

# OPTIONAL ACTIVITIES

The optional activities on pages 115-124, taken from *Energy of a Nation: Immigrants in America*, can deepen students’ understanding of the history of immigration, its causes, and the current U.S. immigration system.

Many of the optional activities also include a video extension, allowing students to examine the videos in even greater depth and connect them to the new information learned in each activity.

Activity	Summary
<p><b>1. Refugee Role Play</b></p>	<p>Students receive identity cards. They group themselves by family and then role play that their state is being invaded by a neighboring state. Their family has to decide what 3 items each person will carry, their route of escape, and how they will survive until reaching the refugee camp. The class discusses the decisions each group made. Families reconvene to write down their needs and abilities and determine as a class what needs would not be met by the larger group in a refugee camp and where they would need help. Finally, students role play being in a new country, with some families playing host and others new arrivals, outlining ideas for welcoming refugees and facilitating integration. The class comes together to debrief about the entire experience.</p>
<p><b>2. Applying for Asylum-hay</b></p>	<p>The teacher discusses the high burden of proof that asylum seekers bear when applying for status in the United States. Students fill out an application for asylum in Pig Latin. They exchange papers, and if there are any mistakes, the application is denied. The class discusses their reactions to the process.</p>

## OPTIONAL ACTIVITY 1

### Refugee Role Play

#### Procedure:

**1. Prepare.** Cut out identities from *Refugee Role Play Cards* for each of your students. Each family group has a different number of family members, so try to choose family groups such that every student can have a card and each family can have all of its members. If you have more students than cards, duplicate one or more of the family groups until there are enough cards for everyone.

#### Teacher Tip

This activity may be especially difficult or emotional for students with their own refugee experience. If you have students who may be reluctant to participate in the exercise, either skip the activity or offer an alternative, such as writing a letter to one of the refugees whose video they watched.

**2. Set up.** Pass out an identity card to each student. Shuffle the cards so that students are not sitting near their family members if possible. Before beginning the activity, tell students that they will now be acting out the refugee experience. **Remind them that though it may seem funny to imagine their state being invaded, this scenario has happened to many people who have suffered very real and serious consequences as a result.** They should approach the role play with those people in mind. Read the following scenario out loud and replace the bold items with names and places relevant to your state:

*Citizens of **[Neighboring State]**, wanting more land for their people, have invaded **[Your State]**. Entering the state through the city of **[Border City]**, the people of **[Neighboring State]** have now taken control of the Capitol Building in **[Capitol City]** and the police and National Guard throughout the state. There are snipers in the capitol buildings and **[Major Shopping Center or Stadium]** has been blown up. All interstate highways have been closed. The people of **[Neighboring State]** have taken over the main stadium and are using it as a staging ground for their troops. You have heard rumors that the invaders are going to be going door to door, and unless you can prove that you were born in **[Neighboring State]**, you will be arrested and taken to an undisclosed location. Fighting has begun in **[Capitol City]** and is spreading into the suburbs and rural towns across the state. You can hear the fighting from your house. Mobs of people from **[Neighboring State]** are roaming the streets and have set fire to your neighbor's house. You realize that you must flee **[Your State]** tonight. You have two hours to pack your belongings. Because all of the roads are blocked, you must head toward a refugee camp in **[Other Bordering State/s]**.*

**3. Imagine.** Tell the students to write down ten items that they would bring with them based on their identity, without talking to anyone else. Give them two minutes to decide. Time them and give a warning after a minute and a half has passed.

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# OPTIONAL ACTIVITY 1

## Refugee Role Play

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**4. Convene the family groups.** Ask students to form small groups with everyone from their assigned family. These small family units must now decide together what they can take with them. Each person can only carry three things. All the items recommended from individual lists must be considered, but with the interest of the family in mind. Each person should construct a list of the three items he or she can carry. The group must take into consideration any elderly, sick, or very young people in the group who cannot carry items. The groups should meet for 5-10 minutes. Time students and give them a warning when a minute remains. Do not let the groups use more than 10 minutes to make a decision; tell them they must leave now with whatever they have chosen at this point.

