



Bridging Refugee Youth & Children's Services

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Memories and Dreams Honoring the Past – Framing the Future: A Manual for Refugee Students and Their Families

By Larry Fletch

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MEMORIES AND DREAMS



HONORING THE PAST – FRAMING THE FUTURE

A MANUAL FOR REFUGEE STUDENTS
AND THEIR FAMILIES

Memories and Dreams

Written by Larry Fletch
Published by Merit Research

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Refugee: Any person who is outside any country of such person's nationality or, in the case of a person having no nationality, is outside any country in which such person last habitually resided, and who is unable or unwilling to return to, and is unable or unwilling to avail himself or herself of the protection of, that country because of persecution or a well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion.

Memories and Dreams

A Note to Teachers, Parents and Other Adults

This manual is designed, first and foremost, to aid refugee students as they work to meet two high school graduation requirements set out by Washington State and the local school districts. One is the Culminating Project graduation requirement. This requirement involves, at a minimum, a research project and a presentation of some sort demonstrating the student's learning. While the general guidelines are prescribed by the Washington State Board of Education, the specific requirements vary from district to district. Some districts require some form of service or service-learning, either as part of the Culminating Project or as a separate graduation requirement. This manual is specifically designed to assist refugee students in developing culminating projects that draw on their own personal experiences and that utilize their culture and community as a context for their project.

The second graduation requirement is that each student complete a High School and Beyond Plan. This plan allows the students to examine and plan for their future once they graduate from high school. This manual provides a process that helps students identify future goals and helps them to develop clear path strategies to accomplishing their goals.

Using these two graduation requirements as a context, students will have the opportunity to connect two cultures, the old and the new, their country of origin and their new home. Through a carefully designed educational experience they will be able to honor their past and fashion their future.

However, not all refugee students pursue high school diplomas. Some choose to complete their secondary education through a GED program. Even though this manual was originally designed to help high school students meet these two graduation requirements, the process and the experiences can be beneficial for a wide variety of individuals.

Who can use this manual? Old people or young people; refugee, immigrant or native people; and, high school, middle school or even elementary school students. It is the process, and the skills learned through this process, that this manual focuses on. And that process involves connections with the past, the present and the future.

The theme for this manual is Memories and Dreams. As with all who leave their homeland for a new country, the elders remember, they hold the memories, the language, the stories. But for refugees especially, who were forced to leave their homes involuntarily, elders, and the memories they hold, are especially important,

If the elders keep the memories, it is up to the youth to build the new dreams, to make new stories. Once again, this is especially true for young refugees. Often their old dreams are gone. They must create new dreams for a new future. This manual will help bridge memories and dreams. By examining the past and exploring the future young people in refugee communities can honor the elders and their memories and at the same time identify and shape future hopes and dreams.

Sometimes the past and the future, the memories and dreams, seem to be in conflict. Sometimes it seems that the choice is either - or. Either you cling tightly onto the past or you risk losing it. This has often created a tension between the elders and the youth. This manual seeks to provide young people with the opportunity to capture and preserve the past and at the same time will help them set a course for their future. Students will learn that memories and dreams do not have to be in conflict. It is not necessary for young people to reject the past in order to face the future. Memories shape who a person is. Dreams shape who a person will be. Both are important.

Memories and Dreams can be used by students working independently but can also be effectively implemented with groups of students in a variety of settings including classrooms, afterschool programs, clubs, intramurals, and youth and cultural centers.

A Note To Students

People who think a lot about the future and what the world will be like in 25 or 50 years have a saying. They say, "There is no such thing as a future. There are only possible futures". What they mean is that the future is not written in stone. It is written every day by choices that people make. Choices determine which future will become a reality. That means that you have some control over your future. You get to choose what kind of a future you want.

For people who have been forced to leave their own homes, their possessions and even their country, this might not seem possible. But it is. It is possible because the future is ahead and it is shaped by choices that each person makes every day. That is not to say that there aren't circumstances out of our control. Certainly there are. But there are still many things in our control and it is those things that allow us to shape our future. The past affects who we are today. The future is about who we will be tomorrow.

This manual is designed to lead you through a learning process that explores your past and helps you shape your future. As you go through each of the sessions you will engage in a number of learning and service activities. You will learn about your past and, more importantly, you will develop a plan for your future. In other words, you will explore your memories and shape your dreams. In the process, if you choose, this manual will help you meet two high school graduation requirements: the Culminating Project and the High School and Beyond Plan.

Experience has taught us that being a young person in a refugee community can be a particularly difficult situation. Some young refugees have talked about being caught between two worlds, their country of origin and their new home. This often means being caught between two sets of values and beliefs and different ways of doing things. This has sometimes created tensions between parents who do not want to lose touch with their culture and values and young people who are trying to fit into a new place and a new future.

This manual attempts to help you create a bridge between the past (Memories) and the future (Dreams). In doing so you will not only honor your elders but also, in the process, you will chart your own course to reach your future goals and achieve your new dreams.

Memories and Dreams

Outline

The Memories and Dreams is a process-oriented learning experience. Students will explore their past, their culture, their memories, as part of honoring what was. This will be their starting point. From that foundation students will begin to identify their goals and dreams for their future. Part of the experience will include developing a variety of Skills, clarifying values and gaining knowledge as they build a bridge between their past and their future. They will create asset maps, explore future roles, and design strategies to meet those hoped-for goals. In the process students can generate two products or projects that can meet two high school graduation requirements.

Session 1

Who am I?

I am from...

Session 2

A Matter of Choice

Session 3

Who are We?

Oral History

Drawings or photographs

Session 4 and Session 5

Asset Mapping

Personal and Elder

Community

Session 6

Future Roles

Feared, expected hoped-for

Clear Path Strategies

Session 7

Design and implementing a Culminating Project

Developing a Fifth Year Plan

Project Possibilities

Session 1 Who Am I?

Introduction: This Session begins with a simple statement that needs to be completed. The response can take the form of a poem, or a paragraph, a story, or a drawing or even music or dance. The goal is to be able to express in some form the completed statement “I am from...”. Several sample poems from young people living around the world are included to help provide some ideas. A story from a young person from Sudan is also included as an example of a story telling that is also an option for this activity.

Goal: It is important to remember where we are from in order to understand where we are now and to visualize where we hope to be in the future.

Directions: Complete the following sentence:
“I am from...”

Where are you from? Describe what your home was like, what your community was like? Who were your friends? What did you like to do with your friends? You can include good and happy things about where you are from and you can include unpleasant and unhappy things. The important thing is to be able to share with someone else your thoughts and memories about where you are from. Using words, drawing or other creative expression create a story or a picture of where you are from and what you would like others to know about where you are from.

Hint: If you choose to use words to write a poem, story, or paragraph, consider writing your words in your native language and then translate them at a later time. This will become part of a future project so do your best work and remember to save it.

Richard’s Story – A Sample Story

For a Better Life... by Richard Bakheit

My name is Richard Bakheit and I am from Sudan. I settled in Uganda as a refugee for eight years. It was here that my family began to be disturbed by the rebels, the resistance army in Sudan that is fighting against the

government. My two sisters and two brothers were taken away by the rebels. One of them was killed and we do not know what happened to the others. My family came to the US for a better life.

People in Sudan experience many difficulties. Since 1984 there has been a civil war that began because the Arabs who settled in the north of Sudan have control of the government and have tried to control the lives of the indigenous black people. Rebel groups, known as the Sudanese People's Liberation Army movement, began to fight against the government against their will.

Because of the war, the following problems have been happening in Sudan: no proper shelter, no food, no proper medical care, no clothes and shoes to wear, poor transport facilities, unskilled doctors and nurses, no proper roads, hostile tribes, tsetse flies which cause sleeping sickness because of thick forests, and man eaters (lions and wild animals). This is a brief explanation of some conditions in Sudan.

