



Bridging Refugee Youth & Children's Services

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## Collection of Lesson Plans and Resources for the Refugee Student Services Program of Catholic Charities of New Mexico

By Meredith Campbell

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# **Collection of Lesson Plans and Resources for the Refugee Student Services Program of Catholic Charities of New Mexico**

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**Catholic Charities  
Refugee Student Services  
Goals Assessment**

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Grade:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Home Country:** \_\_\_\_\_

- 1. How long have you been in America?**
  
- 2. What was school like in your home country? How long did you attend?**
  
- 3. Why would you like to be in the after school program?**
  
- 4. Which would you like the most help with:**
  - a. English**
  - b. Homework**
  - c. Getting along better with family**
  - d. Getting along better with friends at school**
  - e. Anything else**
  
- 5. Do you want to get your high school diploma / GED?**
  
- 6. Do you want to go to college / TVI?**
  
- 7. What do you think you want to do when you grow up?**
  
- 8. Do you have a job now? Do you want one?**

**9. Do you like sports? Are you in sports at school? Would you like to be?**

**10. Would you like to be in any clubs at school?**

**11. What kinds of activities do you like (art, dance, sports, music, etc.)?**

**12. Do you have any brothers or sisters?**

**13. Who do you live with?**

## **SAMPLE MIDDLE SCHOOL LESSON PLANS FOR ONE WEEK**

STUDENT 1: --Listen to a story read aloud; create "word pictures" in your head. Create illustrations to go along with what you remember from the story.  
--Practice decoding/sounding out bigger words.

STUDENT 2: --Personal pronouns introduction and practice  
--Introduction and practice with present tense of "to be"  
--Describe the people and things in the room. (Aloud and in writing.)  
--Write a short illustrated paragraph about yourself in the present tense, w/help of instructor or tutor.  
--Create an illustrated family tree.  
--Practice with numbers.

STUDENT 3: --Listen to a story read aloud; create illustrations to go along with the "word pictures" it created in your head.  
--Review of last week's spelling words. More phonics work.

STUDENT 4: --"Word pictures" exercise.  
--Phonics work; spell words that you like by matching letters with sounds.  
--Alphabetizing exercise.  
--Weekly vocabulary words and sentence creation.

## SAMPLE HIGH SCHOOL LESSON PLANS FOR ONE WEEK

- STUDENT 1: --Practice writing and reading, double consonants and short-vowel sounds.  
--Read *Dangerous Animals*, look up new words in dictionary, write definitions, use at least twenty of them in a sentence.  
--Review and correct sentences w/instructor or tutor.  
--Review of present tense "to be." Introduction and practice with past tense "to be."  
--Use the internet to research facts about your home town in Cuba and to research facts about Albuquerque. Compare the two cities and present your results orally to the rest of the class.
- STUDENT 2: --Review greetings, polite question/answer scenarios.  
--Write a short paragraph about yourself, in present tense, with help of instructor or tutor.  
--Practice with personal pronouns, adjectives, familial vocabulary and present tense of "to be": Describe all of the people in the room. Describe the classroom and the building we are in and the setting that surrounds it.  
--Practice with familial vocabulary: Describe the members of your family. Create a family tree. Practice orally and in writing.  
--Practice with directions: Use a map of Albuquerque. Practice both giving directions and understanding directions.
- STUDENT 3: --Pick a book in the classroom to read, look up new words in the dictionary, write definitions, use at least twenty of them in a sentence.  
--Review and correct sentences w/instructor or tutor.  
--Use the internet to research facts about current events in your home country. Create a brief presentation (with the help of instructor or tutor) to introduce this topic to other students in the class; present the results orally.  
--Grammar: subject/verb agreement, punctuation, complex sentence structure.
- STUDENT 4: --Creative writing: tell the story of a journey you've undertaken in your life (and this journey can be literal, or more mental/emotional) and how it changed you. Focus on vivid, sensory language and really bringing that world alive for your reader.  
--U.S. History: use the internet to research first contact between Europeans and Native Americans with focus on Puebloan peoples of New Mexico; emphasis on primary sources.
- STUDENT 5: --More poetry analysis and response: Walt Whitman and *Leaves of Grass*.

