

ESL Through Emotion and Experience

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Abstract

While there are healing yoga programs available to refugees, none-exist within the classroom. The purpose of “ESL Through Emotion and Experience” is to be a curriculum for adult refugees that will meet their emotional and language learning needs in order to best participate in their new community. Through Barbara Wien’s Peace Education course, a TEFL certification course at Lado International College, and annotated bibliography, this curriculum has evolved into a summer course with a strong theoretical and pedagogical foundation. A certified teacher could easily adopt interactive English course to refugees that incorporates yoga and meditation could easily adopt and implement this curriculum. The curriculum contains detailed lesson plans and evaluation methods. Sabreen El-Shrafi, a classmate, designed the fieldtrip component of this curriculum. “ESL Through Emotion and Experience” has been developed through careful background research of the target community- adult refugees, the healing power of yoga, and best practices for teaching English as a second language (ESL). Through experiential learning methodology this course engages participants to best meet their specialized needs.

Introduction

This research is meant to help development of a curriculum for teaching ESL through yoga to an adult refugee population. After living in Tanzania and experiencing the stress of learning a new language, the anxiety of adjusting to a new environment and culture and depression that can be caused by a combination of factors, I learned to use yoga as a way to heal my body. Refugees experience many of these same feelings but to a higher degree. By combining the healing properties of yoga with the practical skills of English, this curriculum may be one of the best resources for this community.

This annotated bibliography follows guidelines provided in my class “Education for International Development,” taught by Dr. Illana Lancaster. Each source has a summary, assessment and reflection that aims to answer the following questions:

- Summarize: What are the main arguments? What is the point of this source? What topics are covered? If someone asked you what this source is about, what would you say?
- Assess: After summarizing a source, evaluate it. Is it a useful source? How does it compare with other sources in your bibliography? Is the information reliable? How do you know? Is this source biased or objective? What is the goal of this source?
- Reflect: Once you've summarized and assessed a source, you need to ask how it fits into your research. Was this source helpful to you? How does it help you shape your project? How does this source fit in with the other sources? How can you use this source in your curriculum project? Has it changed how you think about your topic?

Yoga

Blackburn, Erica. 2012. “Grassroots Giver: Yoga Activist.” *empower*. Accessed 9 March 2013. <<http://www.empowermagazine.com/grassroots-giver-yoga-activist/>>.

Summary

This news article explains that yoga leads to physical, mental, and social action. Yoga is a tool for self-healing across age, race and gender. The Yoga Activist organization is highlighted for its yoga outreach to shelters, school and jails with the goal of empowering all people through yoga and mindfulness. One yoga teacher explains that yoga has benefited her in relation to stress, anxiety and chronic back pain. Yoga has been used to help with recovery and transition from homelessness, war, prison, illness, and other trauma. Yoga Activist realizes that yoga alone is not enough to solve any serious internal strife but can be an important part of the healing process. Yoga Activist needs volunteers for events and other administrative tasks.

Assess

This article is useful for many reasons. It mentions contacts for my own research as well as for potential students who are interested in getting more involved with yoga. Also, in layman’s terms, it describes the healing benefits of yoga and supports the belief that anyone can do yoga. This information is reliable because the article contains many direct quotes from Yoga Activist teachers. The source is biased because it publishes only from a social justice perspective. Its goal is to spread awareness of, and commentary on, issues facing people of African descent in America. Most other sources in this bibliography are academic/scholarly, but this source is

useful because it is easier to read so perhaps students could read it and discuss in class to improve their English and better understand the intention behind the curriculum.

Reflect

This source is helpful because it mentions many of the arguments behind the creation of this curriculum. It helps shape the curriculum project because it identifies an organization with a similar goal of helping vulnerable communities to heal after trauma and other challenges. This source helped me to realize the importance of the ESL and fieldtrip components of the course because yoga alone is not enough. We need to address the reason for stress in addition to the stress itself. The scholarly sources support the experience of yoga teachers that yoga alone is not enough but can be helpful in the healing process for those who have experienced trauma, depression and anxiety (i.e. Mollo 2008 and Descilo 2012).

Descilo, T., A. Vedamurtachar, P.L. Gerbarg, .D Nagaraja, B.N. Gangadhar, B. Damodaran, B. Adelson, L.H. Braslow, S. Marcus, and R.P. Brown.2010. "Effects of a yoga breath intervention alone and in combination with an exposure therapy for post traumatic stress disorder and depression in survivors of the 2004 South-East Asia tsunami." *ACTA Psychiatrica Scandinavica*, 121: 289-300

Summary

According to Descilo, yoga breath interventions address the symptoms of PTSD, depression and anxiety. Breath Water Sound (BWS) and Sudarshan Kriya- breathing, together with brief discussion about trauma reduction and life-meaning has been proven to be beneficial to survivors. Descilo concedes that this type of study and practice might be more successful in India, where yoga practices and philosophy are more widely accepted. Yoga breathing may help create a safe and effective intervention for rapid and sustained relief of PTSD and depression.

