

January 2003



Dear MCMOI Outreach Colleagues,

Outreach Extensions is delighted to send you the enclosed ***America, My New Home* workshop curriculum** and outreach materials, with versions in both English and Spanish. The curriculum is designed to support your outreach efforts in the Latino community as well as bridge your AMERICAN FAMILY campaign with the upcoming public television mini-series, THE NEW AMERICANS. Additional content supports your efforts to work with the *Making Connections* neighborhoods to achieve The Annie E. Casey Foundation's Common Ground Outcomes.

Produced by Kartemquin Educational Films, THE NEW AMERICANS will put a very human face on the breadth and scope of the immigrant and refugee experience in America today. The subjects of the series come from Nigeria, the Dominican Republic, the Israeli-occupied West Bank, India, and Mexico. As they wrestle with profound questions of personal and cultural identity, discrimination, national loyalty and religion, their deeply personal stories will reveal universal truths about the challenges faced by four centuries of American immigrants. THE NEW AMERICANS is scheduled to premiere in fall 2003.

America, My New Home draws upon one of the stories featured in THE NEW AMERICANS—the Flores family, Pedro and Ventura, and their six children. Though Pedro has been working in Kansas for 13 years, his family stayed behind in Mexico. Their story is one of family reunification as well as their preparations to immigrate. We follow Pedro's journey home to Mexico and the family's struggle to gain approval to enter the U.S. The process of immigration and its challenges is only part of their experience. Emotionally, they must also deal with change and uncertainty, their sense of loss in leaving home and family behind, and their hope for a better life in America.

The workshop was created as a way for Outreach and Ready To Learn coordinators to reach Latino parents and other caregivers of Latino children, particularly Latino immigrants. The themes from the program are woven through the workshop, which follows the Ready To Learn Triangle format—view, do, and read. Activities range from helping participants to reflect on their own journeys and create journey albums, to writing their own "I Am From" identity poems and assisting young children with life changes.

Two additional documents created by Outreach Extensions will assist you in linking outreach efforts to AECF's Common Ground Outcomes. "THE NEW AMERICANS / Flores Family and AECF's Common Ground Outcomes" relates events in the Flores family's story to the Common Ground Outcomes – showing positive steps as well as the results of being unable to achieve some outcomes. A set of questions supports discussion and two activities (one referring to AMERICAN FAMILY's "Sharing Our Stories" curriculum) suggest ways that parents can strengthen their sense of belonging in their new communities, build social networks, and support the development of their children. The "Fact Sheet: Children in Immigrant Families Study" highlights findings of a study released by the Urban Institute in November 2002 and shows how these key findings can help you to address three of the Common Ground Outcomes.

The storybook used in the *America, My New Home* workshop, *Un Nuevo Sol/A New Sun*, beautifully written by Max Benavidez and Katherine Del Monte, evokes feelings and memories through comparisons between the country of origin and the new one. This workshop package includes one copy of the book. Please contact Ken Ravitz at 310.589.5180 or jroutext@aol.com to purchase additional copies.

The *America, My New Home* workshop was developed by the National Latino Children's Institute (NLCI) in partnership with Outreach Extensions. NLCI is the only national Latino organization that focuses exclusively on children. Founded in 1997 in San Antonio, Texas, NLCI's mission is to serve as the voice for young Latinos. Additional content was provided by Alma Morales Riojas, president and CEO of MANA, a national Latina organization.

We offer special thanks to the following Outreach and Ready To Learn colleagues for providing their expertise during the development of this workshop: Tom Rendon, formerly with Iowa Public Television; Stefanie Malone, KCTS/Seattle; and Lariza Dugan-Cuadra and Kathleen Acord, KQED/San Francisco. We would also like to recognize Cathy Lloyd, KPBS/San Diego for her contribution to this effort.

Outreach Extensions is grateful for the generous support of The Annie E. Casey Foundation in funding the development and distribution of the *America, My New Home* curriculum package.

We sincerely hope you find these materials helpful as you plan and implement your outreach campaigns for THE NEW AMERICANS and *America, My New Home* workshops. As always, Outreach Extensions is available to provide you with technical assistance and answer your questions. You can also talk to us at this year's Ready To Learn Professional Development Seminar. We look forward to seeing you and hearing about your campaigns.

Best wishes,

Judy Ravitz
President

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Outreach Extensions

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THE NEW AMERICANS outreach campaign is a collaborative effort among the Independent Television Service (ITVS), Active Voice (AV), National Issues Forum, and Outreach Extensions. ITVS is providing production and presentation funding for THE NEW AMERICANS, including a Community Connection Project (CCP) civic engagement campaign that consists of an interactive Web site, innovative ESL curricula, and workshops at community colleges. AV is developing a range of practical materials for community stakeholders, including new tools to help them focus public attention on immigrant and refugee issues in 21st century America. The National Issues Forum (NIF) is creating a non-partisan issue book, "The New Challenges of American Immigration: What Should We Do?" for public forums as well as a moderator guide and starter video to prompt deliberation regarding immigration policies. (See enclosed flyer on NIF's project/resources.) Outreach Extensions is focusing its efforts on ways to strengthen families and communities through utilization of the *America, My New Home* curriculum as well as through a grants program for stations participating in the Making Connections Media Outreach Initiative.

THE NEW AMERICANS / AMERICAN FAMILY

America, My New Home

A workshop for immigrants and non-immigrants
(for use by Outreach Coordinators)

This curriculum package for outreach coordinators will be sent to stations with the following materials:

- Introductory letter
- Videotape: THE NEW AMERICANS (3 clips on the Flores Family)
- Videotape: AMERICAN FAMILY: "La Llorona"
- Children's book: *A New Sun/El Nuevo Sol*
- Workshop agenda
- Children's programming suggestions
- Exploring Our New Neighborhood
- Suggested Readings
- Our Wish for Our Children (MANA)
- Reading Tips
- THE NEW AMERICANS / Flores Family and AECF's Common Ground Outcomes (MCMOI stations only)
- Fact Sheet: Children in Immigrant Families Study (MCMOI stations only)

Generous funding for the "America, My New Home" Curriculum Package is made possible by a grant from **The Annie E. Casey Foundation.**

THE NEW AMERICANS / AMERICAN FAMILY

America, My New Home

A workshop for immigrants and non-immigrants
(for use by Outreach Coordinators)

Messages

- Almost everyone's family immigrated to the United States.
- Every family has a story to share about where their family came from.
- New experiences can be scary, but they are also exciting.
- Children learn from their first teachers—their parents.

Background

The “La Llorona” episode of AMERICAN FAMILY, coupled with clips about the Flores Family in THE NEW AMERICANS, explore the stories of the people who come every day to the United States in search of a new life. During this episode, a number of issues are explored, including the difficulty of adapting to a new culture, misunderstandings about how the system works, the obstacles to obtaining the correct documentation, and the sheer courage it takes to embark on a journey to a new land—one where the customs, language, and even the food are so different.

For some immigrants, the journey to America is made with clear goals—to acquire a better paying job, a safer place, a better home, or to join family members who had previously moved here. For other immigrants, the choice to move is made because of dangerous situations in their home country, such as deadly conflicts and political strife. While each experience is unique, some elements are similar for everyone. Understanding that this is a process can be difficult as people try to maneuver their way through a new system. Adults in particular can become discouraged when activities that were simple in their own country are made difficult because of language or cultural issues. This workshop can reassure participants that they are not alone in their struggles.

The “La Llorona” and Flores Family episodes epitomize not only the difficulty that new immigrants face as they try to integrate into the fabric of the United States, but also the great expectations that their lives will someday be better. For Pedro Flores in THE NEW AMERICANS, a great part of his joy is the expectation that finally, after 13 years, his family will once again be together. For Elena and her husband in “La Llorona,” their hard work will make the American Dream come true for their infant son.

Many of the issues discussed in this workshop require sensitivity and understanding from the facilitator. Some participants may not want to share their stories. Be aware of this as you go through the workshop.

Total workshop time: approximately 2 ½ hours

Materials needed

- Television and VCR
- Tape of the show with segment queued
 - AMERICAN FAMILY, “La Llorona”
 - THE NEW AMERICANS, clips on the Flores Family
 - Children’s Program (See attached Children’s Programming Suggestions)
- Chart tablet
- Chart markers
- Map of the world

- Colored pushpins
- *A New Sun/El Nuevo Sol*, written by Max Benavidez and Katherine Del Monte; illustrated by Jose Ramirez
- Large pieces of construction paper
- Supplies needed for the Journey Album activity:
 - Colored pencils, pens, markers
 - Scissors
 - Magazines for cutting (if possible, include magazines from other countries)
 - Photographs of participants' families to contribute to their "Journey Albums"
 - Glue
 - Colored construction paper
 - Watercolors, brushes, and containers for water
 - Brads (to bind albums together)
 - Hole punchers
 - Maps
- Copies of "Where I'm From" poem by George Ella Lyon

Setup

- The room should be set up to allow the maximum amount of interaction among the participants during every phase of the session. If possible, arrange the tables in a circular shape. If using rectangular tables, arrange them in a large U.
- Place materials in a convenient spot that allows everyone to get what they need quickly. If more than 20 participants are expected, create two stations with materials. Another option is to create three or four tables, each with materials, at which the participants can work together. This helps to foster a sense of camaraderie among the participants.
- Create a space with family photographs and reading materials so that participants have a place to mingle. If food is available, place it in the back of the room to encourage people to move away from the doorway.
- Display the map of the world on a bulletin board or foam board.

Greeting

As participants arrive, personally welcome each one. Introduce yourself and provide each person with a nametag. Invite everyone to have a snack or to view the books and photos at the back of the room.

Introduce the Public Broadcasting Service

Describe PBS and the resources available. Explain your role as the Outreach Coordinator and the resources your station provides.*

(*If you are a Ready To Learn Coordinator, describe the PBS Ready To Learn Service. Explain your role as a Ready To Learn Coordinator and the services your station provides.)

Getting started (Ice Breaker Activity) *10 minutes*

If participants are not already seated, ask everyone to find a seat and to think about the answers to three questions. Write the questions on a chart tablet. Instruct participants to introduce themselves to the person sitting next to them, then discuss the following questions:

- From what country did your family (or you) come?
- How long has your family been in the United States?

- What is your favorite food or tradition from your country of origin?

(Note: Some families, especially in the Southwest, have been in the United States for 11 or 12 generations—they never crossed the border, but the border crossed them! Encourage everyone to think about which country they connect with.)

After three minutes, ask for volunteers to stand and state their names and share their information with the whole group. As each country (and/or city) is named, place a pushpin in that area of the map. The facilitators should also participate in this activity, building the sense that almost everyone is an immigrant to the United States.

This activity will create a sense of trust that will allow everyone to feel comfortable sharing their stories. Some people will be excited when they realize that they are from the same cities or countries and may start asking about common landmarks or people they both may know!

The Journey to a New Country (15 minutes)

Every family has a story about how they came to the United States—the boat ride across the ocean, the trudge through the desert, a long plane ride, or a raft in treacherous seas. The stories are similar, but, at the same time, each one is unique. What ties the stories together is the courage it took to make the decision to leave everything familiar, even the family, to start a new life. For the past 500 years, people from other parts of the world have made the journey—sometimes for adventure, but always to create a new life, something better.

