

EDUCATOR GUIDE

Introducing the Inclusivity Poster to Your Students & School Community



Immigration & Education

Classroom & school practices are key in developing a safe and welcoming classroom for undocumented and mixed status students and families. This guide contains key practices to leverage in your classroom when introducing the Inclusivity Poster to your students and school community.

While we recommend the poster is introduced in the beginning of the school year, an introduction to this poster can occur anytime during homeroom, or during Community Builders/ Norm Setting in your content-specific classes.

The following guide was created by ImmSchools community of educators and immigrant students working to ensure schools are safe & inclusive spaces for undocumented students & mixed status families

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OBJECTIVE:

As a result of the following activities, students will be able to:

- Understand the meaning of safety and inclusivity in our classrooms centering the immigrant experience
- Create 1-3 classrooms agreements and norms that promote a safe and welcoming classroom for students.

Vocabulary

- Safe,
- Inclusive,
- Affirm,
- Welcoming
- Immigrant

Materials

- Classroom Copy of [Inclusivity Poster](#)
Languages Available: Spanish, Arabic, Chinese, Haitian Creole, Korean, Punjabi and Bengali
- Existing list of classroom or school values

Grade Levels

K-12 Adjust these activities as needed based on grade level and community need.

Do Now

Teacher selects images for students to observe and engage in a discussion. Images to select from:

<https://immigrantsareessential.org/>

Student Instructions: Refer to the image to answer the following questions:

1. Question 1: Observe: List 5 observations (what you see) from this image
2. Question 2: When you think of an immigrant, what are 2-3 POSITIVE words that come to mind? Why?
 - Potential Answers: Emphasize the following:
 - i. Diversity of the immigrant community
 - ii. What does it mean for immigrants to be essential during COVID-19?

Engage in a whole group discussion on their responses, gather 2-3 perspectives.

Note: if time allows, encourage students to read the stories in the Immigrants are Essential website

Vocab Intro

Introduce definition of Safe

Introduce definition of Inclusive

Introduce the definition of Affirm

Note: Encourage students to translate these words to their native language as a way to promote multilingualism

Turn & Talk or whole group discussion:

- What does being and feeling safe mean to you? Why?
- Why is there a need to make sure we all feel safe and welcome in this classroom?
- Why is there a need for the immigrant community to be affirmed and feel safe and welcomed

Group Activity

Share the following with students: In order to promote a safe and welcoming classroom that accepts ALL, including our immigrant and undocumented students, we must center our agreements on values that are important to our school and classroom community. These values will help us build community agreements, which we all aim to respect and follow.

- Examples of values can include: Responsibility, Respect, Honesty, Joy, Patience or others. If your school already has existing values, feel free to utilize them here
- Introduce the first 3 agreements from the poster and their importance.

Student Instructions: In a group of 2-5 students, come up with 1-3 agreements we should follow as a classroom.

This is a welcoming and inclusive classroom for ALL including immigrant students . As a classroom we will:

- After you come up with 2-3 agreements, ask your group: Does this promote feeling safe? Does this promote being inclusive? This is based on the definitions above or the definitions you provided to the team.
- Each group will present their agreements to the whole room, and at the end the teacher can facilitate a vote/selection of the top 3 agreements to put on the poster.

Note: Revisit the poster throughout the school year, to congratulate students when following agreements and to set reminders for students



Additional Activity

Now that you have set the classroom agreements. The second part of the poster lists organizations that support our immigrant community. As an educator you can lead your students to identify resources that are needed by their community.

Have students visit the following websites to select an organization to add to the poster

- <https://www.immigrationadvocates.org/legaldirectory/>
- <https://www.informedimmigrant.com/>



Extend

Have students share the resources they uncovered and articulate why they might be useful to an immigrant in need. Ask:

Imagine that you encounter an immigrant who needs support, what resource/organization might you share with them? Why?

EXIT TICKET/ REFLECTION

Select one question from the options provided below that is most aligned to your objective, and pose it to students.

What community agreement are you most excited about in creating a safe and welcoming space?
Why?

What community organization did you learn about that supports our immigrant community?

Why is it important that we affirm immigrants in our country and in our classroom?