

UNDERSTANDING, WELCOMING &

SUPPORTING

REFUGEE STUDENTS

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INTRODUCTION

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Our research package focuses on finding and implementing the best approaches to welcome and support refugee students into BC schools. Our research is divided into the three sections of understanding the experience of refugee students, planning for welcoming and transitioning refugee students into the school community, and finally supporting the academic experience of refugee students.

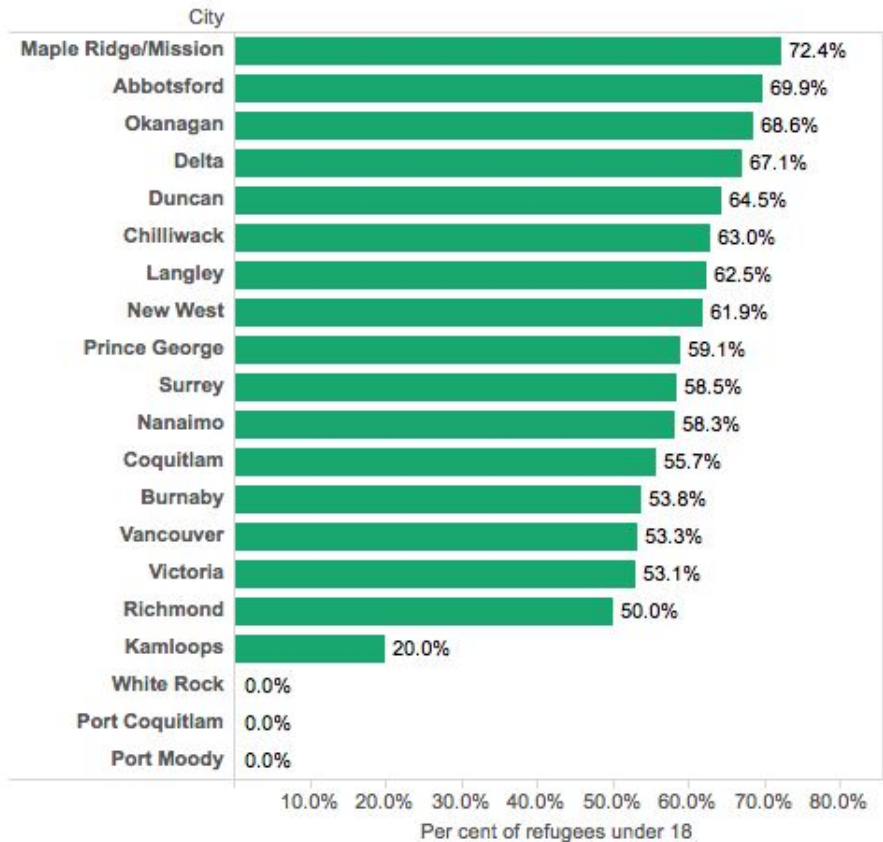
LINKS TO THE CASE

This year, you are teaching grade 3/4 for the first time. The school is located in an inner-city neighbourhood and most of your students are from low-income families; many of the families struggle to provide basic necessities and a number of the students take part in a district-funded lunch program. Many students also have come from refugee families, speak a language other than English at home, and some have interrupted formal schooling.

*A refugee is a person who “owing to well-rounded **fear** of being **persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion**, is **outside the country of his nationality** and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who not having a nationality and being outside the country of his former habitual residence..., **is unable or, owing to such fear, is unwilling to return to it.**”*

Geneva Convention Definition of a Refugee, 1951, 1967

(BC Ministry of Education, 2015)



BC by the Numbers - Government Assisted Refugees from SYRIA

Top three countries of refugees' residence admitted to Canada in 2015 (both government assisted and privately sponsored) :

1. Iraq
2. Eritrea
3. Iran

Immigrant Services Society of BC retrieved from <http://vancouversun.com/news/local-news/surrey-home-to-almost-half-of-b-c-s-syrian-refugees>

Immigration Canada retrieved from cbc.ca

UNDERSTANDING
THE REFUGEE
EXPERIENCE

In order for us as educators to support refugee students in their new learning and social environments, we must **familiarize ourselves** with what experiences these students are arriving with. Without any awareness of the trauma that they may have faced, the school may be felt as anything but a safe environment for the refugee student. With **awareness**, we can be prepared in creating an inclusive and welcoming classroom environment for everyone. Fortunately, there are many resources that inform educators and school staff on these possible traumatic experiences and anxieties.