--Creative Writing: You are at a carnival, wandering between the stalls, when suddenly you see a strange-looking man disappear through a door in a wall that you're sure was not there a moment ago. Your curiosity overcomes you; you decide to follow him through the mysterious door. Where does the door lead? What do you see and experience there? Concentrate on using vivid, descriptive language to bring your scene alive.

STUDENT 6: --Introduction/Review of use of present tense "to be." Practice with example phrases and auxiliary vocabulary.  
--Write a short paragraph about yourself using present tense "to be" with the help of instructor/tutor.  
--Practice with personal pronouns, adjectives, familial vocabulary and present tense of "to be": Describe all of the people in the room. Describe the classroom and the building we are in and the setting that surrounds it.  
--Practice with familial vocabulary: Describe the members of your family. Create a family tree. Practice orally and in writing.  
--Practice with directions: Use a map of Albuquerque. Practice both giving directions and understanding directions.

STUDENT 7: --Review of greetings, basic polite interaction questions and responses.  
--Review of personal information, both spoken and written.  
--Review of numbers and colors.  
--Introduction of conjugation of present tense "to be." Practice speaking and writing.  
--Write a short paragraph about yourself, using present tense of "to be," with the help of tutor or instructor.

STUDENT 8: --Read and respond to article about elections in Liberia. Circle words you don't know and look them up in the dictionary. Write down the definitions and use them in a sentence.  
--Tell me a story about your childhood.

## STUDY SKILLS CURRICULUM

### **Do You Have a Good Place to Study?**

After reading the sheet and thinking through it, have the student make a plan for creating a good place to study.

In their plan, have them list changes they will make and also set a date for when they will finish.



## DO YOU HAVE A GOOD PLACE TO STUDY?

- Is my study place always free for me to use?
- Is my study place free from interruption?
- Is my study place free from distraction?
- Does my study place have everything I need?



- Does my study place have a large desk?
- Does my study place have enough light?
- Does my study place have a good chair?



## **Do You Have a Good Place to Study?**

1. Look at the 2 pictures. Discuss why this is/not a good place to study. Ask them to identify specific things in the pictures that are good or bad and have them explain their reasoning.
2. Ask the kids what makes a good study place in their opinion.
3. Read over general sheet of what makes a good place to study.
4. Have the child draw a picture of what their ideal place would be. When they're finished, look over it with them and talk through things.
5. Ask the student to think through where they study at home. How can they create a good place to study?

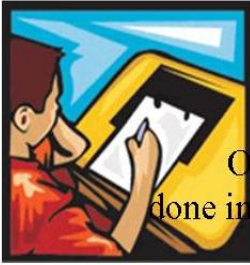


Primary  
Business  
Address  
Your  
Address  
Line 2  
Your  
Address  
Line 3  
Your  
Address  
Line 4



## **Taking Notes**

1. Ask the student how they currently take notes in their classes.
2. Go over the note-taking handout.
3. Discuss some abbreviations for common words that might be helpful. Ask them how they can shorten sentences instead of copying every single word down that their teacher says.
4. Read the text on the next page, and have the student practice taking notes, and then re-writing them. When they are finished, look at their papers and talk through the activity. Ask them to retell you the story from their notes and see if it is similar.



## TAKING NOTES

One of the best ways to take good notes is done in 3 steps.

### 1. Get Ready (*Before Class*)

\* Look at your notes from the last class. This will help you remember what you learned last time and get ready for the new lesson.

- \* Finish your reading assignments before class.
- \* Bring pens, pencils, and paper to class.

### 2. Take Notes (*During Class*)

\* *Stay focused on your teacher.*

- *Listen for things that are important, like...*

*“The most important point...”*

*“Remember that...”*

\* *Write quickly. Use abbreviations and short sentences.*

\* *If you don't understand something, write a ? to the side.*

### 3. Rewrite Notes (*After Class*)

\* *Rewrite your notes and make*

*them more complete.*

\* *Make your notes accurate by checking any information you were unsure about.*

\* *Ask other students to make sure you didn't leave out anything important.*



## How Do You Learn the Best?

1. Have student read the handout. Ask questions to see if they get the gist. Ask them to guess which type of learner they are.
2. In the computer lab, go to the website <http://www.usd.edu/trio/tut/ts/stylest.html>
3. Ask the students how they would categorize most of their classes now
4. Go over the appropriate sheet (either Visual, Auditory, or Tactile)
5. Practice some of the suggestions by using a current assignment from school.