**5. Decide a route.** Once the time limit has passed, tell the families they now have to decide whether they will flee by foot, escape by boat, or find some other means of transportation. They need to think about where they will sleep, find food, etc. There are refugee camps in the surrounding states where they can stay.

**6. Present and discuss.** Come back together and have each group present their plan. Where did they decide to go? How will they get there? What did they decide to take and why? After each group has presented, discuss the following questions as a class:

### Questions for Discussion

- ? Did you choose items based on what you thought you would need to survive or what would help you remember your life back home?
- ? Do you think you could realistically carry all of the items you chose?
- ? Who had the most say in the decision-making process? Why was that?
- ? How did you feel about what was happening?

**7. Regroup.** Ask students to reconvene with their “families.” The families have now made it into refugee camps. Explain to the students that in the camps, the refugees themselves handle a great many of the day-to-day responsibilities of keeping the camp running. Based on their identity cards, have students write down what kinds of help they would need, either from relief workers or from fellow refugees, while they are in the camp. They should copy the list onto a piece of paper, writing clearly in large enough letters for other students to easily read it. Then, they should make a second list of what they think they can offer to others in the camp based on their identities.

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## OPTIONAL ACTIVITY 1

### Refugee Role Play

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**9. Share.** Have the family groups post their list of needs on the walls of the classroom and then walk around the room to read other groups' lists. If they can meet any of the needs based on the skills they have to offer, they should make a check mark next to that item on the list. After all the groups have looked at all the lists, go over the needs that aren't being met. Ask students how they think those needs may or may not be met in a refugee camp.

**10. Four years later.** After spending four years in the refugee camp, the families have been safely resettled in a "third country" — your local community.

**11. Welcome.** Families #1 and #2 will play the role of host community. They should outline what they would do to welcome the new families. They should be encouraged to include ideas at the individual, school, and community levels. They should also offer suggestions for the new families on how they can start adapting themselves to their new community.

**12. Adapt.** The other families continue to play the roles of refugees. These students should list what they would do to start adapting to their new school and community, and what their school and community could do to welcome them.

**13. Compare.** Draw a line down the middle of the board. Write "Welcome" on one side and "Integrate" on the other. Have students share the ideas they generated in their small groups. Once they have offered their suggestions, have students identify any of the ideas that might be particularly easy to carry out and circle them on the board. Have students identify ones that might be particularly difficult and put a star next to them.

**14. Debrief.** As a class, discuss how students felt about the role play.

#### Questions for Discussion

- ? Based on the role play, what do you think it would feel like to be a refugee?
- ? What do you think the hardest part of being a refugee would be?
- ? During the role play, did you ever feel that your character's human rights were being violated? When? What rights?
- ? What are ways that governments could better protect the human rights of refugees? What are ways that individuals could better protect the rights of refugees?

## REFUGEE ROLE PLAY CARDS

<p><b>Refugee Identities:</b> The refugee identities can be added to and adapted as necessary. You may want to cut and laminate the refugee identity cards for future use. Be sure that you have one identity card for each student in class.</p>	<p><b>FAMILY #1: Grandmother</b></p> <ul style="list-style-type: none"> <li>• 60 years old</li> <li>• Teaches 5th grade</li> <li>• Enjoys cooking</li> </ul>
<p><b>FAMILY #1: Grandfather</b></p> <ul style="list-style-type: none"> <li>• 65 years old</li> <li>• Retired farmer</li> <li>• Collects valuable coins</li> </ul>	<p><b>FAMILY #1: Grandson</b></p> <ul style="list-style-type: none"> <li>• 12 years old</li> <li>• Parents have died</li> <li>• Likes to help his grandfather garden</li> </ul>
<p><b>FAMILY #2: Father</b></p> <ul style="list-style-type: none"> <li>• 43 years old</li> <li>• Dentist</li> <li>• Likes to jog</li> </ul>	<p><b>FAMILY #2: Mother</b></p> <ul style="list-style-type: none"> <li>• 44 years old</li> <li>• English teacher</li> <li>• Competitive runner</li> </ul>
<p><b>FAMILY #2: Daughter</b></p> <ul style="list-style-type: none"> <li>• 13 years old (twin)</li> <li>• Good swimmer</li> <li>• Likes to text with friends</li> </ul>	<p><b>FAMILY #2: Daughter</b></p> <ul style="list-style-type: none"> <li>• 13 years old (twin)</li> <li>• Very athletic</li> <li>• Just got a kitten</li> </ul>
<p><b>FAMILY #3: Father</b></p> <ul style="list-style-type: none"> <li>• 40 years old</li> <li>• Works at local paper mill</li> <li>• Expert handyman</li> </ul>	<p><b>FAMILY #3: Mother</b></p> <ul style="list-style-type: none"> <li>• 39 years old</li> <li>• Stays at home with children</li> <li>• Skilled at sewing</li> </ul>