In Clip 1 of *THE NEW AMERICANS*, Pedro Flores, who has been working for 13 years in the United States while his family remains in Mexico, journeys home to his family to help them begin the process of immigrating to the United States. He and his wife Ventura have six children. Not all of the arrangements work out, as the family discovers when they meet with U.S. Immigration. Pedro has already found one sponsor for the family; now he learns that he must find another. Pedro had not realized that, because he earns less than what is required to sponsor his entire family, his income cannot count toward sponsoring any members of his family. Fearing that he'll be left behind, young Juan (Pedrito) cries. The family reassures him that everyone will go together. (Approximately 4 minutes in length.)

In Clip 2 of *THE NEW AMERICANS*, with visas approved for the entire Flores family, they begin preparing for the journey to their new home in Kansas. Preparation for the journey includes saying goodbye to loved ones who will be left behind, and to special people and places. In this segment, the youngest Flores, Pedrito, says goodbye to his classmates, his school and the teacher who taught him how to read and write. The family then pays a visit to Ventura's father and tearfully asks for his blessing. Ventura, not knowing whether she'll see her father again, shares her misgivings about leaving. She says about her father: "I'm leaving my most precious treasure behind." (Approximately 4 ½ minutes.)

Ask participants to view the segments and to think about their own memories and stories as they watch the scene.

Discussion

Invite participants to share their feelings about the scene. Some questions that you might ask to start the discussion are the following:

- Did you or your family have similar experiences when you were trying to come to the United States? What were they?
- What are some of Ventura's concerns about leaving Mexico? What were some of your concerns?

- What things were important to the Flores family in Mexico? How can they build connections to people and places in their new home? What can you do to build connections to your new community?
- How can the family help Pedrito deal with his feelings of loss and sadness in leaving the familiar—his friends and school—behind?
- What memories do you have about your journey? Or, what stories did your family tell about their journey?
- What do you think will happen next to the Flores family?

Activity 1: Remembering the Journey (10 minutes)

Ask participants to think about the stories about their families' journeys to the United States. What images do they see when they think about the stories? What are the smells associated with the journey? If the participants were part of that experience, what colors do they remember?

Show the clip from “La Llorona” where Elena makes the long, treacherous journey through the desert to the United States to be reunited with her son. Let the tape play until after Elena has a complete flashback about her whole ordeal.

Explain that participants are going to create a Journey Album so that they can pass their histories on to their children. Encourage them to be as creative as possible.

Some families may have more than one story: the mother and father or grandparents may have met after moving to the United States and may have come from different places. Encourage participants to add those stories to the album.

Note: Some people's stories may be very painful, and they may not wish to share them with the group. Encourage them to create a collage of their experiences in the United States.

Activity 2: Making Journey Albums (30 minutes)

Here are some questions that will help the participants get started. Questions can be typed up and distributed.

- What would you like your children to know about where your family came from?
- Where did your journey start and how long did it take?
- Where did you go on your journey?
- What did they (you) remember about the trip?
- How did your family (or you) travel to get to the United States?
- What types of games did your family play?
- How was the food different?
- What language(s) did you speak?
- Where did they (you) first live?
- What impressions did they (you) have about the new home? How were they different from what you expected?
- What resources (family, friends, church, school, service organizations) helped you to feel at home in your new country?
- What is your vision of the American Dream – for yourself or your children? How can you represent this in your Journey Album?

Have each participant think about what they would like to include in their albums and to use the materials to create stories out of pictures. Invite them to look at the materials and to think of ways they can represent their journeys: drawing, cutting pictures from magazines, or creating a map. Allow participants

time to work on a few pages of their books. Some may wish to include a narrative detailing dates, places, and people. To complete their albums, encourage participants to think about their vision of the American Dream – what they want for themselves and their children – to represent a new journey to share in their new country. To finish the project, punch three holes along the sides of the pages and attach them together with brads.

Note: Some participants may need assistance with writing. Be on the lookout for those who are having a difficult time and gently ask if they need assistance. They may feel more comfortable if someone else writes down the narrative. (Some may feel uncomfortable if they need additional help with writing, so offer everyone the option of dictating their stories to someone on a computer.)

If time allows, discuss with participants various ways in which they can add to their Journey Albums. Encourage them to think of other stories or incidents that could be included in the collage, and ways in which their children can participate. Do they have photographs of family members or the home in which they lived? Do they have grandparents, aunts, or uncles who could add their viewpoints? Is there a resource such as the Internet or library that could provide additional information?

A New Home (15 minutes)

*Before you introduce the following activities, explain the Ready To Learn Learning Triangle.**
(*Ready To Learn Coordinators only)

View:

Clip 3: In this segment of THE NEW AMERICANS, the Flores family finally arrives at their new home in Kansas. They seem overwhelmed by the differences—in their home, supermarket, and neighborhood. Yet, they seem to adjust to . . . and enjoy . . . their new experiences. In this segment, the children enroll in school and the family obtains advice from the Western Kansas United Methodist Care Center, an organization that provides support services to new immigrants. (approximately 4 minutes) *Option: Clip 2, in which the Flores family says goodbye to the loved ones they must leave behind, can also be used in this section, particularly if you are doing the Something Lost, Something Gained Activity.*

Discussion

Invite participants to share their feelings about the scene. Some questions that you might ask to start the discussion are the following:

- How is the family doing? Do they seem to be adjusting to their new home and neighborhood? What makes you think so?
- When you came to America, what did you find easy? And, what was difficult for you?
- How did Pedro help to make the transition to a new home easier for his wife and children?
- Who helped you to find your way in your new country so you could make a better life for yourself and your children? How did others help you? How did you help yourself?
- What do you think will happen next for the Flores family? Why do you think so?

Additional Clip: A children's program clip about change or moving (see section on Children's Programming Suggestions).

Activity 3: Sharing Stories With Young Children (30 minutes)

Read: (Note: Discuss ways parents and caregivers can foster young children's reading and writing development. Examples include the following: read aloud from storybooks and many other forms of print; involve children in

different kinds of shared reading activities; talk about such things as author, illustrator, title, characters, setting, the problem, and solution in a story; show children how the letters we write stand for the sounds we say.)

A New Sun/Un Nuevo Sol by Max Benavidez and Katherine Del Monte. Model for the participants some of the elements of active reading—introduce the book, point out the names of the authors and illustrator, point out elements in the illustrations and how they add to the story, and ask questions. One question might be what comparisons they might add. What do they miss the most – how is their life different in America? What is the meaning of “we share the same dream?” This will help participants understand how to enhance their children’s reading time. Use body language and dramatic expression when reading aloud. Emphasize certain words, imitate events, and represent feelings with facial expressions and body movements.

Do: (Choose either *Something Lost*, *Something Gained* or *Same and Different*).

Option 1) *Something Lost, Something Gained*

Drawing upon themes of the book and the clips from *THE NEW AMERICANS*, this activity will show how immigrating to a new country is full of challenges and opportunities—learning a new language and culture, making new friends, setting goals for the future, and joining a new community. Sometimes, in the process of acquiring the new, other aspects of a person’s life are left behind. Often these losses are unspoken, a small hurt that never quite heals. But these hurts can be balanced by sharing the feelings with others who also made the choice to make a new home.

The activity below will allow participants to discuss and share with each other the special things they left behind that they miss—family, customs, or a special place.

• Getting Started: *Something Lost, Something Gained*

Divide the chart tablet paper (this can also be done on a blackboard or wipe-off board) into two columns by drawing a line down the middle. Label one side “Lost” and the other side “Gained.”

Invite participants to reflect on the book *A New Sun/Un Nuevo Sol*, the show segments they watched, and the group discussions. Thinking back on those elements, do they feel that they lost something when they came to the United States? Encourage participants to think about what they lost. For instance, one person might say that she can no longer walk to her grandmother’s house and share a cup of coffee; another might mention the way the air smells in the early morning while hanging out the wash. Encourage them to express their feelings with words. Write those thoughts on the “Lost” side of the paper.

Next, ask them to think about what they gained. Let them know that they were courageous in leaving something familiar to come to an unknown land. Ask them to think about what they brought to the United States, either tangible or in their hearts, that keeps their memories alive. Write those thoughts on the “Gained” side of the paper.

Encourage everyone to share during this activity. This will provide the basis for the take-home activity that parents can do together with their children.

Option 2) *Same and Different*

Immigrating to a new country is full of challenges and opportunities—learning a new language and culture, making new friends, setting goals for the future, and becoming a part of a new community. Sometimes it’s hard to imagine how anyone will be able to learn everything!

Fortunately, with America’s diversity, families may find that parts of their culture have already made the trip to the United States. A global economy means that specialty foods can be found in many grocery stores; newspapers and magazines in different languages are available; and often television and radio

programs are broadcast in home languages. All of these provide a bridge between the old and new, creating a sense of “home” in a new place. Anyone who has traveled to a different country knows the relief one feels when a newscaster can be understood or a headline or menu read, or the joy at hearing one’s language spoken on the street.

This activity will allow participants to realize that while their new home is different, some things remain the same.

- **Getting Started: *Same and Different***

Divide the chart tablet paper (this can also be done on a blackboard or wipe-off board) into two columns by drawing a line down the middle. Label one side “Same” and the other side “Different.”

Invite participants to reflect on the book *A New Sun/Un Nuevo Sol*. What was different (e.g., “There I walked everywhere, here I ride the big blue bus”)? Encourage participants to think about their own experiences. What did they (or their families) find different as they settled into their new community? What was the same?

As people speak, write the items under the appropriate column. This activity will create wonderful opportunities for dialogue, as participants realize that some of their experiences may be similar. If possible, share a funny story from your own family. If time allows, ask participants to share stories of what they had to learn.

Encourage everyone to share during this activity. This will provide the basis for the take-home activity that parents and children can do together.

Activity 4: “I Am From” Activity* (20 minutes) (*copyright pending)

This activity was developed by Linda Christensen, a teacher in Oregon, and is featured in her book, *Reading, Writing, and Rising Up: Teaching about Social Justice and the Power of the Written Word*. The book is available through www.rethinkingschools.org. In her book, Linda writes, “Sharing is one of the many ways we begin to build community together. Sharing ourselves. Sharing of our stories.”

After reading aloud the poem, “Where I’m From” by George Ella Lyon, invite participants to create their own poems/stories, beginning each verse with “I Am From,” and using the following elements. (Note: “From” can mean many things.) A template for the activity is included in this document. Tell participants to choose which home, new or old, they want to use as the basis for their poems, or to use a combination of the two:

2-3 Items found in your home

2-3 Items found in your yard

2-3 Items found in your neighborhood

Names of relatives, especially those linked to your past

1-2 Sayings you grew up with (“Mind your manners,” “If I told you once...”)

Names of foods/dishes that recall family gatherings

Something you feel passionate about

Ask participants to share their poems with the person sitting next to them. After a few minutes, ask for volunteers to share with the entire group.

***Please make enough copies of the following two pages to distribute at your workshop.**

Where I'm From *

By George Ella Lyon

I am from clothespins,
from Clorox and carbon tetrachloride.
(Black, glistening
it tasted like beets.)
I am from the forsythia bush,
the Dutch elm
whose long gone limbs I remember
as if they were my own.

I am from fudge and eyeglasses,
from Imogene and Alafair.
I'm from the know-it-alls
and the pass-it-ons,
from perk up and pipe down.
I'm from He restoreth my soul
with a cottonball lamb
and ten verses I can say myself.