For example:

- Auditory Learner – Chemistry
  - Make up a son or rhyme to remember a necessary formula or process.
- Tactile Learner – Chemistry
  - Create a model of something they are currently learning.
  - Make flashcards of a process they need to memorize
- Visual Learner – Chemistry
  - Practice color-coding their notes. Use one color highlighter to mark all related items, another color for another process, etc.
  - Draw a diagram of what they are currently studying

## **HOW DO YOU LEARN THE BEST?**



### **AUDITORY – HEARING**

- **When the teacher explains something**
- **Talking to other students about it**
- **Listening to tapes**
- **Reading out loud**



### **VISUAL – SEEING**

- **When the teacher writes on the board**
- **When teachers give worksheets**
- **You remember by creating pictures in your head**
- **You write notes with lots of details**



### **TACTILE – DOING**

- **When you can move or touch something**
- **During lab classes**
- **When you have an object in your hands instead of a picture or description**

*Are you unsure? Go to <http://www.usd.edu/trio/tut/ts/stylest.html> to find out!*

## How Do You Learn the Best?

1. Explain there are 3 different types of learners.
2. In the computer lab, go to <http://www.usd.edu/trio/tut/ts/stylest.html> and help the student take the test.
3. Go over the appropriate sheet (Auditory, Visual, or Tactile)
4. Practice some of the suggestions given on the sheet

For example:

- Auditory learner – multiplication
  - Create a rhyme or song to help the student remember a basic multiplication chart
- Tactile Learner
  - Read a short story and co-create a role play with the student. Then act it out.
- Visual Learner
  - Take a science lesson they're working on and help them create a picture or diagram to remember the information. Remember, they're visual learners, so use lots of colors.





## AUDITORY LEARNING

- Work in groups with other students so you can hear their ideas and explanations.
- Write ideas and notes from class using your own words.
- Read your book and notes out-loud.
- Create songs to remember what you need to study. The sillier the better.
- When learning new information, say the topic out loud. Try to figure out the problem verbally.
- Make up and create rhymes to remember information.
- Use mnemonics.



## **TACTILE LEARNERS**

- Hold the book in your lap while you are reading
  - Write information down while you are reading or talking
  - Use a computer to help you remember what you learned
  - Write lists repeatedly of things you need to memorize
  - Use rhythm to memorize or explain information
  - Use models you can touch and feel whenever you can to understand new information.
- 
- Create a role play of the new information when you are with a study partner
  - Make flash cards for each step of a process. Practice putting them in the right order until it becomes automatic.
  - Record class lectures. Listen to them while you are walking or running.



## **VISUAL LEARNERS**

- Take notes while listening to lectures
  - Draw pictures and charts to help you remember
  - Make flashcards for studying.
  - Organize all your notes and studying materials
- 
- Carefully review all photos and diagrams in your textbook
  - Write explanations down.
  - Use color-coded highlighting in your notes
  - Try to associate topics you're learning with pictures in your mind.