When I got here in San Francisco, I stayed home for that semester, because it was coming to the end of the semester. The following semester, in 2006, I joined high school but it is hard for me because I don't write English well yet. I keep on working with my teachers and they give me good advice, and tell me that everything will be OK if you keep on trying. I started working hard, reading easy books for fun and asking teachers about anything that I don't know.

My best ways of learning are: I ask my teachers for extra help; I have two tutors for helping me with my homework; I don't watch TV except on the weekends; I study when everyone is asleep and it's quiet; I ask my classmates for some help; I don't give up although things are hard; and I always try my best to learn.

I am From... Sample Poems:

The following sample poems were written by young people from other parts of the world living in difficult circumstances. Some of them are living in refugee camps. These students are not defined by their circumstances. Instead, these students shared their thoughts about their country and their communities by

writing poems entitled “I Am From”. You can use these as a model or for ideas.

I Am From

I am from a place that loves the moon
Befriends the sun
From a country that’s daughter to earth
Mother to Olive trees
Neighbor to the sea
Is where I Am from

I am from a country that’s immortal and sacred
From a country that’s barely a spot on the map
but it is there,
That’s where I am from
From a country that’s on the news everyday
That’s where I am from

From a country that radiates light
Not from the sun, or from the moon
But light that shines from the hearts of its pure people
Forceful from the spirits of its immortal martyrs
That’s where I am from

I am from that light that has no color
But the colors of our imaginations
The colors of our dreams and our awakening
This is where I am from.
I do not know its name, really.

I am from a cold yellow lemonade in a hot summer day
when school is over...

That is where I am from.

I Am From

I am from an occupied country,
With no freedom, law and human rights,

I am from a place where people stick together
And treasure their religion and education since
it’s their only hope for a better future.

I am from here as I stand firmly on holy ground
And I smell the falafel being fried

And the bread being baked at five in the morning,

I am from here, as I smell the delightful scent of olive trees all surrounding me...

I am from the incredible sound of our gorgeous blue sea as it thrashed back and forth....

Despite all this, I am standing here in my country as I see and hear people dying everyday.

Dying for the freedom of their country ...

I thank God, I am who I am.....

a person with hope...

This is where I am from.

I Am From

I'm from the smile of every pure heart.

I'm from my parents' care.

I'm from my friends love .

I'm from the people who make a reason to live out of the simplest thing.

I'm from the people who by a smile can change the cold darkness into a bright light.

I'm from the people who ease the hard pain and remain on their hope of a peaceful life .

I'm from the city where you can smell the breeze of the sea.

This is where I am from.

I Am From

I am from the country which we need to love,

We need to free

I am from the country which we like,

Eating "flafel" , "homos" and espial eating

I'm from the country which we like,

I'm from the desire to communicate with other countries

From the wish to know their culture and traditions

I'm from the country which we hope to improve

Together with our selves and our home land

I'm from the country which hope to live in peace
I'm from the country which we hope
to hear birds singing not shootings and bombing
I'm from the country which I can't breath any air
Just its air

I'm from lemon and oranges country
I am from my friends, our sea
From my secrets, happiness and hope to change
I'm from my country's history
From the land of the prophets
From an old proud nation
From My love for my mom and dad
Is where I am from

Activity: **I Am From... Your Story**

- Directions:**
1. Take some time to think about where you are from. What pleasant thoughts come to mind? Do you think about the landscape? The smells? People and family together? Friends? Write them down as notes. Write your thoughts and memories as words or sentences. What difficult images come to mind? Do you think about conflict? Do you think about being forced to leave? Were there really bad things that you saw? Write them down as notes as well.
 2. Look at your notes and the things that you have written down. What are the most important things to you? What are the most important things to tell others about where you are from?
 3. Decide how you want to tell others where you are from. Do you want to write a poem like one of the sample poems? Do you want to write a story like Richard's story? Do you want to create a drawing or a painting? A song? A dance? It's your story so it's your choice. The important thing is to be able to tell your story to others in a way that best fits you.
 4. Tell your story to someone. It can be a family member or a friend. It can be a teacher or a mentor or an adult leader. It can be another classmate or a friend. They important thing is that you find someone to share your story with.

5. Preserve your story. If it is written down or drawn as a picture, save the copy and keep it safe. If you have created a song or a dance, ask someone to record it on video for you. Remember, this is your story and we will use your story later in this project.

Reflection: How was the experience of creating your story of “I Am From”?
Did it make you happy, or sad, or angry?
What did you choose to focus on?
Why do you think that was what you remember the most?
Is it what you wanted to remember the most?
Do you think your memories will be the same in 5 years? What about 10 years? If not, why not?

Write down some of your reflections in a journal or in a private place where you can keep them safe.

I Am From by _____

NOTES'

I am from _____

Session 2 A Matter of Choice

Introduction: Every person's experience is different. That experience is shaped by circumstances and events. In some of those circumstances people they have no control over what happens, no choice in the matter. But each person's experience is also shaped by circumstances that they do have control over, choices they are able to make.

History is a record of decisions and their consequences. The future is shaped by choices yet to be made. It is important to understand that many circumstances in life did not happen as a result of personal choices. It is also important to recognize that personal choices, everyday choices, also shape the future.

Goal: The goal of this Session is begin to distinguish between things that are under a person's control and influences that are not under their control. It is important to be able to recognize that there are some things that are not a matter of choice and that there are other things that are open to choice.

Directions: Using the following worksheet examine different statements and determine whether they are areas of control and choice or areas of no control and no choice.

Activity: Use the following worksheet "A Matter of Choice" to begin exploring questions of control and choice.

A Matter of Choice:

Read the following questions and place a check in the box on the right to indicate whether your answer is “Yes” or your answer is “No”.
Read each question carefully and think before you answer.

	QUESTION	YES	NO
1	I chose my biological parents		
2	I chose how tall I am		
3	I chose the natural color of my eyes		
4	I chose the color and shade of my skin		
5	I chose the city in which I was born		
6	I chose my parents profession		
7	I chose my culture and my traditions		
8	I chose the city I now live in		
9	I chose my body shape		
10	I chose my nationality		

How did you do? For most of us, probably all of us, the answers to the questions above are “No”. These are all things that no person has control over. These are the things that we cannot choose. These are the things that we must acknowledge and accept.

These things that we do not have control over affect our lives and our futures. But it is important to realize that we did not get a chance to choose these important things. Nevertheless, we must accept them even though we didn’t necessarily choose them.

However, there are many things we do have control over and we can choose. Here are some of those things

YOU CAN CHOOSE

Whether to go to school or not

Whether to do your homework

Which friends you will hang out with

Whether to join a gang

Whether to use drugs or alcohol

Whether to work hard to accomplish your goals

Choice is a powerful thing. When people focus on the things in their lives that they had no control over, they risk seeing themselves only as victims. When people focus on the things that they do have control over, they can become empowered.

A Matter of Choice and No Choice:

In the box below list some other things in your life that you did not choose. Not all things that you didn't have control over are bad. You have natural abilities and talents that you were born with. But lots of times we are more aware of the bad things that have happened that were out of our control. It is important to recognize both

Things that I did not choose.	
Good	Bad
_____	_____
_____	_____
_____	_____
_____	_____

A Matter of Choice:

But there are lots of things in your life and in your circumstances that you can choose. Just like the list above, some choices are good and positive and some are harmful and dangerous. List some choices you can make.

Things that I can choose.

Good	Bad
_____	_____
_____	_____
_____	_____
_____	_____

Activity **IF/THEN - If I choose ... Then I can expect...**¹

There is a saying that “hindsight (looking back) is 20/20 (perfect vision)”. The point of this saying is that once something happens, it is really easy to see what led up to it. Looking back is easy. Looking ahead is what is hard. This activity is designed to provide a tool for looking ahead.