I'm from Artemus and Billie's Branch,
fried corn and strong coffee.
From the finger my grandfather lost
to the auger
the eye my father shut to keep his sight.
Under my bed was a dress box
spilling old pictures,
a sift of lost faces
to drift beneath my dreams.
I am from those moments—
snapped before I budded—
leaf-fall from the family tree.

*From the book, The United States of Poetry, Ed. Joshua Blum, Bob Holman, and Mark Pellington. New York: Harry N. Adams/Times Mirror Company, 1995.

I Am From Activity Template

Where I'm From

By: _____

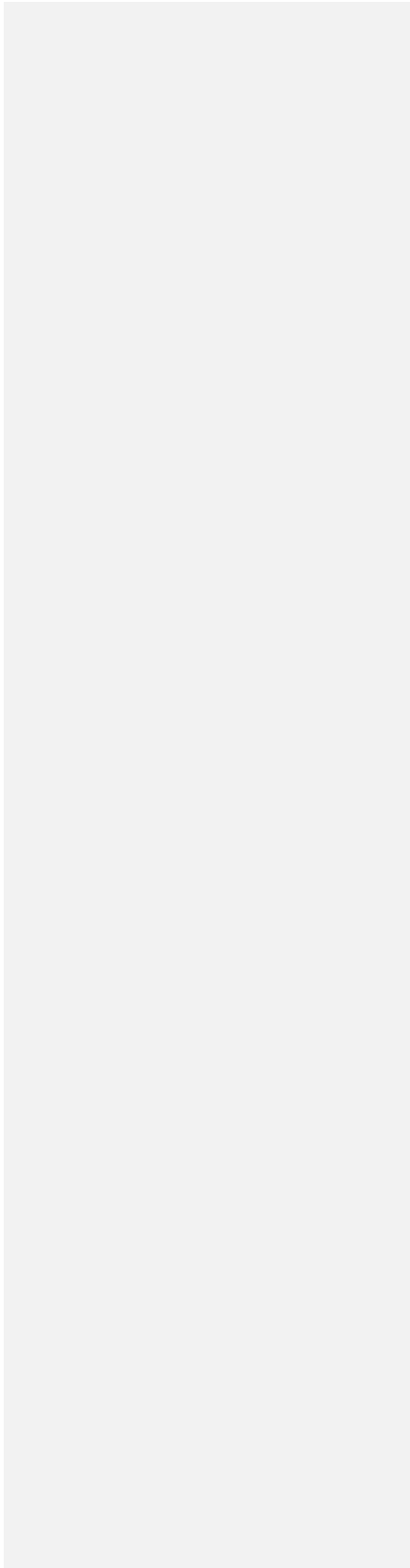
I am from

I am from

I am from

I am from

I am from



Saying Good-bye (5 minutes)

Thank everyone for their participation in the discussions and invite them to share any final thoughts. Encourage participants to think of the topics covered during the workshop and how their Journey Albums will provide their children, grandchildren, and future generations with an understanding of how they got to the United States and the adventures they encountered in making a new home.

Provide each parent with a Reading With Children tip sheet; the take-home activity, Exploring Our New Neighborhood; the handout, Our Wish for Our Children, and a copy of the book, *A New Sun/Un Nuevo Sol*.

Beginnings and endings are very important. Try to make personal contact with each person as he/she leaves the room, thanking everyone for coming and for participating. Invite them to the next event and encourage them to watch the shows!



Developed by
National Latino Children's Institute

in collaboration with
Outreach Extensions

The National Latino Children's Institute (NLCI) is the only national Latino organization that focuses exclusively on children. Incorporated in 1997 and headquartered in San Antonio, Texas, NLCI serves as the voice for young Latinos, promoting and implementing the National Latino Children's Agenda.

Generous funding for the "America, My New Home" Curriculum Package is made possible by a grant from **The Annie E. Casey Foundation**.

THE NEW AMERICANS / AMERICAN FAMILY

Children's Programming Suggestions

To help children cope with their emotions in moving to a new place, it helps if they have someone or something familiar. PBS Children's Programming fills this need by offering characters, with whom children can identify, who find themselves in similar situations. As part of the *Discussion Questions* between parents and children, these programs can be viewed "actively," to find out what children are feeling. The programs are divided into three different themes: moving, making friends, and what makes a place a home. When a family moves, children are exposed to new and exciting things, but it is important to remember the value of diversity and family traditions. These two general themes are discussed at the end of this section.

Moving

The theme of "moving" could be an introductory exercise that begins with such questions as: Has anybody moved recently or had a new experience? What was it? Did the move or new experience excite you? Were you scared? Then introduce one of these clips:

Arthur #121 (first story) "Sue Ellen Moves In"

A new girl has arrived in town and no one knows anything about her. And judging by the strange things happening at her house, no one wants to know. Is she an invisible spy from an alien nation? Or just a regular girl named Sue Ellen?

Discussion Questions:

Moving into a new town creates suspicion and uncertainty that both the person moving and the people in the neighborhood feel.

- What does Sue Ellen do to make friends after moving to Elwood City?
- What might she do to make friends faster?
- How does Arthur finally realize that Sue Ellen might not be that different from him?
- What kinds of things could Arthur have done to make Sue Ellen feel welcome?

Arthur #212 (first story) "Arthur's Faraway Friend"

Arthur's in the midst of writing a great adventure story with Buster when he gets some very bad news--Buster is leaving town to go live with his Dad for a while. Is this the end of their story? Is it the end of their friendship?

Discussion Questions:

When children move it affects them and the people they leave behind.

- How does Buster feel about leaving town with his Dad?
- How does Arthur feel about having his best friend leave?
- How do you feel when you move away from friends or they move away from you?
- What kinds of things do you do to keep in touch?

Barney & Friends #520 "A Package Of Friendship"

After receiving a letter from a friend who has moved away, Barney and his friends decide to send her a special package. With BJ as the official photographer, Barney and the children fill the package with many of Samantha's favorite things. BJ's photos of the day's efforts show the children how much fun they had being good friends.

Discussion Questions/Activities

Sending letters or "care packages" to friends who have moved is a great way to make people feel better about the pain of being separated. If you were to send a package to a friend whom you moved away from or who moved away, what kinds of things would you put into the package. (Does this Episode of BARNEY & FRIENDS give you any ideas?)

Clifford #106 (first story) "Cleo Comes to Town"

Clifford's Big Idea: Believe in Yourself. In flashback, we see how Cleo shook everybody up when she first moved to Birdwell Island. T-Bone learns to accept her as a new friend, and also how to share an old friend (Clifford) with a new one.

Discussion Questions:

- Is it hard to make friends when you move to a new place.
- Did Cleo have a hard or easy time making new friends with T-Bone and Clifford?
- What did she do that made it hard?
- What might she have done to make it easier? (One thing you can do to be a good friend is to introduce your new friend to old friends.)
- How does T-Bone help Clifford become a new friend to Cleo?

Clifford #131 (first story) "Welcome To the Doghouse "

Clifford's Big Idea: Help Others; Be a Good Friend. In this flashback episode we see some of the challenges the Howards faced when they arrived on Birdwell Island with a very big, red dog! Where will Clifford live? How will they feed him? What will they use as his water dish? The folks of Birdwell Island work together to help the new arrivals solve their dilemmas, forging strong new friendships in the process.

Discussion Questions:

Moving to a new place brings with it a host of problems.

- What kinds of problems do the Howards have moving to Birdwell Island?
- How do their new friends help them with these problems and make them feel welcome?
- Are new people coming into your neighborhood that you can make feel welcome?
- What might you do?

Dragon Tales #101 (first story) "To Fly with Dragons"

Max and Emmy aren't sure how they feel about their new home until they discover the playroom with dragon wallpaper - and a secret drawer! Inside is a shiny dragon scale and a poem whose words transport them magically to Dragon Land. Young dragons Ord and Cassie have never met children and are amazed that they can't fly. Max is a little nervous at first, but soon he and Emmy fly on Ord's and Cassie's backs to see this wondrous new place, meet the two-headed dragon Zak and Wheezie, and learn from Quetzal, the teacher in the School in the Sky, how to return home and visit again.

Discussion Questions/Activity:

Challenge: Try new experiences. Max and Emmy cope with their feelings of loneliness and uncertainty by inventing some new friends in Dragon Land. Pretending about making friends helps children develop the social skills to make new friends. Spend some time pretending to meet new people.

- What is the first thing you should you?
- What if they don't act friendly, then what might you do?

Reading Rainbow #108 "Gila Monsters Meet You at the Airport"

In this story, a little boy moving to the southwest begins to have wild expectations about what life will be like in his new town. LeVar takes an inquiring look at some of his ideas (like the fact that gila monsters greet passengers at the airport!) with the help of an Arizona biologist.

Discussion Questions:

Thinking about your original ideas of what the place you are moving to is like versus what it actually turned out to be can be both fun and educational. Make a list of these ideas, particularly the more outlandish of them.

- Where did they come from?
- Who might you talk to or what information might you try to gather to see if your ideas about your new place of residence are correct?

Sagwa #120 (second story) "The Birds, the Bees and the Silkworms"

Developing friendships and appreciating one's environment; negotiating new groups. Dongwa tries to hide his feelings when he learns that his new friend, Siao-po is moving. Dongwa later realizes that it's okay to show his emotions.

Discussion Questions/Activity:

Moving is hard on everybody. It is fundamentally about loss.

- How might you describe your feelings at times you have moved or at times people close to you have moved?
- What did you feel you were losing?
- Draw a picture or make a collage about those feelings.

Zoboomafoo #120 "Animal Daycare"

Animal Junction's full of babies: lynx and bobcat kittens and a baby ringtail lemur. Needless to say, Zoboo, Martin and Chris have their hands full. Babies can be pretty helpless and need lots of care. Babies are also pretty vocal when they are in need of something, especially these creature babies. Jackie and the Animal Helpers are returning from blueberry picking when they discover a baby bird that's fallen from its nest. The nest is out of reach, so they put the bird into a blueberry basket and place it in the crotch of the tree. That way the bird's mom will find his new nest and feed him.

Discussion Questions:

When people move, they need lots of things to make a new "nest" for themselves in their new residence. Sometimes, even after people have been living in a place for a while, some unmet needs persist. These needs move many people to help others.

- What do Zoboo, Martin and Chris do to help the baby bird that has fallen from its nest?
- Why do you think they are so interested in helping this young bird, especially when they have so many other baby animals to care for?
- What might you do to help your family with a move or help a family who has recently moved?

Making Friends

MAKING FRIENDS is an essential part of feeling more at home in a new place. But making friends can be hard. These programs talk about the struggles and rewards of making friends, inviting rich conversations about the value of friendship, the obstacles toward friendship and some suggestions about how to be a better friend to others.

Arthur #605 (second story) "Arthur and Los Vecinos"

Mr. Sipple from next door is moving away and Arthur wonders who will be the new neighbors? When Alberto Molina and his family settle in, Arthur makes a new friend and learns about a different culture...and about a comic book character named Conejitos Mechanicos! (That's Spanish for Bionic Bunny.)

Discussion Questions:

- What kinds of things does Arthur do to help make friends with a boy from a different culture?
- Notice how a key for Arthur is finding similarities in things they enjoy. What things do you have in common with your friends? How can differences among people also become the basis of friendship?