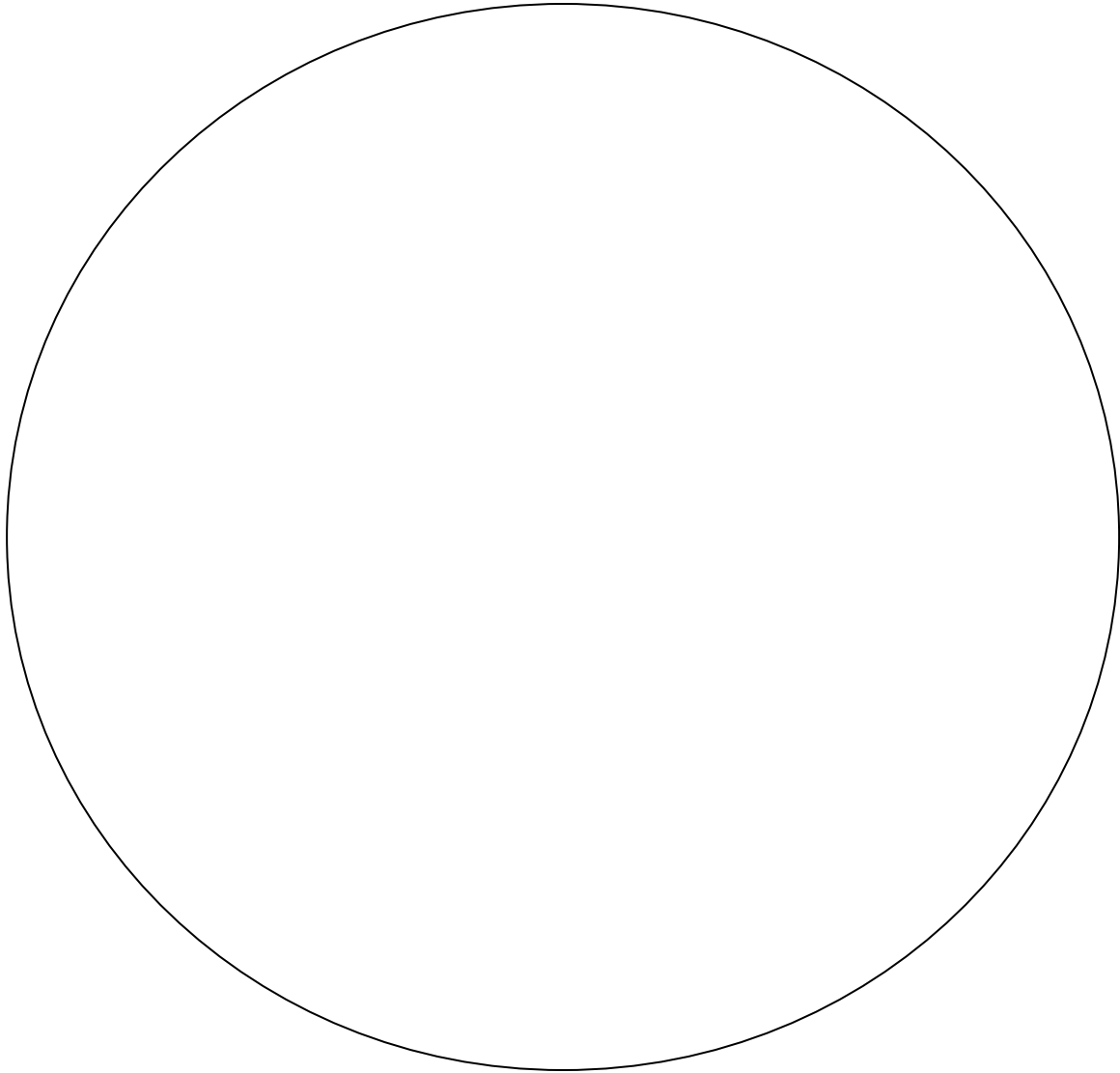
## Active Listening

1. Ask the student the difference between hearing and listening. Wait until they give an answer.
2. Explain to them the definitions
  - a. Hearing – receiving a sound in your ears
    - i. i.e. hearing a noise on the street
  - b. Listening – actively paying attention, thinking about and processing what you hear
    - i. i.e. listening to directions
  - c. Ask the student questions to check comprehension. In the following examples ask the student to explain what they would do if they **heard** it and if they **listened** to it.
    - i. What’s the difference between hearing and listening to music?
    - ii. What’s the difference between hearing and listening to a foreign language?
3. Ask the student to fill out a pie chart (on the following page) about how much they understand in their classes.

The percentage that they understand EVERYTHING, color red

The percentage that they understand SOMETHING, color blue

The percentage that they understand NOTHING, color yellow
4. Ask the student:
  - Are some people easier to understand than others? What makes them easier to understand?
  - What can you do to help in classes that are more difficult to understand?
5. Go over the worksheet. Make sure they understand each aspect. Which of these is the hardest for them? Share which is the hardest for you. Also, give examples of why it’s important to listen not just in school, but in life – jobs, friends, emergencies, etc.
6. Practice active listening with the student. One person will talk for 2 minutes about what their week has been like. The second person will only listen and pay attention (no talking!). After person one is finished talking, person two will respond to what person one said. (It sounds like you.... Or... asking questions to clarify). Person one will then make any corrections if person two misunderstood. Then, the two people will switch roles.