Choices have consequences. Some choices lead to good outcomes. Some choices lead to bad outcomes. Choices can be thought of as IF / Then statements. IF I do this, THEN this will probably happen. Below is a sample chart of what might happen if a person chooses to not do his or her homework.

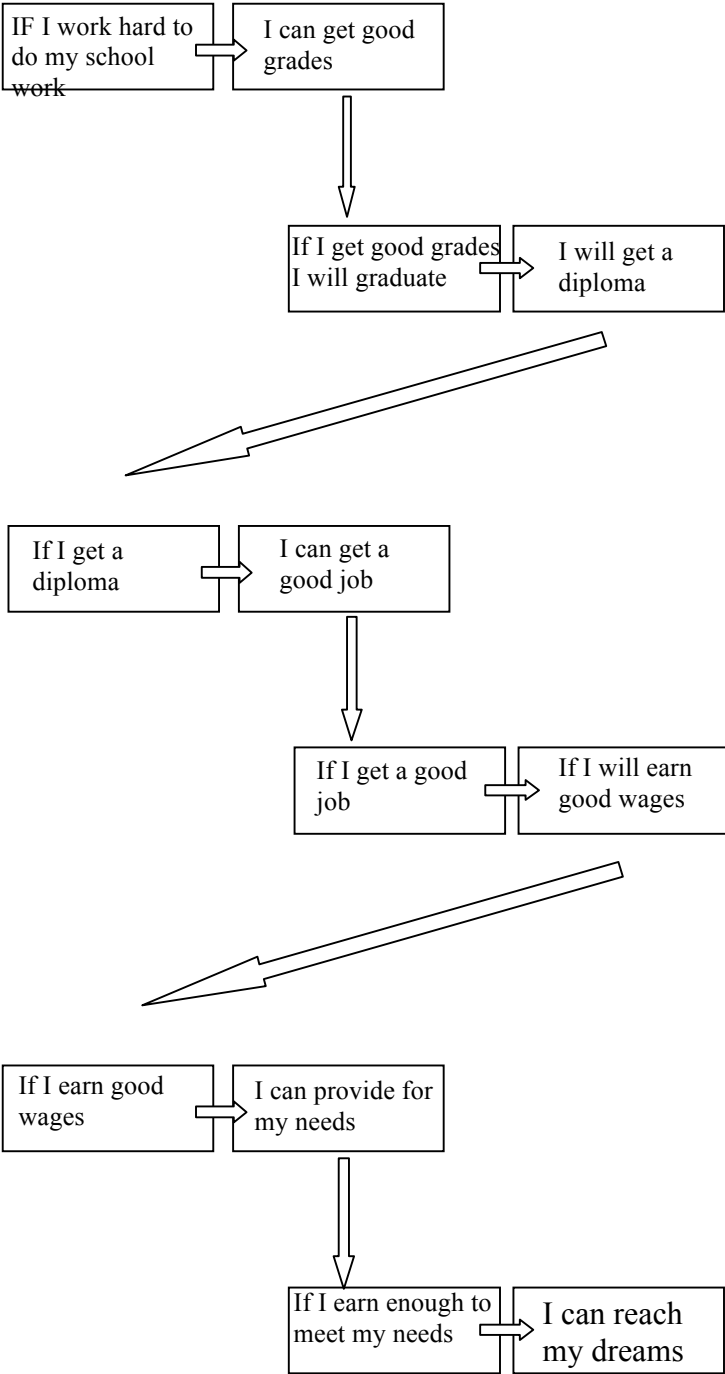
Also included is a blank If/Then worksheet for personal use.

Directions: Read through the sample chart of If/Then statements. Get a sense of how if/then statements work. Then use the blank IF/THEN chart and see if you can a personal If/Then chart. You can chart a positive choices or negative choices (like those in the sample). Ask yourself this question: If I do this (A) what will likely happen (B)? Then continue it on: If (B) happens then what will likely happen is _____ (C). The important thing is to work the action or activity out to its final conclusion. Each choice has a consequence (good or bad). These choices affect the future. This activity will help provide a way to visualize the outcome of certain choices.

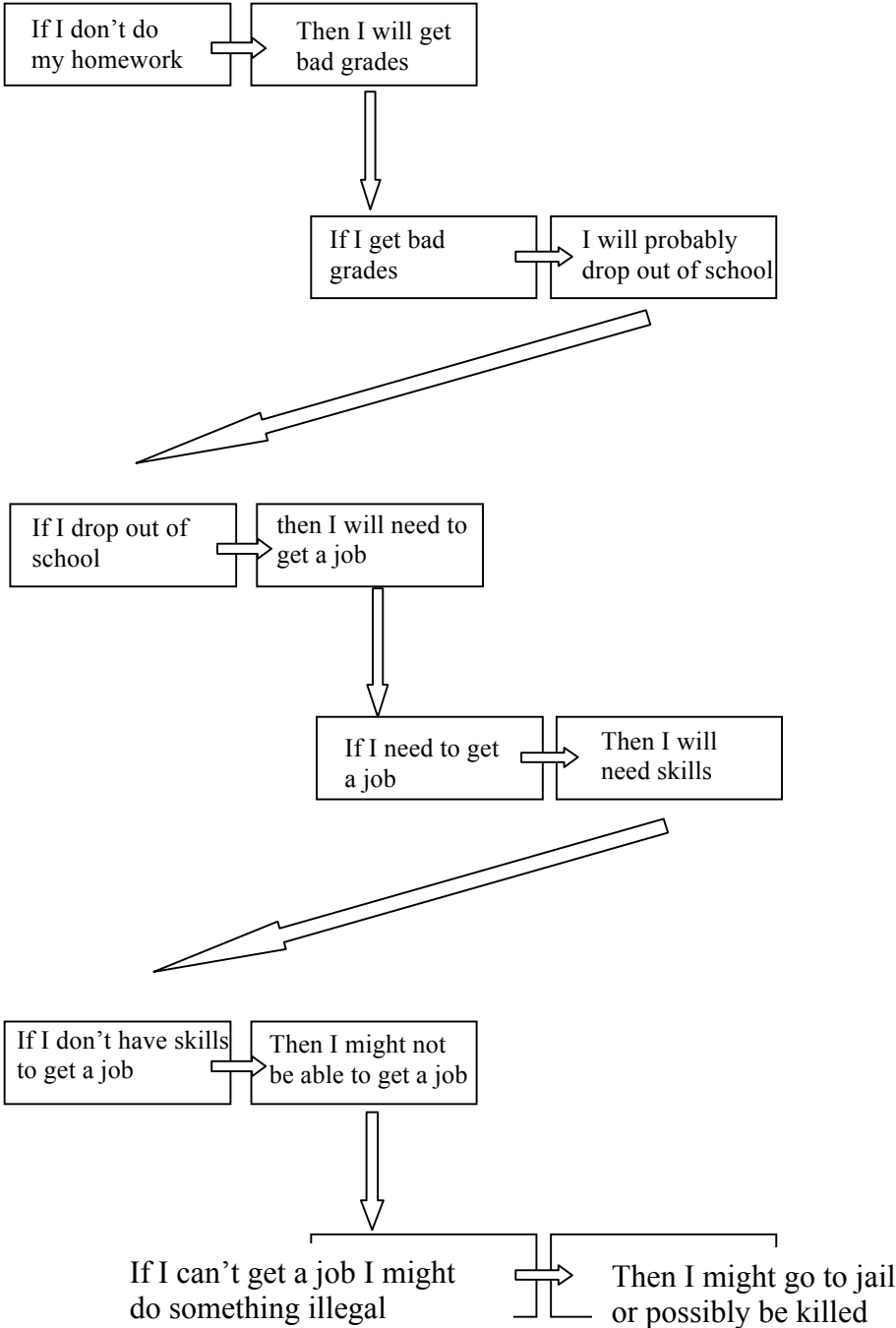
Reflection: There are many things that you have control over, many choices and decisions that you make every day. What are some of the choices you made today? Did your choices today help you reach your goals? Were there other choices that you could have made? Would they have been better choices in helping you reach your goal?