“Imagine arriving at the Vancouver International Airport
with nothing but the shirt on your back”

- *Immigrant Services Society of B.C.*

REFUGEES AND IMMIGRANTS

It is important to understand and recognize the **difference between a refugee and an immigrant**. Although both are newcomers to a country, each differ in levels of preparedness and support.

(BC Ministry of Education, 2015)

Immigrant

- More time to prepare for the transition
- More time to familiarize with new country
- Opportunity to depart properly (goodbyes, taking care of personal/business affairs)
- Education for students is NOT interrupted; continued education
- Trauma is not necessarily experienced
- All family members arrive together
- Basic requirements are arranged prior to arrival

Refugee

- Sudden displacement (caused by growing conflict in homeland)
- Time spent in refugee camps
- Education is interrupted, some for long periods of time.
- Communication challenges due to lack of languages spoken
- Trauma is usually experienced - physical and emotional
- Family members may be separated
- Arrangements for basic requirements are unclear prior to arrival; may be needed straight away.



<http://www.cbc.ca/radio/tapestry/away-from-home-1.3785730/what-it-s-like-to-be-a-refugee-student-in-a-canadian-classroom-1.3785764>

PSYCHOLOGICAL EFFECTS OF THE REFUGEE EXPERIENCE

For those that have experienced the devastating effects of war, they may suffer from **Post Traumatic Stress Disorder**.

Educators must recognize that these students that have **experienced trauma react differently, cope differently, and express themselves differently.**

Having a close relationship with the school counsellor will strengthen the support of refugee students; it is imperative to consult them when the “emotional well-being” of a student is of concern.

Common Behaviors From Students That Have Experienced Trauma

- Fatigue
- Concentration and finishing tasks is a challenge
- Withdrawal from certain activities
- Separation anxiety
- Fixation on violence
- Constantly remembering traumatic events

“Students who manifest these kinds of behavior may also be experiencing:”

- Fear
- Anger
- Denial
- Betrayal
- Anxiety
- Nightmares/flashbacks
- Danger

***Remember, you are not a social worker or a counsellor. Refer to the school based team for additional support.**

(BC Ministry of Education, 2015)

ANXIETY TRIGGERS AND BUFFERS

The school can be felt as a place of anxiety among refugee students. Everyday school customs that we take for granted can cause anxiety for these students. The following are some possible triggers and how to counteract these triggers.

- Dark hallways
- Police officer presence in the school
- Sounds of boots
- Bells and alarms
- Fire and earthquake drills
- Children play-fighting with each other
- Being stared at by children
- Excitement
- Holiday traditions - Halloween and fireworks, for example
- Airplanes overhead
- Inability to understand English



COUNTERACT!

- Set a schedule/routine and give practice
- Introduce the bell schedule to the student and prepare them before they sound off
- Give a tour of the surrounding neighbourhood
- Build a sense of community not just in the classroom, but the school as a whole
- Keep transitions minimal (moving from class to class, changing teachers)
- Use buddy systems and cooperative learning
- Use games and play

RESILIENCE AND ADJUSTMENT

What is **resilience**? It is the ability of an individual to **“bounce back”** from adversity.

A student from a refugee background will experience many facets of adjustments during their settlement: family, personal, educational and social. In order to provide support (initial and ongoing), we must be aware of what these adjustments may look like.

FAMILY

- Challenges with money
- parental / guardian employment issues (skills/credentials not recognized)
- Communication/discipline challenges

PERSONAL

- Self esteem
- Change in economic status
- Language barriers
- Being the language broker
- Feeling victimized

SOCIAL

- “Fitting in”
- Understanding new cultural norms
- Engaging in social settings
- Financial situation/poverty

EDUCATIONAL

- Different school systems (learning, teaching styles)
- New languages
- Different ways of discipline
- Stereotyping and bullying

RESILIENCE AND ADJUSTMENT CONTINUED

Our goal: To foster a resilient individual. Why? Just like how we want all students to succeed not only in their education, but in their future - whichever path they may choose. With positive links to family and school, and a feeling of belonging in a community (protective factors), students will look at the world with a positive attitude.