BE MENTALLY READY—Finish all your readings before class, and try to think of everything you know about the topic in class today.

BE EMOTIONALLY READY—Have a good attitude and be committed to learn all that you can. Think about different ways this topic can be helpful.

LISTEN WITH A PURPOSE—What do you want to learn from this lesson? Listen for these things as your teacher talks.

LISTEN WITH AN OPEN MIND—It's good to question what others say, but be sure to have an open mind to accept ideas that are different from your own.

BE ATTENTIVE—Focus on what your teacher is saying. Keep good eye contact with your teacher. Try not to daydream.

BE AN ACTIVE LISTENER—Take good notes and listen very carefully.

MEET THE CHALLENGE—Don't give up or stop listening if the information is difficult. This is the time to listen even more carefully and work hard to understand. Ask questions!

RISE ABOVE THE ENVIRONMENT—The classroom may be too noisy, too hot, too cold, too bright, or too dark. Don't be distracted. Stay focused.

## Acronyms

1. Go over the sheet with the student.
2. Use a subject the student is currently studying and help them create an acronym. Have them do a second acronym on their own.



## **ACRONYMS**

An ACRONYM is a word formed from the first letter of each fact to be remembered. It can be a real word or a nonsense word you can pronounce.

### How to do it:

- Write the facts you need to remember
- Underline the first letter of each fact. If there is more than one word in a fact, underline only the first letter of the first word.
- Arrange the underlined letters to form a word.

### Example:

There are 5 Great Lakes in the United States.

Michigan  
Erie  
Superior  
Ontario  
Huron

You can put the first letters of each word together to write the word "HOMES".

H—Huron, O—Ontario, M—Michigan, E—Erie, S—Superior.





## Taking Tests—the DETER strategy

1. You must have good knowledge of the information on the test.
2. You must also have a strategy to do well on your test.

### D = Directions

- Read the directions carefully
- Ask your teacher if you don't understand the directions
- You can only get a good score if you follow the directions



### E = Examine

- Examine the whole test to see how much you have to do
- Once you know everything you have to do, you can break it into smaller parts

### T = Time

- Once you examine the whole test, decide how much time you will give to each item
- If some questions are worth more points, devote more time to them
- Watch your time closely on essay tests, so you have enough time for everything



### E = Easiest

- Answer the easiest questions first
- If you find a difficult question, keep going and come back to it at the end



### R = Review

- After you finish, review all your answers. Make them as complete and accurate as possible
- Make sure to review the directions to be certain you answered everything as required





## COPING WITH CULTURE SHOCK

1. Ask student how they first felt when they moved to the U.S. Ask them how they felt 5 months later. Write down the words and help them identify words of emotion.
2. Draw the culture shock curve and label the stages.
3. Almost everyone feels some sort of discouragement after the "honeymoon" when things seemed exciting and at least hopeful. Culture shock is normal. Even after initial adjustment, there may be more ups and downs before integration is achieved. Ask the student (a group is even better) to share where they are at this moment in the culture shock process by pointing at the diagram.
4. Have them suggest strategies for dealing with culture shock. Ideas may include:
  - Meet new people
  - Help others from my own culture
  - Take care of myself and be patient
  - Talk to other people
  - Study new things
  - Volunteer to work in areas I am familiar with
  - Be outside and physically active at least once a day
  - Try everything (food & new activities) at least once!
5. Culture shock can be seen as a manifestation of people's regret about things they have lost and the things they miss. Another way to help people acknowledge the pain of leaving their homeland is to have them list the things they miss. This might include...
  - Friends
  - Relatives
  - Good food
  - Beautiful scenery
  - Fruit
  - Culture
  - Smells
  - Home

## FOND MEMORIES

1. Group students by culture. Make sure there is one strong writer in each group (an adult, if need be).
2. Ask students to choose something they remember or love about their country. Pictures, music, folk tales, crafts, clothing, etc.
3. Have the group work together to come up with English words to describe their item. Encourage them to include words about their feelings. Have one person in the group write down the words.
4. Have the students tell you a story or describe an experience in 2-4 sentences or phrases using the vocabulary they wrote down. Have them take turns saying the thoughts while the facilitator (you) write them down.
5. Read the passage to the group.
6. Have the students read the passage aloud as a group, and then as individuals.
7. Make any changes they might suggest.