¹ This activity was adapted from Si Se Puede, a 10-month afterschool curriculum based on the life of Cesar E. Chavez published by Youth Service California

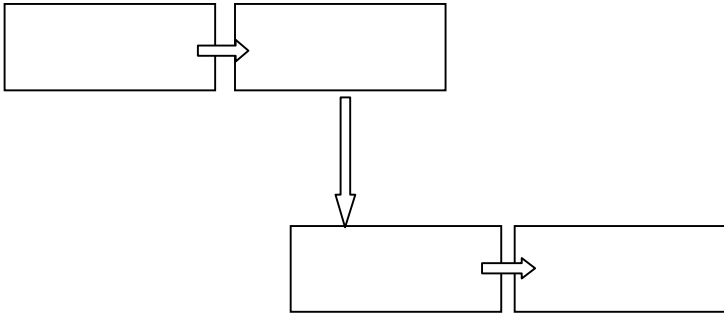
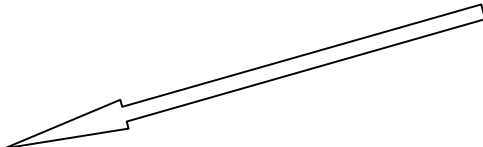
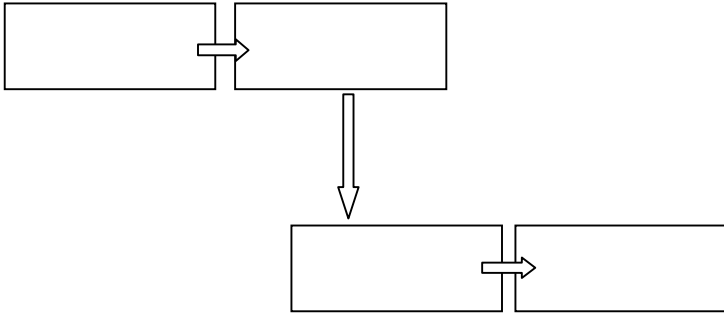
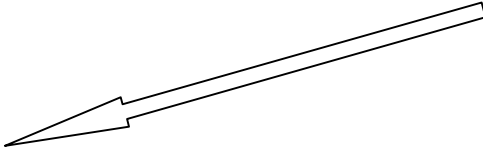
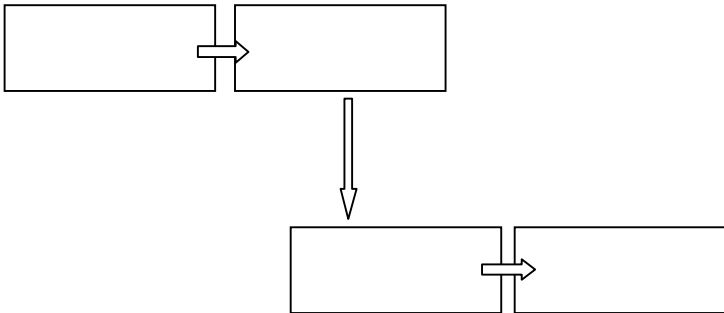
IF/THEN – OPTIONS AND CONSEQUENCES Positive Sample



IF/THEN – OPTIONS AND CONSEQUENCES Negative Sample



IF/THEN PERSONAL WORKSHEET



Session 3 Who Are We?

Introduction: During the first Session the emphasis was on personal memories using the phrase, “I Am From”. These were your perceptions and recollections. In this Session you will shift your attention to the elders’ thoughts. These will be gathered through simple interviews with parents, grandparents, adult family members or other adults. This will begin to provide the framework for the Memories of this project.

Goal: The goal of this Session is to start the process of recording family, community and cultural history as part of the refugee experience. This is an important piece of the process and will be useful in helping non-refugees understand the unique refugee experience.

Directions:

1. Select an adult to interview. This can be a parent, adult family member, a friend of the family or a community member. Tell them that you need about 15 minutes of their time to ask them a few questions.
2. Using the Interview Form below ask the interview questions. Write down the responses. If possible video or audio record the interview so that you can listen to it later.
3. Be sure to thank them for their time and their thoughts.
4. Ask these or similar questions. Remember, not all of these questions will be appropriate for all adults. Pick the ones that best fit, select ones from list provided of additional possible questions at the end of this activity or make up your own questions. Write the responses in the space below the questions. If at all possible, record the interview either on video or just audio. Be sure to ask the questions even if you think you know the answers. Don’t be afraid to ask for more information about an answer or a response. This is their story and their interview. It is important to let them tell it.

Interview Questions

Use these questions to guide your interview. Use the space provided to write your interviewee's responses. If possible tape or video record the interview.

Background Questions

Name of Person Interviewed _____

How Do You Know This Person? _____

How Long Has This Person Lived Here? _____

Question	Response
1. Explain: "I started this process with an activity where I had to describe where I am from (you can share your own story or poem). How would you describe where you are from"?	
2. "What is the best thing about here you are from"?	
3. "What is the worst thing about where you are from"?	
4. "Why did you leave"?	
5. "Why did you come here"?	

6, "What do you like best about being here"?	
7, "What do you like the least about being here"?	
8. "What is your greatest hope?"	
9. "What is your biggest fear"?	
10. "What is one story that you could tell that would explain what it is like being a refugee"?	

Additional Possible Interview Questions

Can you describe the house in which you lived?
How would you describe the houses in your neighborhood?
Where was your favorite place to visit?
Where did you go to school? What was in the classrooms?
Where did you go to worship?
How would you describe the place you went to shop for food
or clothes?

Where did you go for fun and recreation?
Did your family ever move? How many times?
How many brothers or sisters did you have?
Who were your neighbors?
Who was the best cook in the family?
When did the first family member come to America?
Where did they come from?
How did they get here?
Are any family members still abroad?
How did you earn a living? What was your job?
What were your favorite holidays?
Did you have special holiday customs or foods?
How did you travel from place to place? Did your family have
a car?

If possible ask if there are any photos that you can see.
Where was the picture taken?
Who took the picture?
Why were the people in the photo gathered?
How are they related?
Why were they together at this moment? What were they
doing?

Thank the person for sharing their story with you. Save their story.
You might use it later as part of your project.
Repeat this process as many times as you can with as many different
people as you can. The more interviews you can conduct, the stronger
your experience and project will be.

Session 4 - A Personal Asset Mapping

Introduction: This Session introduces a process called Asset Mapping. What are assets and what is mapping? The dictionary defines the two words as:

Asset: A useful or valuable thing, person or quality
Mapping: the act of making a map or chart

So Asset Mapping is the process of making a chart of things, or of people or of different qualities that are useful or valuable. During this activity you will make a number of different asset maps. The first will be a personal asset map, followed by an asset map of people (social asset mapping). Then you will create an asset map of your local community (resource asset mapping), which will also provide you with a map of community services available. Each step will include instructions and ideas to help create the map.

These asset maps are important tools that will help you quickly locate and connect with people, services and resources that you might find helpful or necessary for designing and implementing a project or for addressing any number of needs that you, your family or others in your community might have.

Goal: The goal of this activity to identify personal, social, and community resources and to create asset maps that help to connect needs with available resources.

Directions:

1. The first asset map is a personal asset map. It is a chart of the different skills, knowledge and values that make you unique and special. Using the chart below and the guiding questions begin to fill out your personal asset map. Your personal asset map will have three sections.
2. Each person has knowledge. In fact, there are many different kinds of knowledge. There is academic knowledge. There is also life experience. There is knowing how to do something like how to fix things or how to make things or how to take care of an animal. Or, how to cook.