(BC Ministry of Education, 2015)

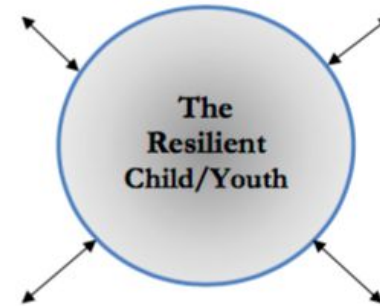
Profile of a Resilient Child/Youth

Skilled at Problem-Solving

- survival – safety/self-protection
- coping skill – ability to successfully manage something difficult or challenging – especially under adverse or unusual circumstances
- ability to develop alternative solutions
- ability to learn/change attitude and behaviour based on experience (non-avoidance)
- self-discipline/self-regulation

Socially Competent

- empathy/care/kindness
- sense of humour
- good inter-personal communication skills
- attachment to school, a sense of belonging and worth
- interacts well socially – engages with others, is culturally aware/ responsive
- expresses him/herself confidently (needs, opinions)
- strives to develop academic skills



Self-confident/Autonomous

- self-aware – positive self-worth, personal identity
- acknowledges personal strengths and abilities
- independent/internal locus of control
- can act independently – self-regulates

Personal Sense of Purpose and Future

- hopeful
- is goal directed
- views personal future as positive – full of opportunity

THE FOUR STAGES OF ADJUSTMENT

The course of resettlement for refugee students AND their families is a **series of highs and lows**; there may be excitement, but there are also feelings of withdrawal and disinterest. Educators particularly need to be aware of these stages of adjustment, as students may demonstrate silence or uninvolved in the classroom.

1. Honeymoon Stage

Excitement and hope for the future. Also felt with anxiety and fatigue.

Teachers can: Learn about the student's' background and introduce them to the school's everyday routines and community.

2. Hostility Stage

Challenges in adapting to new environment and language (inside and outside of school), culture shock, frustration, confusion.

Teachers can: Set goals with the students, help boost self esteem by embracing their culture, show compassion and understanding.

3. Humour Stage

Improved conversational English skills, behavioural problems, changes in values/attitudes, high peer influence, high parent-teen conflict, improved economic situation at home.

Teachers can: Introduce club activities, create opportunities to talk about their past, help students recognize the value of their home culture

4. Home Stage

The "I am here to stay" stage. Can take awhile to arrive at this stage. Friendships develop, both L1 and L2 are proficient. Still may manifest unexpected behavior.

Teachers can: Be proud of how they have supported the student in the stages of adjustment.

CREATING A SAFE
AND WELCOMING
SPACE FOR
REFUGEE STUDENTS

SPECIFIC ROLES OF THE SCHOOL COMMUNITY

School and district personnel have an opportunity to make a positive first impression on families and set up new students for early success.

School Principals – have a leadership role to play, ensuring that students are provided with the support they need and that the school is a welcoming place for all students and their families.

Counsellors – can assist with information and support in understanding the emotional needs of the student and can assist with referral to youth mental health services and other community support agencies.

Teachers – can begin to have a positive impact as soon as children and youth with refugee experience arrive by establishing and maintaining a positive, welcoming classroom climate. It is important to recognize that teachers may not have all the necessary training to help the student deal with traumatic experiences.

Learning Support Teachers – can provide classroom teachers with teaching strategies, behaviour management support, and assistance with adaptation and modification of materials.

Settlement Workers – can offer information and support services to students and their families, helping to smooth their transition into a new school and community.

STUDENT ROLE & RESPONSIBILITY

By modelling and encouraging socially responsible behaviour, teachers will create a classroom environment in which both students, and newcomers, feel safe, welcome and valued. Students play a vital role in the transition of refugee students.