## Magazine Project Worksheet

### Magazine Cover

What do you want the name of your magazine to be?

**Brainstorm** ideas for your title and **circle** the one you like best:

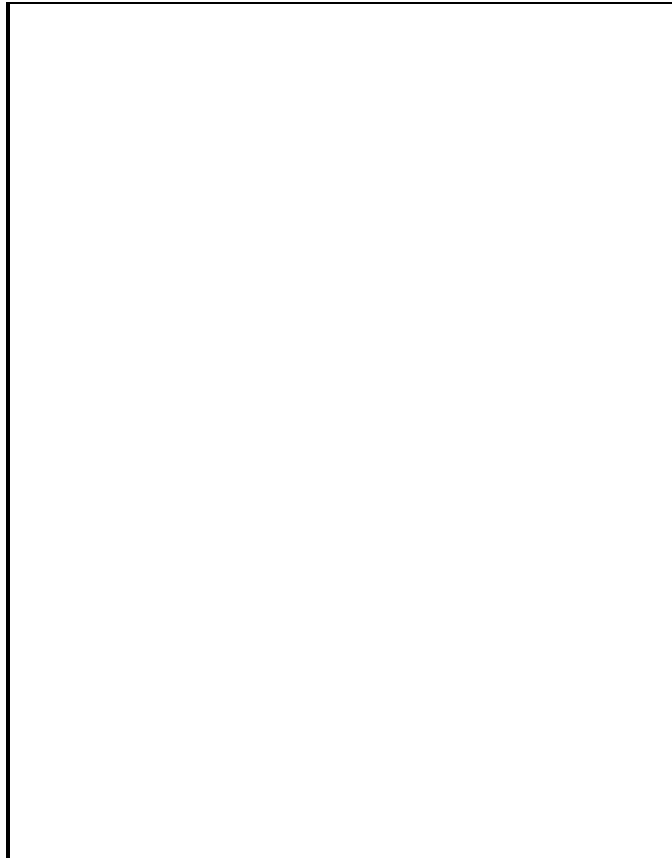
What do you want the cover of your magazine to look like?

Do you want to illustrate the cover yourself? Y / N

Do you want to use the computer to type the words on your cover? Y / N

Do you want to use other kinds of illustrations (pictures from magazines, the Internet, copies from books)? Y / N

**Draw** a rough sketch (in pencil!) of how you might like the cover to look:



## Magazine Contents

How many pages would you like your magazine to have?

What kinds of articles would you like to write? **Make** a list:

What else do you want to include in your magazine?

## **Babysitting Tips**

### **Safety**

- Do not allow a stranger into the house
- Do not tell someone who calls that you are alone in the house. Take a message and tell them your mom will call soon.
- If someone dangerous comes, lock all the windows and doors, turn on the lights, and call the police.
- Have the name, address, and phone number of your mom's work in case there is an emergency.
- Have directions to your mom's work.
- Have the phone numbers for other people you know, just in case you can't get your mom – your brothers and sisters or a neighbor.
- Have emergency numbers and a pen and paper right next to the phone.

### **Playing with Kids**

#### **Babies**

- Babies like to throw, hold, drop, tear, grab, roll.
- Babies like to be held or to lay on a blanket on the floor.
- Babies like to be read to and they like music.
- Be careful – babies might put things in their mouths, they can't be safe in water, and if something covers them they might not be able to breathe.

#### **1-3 Year Olds**

- Kids like to bang on things, push and pull, move things, jump, draw, and color.
- Kids like to build things with blankets and pillows – maybe you can make a house!
- Kids like to sing songs and play games.
- You can play games like Mother, May I?; Duck, Duck Goose; and Red Light, Green Light.
- Be careful – Kids can swallow things, fall down, play with fire, get too close to a heater or the stove, or eat poison.

#### **3 and Older**

- Children like active games, making art, blocks, pretending, and reading.
- You can play silly games together.
- You can make hats out of newspaper and color them.
- Be careful – children can fall down, be careless in the street, or can play with fire.



### **If Someone Gets Hurt**

- Call **911** if it is an emergency.
- For a small cut, gently hold it with a clean cloth. Wash the cut, and put on a bandage.
- If a child has a burn, put cool water on their skin.