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In addition to knowledge your asset map will also highlight different skills and abilities. These might include playing a musical instrument, playing sports like soccer, and other types of skills. The third part of your asset map list your values, the things that are important to you.

3. Look at the lists below and consider what you know, what skills and abilities you have and what values make up who you are as a person. These do not have to be big things but can be what we sometimes consider as common or normal.

These lists are just some ideas. Add anything you can think of that fits into the categories. These lists are just to provide you with some ideas of personal assets that we don't always think of as assets.

Knowledge	Skills and Abilities	Values
School subjects	Good at sports	Loyal
Special knowledge	Play a musical instrument	Truthful
Computer	Cook	Honest
Knowing more than one language	Ride a bike	Good friend
Lived in more than one country	Cleaning	Stand up for others
	Act	Respect elders
How-to	Gardening	Respect friends
Gardening	Drive a car	Help others
Caring for children	Ride a skateboard	Hard worker
Fix things	Sew	Optimistic
Build things	Juggle	
Solve problems	Tell stories and jokes	
Use computers	Make friends	
Video	Listen to others	
Photography	Organization	
Teach	Care for children	

4. On the Personal Asset Map worksheet below write your name in the small circle in the middle. Then think about your assets and what you thought of for each kind of asset - Knowledge, Skills/Abilities, and Values.

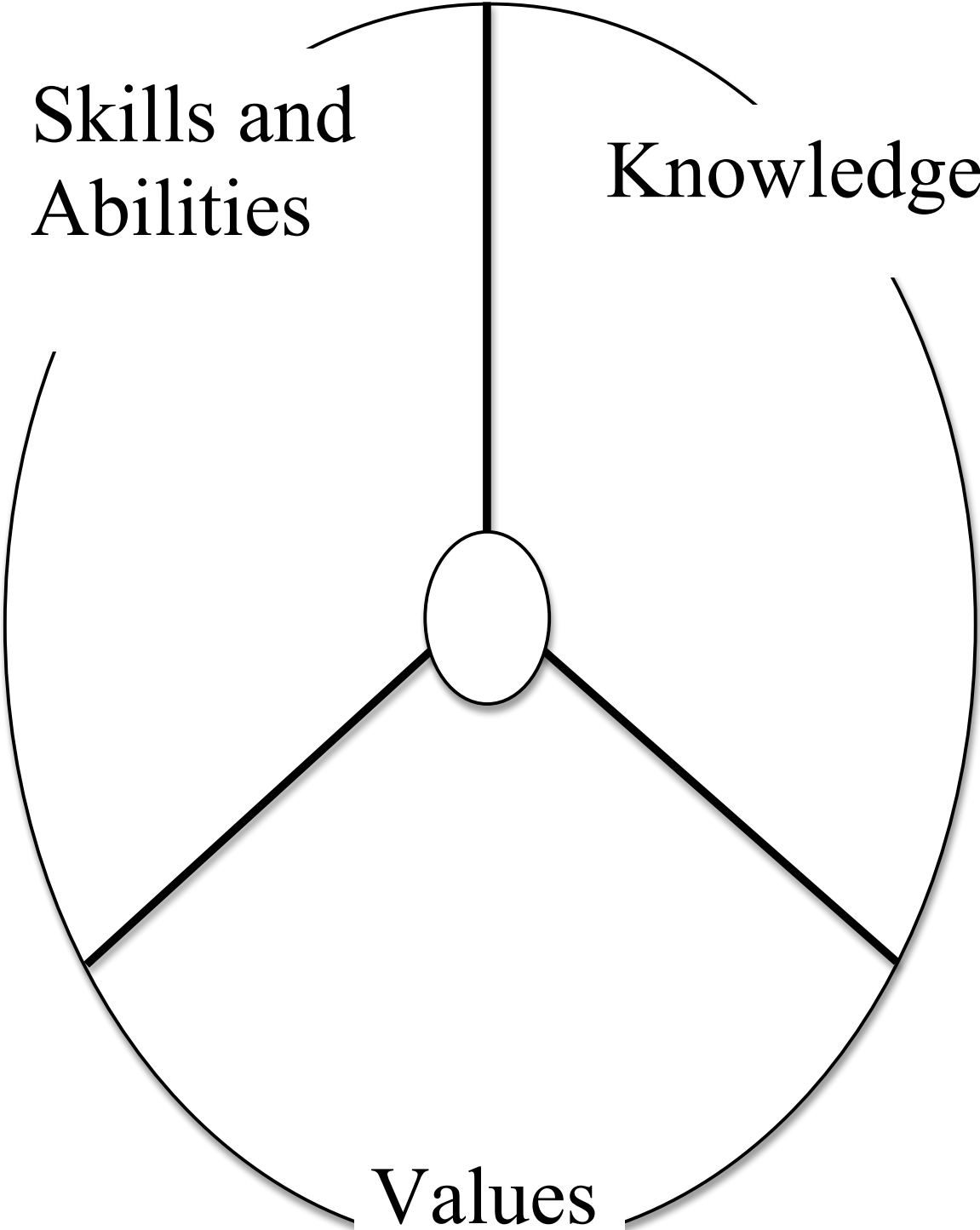
Think about which ones are your strongest assets and place those closest to the center of the circle. For example, if you are really good at math, or soccer or are a really good friend, write those things down closest to the small circle with your name in it. Then add other assets that you have but place them farther away from the center.

Finally, place those things that are true about you, for example you play an instrument but are just learning, on the outer edge of the circle. Don't leave anything out. Be sure to include some things that you think are ordinary or normal and are not special.

5. Once you have completed the chart below you will have your own Personal Asset Map.

6. Show your Asset Map to another person who knows you and ask them if there are any other assets that they see in you that they think you should add to you Asset Map. Ask if they agree with the where you have placed your assets in terms of the strongest being closest to the center.

Personal Asset Map



Session 4 - B Social Asset Mapping

Introduction: This Session will focus on how to develop a Social Asset Map. Last Session you learned about the process of Asset Mapping and created a personal Asset Map. Remember the dictionary defined the two words as:

Asset: A useful or valuable thing, person or quality
Mapping: the act of making a map or chart

Asset Mapping is the process of making a chart of things, or of people or of different qualities that are useful or valuable. Every person is valuable and has different kinds of knowledge, skills and abilities. Like your personal Asset Map, a Social Asset Map looks at the Knowledge, Skills/Abilities, and Values that others in your community possess. But unlike your Personal Asset Map, a Social Asset Map focuses on other people as valuable resources.

To create a Social Asset Map requires identifying people who have different kinds of knowledge, individuals who have different skills and abilities and others who represent important values. A Social Asset Map does not just include adults but should also represent young people as well.

Goal: The goal of this Session is to identify Knowledge, Skills/Abilities and Values held by others (adults and youth) in your community and to create an Asset Map that reflects what you discover.

Directions:

1. Think of adults and young people that you know. These can be your parents, grandparents, aunts and uncles, brothers, sisters, cousins, friends of the family or community leaders. Create a list of people that you will include in your Social Asset Map and write their names on the Worksheet below.
2. Once you have identified your list and written them on the worksheet, fill in your worksheet with the Knowledge, Skills and Values for each person. Then transfer them to the Social Asset Map below.
3. Before you begin look at the lists below and consider who you know, what knowledge, skills and abilities

Memories and Dreams

they have and what values make up who they are as a person. These do not have to be big things but can be what we sometimes consider as common or normal.