The next slide outlines facets of socially responsible behaviour expected from students. By performing the subsequent actions, students model the expected behaviour for the new refugee students as well as becoming respectful, socially responsible citizens themselves.



SOCIAL RESPONSIBILITY COMPETENCY



PS

“All students benefit from opportunities to learn and practice socially responsible behaviour.”

1. **Contributing to the Classroom and School Community** – Being welcoming, friendly, kind and helpful; participating willingly in classroom activities and working cooperatively; and volunteering for extra responsibilities.
2. **Solving Conflicts in Peaceful Ways** – Expressing feelings honestly, managing feelings of anger appropriately and listening respectfully; showing empathy and considering differing points of view; working to solve interpersonal problems calmly; and knowing when to get adult help.
3. **Valuing Diversity and Defending Human Rights** – Treating others fairly and respectfully and trying to be unbiased and ethical; showing interest in correcting injustice and speaking out; and taking action to support diversity and defend human rights.
4. **Exercising Democratic Rights and Responsibilities** – Showing a growing sense of responsibility; following school rules; showing a sense of community-mindedness; being accountable for personal behaviour; and taking action to improve the world.

INTRODUCTION TO THE SCHOOL ENVIRONMENT

BC Ministry of Education suggests two separate orientations: Family & Student

1. Orientation for Families

- introduce the whole family to the school facility, teaching and support staff gradually; include an introduction to StrongStart BC early learning program for families who have both school and preschool aged children
- provide a map and a tour of the school and school grounds, including entrances/exits and explain routines for entering and leaving the building
- provide a map and orientation to the surrounding neighbourhood
- explain behaviour expectations for students (school code of conduct)
- provide ongoing information about school events
- provide all initial information in the family's first language if possible (consider using translator services to prepare materials; some Ministry resources for parents are available in multiple languages)
- consider using an interpreter to ease communication during initial contact

2. Orientation for Students

- utilize a gradual entry process in accordance with individual student's confidence/comfort level
- introduce the student to their assigned teacher(s) and classmates
- provide a classmate or older student 'buddy' for the new student
- assign a locker or other personal/private compartment storage space
- provide access to a quiet area or place of refuge for times when the student feels overwhelmed
- ensure the student has necessary school supplies (also lunch/snack)
- ensure necessary school and district level support services are in place
- initially, minimize the number of teachers the student will interact with
- explain and provide opportunity for the student to practice school routines (bells, alarms, drills) and use consistent messaging to encourage expected behaviour

A SAFE SPACE: THE CLASSROOM

1. STARTING POINTS
 2. COMMUNICATING
 3. INTERACTING WITH PEERS
 4. CULTURAL AWARENESS
 5. PREDICTABLE STRESSORS
 6. ASSESSING STUDENT'S RISK FOR TRAUMA
-

1. STARTING POINTS

What may seem “normal” and natural to some, may be an entirely new concept to others. It is important for teachers and students to help new classmates understand and become accustomed to new cultural conventions. Here are some examples of things that they may need some help getting used to:

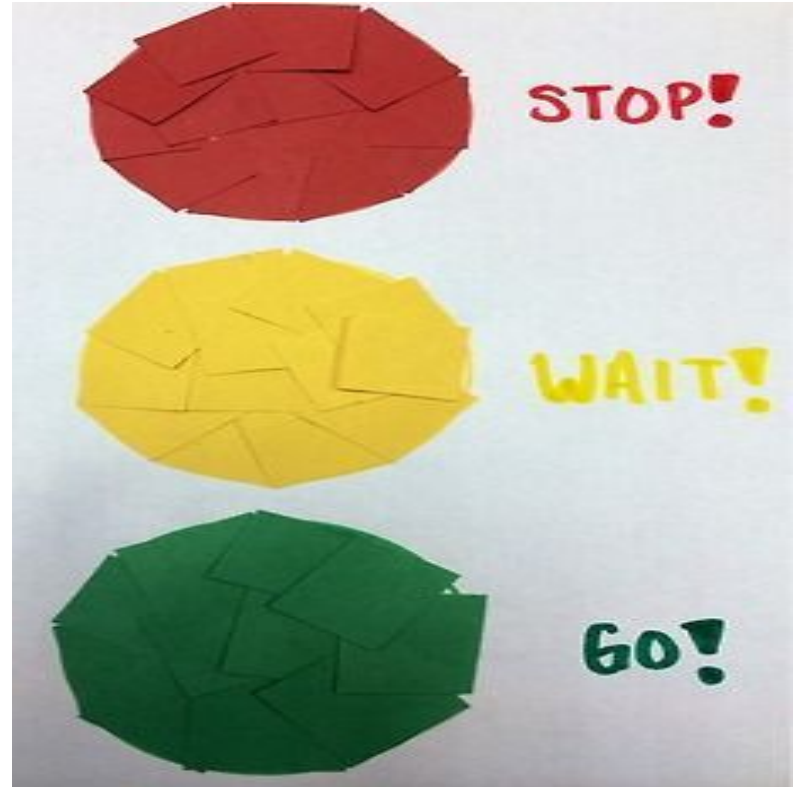
- using bathroom facilities
- opening and closing doors
- waiting in line/ waiting one’s turn
- staying in one room or indoors for long periods of time/ staying inside the school for long periods of time
- recognizing that information in English is oriented from left to right, top to bottom
- holding a writing instrument
- speaking one person at a time
- sitting still



2. COMMUNICATING

It's important to try and ease/facilitate communication by:

- encouraging and acknowledging student efforts to communicate
- speaking slowly and clearly and at a normal conversational volume
- keeping vocabulary and sentences direct and simple by avoiding the use of metaphors, jargon or popular sayings
- repeating if necessary and/or paraphrase
- using visuals (diagrams, photographs, etc.) whenever possible
- providing key information in writing (points, details)
- linking verbal and visual cues
- allowing time for the student to formulate a response
- being patient
- checking frequently for understanding
- making communication/information sessions short



3. INTERACTING WITH PEERS

Here are a few instructional tips for teachers when facilitating interactions between classmates:

- Varying group size: pairs, triads, small groups, circle of knowledge.
- Using cooperative learning strategies: brainstorming, role playing, jigsaw, think-pair-share.
- Providing opportunities to practise conflict resolution techniques.
- Focusing on similarities among children and cultures; as children learn about the things they have in common with others, they develop a sense of belonging and overall comfort in the classroom.
- Being explicit about classroom and school rules, and posting them in a location where they can provide visual cues and reinforce positive behaviour expectations.



“Turn and Talk” Tips

 **LOOK** at your partner.

 **LISTEN** to your partner.

Be ready to **SPEAK** when it's your turn.

Speak so that only your partner can hear you. 

 **TURN** and face the front, when you and your partner are finished sharing.

WAIT quietly. 

4. CULTURAL AWARENESS

Behaviours that are common in BC Schools...	... May be perceived differently in other cultures
Praise is overtly expressed/welcome	Praise is embarrassing
Making direct eye contact is expected	Direct eye contact is inappropriate/rude
Physical contact between teachers/peers is okay	Physical contact is inappropriate/taboo
Silence is never prolonged (instant answers)	Silence is comfortable and implies thought
Most feelings can be displayed openly	Feelings maybe hidden or exaggerated
Punctuality is prized	Time is flexible
Roles are loosely defined	Role expectations are strict
Competition is common	Group harmony is desired
Education is for everyone	Education is primarily for males

5. PREDICTABLE STRESSORS

For a smooth transition, it is vital that educators are aware of and are sensitive to some common school and classroom activities that may cause refugee students stress. Here is a brief list of potential stressors:

Show and/or Tell – may evoke painful memories of what they no longer have/or what they have endured during their refugee experience.

Current Events Discussions –while a common activity in many classrooms; asking students from refugee backgrounds to share their experiences, discuss their views of the events underway in their homeland, or comment on the plight of refugees in general – may be distressing to them.

Detentions – may be an unfamiliar concept, both to students and their parents – and may even be construed as a form of arrest.