### **Fire**

- If there is a fire on the stove, cover it with a pan lid. Don't throw water on the fire.
- Know how to escape your house if there is a fire. If you can't leave through the front door, how will you leave?
- Smoke is very dangerous. If the fire is in one room, shut the door to keep the smoke away from you.
- Show children how to crawl on the ground to get under the smoke.
- Teach kids how to **STOP-DROP-ROLL** if there is a fire on their clothes.
- If there is a fire, get everyone out of the house and go to a neighbor's house. Then call **911**.
- Never go back inside the burning house. Many people die this way.

Your address:

\_\_\_\_\_  
\_\_\_\_\_

phone \_\_\_\_\_

Parent's work:

name \_\_\_\_\_

address \_\_\_\_\_

phone \_\_\_\_\_

Police, Fire, or Emergency - 911

Family Friend - \_\_\_\_\_

Doctor's Name - \_\_\_\_\_

Case worker - \_\_\_\_\_

Poison number - 1-800-222-1222

## TAKING A PHONE MESSAGE

When someone calls you on the phone, what should you do?

Ask: "Can I take a message?"

Write down:           Day

                  Time

                  Person's Name

                  Person's Phone Number

                  What they want to tell the person they're calling

John: Hi, is your mom home?

Mary: No, she's not home. Can I take a message?

John: Ok. Can you ask her to call John when she gets home?

Mary: What's your phone number?

John: 726-7799

Mary: 726-7799?

John: That's right. Thank you. Bye

Mary:           Bye!

## **INTERNET SAFETY: STUDENT VERSION**

Sometimes people will lie to hurt you. They will try to ask you questions about yourself so they can know where you live or go to school. They will pretend to be your friend or might even try to give you things.

Sometimes people will try to steal money from you. They will pretend to be a company, but they are lying. They will ask you questions about your name, your address, your identification number (social security number) or your bank.

Sometimes people will try to hurt your computer. They might send you something over the internet, a chat room, or through email. If you open something from someone you don't know, it could steal things from your computer, or even break the computer. Don't open things from people you don't know or download things from websites you don't know.

1. Never tell people things about yourself – your name, your address, your school's name, your telephone number, or even things about your parents' job.
2. If people ask if you are home by yourself, how much your mom is at work, or what time you finish school, don't answer them.
3. If you are talking to a friend in a chat room, don't move to a private conversation. It is not safe to talk on the telephone, through the mail, or face-to-face with people you don't know.
4. If someone asks you to keep it a secret that you are friends online, tell an adult. When we have a true friend, it shouldn't be a secret.
5. If someone sends you a picture online, don't open it. It could be something to hurt the computer. If someone asks you to send them a picture, tell a grown up, and don't send a picture.
6. If someone says something or sends something that makes you feel uncomfortable, tell a grown up.
7. Never go to meet someone you meet online. If someone asks you to meet them, always tell an adult. They can help you do the right thing.
8. Remember, you don't really know the people you meet online.

## INTERNET SAFETY: ADULT VERSION

Do you think all people and companies on the internet are honest?

What could someone lie about on the internet?

What do you think is the worst thing that could happen to you on the internet?

Sometimes people will lie to hurt you. They will try to ask you questions about yourself so they can know where you live or go to school. They will pretend to be your friend or might even try to give you things.

Sometimes people will try to steal money from you. They will pretend to be a company, but they are lying. They will ask you questions about your name, your address, and your bank.

Sometimes people will try to hurt your computer. They might send you something over the internet, a chat room, or through email. If you open something from someone you don't know, it could steal things from your computer, or even break the computer. Don't open things from people you don't know or download things from websites you don't know.

Have kids ask you a series of questions about yourself. Once you give an answer, go online to look it up and see if you can find specific information about yourself. (Name, Phone Number, name of School, etc.) Can start from [www.411.com](http://www.411.com)

After going through checklist, play "NO" game with kids. Everyone stands in a circle, and there's one ball to toss around. Each child thinks of several questions someone might ask you on the internet. The child with the ball will toss it to another and ask them a question. The child who caught the ball will answer trying to use different ways of saying "NO".