Assess

Descilo's article is extremely relevant to this research. It is a more credible study than Mollo's with a similar outcome. The article is published in a highly accredited journal and has a strong methodology. The study would be even more credible if the subjects were randomized and the subjects and testers blinded, however, the benefit of the application of meditation and breathing to a true traumatic situation outweighs this shortcoming. This source aims to evaluate yoga breath program for survivors of the tsunami in Southeast Asia.

Reflect

This source shapes the project because it shows that yoga alone is not enough. Without addressing other aspects of an individual's life, trauma persists to affect daily life. This adds to what Blackburn's article suggests and backs the argument with quantitative analysis. This affected the way I will frame this curriculum because part f the course should address the other needs of students by giving them resources to access further mental, physical, and readjustment assistance.

Mollo, Kimberly, Roseann Schaaf, and Teal Benevides. 2008. "The Use of Kripalu Yoga to Decrease Sensory Overresponsivity: A Pilot Study. *American Occupational Therapy Association, Inc: Sensory Integration Special Interest Section Quarterly*, 31(3), 1-4.

Summary

Mollo's article focuses on sensory over responsibility (SOR), which is an exaggerated response to stimuli that generally is considered harmless or nonirritating. SOR is often found in conjunction with other mental health disorders, such as depression and anxiety. This study finds

that the practice of Hatha yoga can "improve strength, flexibility, and balance; decrease blood pressure, help control respiration and heart rate; and improve metabolic rate; and may relieve symptoms associated with chronic pain, epilepsy, headache, asthma, insomnia, anxiety, and depression." This study represents a very small sample of 6 women and 1 man and it lacks of control group. Mollo concludes that yoga may help to 'enhance homeostasis,' or maintaining more stable mental health.

Assess

Mollo's article is highly relevant to the development of the peace education curriculum because it gives quantitative analysis of the mental health benefits of yoga. The information is important although may not be a very reliable source because the sample was so small and the study lacked a control group. For this reason, it is possible that the study is biased and the author was looking for a specific answer rather than truly testing her hypothesis. Mollo's goal is to show that yoga can be a treatment for sensory over responsibility.

Reflect

While this source adds to my research, it is important to continue reading more sources that have both similar and different findings to determine the best practice for the curriculum. This source is helpful because it analyzes one specific type of yoga in relation to a specific condition that refugees might experience. This source makes me think more critically of the topic because I do not want to create a curriculum founded on unreliable information and data. I will use this source as a starting point and hopefully, evaluation of my curriculum will further support the precursory findings of Mollo's study.

Shelton-Colangelo, Sharon, Carolina Mancuso and Mimi Duval eds. *Teaching with Joy: Educational Practices for the Twenty-First Century*. Roman and Littlefield Publishers, Inc.: New York, 2007. Print.

Summary

Shelton-Colangelo et al. edited a collection that emphasizes holistic education and personal growth within students. The target community of students is those affected by violence, racism, and environmental deterioration- these issues cause people to seek refugee asylum. The chapters cover a wide variety of classroom types and approaches to holistic education within them. Laura Donnelly writes about meditation in dance studios for personal exploration and talks about the positive experience she had in a children's dance class combining dance and meditation. David Rodgers contributed a chapter about a multicultural classroom and the importance of honoring differences. He emphasizes an classroom that allows students to be the teachers and encourages teachers to learn from their students. This creates a community that has everyone on the same level rather than emphasizing skills or topics that only some students are comfortable to familiar with. Karen Ogulnick specifically explores spiritual understanding and empowerment in the ESL classroom.

Assess

Teaching with Joy is a very useful source to this project because it provides specific strategies to incorporate mindfulness into a classroom and is written in a more familiar style to engage the reader. It is extremely similar to the book edited by Miller et al. in that it addresses holistic learning. This work is even more closely related to my project because it focuses on communities who come from violent or traumatic backgrounds. This is a reliable book because teachers and professors who have incorporated spirituality into diverse classroom settings wrote the chapters. Each chapter attempts to cover a different aspect of holistic learning and a new

consideration, which helps to limit the overall bias. The goal of this book is to provide a resource for teachers looking to creatively implement holistic learning and meditation into a traditional classroom experience.

Reflect

Shelton-Colangelo et al. edited a book that is very helpful to my project because it enables me to build upon a conversation that already exists in the education field. It shapes my project by giving me ideas for my own curriculum design, such as learning from nature (chapter 4), which will be a theme of my final curriculum. I will use this source in my curriculum project to help my students affectively adapt to their new lives in America. While some chapters in this book relate and build upon other sources (ie. Snow and Miller et al) others bring up new methods of holistic and mindful education. The dance chapter encouraged me to incorporate dance into the curriculum and encourage students to use it as a form of self-expression. This book changed my thinking on the topic by showing me that mindfulness is used in classrooms all over the country and I should use these resources and improve upon the experiences of past teachers and students.

Tingunait, Rajmani and Pandit Rajmani. *Why We Fight: Practices for Lasting Peace*. Honesdale, Pennsylvania: Himalayan Institute Press, 2003. Print.