Field Trips –plans need to be communicated, especially for outings involving ‘camp or camping’. The word/concept of ‘camp’ may evoke association with ‘refugee camp’ and subsequent misunderstanding of the outing that is being planned.

6. ASSESSING STUDENT'S RISK FOR TRAUMA

Some useful questions teachers can use to assess the risk for trauma for students in their classroom:

1. How does the student relate with other students?
2. Do the student's life experiences prior to living in Canada find expression through play, art, or acting?
3. Does the student have difficulty in remembering daily activities, routines, or tasks?
4. Does the student appear to experience mood swings?
5. Is the student able to concentrate on a set task?
6. Does the student appear frightened or fidgety?
7. Are there any recurrent themes in the student's drawings?

* If trauma is suspected, work with the school based team and support workers to come up with an appropriate plan of action

SUPPORTING THE
ACADEMIC
EXPERIENCE
OF REFUGEE
STUDENTS

HOW TO SUPPORT PRE-LITERATE REFUGEE STUDENTS

- Developing their literacy in their Native Language (L1)
- Understanding the purpose of literacy and language in the classroom and in the world
- Introduction to print and how it is used
- Understanding of the expectations of a language classroom and how it works

(Based on Ministry of Education, 2009, p. 29)



HOW TO SUPPORT REFUGEE STUDENTS WITH LIMITED OR NO FORMAL SCHOOLING

- Refugee students may not have formal schooling experience, but they often have other “valuable life experience and skills” that we as teachers can draw on in order to incorporate their past experiences into their learning. (Ministry of Education, 2009, p. 28)
- It is important for teachers to be aware that their backgrounds and experiences often don't connect with the school environment that they're walking into.
- Along with focussing on teaching language, ELL programs for refugee students also need to focus on creating a safe environment that bridges learning gaps and helps the students develop an understanding of the world around them. (Cranitch, 2010)
- Teachers need to take these students through the cognitive process of learning how to learn language, as these students haven't had experience of developing these strategies previously. (Cranitch, 2010)

EFFECTIVE STRATEGIES FOR TEACHING ENGLISH TO REFUGEE STUDENTS

- Use pictures to explain ideas
- Use single words
- Explicitly demonstrate how to put single words together to create sentences
- Give the students opportunities to practice using writing materials to print letters and words
- Translate material if/when possible, or use a more advanced student as a language broker
- Have as many posters and signs around the school and classroom to remind students of key literacy content
- Have students complete all literacy practice during class time where they have support. Assigning homework can increase stress and frustration for students who are just beginning to learn English.



(Based on Ministry of Education, 2009, p. 30-31)

CROSS-CURRICULAR STRATEGIES FOR TEACHING ENGLISH TO REFUGEE STUDENTS (2)

1. Art Therapy

“Art can express what words can not” (Schur, 2016, p. 14)

- Refugee students often haven't had opportunities to experiment with creativity as a means of expressing themselves
- Combining literacy and art together creates opportunities for students to process their experiences from their home country that they might otherwise not be able to explain.
- Art allows the students to use their imagination and relax into the experience of having freedom of expression
- Art can be a mode for students to share traumatic experiences that they are not comfortable expressing with words.
- Art allows the students to move their inner thoughts and worries to the outside which can help them in moving forward from the pain that they have experienced.
-

“Engaging through art modalities allows children to get some of the wound out” (Schur, 2016, p. 15)

CROSS-CURRICULAR STRATEGIES FOR TEACHING ENGLISH TO REFUGEE STUDENTS (2)

2. Drama

“Important to kinesthetically move through a learning experience” (Macro, 2015, p. 337)

- Using drama in the classroom extends the student’s language learning by providing opportunities to use the vocabulary that they have developed to authentically express themselves.
- Provides opportunities for students to use language creatively or in ways that they normally wouldn’t.
- Can be used to escape from traumatic experiences to take on an identity other than their own.



PLANNING LESSONS FOR TEACHING REFUGEE STUDENTS

“THERE IS NO SUCH THING AS A TYPICAL ENGLISH LANGUAGE LEARNER”

(MINISTRY OF EDUCATION 2009, P. 28)

As teachers we need to create instructional goals that are specific to each student.