Between the Lions #213 "Five, Six, and Thistle Sticks"

Can Lionel and Lenny still be best friends if they don't like the same things any more?

Discussion Questions:

After watching this episode, ask this question of yourself.

- If yes, how did Lionel and Lenny remain friends?
- What are some things you and your friends don't agree on or share the same feelings about?

Caillou #127 "Friends"

Caillou's Grandma is surprised when Caillou tells her he doesn't have any friends. She reminds him about Clementine, Leo, his cat Gilbert, and tells him that even his sister Rosie is his friend. Caillou soon realizes he has a lot of friends - including Grandma. But to have a good friend, you have to be a good friend. Caillou learns that forgiveness is also part of friendship when he accidentally breaks Clementine's bucket. Later, Caillou must forgive his new friend Andre, when Andre accidentally breaks Caillou's favorite chair.

Discussion Questions:

Caillou's grandmother shares an important truth about making friends: to make a good friend you have to be a friend.

- In what ways, do you think you are a good friend?
- What characteristics make you a good friend?
- What do your friends enjoy about you?
- Also, have a conversation about forgiveness.
- What does it mean to forgive someone?
- Why is that important in friendship?

Caillou #130 Celebrations

Caillou is invited to a Hispanic themed birthday party for his friend Xavier. With a stick in hand, Caillou discovers the special surprise hidden in the piñata. There are more surprises for Caillou

as he learns all about Chinese New Year with Sarah and her cousin. The celebration continues as Caillou's friends gather to celebrate Caillou's birthday.

Discussion Questions:

Friends do things together and celebrate with one another on special occasions like birthdays.

- How does Xavier feel when Caillou comes to his birthday party?
- Think about some event or occasion to celebrate with your friends.

Clifford #108 (first story) "A New Friend"

Clifford's Big Idea: Have Respect. There's a new dog in town--and he has three legs. Clifford, Cleo and T-Bone really like KC, but they feel uncomfortable and unsure of how to act around him. One minute Clifford is totally overcompensating for KC and the next, Cleo is fretting that his "difference" might be contagious! Ultimately, the dogs learn that differently-abled persons want to be friends, just like everyone else.

Discussion Questions:

Making friends is doubly hard when there are clear differences among people. Before Cleo and T-Bone feel comfortable with KC, they must first acknowledge how he is different from them and that some of their ideas about KC (e.g., how he might not want to run and play) are wrong. What paves the way for successful friendship is the chance to talk about these things. Pretend you are Cleo, Clifford, or T-Bone.

- What would you do to make sure KC knew you wanted to be his friend?
- Think about other people with whom you might be friends. What kinds of differences exist between you and them?
- What might you do to acknowledge those differences and yet not let that be a barrier to building a new friendship.

Clifford #101 (second story) "Cleo's Fair Share"

Clifford's Big Idea: Share. Cleo receives a new toy and doesn't want to share it. She soon learns that it's not so much fun playing with a new toy without your friends.

Discussion Questions:

Friends share with one another.

- What are some of the first things that happen that tell you that Cleo is not going to share her new toy with her friends?
- Do you think that T-Bone and Clifford might not want to be friends with someone who doesn't share with them?
- Why do you think they still stay friends with Cleo despite her behavior?

Dragon Tales #138 (first story) "Bully For You"

The School-in-the-Sky has a new student named Spike and he sure seems mean! He mocks Ord and Wheezie for trying to imitate his superior yo-yo skills. At the Meadows he hurts Cassie's feelings and steals her basket. Cassie's friends tell her the only way to stop a bully from picking on you is to stand up to him. But Quetzal helps her see things in a different way: maybe Spike, who's the new dragon on the block, acts mean because he is sad and lonely.

Discussion Questions:

Some people you meet for the first time aren't so nice. It makes sense not to try to be friends with them. But you can at least try to be courteous.

- What kinds of things does Quetzal tell Cassie to help her understand Spike better?

- When you meet new people, what kinds of things can you say or do that make them feel less lonely and more open to being friendly?

Dragon Tales #212 "Dragon Scouts"

Learning to be accepted into a new group. Emmy is excited to go to Cassie's Dragon Scouts meeting. But when Cassie has to leave unexpectedly, Emmy's not sure how to make friends with the other Scouts, who are helping an old dragon woman take care of her garden and twinkle berry trees. Emmy tries being friendly and does her work close by. The Scouts talk to her but they don't invite her to join them. Emmy tries a special berry-picking trick to attract attention, and the Scouts are impressed until the trick backfires, covering everyone with twinkleberries. Emmy is embarrassed but is encouraged when one Scout finds the incident funny. The next task is bringing water buckets to water thirsty flowers, but the buckets are so heavy that the Scouts can't carry them. Emmy suggests teamwork - one Scout holds the bucket and one Scout fills it until it's just the right weight. When Cassie returns, Emmy is happily working side by side with the Scouts, who invite her to visit them again soon.

Discussion Questions:

Making friends is hard.

- What does Emmy do to make friends with the other Scouts?
- Is she successful? Why or why not?
- What does Emmy do that helps her become more friendly with the Scouts and they with her?

Mister Rogers' Neighborhood #1506-#1510

Week's theme: Friends. Mister Rogers visits a variety of friends in his neighborhood this week.

Discussion Questions:

Watch carefully for how he expresses his friendship when he visits them.

- What things can you learn about how Mister Rogers talks to his neighbors that might be useful when you are making friends or strengthen existing friendships.

Reading Rainbow #1007 "Borreguita and the Coyote"

This Mexican folktale becomes the reason for LeVar to visit a Mexican-American neighborhood. Look at the kinds of people and site LeVar sees in his visit.

Discussion Questions:

- What is familiar and what is different from you?
- How does LeVar act in a friendly way to people who come from a culture that is different from his own?

Zoboomafoo #212 "Buddies"

Martin and Chris are best buddies and Zoboo wants a special friend he can depend on as well. He meets a sea anemone and a clown fish, some sloths, langur monkeys, and chital deer. At last he finds his own best buddy -- Shark, the chameleon.

Discussion Questions:

- Why do you think Zoboo wants to find a special friend?
- What kind of animal would you like to be friends with? Why?

Zoom #125

Alisa makes friendship bracelets.

Discussion Questions/Activity:

When two people are friends they like to express their friendship with symbols and by exchanging gifts. Make a friendship bracelet like Alisa does, and give it to a friend.

What Makes A Place Home?

When people move or leave, they feel as though they have lost their home. A home is more than a house. It is place where they feel safe, cared for, and appreciated by others for who they are. These programs tell stories and share experiences about what people do to make the place they live a home.

Arthur #209 (first story) "Lost!"

For an eight-year-old, Arthur is usually pretty cool. Except for D.W., there's not too much that upsets him. But one day, Arthur falls asleep on a bus and awakens in a strange--and scary--part of town. Will he ever find his way home? Can he keep himself from crying? And will D.W. ever forgive Arthur for scaring her like that?

Discussion Questions:

Home is never more important to us then when we are away from home.

- Why do you suppose Arthur wants to find his way back home?
- Have you ever been lost?
- How did you feel when you were lost?
- How did you feel when you got back home?

Barney #615 "It's Home to Me"

In this episode of "Barney and Friends," the kids discuss the homes that they live in and which rooms they like best. The show opens with Danny and Stephen building houses out of blocks and singing "Look What We Can Do."

Barney, Hannah and Emily show up and everyone sings "Let's Walk Around the Block." Stella arrives to tell the story of "The Three Little Pigs."

Discussion Questions:

When children think about home, they think concretely about the house they live in, its rooms, the objects in the house, the people who live in their house.

- What is important to you about your house?
- What makes your house a home to you?
- Build a house like the one you live in out of blocks.

Caillou #110 "Puppy Love"

Cat-loving Caillou discovers dogs, and Gilbert is jealous! Caillou and Dad bring home a lost pooch, and by the time they find its owner, Caillou is attached to his new pup pal. He meets a "Seeing Eye" companion of a blind woman. Caillou is so intrigued by the dog's abilities that he and Mom visit a training school where these special dogs learn their skills.

Discussion Questions/Activity:

Feeling at home means being taken care of. As Caillou becomes attached to a new dog he and his father find, what does Caillou do to make this lost dog feel like it is home?

What is one thing you could do that would make your home feel more like a home to someone who lives there with you? Do it.

Clifford #103 (second story) "Home Is Where the Fun Is"

Clifford's Big Idea: Believe in Yourself. First, Emily feels jealous that Jetta gets to go see the amazing Titanic Tower in the exciting big city. But she soon learns that there are some pretty amazing things right in her own backyard.

Discussion Questions:

As important as homes are, they can feel like boring places.

- Why is Emily jealous of Jetta going to the city?
- What does she find around her house that makes her realize that there are amazing things around her own home?
- Take a walk around your house, inside and out, and try to find one new thing or an old thing you had forgotten about.

Dragon Tales #211 (second story) "Bye, Bye Baby Birdie"

Challenge: Learning to cope with separation. While playing in a meadow, the gang discovers a family of rhyming birds, and Emmy and a baby bird take a shine to each other. Emmy names the bird Cutie Pie, and they have so much fun together that she doesn't notice when the bird's family flies away. Although she's very attached to Cutie Pie, Emmy, with help from Quetzal and all her friends, understands that the baby bird needs to go home. After all, how would Emmy feel if she couldn't be with her family? The gang promises to help her say goodbye to her new pal. They all set out together and find Cutie Pie's family at their home in Very Merry Valley. Zak reminds Emmy that she knows where Cutie Pie lives now, so she can visit anytime she wants! Emmy gives Cutie Pie a keepsake - a ribbon from her hair. As Cutie Pie waves goodbye, one of her feathers flies into the air, she catches it in her beak and presents it to Emmy. Feeling much better, Emmy says goodbye to her new friend—until next time!

Discussion Questions:

Being with friends is so much fun that at times we forget that our friends also need and want to be at home.

- How does Emmy find out that Cutie Pie needs to go home?
- What do you suppose Cutie Pie has at home that she doesn't have when the bird is with Emmy?

Mister Rogers' Neighborhood #1668

We have many ways to show people what we're thinking or feeling. One way is through pantomime, and Mr. McFeely delivers a pantomime artist to the Neighborhood. In the Neighborhood of Make-Believe, the Trolley shows baby pictures of the characters that live there. Mister Rogers helps a lost dog find its way home again.

Discussion Questions:

Helping lost animals go home reminds us that homes are full of people who love and care for one another.

- Why does Mister Rogers want to help the lost dog find its way home?
- If you were lost, would you want to be able to get home? Why?

Mister Rogers' Neighborhood #1752

Mister Rogers visits Negri's Music Shop where musicians are playing homemade instruments. Mr. McFeely brings a video showing how people make ice cream cones. In the Neighborhood of Make-

Believe, the neighbors can't stop being curious. Puppet Daniel Tiger is curious about what it would be like to live in a truck instead of a clock. The neighbors help him transform his home into a truck.

Discussion Questions:

It's fun to think about living in different places.

- In what place would Daniel Tiger like to live instead of his clock?
- Does he like living in a truck?
- In what different kinds of homes or locations would you like to live? Why?

Reading Rainbow #111 "Fly Away Home"

This book by Eve Bunting points out how important homes can be for children by telling the story of a homeless boy who longs to "fly away" to a home of his own. Revealing interviews with homeless children shed light on the importance of home; and interviews with children helping homeless people point to how this issue can affect everyone's lives.