9. Never tell people things about yourself – your name, your address, your school's name, your telephone number, or even things about your parents' job.
10. If people ask if you are home by yourself, how much your mom is at work, or what time you finish school, don't answer them.
11. If you are talking to a friend in a chat room, don't move to a private conversation. It is not safe to talk on the telephone, through the mail, or face-to-face with people you don't know.
12. If someone asks you to keep it a secret that you are friends online, tell an adult. When we have a true friend, it shouldn't be a secret.
13. If someone sends you a picture online, don't open it. It could be something to hurt the computer. If someone asks you to send them a picture, tell a grown up, and don't send a picture.
14. If someone says something or sends something that makes you feel uncomfortable, tell a grown up.
15. Never go to meet someone you meet online. If someone asks you to meet them, always tell an adult. They can help you do the right thing.
16. Remember, you don't really know the people you meet online.

## WEB RESOURCES USED FOR PROGRAM

### Reading/Writing:

Writing An Introduction

[http://www.google.com/url?sa=U&start=1&q=http://www.mead354.org/uploaded/faculty/pkautzman/WH\\_S2U1/CBA\\_WWI\\_Causes\\_of\\_Conflict/Writing\\_Effective\\_Introductions.doc&ei=07CISeatFpmatweGqJHbBA&sig2=JROUr-XdDX-ZRu6SWeVekA&usq=AFQjCNEqAfbP9LBX5kPeCxzTsYqGL-zHgA](http://www.google.com/url?sa=U&start=1&q=http://www.mead354.org/uploaded/faculty/pkautzman/WH_S2U1/CBA_WWI_Causes_of_Conflict/Writing_Effective_Introductions.doc&ei=07CISeatFpmatweGqJHbBA&sig2=JROUr-XdDX-ZRu6SWeVekA&usq=AFQjCNEqAfbP9LBX5kPeCxzTsYqGL-zHgA)

How Do I Write Body or Support Paragraphs?

<http://www2.pvc.maricopa.edu/tutor/eng/engessbody.htm>

Writing Transitions

<http://www.unc.edu/depts/wcweb/handouts/transitions.html>

Writing Conclusions

<http://www.palomar.edu/library/guide/conclusions.htm>

Writing Tips and Techniques

<http://www.geocities.com/soho/Atrium/1437/tips.html>

Picture Prompt

[http://www.geocities.com/sumuptheweather/teacherpage\\_winter2.html](http://www.geocities.com/sumuptheweather/teacherpage_winter2.html)

1000 Quick Writing Ideas

<http://www.timesaversforteachers.com/freeforms/1000writingideassample.pdf>

Young Learner's Writing Workshop

[http://esl.about.com/od/writinglessonplans/a/l\\_wwshop1.htm](http://esl.about.com/od/writinglessonplans/a/l_wwshop1.htm)

Literacy Tools from Turning Points

<http://www.turningpts.org/Literacy%20Tools.htm>

Using Senses for Sensible Writing

<http://www.lesstutor.com/eescw9.html>

Advanced Writing and Conversation Lesson: Lego Building Blocks

[http://esl.about.com/cs/teachingresources/a/bl\\_clogs.htm](http://esl.about.com/cs/teachingresources/a/bl_clogs.htm)

College Bound Reading List

<http://als.lib.wi.us/Collegebound.html>

## **Writing Resumes:**

Sample resume

<http://www.alec.co.uk/resume-examples/high-school-resume-samples.htm>

Writing Your Student/Graduate Resume

[http://www.alec.co.uk/resume\\_writing/student\\_graduate\\_resumes.htm](http://www.alec.co.uk/resume_writing/student_graduate_resumes.htm)

## **Accompanies Study Skills Curriculum:**

The Girl Who Hated Everything

<http://www.nicestories.com/unreg/y/story.php?id=2811>

Fluffy Puppies

<http://www.nicestories.com/unreg/y/story.php?id=5675>

## **Other:**

Ice breakers

<http://www.onestopenenglish.com/section.asp?sectionType=listsummary&catid=58158>

Teaching Guides for K-12 Character Education

<http://www.goodcharacter.com/table1.html>

Lesson Plans About Africa

[http://www.pbs.org/wnet/africa/tools/where/get\\_started.html](http://www.pbs.org/wnet/africa/tools/where/get_started.html)