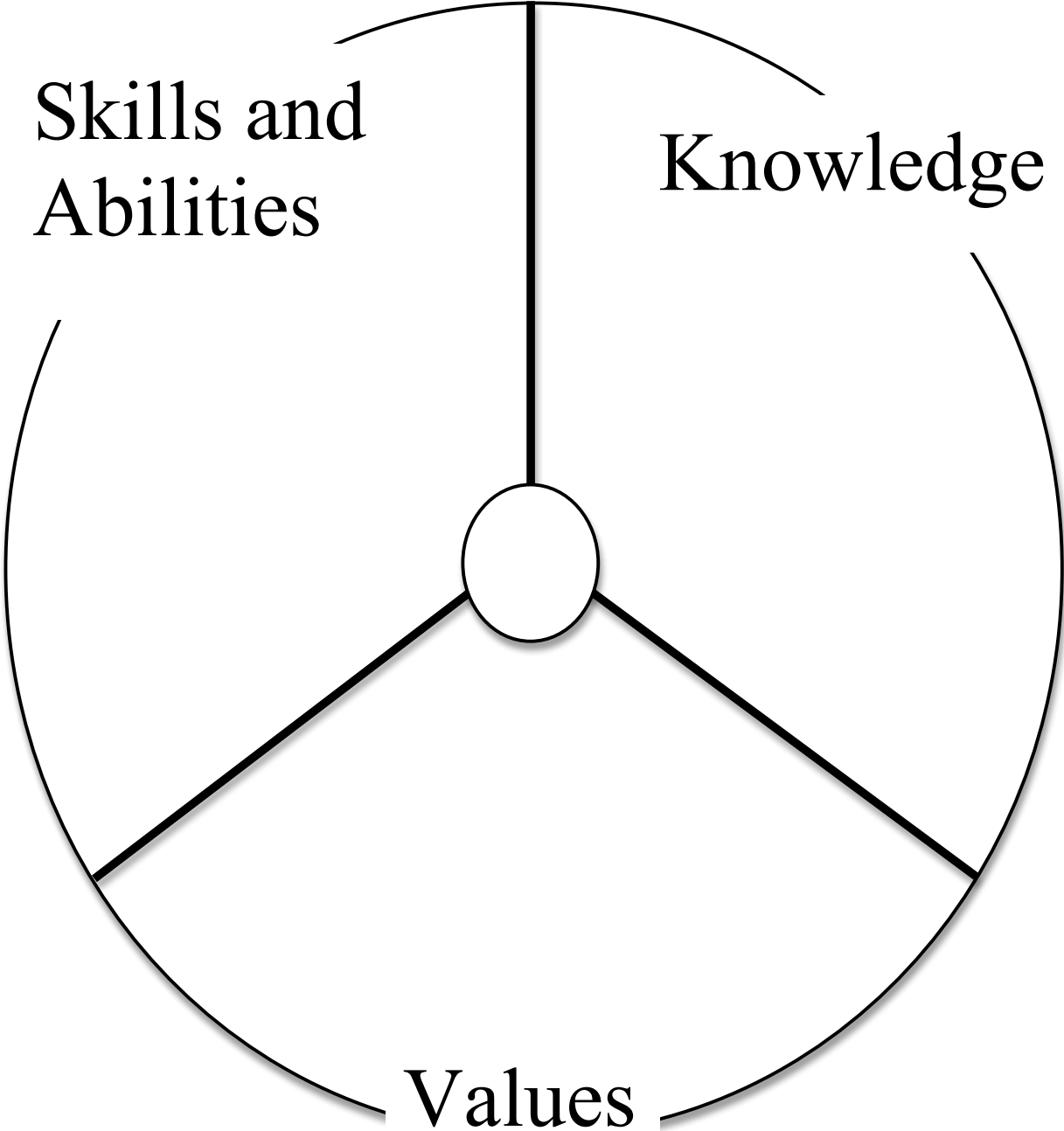
These lists are just some ideas. Add anything you can think of that fits into the categories. These lists are just to provide you with some ideas of social assets that we don't always think of as assets.

Knowledge	Skills and Abilities	Values
School subjects	Good at sports	Loyal
Special knowledge	Play a musical instrument	Truthful
Computer	Cook	Honors culture
Knowing more than one language	Ride a bike	Honest
Lived in more than one country	Cleaning	Good friend
	Act	Stand up for others
	Gardening	Respect elders
	Drive a car	Respect friends
How-to	Ride a skateboard	Help others
Gardening	Sew	Hard worker
Caring for children	Juggle	Optimistic
Fix things	Tell stories and jokes	Values traditions
Build things	Make friends	
Solve problems	Listen to others	
Use computers	Organization	
Video	Care for children	
Photography	Make cookies	
Teach		
Bake bread		

4. Using the chart below begin to create the contents of your Social Asset Map. Once the list is complete, transfer the Knowledge, Skills/Abilities and Values to a Social Asset Map worksheet. List all of the items in your Knowledge column into the Knowledge area on the map. Do the same for Skills/Abilities and Values.

5. When completed, this will be your Social Asset Map.

Social Asset Map



Session 4 - C Community Asset Mapping

Introduction: This Session will focus on how to develop a Community Asset Map. In the last two Sessions you learned about the process of Asset Mapping and created a Personal Asset Map and then a Social Asset Map. Remember the dictionary defined the two words Asset and Map as:

Asset: A useful or valuable thing, person or quality
Map: the act of making a map or chart

Community Asset Mapping is the process of making a chart of different things of value within the community. Unlike your personal Asset Map and Social Asset Map, which looked at the Knowledge, Skills/Abilities, and Values, the Community Asset Map looks at your community and identifies the resources and services it provides. These can be physical things like stores, schools, libraries, parks, playgrounds, doctor's offices fire stations and hospitals.

Community Assets can also be other characteristics of your community like public transportation or being close to the ocean or to the mountains. Businesses and factories and other places of employment can also be Community Assets. These Community Assets can be thought of as "**Structural**" assets because they are usually physical places that make up your community.

There are also other resources within your community that are focused on meeting the needs of community members. These Community Assets can be thought of "**Services**". They include social services that provide things like food and shelter, medical services, legal services, translation services and help meet other important needs.

These types of Community Assets also include community organizations like Boys and Girls Clubs, the YMCA, the Red Cross, Big Brothers-Big Sisters, Campfire, Boy Scouts, afterschool programs, sports programs and other services provided by many different community service organizations.

Goal: The goal of this Session is to identify the different “structures” and “services” in your community and to create a Community Asset Map that reflects what you discover.

Directions: 1. The first step is to take a close look at your community. What do you see? Write down a list of the different things you see. These are the “structures” that make up your community. Are there stores? What kind? Are there any parks or public spaces? Are there any playgrounds or safe places for young people to play? Are there libraries? Hospitals or medical offices? Fire stations? Police stations? Where do people work? Is there public transportation? Write all of these down on a list. These will become part of your Community Asset Map.

2. Second, explore what kinds of services are available in your community. For this part of your Community Asset Map two resources will be the most helpful. The first is the telephone book. In the front part of most telephone books there are lists of all kinds of services that are available. Many of these services are offered by different government agencies. Others are provided by different community organizations. For example, the Red Cross usually provides disaster preparation services. Government programs provide many different community services. These will make up the “services” portion of your Community Asset Map.

3. In the first column write one of the structures from your list. In the next column briefly describe that structure. Include in your description things like where it is, what condition it is in, and if people in the community use it.

Once you have created your two lists it is time to transfer what you have found to a Community Asset Map. There will actually be two maps, one for Structures and one for Services. Using the two Community Asset Map worksheets below complete your Community Asset Map.

4. Once you have completed your Community Asset Map look it over. What kinds of assets did you find? Is there anything missing?

5. Place your Community Asset Map with your Personal and Social Asset Maps. Save these for later.

Optional Activities

If you have Internet access go to Google.com/maps and put in your city or your neighborhood. Select the satellite view of your community or neighborhood and see what it looks like from above. Can you identify different structures like parks and stores and other buildings? What does your community look like from space? If possible, print the satellite view of your community or neighborhood.

