflections throughout the course, including new learnings	1.00 Hours
11	Implementation Plan: For this final portion of the course, participants will develop a lesson that can be utilized in the classroom, homeroom period, or professional development training that encompasses the new learnings within this course.	2.00 Hours
TOTAL HOURS		10 Hours

Student Requirements and Assessment: No outside materials will be required for the completion of this course. Participants will be assessed in three different ways:

- Quizzes:** Participants are required to complete a series of electronic quizzes to assess their understanding. Participants can earn up to 64 points total for the course. Each quiz may be taken up to three times, with the highest score recorded in the final grade. All quizzes must be completed in order to earn credit.
- Course Reflection:** Participants will be required to write a reflection summarizing their new learnings within the course. Participants can earn up to 10 points total for the reflection. The reflection will be graded using the following rubric:

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and/or example(s)	2
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all parts of the reflection	6
Total Points Possible		10

- Implementation Plan:** Participants will construct an implementation plan for how their new knowledge can be directly implemented into the classroom, training setting, or professional development environment. Implementation plans will be graded using the following rubric:

Grading Rubric for Implementation Plan	
	Points

Background Information	Lesson / Title Identified	1
	Target Audience and Subject/Course Setting Identified	1
	Learning Goals are measurable objectives students are expected to meet by the end of the lesson.	2
	Lesson Ties to Specific State Standards for Students, Educators, or Professionals	2
	Materials Listed	1
Lesson Plan	<i>Engage:</i> Lesson hooks audience and introduces lesson effectively.	5
	<i>Explore and Explain:</i> Lesson actively engages participants in learning new material using best practices.	5
	<i>Evaluate:</i> Lesson effectively assesses participant understanding.	5
Implementation	Writing is clear, well developed, and organized. No or few grammar and spelling errors	2
	Is realistic in their approach – understands limitations may exist	2
Total Points Possible		26

Grading Scale:

100-80% (80-100 Points)	Pass
79%-Below (<80 points)	No Pass

Americans with Disabilities Act: If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please email academy@iowasafeschools.org or call 515.381.0588.

Professional Development: Prior to purchasing a course registration, it is your responsibility to ensure that National Safe Schools Convening Online Academy coursework satisfies the license renewal requirements for your state and/or district.