Discussion Questions/Activity:

When people move to new places, they can feel homeless. There is no place where they can feel safe, loved and cared for. It is lonely and scary.

- What do you learn by hearing what it's like to be homeless from the children in this program?
- What do you learn about helping homeless people from the children in this program?
- Find an agency in your city that helps homeless people and look for ways you can help, too.

Zoomafoo #112 "Homes"

When a beaver gnaws his way through Animal Junction, Chris, Martin and Zoboo realize that he's looking for wood so he can build his dam. A creature's home provides shelter from bad weather and protection from predators, so the beaver's dam is important business. So important that Chris and Martin don't mind that the beaver has "borrowed" one of their canoe paddles to use in his dam. Jackie knows how important creature homes are. That's why she and the Animal Helpers are building enclosed nest boxes for Eastern bluebirds.

Discussion Questions:

Homes are important to all living things.

- What purpose does a home serve for an animal?
- Does it serve that same purpose for you?

Diversity

Helping children understand the importance of diversity is difficult. By using clips from their favorite episodes, they can be taught how special different traditions and customs are.

Reading Rainbow #122 "Bread is for Eating"

This feature book explains the process of making bread — from growing the grain to baking it — in a song sung in English and in Spanish. Bread is a staple in every culture, and LeVar talks about how differences in cultures affect this common food. A Hopi woman shows how she makes blue cornmeal bread, and we visit an East Indian restaurant where they bake bread in a tandoori oven.

Reading Rainbow #93 "Mrs. Katz and Tush"

Mrs. Katz and Tush is about a friendship between Larnel, a young African American, and Mrs. Katz, a lonely Jewish widow, when Larnel presents Mrs. Katz with a scrawny kitten without a

tail. The book supports the theme that friendship can bridge differences in age and culture. LeVar celebrates the beauty and value of cross-cultural relationships as he visits his very own “bubee” and learns to make traditional Jewish bread called challah.

Discussion:

Diversity can be celebrated by focusing on food as a central theme in our family’s lives, and on different ethnic foods, and how we celebrate our own heritage by making and sharing the foods from our cultural roots.

Sesame Street #4018

Zoe wants to learn Spanish from Maria, and is frustrated when she doesn’t understand the Spanish words.

Discussion:

This is a reverse role of what new Americans often experience when coming to a new country, the obstacles of learning a new language. This could give way to discussions on language, frustration, overcoming language barriers, and diversity.

Sesame Street # 4021

Big Bird finally meets his pen pal, Gulliver, who is coming to visit *Sesame Street*. When Gulliver arrives, Big Bird is disappointed to learn that Gulliver doesn't appreciate the differences in the people and Muppets Big Bird lives with. Gulliver can't believe that Big Bird associates with anyone but birds. He won't play basketball with Big Bird's friends. He won't drink a birdseed milkshake because Alan made it and he's not a bird. Big Bird explains that friends can look different and still have a lot in common. Gulliver sees this is true when he watches Big Bird and Snuffy together.

Discussion:

This episode focuses on celebrating diversity, and that cultural and physical differences make people special and unique. As many new Americans can be a target of discrimination, this episode may help to open discussions at home. Help young children appreciate others who are different from themselves; help them to celebrate their own strengths and differences.

Family Traditions

Sagwa # 102 “New Year Clean-Up”

New Year celebrations take place all over the world. In the New Year mini-documentary that follows *Sagwa* show #102, you'll learn about different new year traditions. In Mexico, children break open piñatas to celebrate the New Year. In Portugal, people eat 12 grapes at midnight to remember the 12 months that have just passed. In celebrating the Jewish New Year, Rosh Hashanah (which usually occurs in September), a *shofar* (a ram's horn) is blown and families eat apples dipped in honey in hopes of a sweet year to come.

Discussion

This is a wonderful opportunity for workshop participants to share family traditions and/or traditions from their family’s country that they emigrated from. This could also play into the scrapbooking section of the workshop.

Reading Rainbow #22 “The Patchwork Quilt”

The Patchwork Quilt is the story of a young girl learning about her Grandma’s special quilt of memories. LeVar Burton visits the Boston Children’s Museum to watch kids making their own

quilts. Then he explores how three generations of an Italian American family work together in their food store, making some of the foods (mozzarella cheese and meatballs) that are store specialties.

Discussion

Patchwork Quilt is an easy transition to the Journey Album activity in the workshop. The section with the Italian family offers a look at three generations and the role of food in the family's tradition, pride, and heritage.

THE NEW AMERICANS / AMERICAN FAMILY

Exploring Our New Neighborhood

(For use by Outreach Coordinators)

Developed by the National Latino Children's Institute

Early one morning, while the dew was still wet on the grass, a young child and her mother walked hand in hand.

"Mami, where are we going?"

"We're walking to the store."

"El Encanto?"

"No, that's back in our old city. Remember? We moved here and now we go to the big supermarket!"

"No! I want to go to Encanto! Señora García always gave me a cookie, and Señor Alfredo, he always says hello! Mami, I miss them. When are we going home?"

"This is our new home. I miss them too, but now we have new friends. You like Señora Rodríguez at the supermarket, right?"

"I guess. Will she give me a cookie just like Señora García?"

"Maybe. Why don't you tell her about Señora García? She won't seem so far away then."

"Okay. Mami, Mami, look! There's a sign for my cookies! Just like at our other store!"

New Experiences

New experiences can be scary for children—new places, new people, new smells, and sounds. Their security is wrapped around things they know, people they love, and a schedule that is familiar. They are secure in who they are and where they belong.

Children react differently to each new experience. Some children will dive in, excited to have the opportunity to explore a new place and meet new people. Other children will watch intently at first, perhaps to make sure that "this is a safe place." Still other children will want to stay very near someone they know and trust. Each of these is the right response for that child. A parent who understands these different personalities can help make their children feel safer by accepting their needs and taking the time to explain, reassure, and play with them.

When a family moves, whether to a new place in the same neighborhood or to a different country, children feel a little lost. They have many questions: Will my bed still be the same? How will I find my toys? Will our cat come with us? How will Abuelita know where to find us?

You can help your children with their fears by giving them the chance to talk about their feelings and patiently explaining (sometimes over and over!) what will change and what will remain the same. Include them in the packing, in picking out where their bed will be placed, or the best place to hang the picture of the whole family. Encourage them to talk about the things they will miss and help them imagine the exciting new things they will learn, the things they will see, and the people they'll meet. If possible, take them to visit their new home or show them pictures. Children as young as two and three years can help pack their clothes, books, and toys. It won't be neat, but they will feel reassured that their treasures will not be lost.

Here are some steps to follow to help your children feel comfortable in new situations, whether it's moving to a new home, going to a new school, or even to the babysitter's house.

1. Talk with your children and let them know ahead of time. Remember that young children do not understand the concept of time in the same way as adults. Use a time frame they understand, "After your nap," "before breakfast," "after your bath."
Two-year-olds need very simple sentences, "Tomorrow, after your nap, we're going to go to Señora Mimi's house. You're going to play there for a little while until Mami comes back." Remind your two-year-old three or four times the next day. Once there, explain that you will come back, "after you play, then eat a snack, I'll come back." This helps them understand the time that you will be away, but remember, they will probably cry when you leave!
Three and four-year-olds can understand more information and need a longer time to prepare for new experiences. If you are moving to a new home or city, spend time talking with them. You might have to explain five, six, even ten times, the reasons for moving. Make this a fun conversation and answer all their questions and concerns. You might have to reassure them that you will all be together in your new home.
2. Create a simple calendar with your children with special days such as "pack my toys" or "going to Nana's house" in big letters. Each night, before bedtime, let your children mark off the day with a big X. Count the days until the big move.
3. Have some pictures of the new city, school, or home. Go to the library to find books about the place where you are going and share them with your children. If there aren't any pictures, spend a little time with your children drawing simple pictures.
4. As the big day approaches, make time to allow your children to say goodbye to all their special people. Make a list together so that no one is left out. If possible, take pictures of your children with each of their "special persons" so that they can have them when they go to their new home.
5. When you reach the "new place," explore it with your children. Walk with them to find familiar landmarks, such as the nearest park or playground. Point out things that are the same as your old neighborhood and the ones that are different. Some of these may be similar: "The buses in our old city were red and these are blue." Ask them what they like about their new home, and what they don't miss about their old home or neighborhood.
6. Creating social networks is important for your children – so they can learn how to get along with others, figure out how to find and use resources, and become ready for school. This begins with nearby family and friends. Look, too, for neighborhood children their age and help them make new friends. Your church or place of worship, school or childcare center, or community center can also provide places where you and your children can strengthen your sense of belonging in your new neighborhood as well as find needed services.
7. Just as in the first step, talk to your children. Let them express their fears, their excitement, and their sadness when they miss their friends or loved ones. Let them know that you are sad and excited also. "I'm sad about not seeing Tía Rosa every day, too. Do you want to sit in my lap and hug for a little while?" Encourage your children to talk about their feelings. Soon they will be making new friends (children and adults) and feeling more comfortable and socially competent in their new surroundings.

New experiences are scary, but with a little bit of understanding, parents can make the change an easy one for their children.

THE NEW AMERICANS / AMERICAN FAMILY
Suggested Readings
(for use by Outreach Coordinators)

Compiled by



National Latino Children's Institute

Going Home

By Eve Bunting; David Diaz, illustrator

Ages 4-8 years—Christmas is coming and Carlos and his family are going home—driving south across the border to Mexico. But Mexico doesn't seem like home to Carlos, even though he and his sisters were born there. Can home be a place you don't really remember? At first, La Perla doesn't seem very different from the other villages they pass through. But then, Carlos is swept into the festivities by Grandfather, Aunt Ana, and the whole village. Finally, Carlos begins to understand Mama and Papa's love for the place they left behind, and realizes that home can be anywhere, because it stays in the hearts of the people who love you. Eve Bunting and David Diaz, the Caldecott Medal-winning team behind *Smoky Night*, join once again to create a dazzling picture book that glows with holiday joy and the spirit of Mexico.

**Lucita Comes Home to Oaxaca: Regresa a Oaxaca
(The Mexican American Girls Series)***

By Robin B. Cano; Rafael E. Ricardez, translator; Townsend Smith, illustrator

Ages 4-8 years—A bilingual story in Spanish and English relates Lucita's acceptance of her proud heritage. A Mexican-American girl travels to Oaxaca where she was born.

The Keeping Quilt*

By Patricia Polacco

Ages 4-8 years—"We will make a quilt to help us always remember home," Anna's mother said. "It will be like having the family back home in Russia dance around us at night." And so it was. A basket of old clothes, Anna's babushka, Uncle Vladimir's shirt, Aunt Havalah's nightdress, and an apron of Aunt Natasha's become *The Keeping Quilt*, passed along from mother to daughter for almost a century. For four generations, the quilt is a Sabbath tablecloth, a wedding canopy, and a blanket that welcomes babies into the world. In strongly moving pictures that are as heartwarming as they are real, Patricia Polacco tells the story of her own family, and the quilt that remains a symbol of their enduring love and faith.

From Here to There

By Margery Cuyler; Ya Cha Pak, illustrator

Ages 4-8 years—A little girl travels from the comforts of her own home to the far reaches of the universe. The journey begins in Maria's house and then moves outward to the street, town, country, continent, hemisphere, planet, solar system, galaxy, and, finally, the universe. With each new perspective, children can explore the vastness of the world around them as they discover their own special place in space.