If you are able, use Google Maps to locate your country of origin. See if you can locate your city and your neighborhood. See if you can find a map of the different places you traveled and stayed on your way to your current community. If possible, print the satellite photo of your journey to your new home. Save these photos for a possible project display.

Community Asset Map - Structures

Structure	Description

What is Missing?

Community Asset Map - Services

Service	Description

What is Missing?



Session 5 Mapping a Future: The Hoped-For Self

Introduction: This process began by looking at stories of where you have come from. Your first goal was to write your own personal story. Then you looked at other people's stories. In other words, you were looking back to the past. You were recounting Memories.

The next Sessions focused on assets. You looked at your own personal assets. You looked at assets of others, what we called Social Assets. Finally, you mapped the assets in your community. In other words, you examined what assets and resources you have in the present. During this next Session you will begin to look to the future, your future. You will begin to look at your Dreams.

In the past few Sessions you created different kinds of Asset Maps. This Session involves a different kind of map, a more traditional kind of map. Maps are important when a person wants to get somewhere. This is especially true if the person doesn't know how to get to their destination.

The map that you will begin creating in this Session is a map to your future. But before you can create a map you need to know where you want to go. This Session begins by helping you to think about where you want to go in your future and helps you develop a plan for reaching your future goals. You will also consider the things that might try to stop you from reaching them.

Goal: The goal of this Session is to be able to explore and examine possible future goals and to be able to clearly describe those goals, to consider challenges that might be met, and to create a map to your future.

- Directions:**
1. Use the Hoped-For Self worksheet below to begin to explore your Hoped-For future.
 2. Once you have completed the Hoped-For Self worksheet read it aloud (to yourself). Does this statement reflect what you hope for in your future? Does this statement represent your Dreams?

If YES, take a minute to visualize that future. What would it be like? What would you be doing? Where would you be? Who might be with you?

If NO, think about why your statement does not match up with your personal hopes for the future. Do you think it is impossible? Why? If it were possible, is it the future you would hope for?

Revise your statement if necessary to better represent your dreams for the future. Keep your Hoped-For statement with your Asset maps. You may use it later.

Hoped-For-Self Worksheet

This activity starts with a series of questions and short answers. Then you will take those short answers and create a larger story about what you hope your future will be. Your future is not just about a job or profession or where you live. It is about the quality of your life and what you would like the quality of your life to be. Think about each of the questions closely and answer them as fully as you can. If you need more space for any answer, use the back of the worksheet. Remember, this is your future, the one you hope will happen. Don't be limited by what you think is possible. This activity is not about possibilities, it is about hopes. Your hopes for your future.

1. The thing that is most important to me in the future is _____
2. What I like to do the most is _____.
3. Circle one: Education is
 - a) Very important
 - b) Important
 - c) Not very important
 - d) Doesn't matter to me
4. The best thing about my life is _____.
5. Thinking about the future makes me feel _____.
6. Before coming to America I thought my future would be _____
_____.
7. Now that I am in America I think my future will be _____
_____.
8. When it comes to having fun I like to _____.
9. I would like to have a job as a (or doing) _____.
10. _____ is the most important thing to me.
11. If I could do anything, I would _____.

Putting It All Together

Now look at your answers to questions 1, 2, 9 and 10. Put those answers into one or two sentences. These are the things that are most important to you. These are the things that will shape your future. Now look at your answers to questions 5 and 6. Is there any difference between how you envisioned your future before coming to America and now? Are they the same? If they are different, how are they different? What changed?

Now look at question 7. How does what you want to do for a job match up with your other answers? Do they fit together or are they different?

Combine your answers to the questions into a Hoped-For statement.

Complete this statement:

In the future I hope _____

Session 6 Mapping a Future - Setting a Course

Introduction: Once you have an idea of where you want to go, you will need to create a map to get there. You can do this by asking yourself a series of questions. They are questions about directions.

Sometimes directions are general like:
“In order to get to the school take the bus to Montgomery Park and get off at Union and walk to the school.”

If you already know where the school is, these directions might help you get there. But if you don't already know, these directions might not help very much. In the directions above there are lots of questions that aren't answered.

What are the questions that are not answered in these directions?

Which bus should you take?

Where do you catch the bus?

How much does it cost?

How long does it take?

Which way do you walk once you get off the bus?

How far is the school?

Better directions, for example, might be something like this:

Before you leave, make sure you have \$1.50 for bus fare.

Go out of the house and turn right.

Walk to the next block

Half way down the next block on the right side is the bus stop.

Take bus #23 – it runs every 30 minutes – to Montgomery Park

Stay on the bus until the Union Street bus stop is Called (this takes about 15 minutes).

When you step off the bus turn left.

Walk two more blocks.

The school is on the left corner of Union Street and 10th Ave.

The trip should take you about 25 minutes.

The more detailed the directions are, the easier it is to get to where you want to go. This is true about your future goals, too. The more detailed your map is, the easier it is to reach your goals.

Goal: The goal of this Session is to start thinking about reaching your future goals as a trip that requires detailed directions. These directions will become your map to reach your goal.

Directions:

1. Use the chart below to begin to create your map. First, think about your goal. Think about what it would take to get there. Think of the very first step that must be taken. Remember, in the example above the first step was to make sure you had bus fare. What is the very first step you need to take to reach your goal? Often future goals start with education. Do you need to make sure you study and do your homework? Do you need get job skills and experience? What do you need to do reach your goal? Don't worry about whether you have what you need. Think about what you need to "do".
2. Sometimes it is easier to start at the end of your goal and work back to the beginning. This means looking at your goal and working backwards to finally get to your "first step". The chart below has three columns. The first column is "In order to..." In the very first box, under In Order To, write your goal by completing the sentence, In Order To... (do what?). You can look at the sample below. The second column is I Need To. Continue the sentence that started with In Order To _____, I Need To (do what?). Then complete the sentence by answering, So I Will (do what?).
3. Now you have one full sentence that can be read as "In order to (reach my goal of) I need to (do something

or change something) so (in order to do that) I will (take some action).

4. Like with our example above of the directions to school, most of our goals take several steps. Our goals cannot usually be met in one step. Look at what you have written in the column under So I Will... What is it that you will do? Take what you have written in that box and place it on the next line under the heading In Order To... Now you can repeat the process with a new in-between goal, the one you that wrote down in the first So I Will box. Make up a second sentence that will read, In Order To _____, I will need to _____, and So, I Will _____.

5. Keep going through this process until you reach your first step. This is the first thing that you will need to do in order to accomplish your original goal. This now becomes your map. You know what you must do in order to accomplish your Hoped-For Future.

6. Keep in mind, as you go through this process you might think of other things that also have. Go ahead and add those to you map. You can rewrite your map several times if you need to.

Remember, the more detailed that your map is, the easier it will be to find and reach your goal.

Mapping Your Future – Example

The chart below is an example of a map. In this case it is a simple map for someone whose goal is graduation. You can map any goal by following this simple process. Start at the end, what it is you hope for. Then ask yourself the simple questions below. Each line should form a sentence starting with In Order To and ending with, So, I Will.

In the example below the goal is a particular (good paying) job. So the sentence would read: In order to get the good paying job that I want, I need to have a high school diploma, so I will work hard to graduate.

But, what does it mean to work hard to graduate? That is an important question that leads to the next sentence: In order to graduate , I will

need to get good grades, so, to get good grades I will do my homework. This goes on until a map is created that, if followed, will probably lead to the original goal.