## REFUGEE ROLE PLAY CARDS

<p><b>FAMILY #3: Daughter</b></p> <ul style="list-style-type: none"> <li>• 18 years old</li> <li>• Looking forward to community college</li> <li>• Has a boyfriend at her high school</li> </ul>	<p><b>FAMILY #3: Son</b></p> <ul style="list-style-type: none"> <li>• 14 years old</li> <li>• Likes to play soccer</li> <li>• Straight-A student</li> </ul>
<p><b>FAMILY #3: Son</b></p> <ul style="list-style-type: none"> <li>• 9 years old</li> <li>• Has health problems and needs regular medication</li> <li>• Loves his dog</li> </ul>	<p><b>FAMILY #4: Mother</b></p> <ul style="list-style-type: none"> <li>• 55 years old</li> <li>• Works as a doctor</li> <li>• Specializes in family medicine</li> </ul>
<p><b>FAMILY #4: Father</b></p> <ul style="list-style-type: none"> <li>• 56 years old</li> <li>• Works for a newspaper as a business reporter</li> <li>• Loves to cook</li> </ul>	<p><b>FAMILY #4: Daughter</b></p> <ul style="list-style-type: none"> <li>• 18 years old</li> <li>• Excels at computer programming</li> <li>• Always knows the latest apps</li> </ul>
<p><b>FAMILY #4: Daughter</b></p> <ul style="list-style-type: none"> <li>• 16 years old</li> <li>• Wants to be actress</li> <li>• Enjoys hanging out at the mall</li> </ul>	<p><b>FAMILY #4: Daughter</b></p> <ul style="list-style-type: none"> <li>• 12 years old</li> <li>• Very studious</li> <li>• Loves to read</li> <li>• Uses a wheelchair</li> </ul>
<p><b>FAMILY #4: Aunt</b></p> <ul style="list-style-type: none"> <li>• 70 years old</li> <li>• Not able to walk easily</li> <li>• Loves to tell stories</li> </ul>	<p><b>FAMILY #5: Single woman</b></p> <ul style="list-style-type: none"> <li>• 42 years old</li> <li>• Owns a hair salon</li> <li>• Her parents live in the capital city</li> </ul>

## REFUGEE ROLE PLAY CARDS

<p><b>FAMILY #6: Mother</b></p> <ul style="list-style-type: none"> <li>• 35 years old</li> <li>• Divorced</li> <li>• Works as a city bus driver</li> </ul>	<p><b>FAMILY #6: Cousin</b></p> <ul style="list-style-type: none"> <li>• 21 years old</li> <li>• College student staying with family</li> <li>• Helps with child care</li> </ul>
<p><b>FAMILY #6: Son</b></p> <ul style="list-style-type: none"> <li>• 10 years old</li> <li>• Loves to play basketball</li> <li>• Always listening to music</li> </ul>	<p><b>FAMILY #6: Son</b></p> <ul style="list-style-type: none"> <li>• 6 years old</li> <li>• Likes animals</li> <li>• Shy</li> </ul>
<p><b>FAMILY #6: Daughter</b></p> <ul style="list-style-type: none"> <li>• 10 months old</li> <li>• Has been crying a lot lately</li> <li>• Allergic to milk</li> </ul>	<p><b>FAMILY #7: Brother</b></p> <ul style="list-style-type: none"> <li>• 23 years old</li> <li>• Left school to take care of sister</li> <li>• Studied mathematics</li> </ul>
<p><b>FAMILY #7: Sister</b></p> <ul style="list-style-type: none"> <li>• 11 years old</li> <li>• Has had bad dreams since parents died</li> <li>• Loves building things</li> </ul>	<p><b>FAMILY #8: Mother</b></p> <ul style="list-style-type: none"> <li>• 33 years old</li> <li>• Loves sailing her boat</li> <li>• Works as an accountant at an office</li> </ul>
<p><b>FAMILY #8: Father</b></p> <ul style="list-style-type: none"> <li>• 31 years old</li> <li>• Owns a restaurant</li> <li>• Speaks three languages fluently</li> </ul>	<p><b>FAMILY #8: Son</b></p> <ul style="list-style-type: none"> <li>• 2 years old</li> <li>• Doesn't like strangers</li> <li>• Always carries his favorite stuffed animal</li> </ul>