In order to help refugee students meet their literacy learning goals, we need to look at the big picture of what curricular competencies we want them to accomplish in the long term.

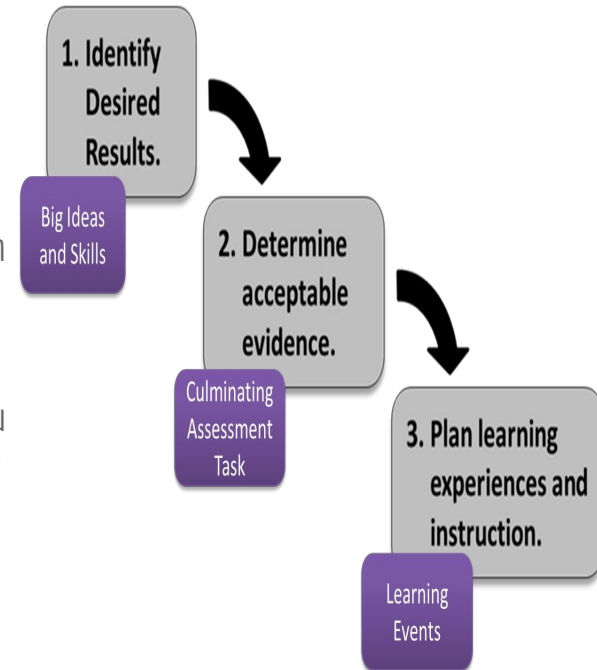
This can be done through **“Backward Design” planning.**

This means that instead of starting your planning with the small ideas that you want the students to learn (ex. Letters in the alphabet), you base your planning off of the big ideas that you want your students to meet (ex. “Language and story can be a source of creativity and joy”)

Now, instead of thinking about each small individual tasks, you are thinking more globally about how you are going to help these students develop self confidence in their language learning so that they can enjoy it.

Language acquisition for refugee students is a slow, and ongoing process, and so it is important for teachers to keep the big picture of their student’s learning in mind when planning lessons. (Cranitch, 2010)

Backward Design



CONCLUSION

CONCLUSION

With the changing demographic in our province, it is imperative that we, as educators, recognize and foster an inclusive environment for students coming from refugee backgrounds. To do this, we must educate ourselves and become aware of the challenges and the hardships that these students may have faced. With that in mind, we also need to remember that each of these students will react and express themselves differently. We can create a safe, inclusive classroom with sufficient orientation for both the student and their families, as well as reinforce the roles of each member of the school based team. Thanks to the new BC Curriculum, the students in the class also can help create a supportive environment with the modeling of Social Responsibility core competency. To further engage and raise awareness for all students in the classroom, the use of art can be a powerful tool for relief, expression and enlightenment.

GLOSSARY OF TERMS

Adversity - Experience of distress, unfortunate events.

Government-assisted Refugee - The Government of Canada/Quebec aids in the beginning of the resettlement process.

Interrupted schooling- Occurs when a refugee student's schooling was stopped in their Native country because of displacement due to war or other such circumstances.

Post Traumatic Stress Disorder (PTSD) - Reoccurring mental and emotional stress resulting from severe injury or psychological shock.

Pre-literate Refugee Students- Refugee students who are not literate in their L1 and therefore do not have strategies to begin learning their L2 (English).

Privately Sponsored Refugee - Assisted by Canadian citizens or permanent residents in the resettlement process.

Resilience - The ability to positively move forward from experiences of adversity.

ANNOTATED BIBLIOGRAPHY

Block, K., Cross, S., Riggs, E., & Gibbs, L. (2014). Supporting schools to create an inclusive environment for refugee students. *International Journal of Inclusive Education, 18*(12), 1337-1355. doi:10.1080/13603116.2014.899636

This article by Block, Cross, Riggs, and Gibbs looks at how it is impossible for refugee students to be expected to become literate in English quickly, when they often aren't literate in their first language. The forced displacement causes these refugee students to have difficulties settling into a Western school environment, which in turn makes it even more difficult for them to begin to develop their literacy skills. The authors discuss a program called the "School Support Program" that they have developed that takes a whole school approach to meet the learning, social, and emotional needs of refugee students. The authors have found that using this model that focuses on more than just the student's academics has been very successful in supporting these refugee students.

