REFUGEE KNOWN ASSOCIATION

By: Nader, Lucas & Mohamed
Big Idea:
How can we reduce inequality in community than the world.

Our Essential Question:
How can we make refugees feel more comfortable at a new school?

School/Organization:
Ridgemont High School, Ontario, Ottawa

Team members:
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01 Engaging Questions
Our project addresses inequality that refugees face when at school. Refugees do not feel welcomed nor comfortable at school. Our group wants to resolve this major problem and we want to fix this issue.

We selected this topic/challenge for a number of reasons. Firstly, this is a major problem that is happening in the world. That is why we thought we should do our part to try to solve the problem. We, too, have experienced the stress and nervousness of being a new refugee in a new country. Visiting a new school for the first time is difficult, with no knowledge of the native language nor knowing where the classes are located and without having any friends.
How is this a real world problem or concern?

It's an issue of real concern because refugees are people and they do not deserve to be uncomfortable at school or anywhere in the world. A comfortable school environment is essential to the success of refugee students. Each student/refugee should be feeling safe and comfortable at school.
Investigating Questions
According to our research, there are major reasons why students feel uncomfortable at school. When students/refugees arrive at a new school for the first time, the first thing they notice is that their old friends have moved away, so they have to make new friends. In spite of this, making new friends isn't always easy. Students can join school clubs, such as board club, which can help them interact with each other and meet new people.

With the new students/refugees entering the school for the first time. Moreover, one of the problems is that students seem to lack a sense of direction and do not know where their class is located. Some students also accidentally enter the wrong class. Furthermore, the change in the environment also makes students feel uncomfortable. At the new school theirs students that have a positive or negative personality.
What is the school already doing to make students feel welcome and help transition to school?

In my research and studies, I found that some schools have very limited amount of signs in multiple languages, which can help refugee students/refugees better understand what the sign says. Every school has clubs that students can participate in, which offers them a chance to bond and make friends. What could teachers do?

Some possible activities/things that teacher can do.

- Write on the paper an outline of the struggles refugees face when coming to Canada, and on the other side write down what you can do to help.

- Ensure that a safe space is created in the classroom where everyone feels comfortable.

- Show leadership by ensuring refugees can reach out to others and ask for help. Show them you care by being their friend.
That there will be improvement it takes a lot of time to learn a new language in a new school with no friends it all comes and goes with trial and error there will be improvement.

What do students want to know or wish they knew before they started school?

Taking time to learn a new language is hard and for new students I would take every opportunity to learn by being involved with clubs and teams by doing that. You learn how to social with other students and you learn by doing. Take class with the best that you can do it's also very hard to spell in a new language but with learning and trying new things you can get the same effort. You will also build strong study habits that will help you in the future.
Taking Action
Plan/Process

For our solution to the inequality that refugees/students face at school is that we're planning on creating a virtual interactive map. Which students can access from the school website and from the schools weekly newsletter.

<table>
<thead>
<tr>
<th>PLACE AND ROOM NUMBER</th>
<th>NEED PHOTO</th>
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</thead>
<tbody>
<tr>
<td><strong>MAIN FLOOR</strong></td>
<td>Combined effort</td>
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<tr>
<td>Main office</td>
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<tr>
<td>Guidance</td>
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<tr>
<td>Upper Gym</td>
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<td>Field</td>
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<td>Library</td>
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<td>Art</td>
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<tr>
<td>Aquabo lake</td>
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<td>OBJ</td>
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<tr>
<td>Drama</td>
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<tr>
<td>Woodshop</td>
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</tbody>
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**DAY 1** - Created a to do list of which places we needed to take photos off

**DAY 2** - We had an already start of a prezi that was created last year and wasn't complete. And we started playing with it to get familiar with the software.
DAY 3 - Started creating the map and revamping it to make it lookswag.

DAY 4 - Started taking photos of the places that needed photos and produced a message video from the Student Social

DAY 5 - Continued taking photos of the class and things that were needed to take photo.

DAY 6 - Another day spent taking photos of classes
DAY 7- Adding the final touches making it looks swag.