## OPTIONAL ACTIVITY 2

### Applying for Asylum-hay

#### Procedure:

**1. Review.** Remind students of the difference between refugees and asylum seekers (that refugees receive their status outside the United States, while asylum seekers first come to the United States and then apply for their status). Explain that asylum seekers, like refugees, must prove that they fear persecution in their home country, such as torture, imprisonment, or physical abuse, on the basis of: race, nationality, political opinion, religion, or membership in a particular social group.

Just as with refugees, the burden of proof is on the asylum seeker. This means that the person who is seeking protection must prove who they are, what or who they fear, and that their fear is reasonable. Applying for asylum is a complex and difficult process, especially for people who are not fluent in English or who are still upset or traumatized by their experiences.

**2. State the rules.** Tell students they will now be applying for asylum in a country that speaks Pig Latin. Provide students with a quick explanation of the rules of Pig Latin: 1) Move the first letter of the word to the end, and then add “ay.” 2) If there are two or more consonants together at the beginning of the word that combine to make a sound, they are moved together (e.g., “sh”). 3) If the word starts with a vowel, simply add “hay” to the end of the word.

For example, “refugee” becomes “efugeeray,” “should” becomes “ouldshay,” and asylum becomes “asylumhay.” You may write a few examples of Pig Latin words on the board to help students understand how the “language” works. Answer any questions the students have about the language before moving on with the lesson.

**3. Apply.** Give students the *Asylum Application in Pig Latin*. Give them 10-15 minutes to fill out the form. Remind them that their answers must be in Pig Latin as well. If they need extra assistance, you may give them the *Asylum Application in English*.

**4. Evaluate.** After 10-15 minutes, have students switch applications with the person sitting next to them. Each student should now grade the application they received, using the *Asylum Application in English* to help them see if the person has answered the questions correctly. If any of the answers are wrong, have students write “Denied” in big letters at the top and return it to the original author.

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## OPTIONAL ACTIVITY 2

### Applying for Asylum-hay

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**6. Discuss.** Once students have evaluated their neighbor's form, discuss their reactions.

#### Questions for Discussion

- ? How easy was it to make mistakes?
- ? How might you feel if you had to fill out the real asylum application, which is more than 20 pages long?
- ? How might mistakes impact the success of a genuine asylum application?
- ? What are the consequences if an applicant is denied?
- ? Do you think this application process is a fair way to judge whether someone should be allowed to stay in the United States?



Looking at refugee resettlement documents.  
Image courtesy of the IHRC

## ASYLUM APPLICATION IN PIG LATIN

### DHS - USCIS - U.S. Department of Justice - EOIR

#### Application for Asylum and for withholding of removal

**ARTSTAY EREHAY. Ypetay orhay intpray inhay ackblay inkhay. Eesay ethay instructionshay orfay informationhay about hay eligibilityhay andhay ow hay otay ompletecay andhay ilefay isthay applicationhay. Erethay ishay onay ilingfay eefay orfay isthay applicationhay.**

Otenay: Eckchay isthay oxbay ifhay ouyay antway otay applyhay orfay itholdingway ofhay emovalray underhay ethay Convention against Torture.