British Columbia Government EBook Collection, & British Columbia. Ministry of Education. (2009). *Students from refugee backgrounds: A guide for teachers and schools*. Victoria, B.C.: Ministry of Education.

This BC Government document describes the process of welcoming refugee students into your school community. They start out by outlining the potential experiences and subsequent trauma a refugee student may face. They proceed to highlight what a resilient refugee student may behave like, the stages of their adjustment, how you can welcome them into the school community and lastly, they supply methods of support, services and resources.

ANNOTATED BIBLIOGRAPHY

Cairo, A., Sumney, D., Blackman, J., & Joyner, K. (2012). F.A.C.E. time : Accommodating newcomers in elementary school. *Multicultural Education, 19*(2), 55.

This article by Cairo et al. discusses the problems that refugee students face in school districts that aren't able to support them properly. The article looks at ways that school districts can improve the support that they can provide to these refugee students. The first major problem is that these students are experiencing a loss of family, home, and identity, but all in different ways. Therefore there isn't a "one size fits all" solution for these students. In order to deal with these problems, teachers need to receive explicit training on how to support refugee students in their classroom. These refugees are referred to as "Newcomers" which means that they need social and cultural support as well as academic support. Finally, the authors discuss how it is important to building a community that the children feel safe in because schools that have an "anti-immigrant climate" can become very threatening to elementary refugee students.

Cranitch, M. (2010). Developing language and literacy skills to support refugee students in the transition from primary to secondary school. *Australian Journal of Language and Literacy, the, 33*(3), 255-267.

This article is about a pilot literacy transition program that was created to support the language learning of refugee students that have either interrupted school backgrounds, or no school background at all. This pilot program also looked at creating a supportive and safe environment that helped to foster an understanding of the world and address certain learning gaps and cognitive development issues that many refugee students are facing. The pilot program was specifically targeted at upper intermediate elementary students because at this age they are expected to have language learning skills, when in fact many of these students are in the pre-literate stage and have never had any exposure to texts.

ANNOTATED BIBLIOGRAPHY

Immigrant Services Society of British Columbia. (2016). *Refugee readiness hub*. Retrieved from <http://refugeehub.issbc.org>.

A resourceful website that supports immigrants and refugees as well as the general public. Weekly updates are provided for public knowledge and to inform individuals going through the resettlement process. In regards to our research package, this website provided statistics to help give a glimpse of the changing demographic in the lower mainland of BC. The website also provided ways to support refugees and additional community resources. It would be excellent to consult this government sponsored website to find out what resources and additional support are made available to immigrants and refugees.

Macro, K. (2015). Drama as literacy: Perceptions of an interactive pedagogy. *Research in Drama Education: The Journal of Applied Theatre and Performance*, 20(3), 337-339. doi:10.1080/13569783.2015.1059270

This article looks at how drama can be used to support student's literacy learning. It is written by a teacher who often uses drama in her classroom to support her teaching of literacy. Marco explains that she finds that drama gets the students physically involved in every lesson, which causes them to become more inquisitive. The true inquiry that occurs through dramatic discussion lets the students take on an identity in the classroom other than their own. For example, the author explains that she often sees her most introverted students become some of the most extroverted during dramatic classroom activity. Finally, the author explains that using drama in the classroom is a way for students to creatively make meaning out of literacy.

ANNOTATED BIBLIOGRAPHY

Schurr, Peta. Resource Guide for Supporting Children with Refugee Experience: Surrey Welcoming Community Projects. (2014). Retrieved from: https://www.surrey.ca/files/Resource_Guide_Supporting_Children_with_Refugee_Experience.pdf

This is an excellent resource for teachers with refugee student in their classroom. It serves as a guide to first, understand their experiences and the effects those experiences may have when arriving in Canada, secondly, the document discusses the roles of the school based team when welcoming refugees students into the school community, and lastly, they offer suggestions of support and outlets of expression for refugee students.