In order to...	I need to ...	So I will...
Get the good paying job that I want	Have a high school diploma	Work hard to graduate
Graduate	Get good grades	Do my homework Pay attention in class Ask for help
Do my homework	Find a quiet place without any distractions to study	Make a study place in my room. Turn off my cell phone Set a time to study Find a study friend
Pay attention in class	Not get distracted	Sit in the front of the class
Ask for help	Let my teacher know I need and want help	Tell my teacher as soon as I feel I need help
Let my teacher know I need help	Check my grades and assignment regularly	Set up a weekly check in with my teacher.

Mapping Your Future – Worksheet

Use this worksheet to create your Map to Your Future. You may not need all of the boxes but make your map as detailed as possible.

In order to...

I need to ...

So I will...

Session 7 Putting It All Together

Introduction: Now it's time to put all of the information you have been gathering together. In the first Session you explored your past by creating an "I Am From..." piece. Then you interviewed a family member of an adult from your community to create their "I Am From..." story.

Remember your asset maps? You should have a Personal Asset Map, a Social Asset Map and a Community Asset Map. These represent many of the resources that are available to help people meet their goals and to help them meet their needs. These are also the resources that can help you meet your Hoped-For future.

Now it's time to bring all of these things together to create your project. There are several ways you can do this. This Session will help you choose a project and will help you create a finished project that can be used in a number of ways, including as part of a Culminating Project and can also be used to create a High School and Beyond Plan.

Goal: The goal of this Session is to organize what you have found out about your past (memories), your present (asset maps) and your future (Dreams) into a presentation or a service project. Several sample projects are included.

Directions:

1. Gather together your "I Am From..." activities. These may be used in your project so you will want the copies to be neat and clean. If necessary, copy the "I Am From..." pieces onto clean paper and, if you choose, add artwork.
2. Next, gather your Personal Asset Map. This should list your own strengths and skills and abilities. Are there other things that you should add to your Personal Asset Map, things that you discovered about yourself as you have gone through this project? Make sure your Personal Asset Map is clean and neat and, if necessary, make a new copy.

2. Now look at your Social Asset Map. This should list the assets of people you know, both adults and young people. Review the list of skills and abilities that people in your family and your community possess. Did you discover others while you were working through this project that should be included in the list?

3. Finally, take a look at your Community Asset Map. Review the resources and services available in your larger community. Add any other community assets that you have thought of have come across since you first created your Community Asset Map.

4. The goal of this Session is to put all of these things into one presentation. This presentation will represent your Memories and your Dreams. It will tell the story of where you are from and where you are going. It will honor your past and picture your future.

5. Look at the summaries of the projects below and select one of the projects or create your own. You will also find some sample templates or forms that you can use that will help guide you as you create your presentation.

Project Summary #1

Create a Memories and Dreams presentation board.

For this project you will create a three-panel display board that highlights what you have learned about yourself, your elders, your immediate community and your larger community. It might look something like the Sample below.

Project Summary #2

Create a Story.

There are many ways you could tell your story. You could write out your story and put it in a community newsletter, a newspaper (school or local). You could create a movie video with interviews and descriptions of your Memories and Dreams. You could create a play that you would perform before an audience (students, or family, or community). The important part of this project is that you can use different ways to tell your story, to share your Memories and Dreams.

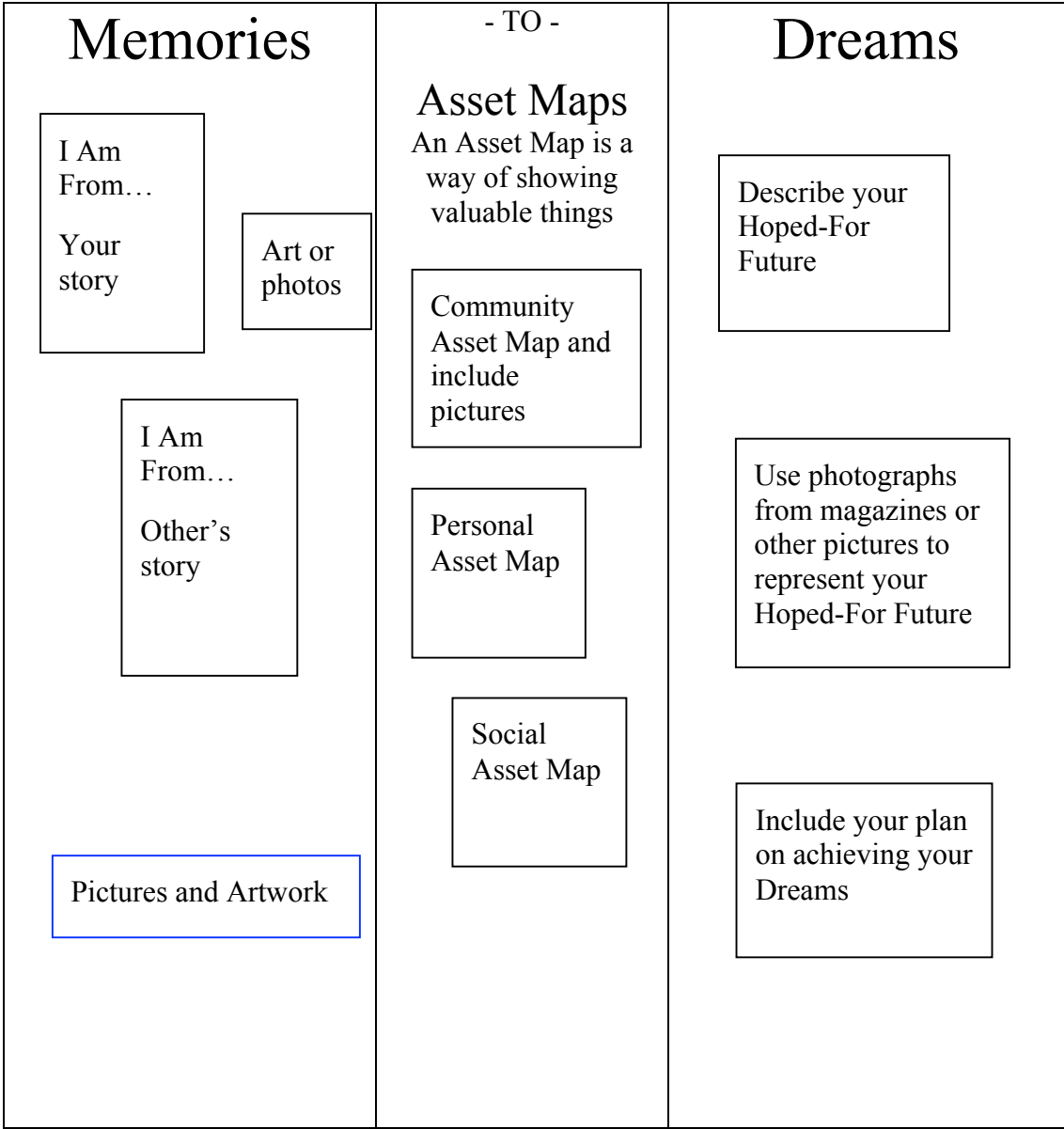
Project Summary #3

Create a web page or include it as part of a MySpace page.

Telling your story online helps more people to hear your story and to better understand the challenges you have faced and the hopes you have for your future.

Your Presentation Project could look something like this:

Using a 3 Panel Display Board



Laying Out a Presentation

In the first column on the left list your “I Am From...” stories, both yours and whoever you interviewed. Add to these any of photographs that you might have. Decorate this panel with any traditional art or colors that represent your memories.

In the second column in the middle include your Asset Maps. Also include any photographs of you and the other assets in your community – both people and places.

In the third column on the right put your Hoped-For future. You can include your strategy for achieving your goals if you want. You can also cut out pictures from magazines that represent your Hoped-For future.

These are just ideas and examples of what a Presentation Project could look like. The important thing is that it reflects your memories and your dreams.

Memories and Dreams

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