* **Note:** Some book descriptions and reviews were selected from the Web site, www.Amazon.com.

Me on the Map (Dragonfly Books)*

By Joan Sweeney; Annette Cable, illustrator

Ages 4-8 years—Illustrated in full color. In this playful introduction to maps and geography, step by simple step, a young girl shows readers herself on a map of her room, her room on the map of her house, her house on the map of her street--all the way to her country on a map of the world. Once the reader is familiar with the maps, she demonstrates how readers can find their own country, state, and town--all the way back to their room--on each colorful map. Easy-to-read text, bright artwork, and charming details give children a lot to search for and will have them eager to help navigate on the next family vacation.

El Camino De Amelia/Amelia's Road

By Linda Jacobs Altman; Enrique O. Sanchez, illustrator

Ages 4-8 years—Amelia Luisa Martinez hates los caminos (the roads) that take her family to fields where they labor all day and to bleak cabins that are shelters, not homes; they take Amelia to schools where no one even knows her name. The Martinez family are migrant workers who follow the harvest to make their living. But Amelia yearns for permanence, for a real house, "white and tidy, with blue shutters at the windows and a fine old shade tree growing in the yard. " One day, she stumbles upon a different kind of road, a narrow footpath that leads to a grand old tree -- the most permanent thing Amelia has ever seen. Inspired by its solid, enduring presence, Amelia puts down roots in a very special way. Colorful, realistic, and inspiring, *Amelia's Road* speaks to children who have had to move as it illuminates the lives of migrant workers and the Latino experience in America.

Calling the Doves/El Canto De Las Palomas

By Juan Felipe Herrera; Elly Simmons, illustrator

Ages 4-8 years—Poet Juan Felipe Herrera's bilingual memoir paints a vivid picture of his migrant farmworker childhood. His rich, evocative prose re-creates the joy of eating under the open sky, celebrating at a fiesta with other farm families, and listening to his mother singing Mexican songs and his father calling the doves.

My Father

By Laura Mayer; Janice Fried, illustrator

Ages 4-8—Through the eyes of a little girl, readers discover the story of her father immigrating to the United States from Russia. A simple story.

Grandfather's Journey

By Allen Say

Ages 4-8—Allen Say shares the story of his grandfather's journey to America from Japan, and an account of his family's unique cross-cultural experience. The story also demonstrates that it is possible to love two countries equally well and to discover that as soon as you are in one, you long for the other.

A Day's Work*

by Eve Bunting; Ronald Himler, illustrator

Ages 6-8 years—Francisco, a young Mexican-American boy, helps his grandfather, who has moved from Mexico to California, find work as a gardener, even though the old man cannot speak English and knows nothing about gardening.

Tea with Milk

By Allen Say

Ages 5-9—Growing up in San Francisco, May returns to Japan with her family. May rebels against Japanese traditions and moves to a nearby city to find work as an English translator. There, she meets a

Chinese businessman who speaks English and prefers tea with milk and sugar, and persuades her that “home isn’t a place or a building that’s ready-made or waiting for you, in America or anywhere else.”

Coolies

By Yin; Chris K. Soentpiet, illustrator

Ages 5-9—Two Chinese brothers come to America in the mid-nineteenth century to work on the railroad. Introduced as a grandmother’s reminiscence of her great-grandfather’s experiences, the story tells of Shek and Wong’s hard voyage across the Pacific and their arduous labor for a railroad company.

The Name Jar

By Yangsook Choi

Ages 5-9—On the first day of school, Unhei is teased by the children on the bus for her Korean name. When she reaches school, she considers changing her name. With the help of a friend, she decides to keep her Korean name.

The Lotus Seed

By Sherry Garland; Tatsuro Kiuchi, illustrator

Ages 5-10—A young girl takes a lotus seed from the emperor’s garden as a way to remember him. She keeps the seed throughout her life, and to her new home in America. Years later, her grandson plants it. When the seed comes up, she can remember her life in Vietnam.

How My Parents Learned to Eat

By Ina Friedman, Allen Say, Ana Friedman

Ages 5-9—As an American sailor and young Japanese woman fall in love, each tries, in secret, to learn the other’s way of eating.

La Mariposa*

By Francisco Jimenez; Simon Silva, illustrator

Ages 6-9 years—In his first year of school, Francisco understands little of what his teacher says. But he is drawn to the silent, slow-moving caterpillar in the jar next to his desk. He knows caterpillars turn into butterflies, but just how do they do it? To find out, he studies the words in a butterfly book so many times that he can close his eyes and see the black letters, but he still can’t understand their meaning. Illustrated with paintings as deep and rich as the wings of a butterfly, this honest, unsentimental account of a boy’s struggle to learn language reveals that our imaginations powerfully sustain us. *La Mariposa* makes a subtle plea for tolerance in our homes, our communities, and in our schools.

In My Family/En Mi Familia

By Carmen Lomas Garza

Ages 6-10—Mexican-American traditions and customs are reflected in portraits of a family’s life in Kingsville, Texas, a town near the Mexican border. The artist provides glimpses of her childhood including special memories and everyday happenings in this bilingual book.

Cuentos Con Sazon/Salsa Stories

By Lulu Delacre; Susana Pasternac, translator

Ages 7-11 years—It’s New Year’s Day and Carmen Teresa’s Maryland home is filled with relatives, friends, and neighbors from all over Latin America. Everyone is eating, dancing, and telling stories. When Dona Josepha gives Carmen a blank notebook, each guest tells her a story to write down but Carmen has an idea of her own!

The Circuit : Stories from the Life of a Migrant Child*

By Francisco Jimenez

Adult—Francisco Jimenez immigrated with his family to California from Tlaquepaque, Mexico. As a child he worked in the fields of California, and the stories in *The Circuit* are largely autobiographical, as is his first picture book, *La Mariposa*. He received both his master's degree and Ph.D. at Columbia University and is now chairman of the Modern Language Department at Santa Clara University. He lives in Santa Clara, California, with his wife and three children.

America Street: A Multicultural Anthology of Stories

Edited by Anne Mazer

A collection of fourteen short stories by contemporary writers offers a common thread of immigration and tales of minority childhood experiences in America.

THE NEW AMERICANS / AMERICAN FAMILY

Our Wish for Our Children: Achieving Their Dream of a Bright Future

By Alma Morales Riojas, President & CEO, MANA, A National Latina Organization

All American parents, whether they are African American, Caucasian, Asian, or Hispanic; rich or poor; educated or uneducated; liberal or conservative; rural or urban; want their children to have a healthy and happy life, a good education, and a future brighter and fuller than their own.

While we all share this in common, how we manage it is where the similarities end. For many Hispanic families the American Dream is still exactly that, a dream. For many Hispanics, things that normally are a source of pride, like language and culture, quickly become barriers to success and ultimately failure of achieving the American Dream. Yet, even if we cannot achieve it for ourselves, we can ensure it for our children.

Former Secretary of Education Richard W. Riley in the government publication “Excelencia en Educación” Workbook had this to say,

“When we talk about Hispanic Americans, we are speaking about individuals from more than 20 different nations with countless dialects, skin colors, and varying tastes in food and music. Some are descended from immigrants who have been in this nation hundreds of years, even before it became a nation; others are new arrivals, having been here only a week or a year, seeking to achieve the American Dream.

Regardless of these differences there is one unifying factor in their lives – education -- the primary and shared source of hope, opportunity, and success. It is our duty as a nation to ensure that the Hispanic community has every opportunity to achieve a quality education and the success that can accompany it – just as we have done for generations of Americans before them.”

But this job cannot be left strictly to our school system. It must be a shared responsibility among students, parents, communities, and corporate America. It is in our best interest that we join efforts to ensure the continued success of our nation.

Many organizations and programs can help parents to build one of the most important foundations for their children’s success: education. There are two sayings in Spanish that show the importance we place on education:

“El que educa la mujer, educa la familia,”
[If you educate the woman, you educate a family], and
“Nadie le puede quitar la educación”
[No one can take away your education.]

Deleted: e

Regardless of a parent's background, education, and skills, the fact remains that **parents are a child's first teacher**. The first five years are critical to the learning process, so parents must be fully aware that learning begins at birth. Parents will do much good for their children if they learn how to help them develop social, physical, and language skills. This helps children prepare successfully for school. Helping your child to be bilingual is an asset to the child and the community. Making sure that food is nutritious whether your child is at home or in a childcare center will also greatly affect your child's ability to learn and readiness to play with other children.

Later, parents need to:

- Become more involved with their children's schools, working with teachers, counselors, and principals.
- Learn about testing policies and practices.
- Learn about before and after school programs that provide extra help.
- Become knowledgeable about better methods to learn for students who speak English as a second language.
- Discover what is needed to prepare for college entrance.
- Find out about financial aid to attend college.
- Find out what kinds of college preparatory classes are available.
- Connect your child with a mentor who can support his/her social, academic, and leadership development.

Today, with Hispanic youth dropping out of school at a rate greater than any other group, parents need to encourage their children to value education so that their future is more than a statistic. Parents do not have to do it alone. They can look to organizations such as ASPIRA, LULAC, Girl/Boy Scouts, Girls/Boys Clubs and MANA to help parents. Mentoring, in particular, helps Latino/a youth see the value of education toward their **lifetime** accomplishments.

Mentoring Hispanic Youth

Two basic reasons why mentoring is recommended for Hispanic youth are that a majority of Hispanic youth do not have professional role models in their families and that many come from families that have limited resources and educational experiences that a mentor can provide. A mentor can become a lifetime connection to a person who cares and can objectively aid, counsel, and assist in making important and strategic decisions.

MANA, A National Latina Organization has sought to empower Latinas of all ages by developing community leaders for almost 28 years. Since 1986, MANA chapters across the country have developed local HERMANITAS® initiatives. This program strives to raise the self-confidence of Latina adolescents, raise their expectations for the future, help them realize they can excel academically, and go on to become leaders for the Latino community.

Remember your first recollection of someone who made you feel proud and good about yourself and how that has affected your entire life. For me it was my maternal grandfather, Faustino Morales.

I vividly remember being the age of two and sitting on his lap with a handful of coins for me to count. I remember Abuelito saying, to all around, “*Miren, Almita, la mas chiquita ya sabe contar mejor que nadie.*” [Look, Almita, the smallest one can already count better than anyone.] I still feel good when I remember his pride in me and I think it had something to do with my exceptionally good math scores on my college entrance exams. *Gracias Abuelito.*

As a parent, former schoolteacher, leader, and mentor, I guarantee that being a mentor can be one of the most rewarding experiences for both the child and the mentor. Find one for your child. Find a program that can help you find one. Be one yourself!

THE NEW AMERICANS / AMERICAN FAMILY

Reading Tips

Developed By The National Latino Children's Institute

The little boy ran up to his mother, holding a well-loved book in his hands. "Mami, read it again!" "Again? All right, come sit here and we'll read it. Let's see, this book is about monkeys, right?" They both looked at the cover.

"No, Mami, it's about a little boy and his 'venture! See, there he is getting ready. Read it, read it, please!" "Once there was a boy named Miguel . . ."

The mother's quiet voice continued to read, punctuated by the boy's excited comments. "See, Mami, see, there's the big hole. Turn the page and see!"