#### Part A.1. INFORMATION ABOUT YOU

1. Alien Registration Number (A#s) (If any)		2. Official Security Number. (if any)	
3. Complete last name	4. First name	5. Middle name	
6. At what other names have you used? (Include maiden name and aliases.)			
7. Residence in the U.S.		Telephone	
Residence name and address			Apartment #
City		State	ZIP Code
8. Mailing Address in the U.S., if different from above			Telephone
Residence name and address			Apartment #
City		State	ZIP Code
9. Gender: Male _____ Female _____	10. Marital Status: _____ Single _____ Married _____ Divorced _____ Widowed		
11. Date of birth (mm/dd/yyyy)		12. City and Country of birth	
13. Employment history	14. Nationality at birth	15. Race, Ethnicity or Tribal group	16. Religion
17. <i>Eckchay ethay oxbay, A roughthay C, atthay applishay:</i> <b>A:</b> I have ever been in immigration court proceedings. <input type="checkbox"/> <b>B:</b> I have my own in immigration court proceedings. <input type="checkbox"/> <b>C:</b> I have my <b>own</b> in immigration court proceedings, but I have been in the past. <input type="checkbox"/>			
18. <i>Complete #18 A-B:</i> A. On what date did you last travel to your country? (mm/dd/yyyy) _____ B. At what time of day are you currently in the U.S., if any? _____			
19. At what country issued your last passport or travel document?		20. Passport #	21. Expiration date (mm/dd/yyyy)
22. At what time of day are you currently in the U.S.?	23. Are you fluent in English? ____ Y ____ N	24. At what other languages do you speak fluently?	
<u>ORFAY EOIR USEHAY ONLYHAY</u>	<u>ORFAY USCIS USEHAY ONLYHAY</u> <b>Action:</b> Interview date: _____ Asylum Officer ID#: _____ <b>Decision:</b> ____ Approval date ____ Denial date ____ Referral date ____		

## ASYLUM APPLICATION IN ENGLISH

**DHS - USCIS****U.S. Department of Justice - EOIR****Application for Asylum and for Withholding of Removal**

**START HERE. Type or print in black ink. See the separate instruction pamphlet for information about eligibility and how to complete and file this application. There is NO filing fee for this application.**

Note: Check this box if you want to apply for withholding of removal under the Convention Against Torture.

**PART A.1. INFORMATION ABOUT YOU**

1. Alien Registration Number(s) (A#s) (If any)		2. Social Security No. (If any)	
3. Complete Last Name	4. First Name		5. Middle Name
6. What other names have you used? (Include maiden name and aliases.)			
7. Residence in the U.S.			Telephone
Street Number and Name			Apt.
City	State		ZIP Code
8. Mailing Address in the U.S., if other than above			Telephone
Street Number and Name			Apt.
City	State		ZIP code
9. Gender: Male _____ Female _____	10. Marital Status: _____ Single _____ Married _____ Divorced _____ Widowed		
11. Date of Birth (mm/dd/yyyy)		12. City and Country of Birth	
13. Present Nationality	14. Nationality at Birth	15. Race, Ethnic or Tribal Group	16. Religion
17. Check the box, a through c that applies: <b>A:</b> I have never been in immigration court proceedings. <input type="checkbox"/> <b>B:</b> I am now in immigration court proceedings. <input type="checkbox"/> <b>C:</b> I am <b>not</b> now in immigration court proceedings, but I have been in the past. <input type="checkbox"/>			
18. Complete #18 A-B: A. When did you last leave your country (mm/dd/yyyy) _____ B. What is your current I-94 number, if any? _____			
19. What country issued your last passport or travel document?		20. Passport #	21. Expiration Date (mm/dd/yyyy)
22. What is your native language?		23. Are you fluent in English? ____Y ____N	What other languages do you speak fluently?
FOR EOIR USE ONLY		FOR USCIS USE ONLY <b>Action:</b> Interview Date: _____ Asylum Officer ID#: _____ <b>Decision:</b> _____ Approval Date _____ Denial Date _____ Referral Date	