Books open the world. In a book, a child can imagine, learn, laugh, and explore faraway places. The time spent reading together is a special time for parents and children, a quiet retreat from the rush of everyday life. Reading with your children will also help them to do better in school. They'll learn to love reading and how to use books to learn new things.

Here are some ideas for making reading fun:

- **Read to your children every chance you have:** magazines, books, signs on the road, labels at the grocery store. Point out colors and shapes. You are building your child's vocabulary every time you talk to him.
- **Choose books that interest your children** and that you enjoy reading. What do they like to do? Do they like books about buildings? Trucks? Adventures? Animals? Build on their interests.
- If you're bored with the story, your child may be, too. **You want to read your children terrific stories**—stories that they'll love, that have words they'll love, and that will help them grow to love words, stories, and, eventually, reading.
- **Find a cozy spot to read the story**—a place where your child feels comfortable. Turn off the radio or television so that everyone can concentrate on the story. Sit close together.
- **Point out interesting pictures in the book.** Ask questions such as, "What color is that train? How many dogs do you see? Does that look like our kitchen? What's different?"
- **Read expressively.** You won't sound silly if you read with feeling. Use different voices for characters, get quiet when it's suspenseful, read with a giggle when it's funny. Children are more interested when you bring the story to life. Imagine what each character would sound like: high squeaky voice, quiet and raspy, or maybe a booming voice. Have fun reading!
- **Let your child hold the book** and turn the pages if she wants to. Especially for very young children, the concept of the book itself is as interesting as the story. Teach them how to treat a book gently and with love. Show them how to turn the pages, how to hold the book. Let them feel the thick pages of a board book, pull the tags and flaps in a lift-the-flap book. When they turn the pages, they discover how a book "works."
- For very young children, you might try **reading books with colorful pictures and just a few words.** Often babies and toddlers just want to turn the pages and see what comes next. They also like to feel different textures: a soft bunny or a scratchy surface.
- **Every moment is a good time to read**—and read as often as you can. There's no "right" time to do it, and you can't read to your child too much. It also helps, though, to have a time of day that

you usually read together. Children appreciate the routine of life; it helps them feel secure. Reading together at a regular time (before bed, first thing in the morning, before nap—whatever fits into your schedule) is one way to reinforce that.

- Stop at interesting points in the story and **ask questions**. “What do you think will happen next?” “What would you do?” Help your children relate the story to their own experiences: “Have you ever felt that way?” Listening to your children helps to build their self-esteem.
- If there isn’t a book to read, **tell your child a story!** Children love to hear stories of their parents’ growing-up years.

Some books you can enjoy with your children:

My Name Is Maria Isabel by Alma Flor Ada

The Rainbow Tulip by Pat Mora

Pelitos/Hairs by Sandra Cisneros

Too Many Tamales by Gary Soto

Abuelito Eats with His Fingers by Janice Levy

Family Pictures/Cuadros de familia by Carmen Lomas Garza

In My Family/En mi familia by Carmen Lomas Garza

A Birthday Basket for Tía/Una canasta de cumpleaños para Tía by Pat Mora

Nana Upstairs and Nana Downstairs by Tomie DePaola

Isla by Arthur Dorros

Amelia’s Road by Linda Jacobs Altman

THE NEW AMERICANS / Flores Family and AECF's Common Ground Outcomes

The Annie E. Casey Foundation (AECF) hopes that children will be healthier and do better in school; that more parents will be working and have good jobs; that more families will be able to save for the future; that more residents will be involved in community groups and activities. It also hopes people will feel safer and more connected, and, as importantly, have a voice in decisions that affect their families and communities.

The following information links events in the Flores family's story in THE NEW AMERICANS to AECF's Common Ground Outcomes – showing positive steps as well as the results of being unable to achieve the outcomes. Public television stations and the Casey sites can encourage discussion and planning related to the outcomes, using production and outreach resources, to assist families and support the long-term development of neighborhoods.

Think about the promise to families in the Common Ground Outcomes. Compare the experiences of the Flores family in relation to these outcomes. What can you learn from the results of "The Health and Well-Being of Children in Immigrant Families" (a study commissioned by the Urban Institute) that may lead to better outcomes for immigrant and low-income families?

Indicator: Economic Opportunity: Increased Earnings and Income & Increase in Assets

- **More parents and young adults are employed and experiencing more stable labor force attachments.**
 - For thirteen years, **Pedro Flores** (father) has been working in the meatpacking industry in Garden City, Kansas to earn enough money to bring his wife and six children to America. His wages in 1999 were \$24,500.
 - **Pedro** is unable to work following complications resulting from an appendix operation while he is in Mexico visiting his family. With the family's debts piling up, Pedro returns to Kansas and is able to secure employment. [Pedro's employment record and skills help to make this possible.]
 - While attending high school in Garden City, **Nora** (daughter) has taken a cleaning job at a local movie theater to help the family make ends meet.
 - When **Ventura** (mother) wants to move the family to Mecca, CA from Kansas, she verifies with her sister that they can have steady employment in the fields. "You say there's no lack of employment there? It's a sure thing, all year? That's good to hear. It make me happy."
- **Levels of family income and earnings are raised through jobs that provide supporting wages and benefits and career advancement.**
 - **Pedro** works double shifts at the meatpacking plant in order to increase his earnings as a way to assist his family in Mexico and make it possible for them to join him in Kansas.
 - **Nora** (daughter, age 18) is devastated when the family makes the move from Kansas, where she has been able to attend school, to Mecca, CA, where they will not allow her to attend school because of her age. She had told her school counselor in Kansas that she wanted to be a reporter or marine biologist. Now working in the fields [picking strawberries], she says: "But, I'm determined to learn English. Whatever it takes, I'll do it. Because that is the only dream that I might still be able to realize."

- **Berna Franco** (co-worker of Pedro and the children's visa sponsor) is disappointed with the Flores family's move to Mecca: "This is the first family we've heard of that wants to work in the fields. Those with papers try to work where they'll be paid the most."
- **Families have an increased level of savings.**
 - **Pedro** struggles to save money to bring his family to America. He returns to Mexico for an interview at the American Consulate with family members. "Pedro's been saving every penny for this moment." He needs a total of \$5,000 and arrives home with less than half of that.
 - With insufficient savings, **Pedro** and **Ventura** visit Dona Maria, a money lender. She lends them \$3,000 at an interest rate of \$300/month.
 - With the visas approved for Ventura and the children, "finally **Pedro and Ventura** have the chance to live together, but now they can't afford it. The debts from the Juarez trip and Pedro's surgery bills have piled up." Once again, Pedro returns to Kansas alone.
 - **More families own homes and other assets.**
 - In Mexico, the Flores family lives in a modest ranch house owned by **Papa Verna**, Pedro's father. Without water, the land is dry and impossible to farm. Narrator: "In Kansas, neighbors pitch in to raise a barn. Here in Mexico, where so many families make the move north, the neighbors get together to help close the place up."
 - **Ventura** describes how she depends on Pedro: "The land, the truck – all we have is useless without him."
 - In Kansas, **Pedro** boards with other workers. "Garden City is filled with households like this – workers who have left their families behind. Most of their paychecks go back home." A woman explains: "But it's very hard for people in Mexico to understand how we live here."
 - **Pedro** had told **Ventura**: "We'll see if we can buy a little trailer at least, to start." But, when the family comes to Kansas, they settle into a single family home as renters.
 - Narrator: "With little more than the bags they brought from Mexico, they head for the town of Mecca in California."
 - **Fewer families have payment-related disruptions in key services, such as utility shut-offs, repossessions, and evictions.**
 - After two months in Mexico (because of illness following his appendectomy), **Pedro** returns to Garden City to find out he has been "locked out of his job, his room, and his car." His old room had been promised to someone else and he needs a place to live.

Indicator: Social Networks: Increased Civic Engagement and Increased Informal Supports

- **More families have adult members who register and vote.**
 - **Pedro** opens a letter in a café in Garden City. He shows the waitress his children's new green cards. "Now, they can really come." [A first step on a long road to citizenship.]
- **More residents are prepared for, and take up, formal and informal leadership roles.**

▪ **Increased number of resource exchange networks, formal and informal helping networks, and natural helpers exist in the neighborhood, and families increase their participation.**

- At the American Consulate, **Pedro** finds out that the one sponsor he has arranged for the family is not enough. He had not realized that, because he earns less than what is required to sponsor his entire family, his income cannot count toward sponsoring any members of the family. He and Ventura take turns calling friends and relatives to find another sponsor. Finally, a co-worker of Pedro's in Kansas, Berna Franco and her husband Luis, agree to sponsor the four children. The visas are approved.
- When **Pedro** returns to Kansas after his appendectomy, he looks for housing. He visits the rooming house where he once lived. Later, he moves into a small room in Berna and Luis' trailer – the friends he calls his guardian angels.
- **Pedro** takes **Ventura, Juan/Pedrito**, (son) and **Nora** to the Western Kansas United Methodist Care Center, a community resource center. They are advised to be careful about drinking and driving (can be deported) and to be aware of gang problems.
- Next, they go to Buffalo Jones Elementary School to enroll **Pedrito** in second grade. The principal explains that he's going to be in a Spanish track classroom, where the basics are taught in Spanish but that he'll also learn English. As he settles into his new classroom, the teacher helps Pedro to feel welcome by introducing him to the class and asking if anyone else is from Guanajuato.
- **Nora** goes to the high school where she is allowed to enroll even though she is already 18. In Mexico, she had had to leave school after the ninth grade. "It's been her dream to go back to school."
- **Nora** explains why she likes Garden City: "It's nice here. I have teachers who help me; my classmates help me. I know people who are very kind. They give you the opportunity to educate yourself and move ahead. That's what I want."
- The principal at Pedro's school is pleased with his progress: "**Pedrito** is settling into second grade. I think he's made a very smooth transition. He's receiving instruction in Spanish and learning English. He's finally starting to come out of his shell and make friends."
- The Flores family has been in Kansas for six months. **Ventura** rarely ventures from home. "I'm alone and I'm not working. I feel very sad here....At least in Mexico, I would go out. So, I liked our rancho more. It's depressing living here because I don't talk to anyone....And I think if we were to live in California with my sisters, I would pass the time talking to one sister or another. We'd talk, laugh, pass the time. Life would be different."

▪ **There is an increase in the number of outlets and opportunities for reasonably priced housing, goods and services, including financial services and institutions.**

- **Pedro** goes to the Western Kansas United Methodist Care Center to obtain financial advice related to helping his family immigrate. Woman: "You need to prove to the government that you can support your children and that they won't need public assistance....To arrange for eight people, you need to make \$35,318."
- When **Pedro** brings his wife and six children to Kansas, the family is able to secure resettlement assistance, including housing and basic financial training.
- In Mecca, where housing is scarce, the **Flores family** will live in Ventura's sister's trailer – 15 people in a single-wide trailer.

Indicator: Supports & Services: Increased Quality Services & Children are Healthy and Ready To Learn

- **Children have access to health insurance.**

- **Children are ready for school as demonstrated by kindergarten reading readiness.**
 - **Pedrito** says goodbye to his first grade teacher in Mexico. The teacher explains to the children: “He’s your classmate. You were all in the first grade and he was in second. He’s leaving with his family to the United States and he’s come to say goodbye.” Pedrito: “Thank you, teacher, because you taught me to read and write.”
 - On his last day at school in Garden City, **Pedrito**’s teacher gives him a Reader Award that was posted on the wall and says, “So you can remember what a great reader you are.” She adds: “Don’t stop reading.”

- **Elementary school attendance rates increase.**
 - Despite opposition from Pedro and Nora, **Ventura**’s mind is set on moving to Mecca so that she can be with her extended family. Pedrito and Nora must leave school eight weeks before the end of the school year.
 - Mrs. Solis, the principal of Pedrito’s school explains that she had also come from Mexico. She said that her parents had been committed to seeing “all of us get an education.” She said they stayed the whole time. “I think that’s the key – you have to be stable in a place.”

Discussion about the Flores Family

Episode 6, THE NEW AMERICANS

Segment 1, 7.5 minutes in length, begins with Ventura washing dishes at her home in Kansas and ends with the family preparing to start their journey west, by car and by bus.

Segment 2, 10 minutes in length, begins with Pedro driving part of his family to California and ends with Ventura leaving the field where she works to go home.

Flores family

Pedro (father)

Ventura (mother)

Nora (18-year-old daughter)

Juan/Pedrito (8 year-old son)

(Four additional girls are not identified by name.)

The America, My New Home curriculum ends with the Flores family becoming established in Garden City, Kansas. Pedro returns to working in the meatpacking industry. Pedrito enrolls in second grade and Nora obtains permission to attend high school, even though she has already turned 18. The family has accessed community resources, including the Western Kansas United Methodist Care Center. They live together in a nice home.

Information in this document supports discussion and activities related to the completion of the Flores' story (Episode 6) – when they leave Garden City to move to Mecca, CA where their quality of life is economically diminished and community resources and benefits are less available. Fifteen people, including the Flores family, live in a single-wide trailer. Ventura and Nora work in the fields every day, hard labor made hazardous through exposure to dangerous chemicals. Nora: "It's really hard. I come home tired. All I want to do is sleep and not get up."

Some thoughts about social networks ...

Families can be a source of pride and strength. Moving to a new country takes courage and the willingness and knowledge to seek opportunities. The story of the Flores family can be devastating for viewers. Their story is one of separation, struggle, family reunification, and lost dreams. As the family begins its journey to Mecca, the narrator comments: "During 13 years of separation and living apart, they were bonded by the hope of being together. After six months of being in Kansas, they seem more divided than ever."

When immigrants leave their home countries, they often leave behind the set of social networks (e.g., family, friends, neighbors, faith community, civic leaders, clubs, organizations, cooperatives) that establish their place in the community and enable them to gain resources for themselves and their families. Language, cultural barriers, customs, and the traditional roles of family members, as well as a completely new environment can get in the way of building social and economic networks in a place far from home. The scene of the Flores family in a supermarket in Kansas suggests the alienation and confusion the new immigrants experienced.

More about the Flores family ...

With the exception of Ventura, the family seemed to be doing well in Kansas. Now in high school, despite her age, Nora is optimistic about her future. She talks about being a reporter or marine biologist and appreciates the opportunities around her. Pedrito is making friends and enjoying school. Ventura, however, misses her extended family and insists on moving to Mecca, CA – where her brothers and sisters live – despite the fewer resources and opportunities for the family.

Pedro and Nora are opposed to the move. But, Pedro is unwilling to split the family again. If Ventura goes to Mecca, they all must go. When the high school principal asks Nora whether she tried to convince her parents not to go, she replied: "Not directly, but I told them to think hard about it. We need to think how it's going to be for us, my sisters." Later, Nora says to her dad: "I can't talk about it any more. I want to please mom. God help us, we'll see how it goes."

Pedro: "I have heard people talk about California. I have always heard criticisms. I haven't heard anything about bettering your life or even anything good about it."

Nora: "I thought if I could finish high school, even if I didn't go any further, at least it was one more step. It would have been something very beautiful -- complete happiness for me. Well, I could not follow my dreams."

Ventura: "I don't want anything bad for my daughters. Right now, they don't like it, yet. They aren't used to it here. We could always earn some money and move again."

Narrator: "For Ventura, Mecca is the next best thing to being home in Mexico. She has never wanted anything more than to have her family and her together."

Discussion questions ...

What do you think about the new ending to the Flores family's story – when they move to Mecca? Is that what you expected after seeing them settle into Garden City? Why or why not? What can they do to make their lives better for themselves and their children?

Is Ventura's not wanting "anything bad" for her daughters the same as having goals for them? What kind of goals would offer the children a better future? What are some goals that you have for yourself and your children – family, education, health, community, economic?

How do you think the years of separation and the family's sense of loss through that experience influenced their ending up in Mecca? Why did Pedro and Nora go along with the move when they thought it was not a good decision for the family?

In Mexico, without her husband most of the year, Ventura learned skills to be independent. She had to be responsible for herself and her children. In Kansas, her husband became the head of the household again. How might that have affected Ventura's adjustment to the family's new life in Kansas?

It's not clear in the story why Ventura didn't look for a job in Kansas. We know she couldn't read or write. Early in the story, while still in Mexico, she had talked about wanting to work, although Nora tried to discourage her. "It would be better if you stayed home to cook and everything." Later, before moving to Mecca, Ventura told her sister, "That's why I want to come there – to work hard even on Sundays." Why was it important to Ventura to have a job? Could she have found one in Kansas? Would this have made a difference to her life there?

Ventura was unable to adapt to Kansas, even though the rest of her family were finding their way. While she probably did not see things that way, she ended up putting her need for other family members (her sisters) above the needs of her husband and children. Do you agree or disagree with that statement? Has something like this happened in your own family? Would you have done the same ... or how might you have acted? How could other family members have helped Ventura to feel at home in Garden City – a place that offered more opportunity for them?

Activities ...

Consider ways that parents can strengthen their sense of belonging in their new communities ... as well as support the development of their children.

1. The “Sharing Our Stories” curriculum for AMERICAN FAMILY emphasizes the importance of parents having goals for their children. It mentions the 1996 National Summit on Latino Children at which young people ask the adults to make promises to young Latinos everywhere:

*I promise to teach my children their background, history, language, and moral values.
I promise to inspire my children and tell them my goals and dreams so they can have dreams and goals, too.*

Do the **Family Milagros** activity (page 7) in “Sharing Our Stories.” Create wishes ... and set goals ... for a better life for yourself and your children.

2. AECF’s Common Ground Outcomes are based, in part, on building social networks for yourself, your family, and your children to strengthen your sense of belonging in your new neighborhood as well as to secure needed services and resources. The process can also help you to become a leader in and contributor to your community.

What social networks do you have ... and how can you build on them? You might start with nearby family and friends. Then, think about your church or place of worship, school or childcare center, or community center. In addition to making friends, you can find volunteer opportunities. Your children’s schools may offer leadership training and enable you to advocate for improved education. For your children, look for neighborhood children their age and help them make new friends. Team sports, extra-curricular clubs, and after-school programs provide opportunities for skill-building and leadership development for youth.

What kinds of resources – financial, health, education, employment, goods and services – would help your family?

Can you work with others (through your place of worship or community center) to determine neighborhood needs and figure out how to offer resources that may be needed. How can you make your community safer for children and families?

Who are your community’s leaders – how can you let them know what your family and neighborhood need? What role can you play, as a volunteer or leader, to make your community a better place for families?

Working in a group, use the activity sheet “Building Social Networks” to make a plan for how you can draw on social networks and resources. Is there a way your discussion group can work together to help one another?

Developed by Outreach Extensions, as part of its outreach campaign for THE NEW AMERICANS, through generous support from The Annie E. Casey Foundation.

THE NEW AMERICANS / Flores Family

Activity: Building Social Networks

Think about your family's needs and your goals for the future. Consider ways that parents in your community can strengthen their sense of belonging ... as well as support their families and the development of their children. Identify social networks and other resources in your community that can help you to achieve the following outcomes.

- How can you help your children to be healthy and do well in school?

- What resources are available to help you to secure stable employment and save for the future?

- How can you become involved in community groups and activities?

- How can you help to make your community safer for families and children?

- How can you have a have a voice in decisions that affect your family and community?

Look at the ideas your discussion group has suggested for each of these questions. Make a plan for how you will begin to create a social network. Is there a way your group can work together to help one another?

FACT SHEET: Children in Immigrant Families Study

The Urban Institute recently commissioned a study to determine the health and well being of children in immigrant families. Here are some key findings that tie into three of The Annie E. Casey Foundation's Common Ground Outcomes and that may provide useful background information for you as you implement the *America, My New Home* workshop and other outreach to immigrant families.

To see the complete report, visit www.urban.org and click on "news & events."

Common Ground Outcomes

- *Children are ready for school as demonstrated by kindergarten reading readiness.*
- *Elementary school attendance rates increase.*
- *More parents and young adults are employed and experiencing more stable labor force attachment.*

Children are Ready for School

Parent-Child Involvement

How often parents read to their children and take them on outings help measure parent-child interaction, which in turn bears on children's cognitive stimulation and development. Differences between children in immigrant and native families are modest: 85% of natives' children age 5 and younger are taken on outings several times per week compared with 77% of immigrants' children. Children of natives are slightly more likely to be read to by their parents three or more times a week (81% versus 70%).

Elementary School Attendance Increases:

Parental Community Involvement

Children of immigrants are less likely than those of natives to have parents engaged in social activities outside of the family. This may mean that immigrants are less able to advocate for their children in school or to navigate other complex social institutions. Children of immigrants are less likely to have parents who volunteer at least a few times a month through a religious, school, or community group (24% versus 40%). Low-income children are also consistently less likely to have parents who volunteer.

School Engagement

Engagement in school leads to better school performance and has been found to be the product of stable parental employment. Children of immigrants are no more likely than children of natives to demonstrate low school engagement (19% for both groups), results that hold for children in low-income families. Moreover, children of immigrants are somewhat more likely to do their homework most of the time (88% versus 81%).

Skipping School, Suspensions, and Expulsions

Overall, immigrants' children are more likely to skip school than natives' children (19% versus 15%), but they are not more likely to be suspended or expelled than children of natives (12% versus 14%). These patterns shift, however, when we focus on the low-income population;

children of immigrants are no more likely to skip school than those of natives, and they are substantially *less* likely to be suspended or expelled.

Participation in Extracurricular Activities

Participation in extracurricular activities such as sports and clubs helps children build social and skill competencies. Immigrants' children age 12 through 17 are substantially less likely than their counterparts in native families to participate in extracurricular clubs (46% versus 65%). When we focus on low-income children, these wide differences between children of immigrants and those of natives persist (38% versus 52%, respectively). Thus, unlike school engagement and poor behavior, significant differences in extracurricular activity participation remain between children of immigrants and those of natives, even when controlling for income.

More Young Adults Employed

Participation in the Workforce

It might be expected that children of immigrants—especially those who are low-income—would be more likely to work than children of natives. Data from the 1999 National Survey of America's Families (NSAF) show that work is more common among natives' children, however, and it is also more common among families with higher income. Thirty-three percent of children of natives have a job, compared with 14% of children of immigrants. For the low-income population, the shares fall to 21% for children of natives and 13% for children of immigrants. Thus, paid work among older children may be more a byproduct of greater social capital (i.e., parental networks and resources) than a response to financial need. Here, as in the case of extracurricular activities, children of immigrants appear to be relatively isolated and disadvantaged regardless of income.

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