Summary

This powerful book is divided into four parts: the pre-war crisis, nonviolence: the antidote to war, when war is inevitable, and after the war: vanquishing hatred and revenge. It concludes with quotes and thoughts “for inspiration and contemplation.” This book draws on the philosophy of yoga and other spiritual systems as alternatives to violence, greed, anger, and jealousy.

Assess

The source is very useful, because like Zanjone’s speech, it required me to step back for the details and look at a bigger picture of yoga as a tool in peace building. Tingunait and Rajmani give a broader perspective of the use of yoga for nonviolence and peace. Unlike many of the other sources, they do not focus on classroom use of yoga (i.e. Morgan) or specific populations (i.e. Descilo) but rather society as a whole. The source is biased in believing that war is not the appropriate response to solve issues that arise but does address situations in which war may seem to be inevitable. The goal of this source is to provide an alternative to the traditional discourse of the need for, and inherent nature of, war to human society.

Reflect

Tingunait and Rajmani’s book is helpful because it provides a greater context for the importance of my curriculum. It is easy to get bogged down in details but this source shows the greater good of peace curriculums. It has shaped my project because I realize that this curriculum is part of a larger movement of nonviolence that I can connect to in order to improve lesson plans and encourage students to get involved after completion of the course.

Wills, Denise Kersten. “Healing Life’s Traumas.” *Yoga Journal: health*.
<<http://www.yogajournal.com/health/2532>>.

Summary

Wills interviews yogi, Sara, who believes that yoga enhances: “being grounded and present, gaining an awareness of her body and its strength, feeling calm and in control of her thoughts.” Sara’s experience is heightened by the fact that she suffers from post-traumatic stress

disorder and is a survivor of physical and sexual abuse. There are many current studies to determine that benefits of yoga in various populations, including Iraq war veterans. In these cases, yoga helps to relax participants, which has led to fewer sleeping problems and less dependence on antidepressants. The article mentions that yoga may initially seem threatening to trauma survivors who are uncomfortable with their bodies. It is important for participants to try different types of yoga until they find one that suits them.

Assess

This source is useful because it brings up both positive and negative arguments for using yoga for healing with people who have experienced trauma. This source is not scholarly but gives vital personal testimony and experience on the topic. Most of the other articles are from the perception of the researchers rather than the participants.

Reflect

After reading Wills' article, I began to consider more perspectives and understand that not all potential students will have a positive reaction to the use of yoga in their ESL classroom. Because of this it will be important to set guidelines on the first day of class and start off slow so that we do not make anyone uncomfortable or trigger negative memories or thoughts. This source adds to the argument for the use of yoga and also things to be wary of.

Zajonc, Arthur. "Love and Knowledge: Recovering the Heart of Learning through Contemplation."

Summary

Zajonc's speech discusses contemplative inquiry as a way to express empathy through respect, gentleness, intimacy, participation, vulnerability, transformation, bildung (education as formation), and insight. These stages allow us to relate to each other. Zajonc uses philosophers, including Thoreau, to support the idea of both solitude and community. He also mentions meditation as an exercise in sustained attention by focusing on a specific field of attention. Finally, before we can learn to love others and work in a community, we must develop a sense of self-love.

Assess

This source comes from a speech and is therefore presented in a very different format than the other articles. The tone is much different and focuses much more on the philosophy of mediation and relationships. The information is more subjective and personal to the speaker, although much of it is founded in well-known philosophy. The goal of this source is to encourage the use of mediation both for self-love and understanding and to promote stronger empathetic relationships.

Reflect

While this source is not as directly related to the curriculum as Mollo and Descilo's articles, it does provide a new framework for the use of mediation. The curriculum should not only encourage self-improvement but also should foster the creation of a community stemming from the classroom experience. This source made me realize that students need to be more aware of the stories of their classmates and use the energy of each other to work through difficult times. Unlike many of the other sources, Zajonc does not discuss yoga or mediation use in a classroom.

Refugees

Chase, Liana. 2012. "Promoting Psychological Resilience among Bhutanese Refugees in Nepal: A Study of Ethnopsychology, Coping Strategies, and Community Resources." *Fulbright. Summary*

This report on Bhutanese refugees in Nepal gives an overview of their situation and also addresses the use of yoga specifically. The research is split into three sections: Ethnopsychology of resilience, coping, and community resources. Ethnopsychology is the "study of shared beliefs, knowledge, and values related to mental health held by a particular cultural group." Yoga is used in the refugee camp in Nepal as a way to guide life through awareness and positive change (<http://www.manokrantimovement.org/>). Chase lists the benefits of the yoga, which include: emotional regulation, cognitive regulation, encouraging exercise and physical health, engagement, and social support. She also explains that the center can adapt yoga to various religious beliefs, including Hindu and Christianity; not all religious leaders promote psychosocial health. It is important for survivors to have an outlet of expression, yoga and meditation does not work for everyone so art and other social and personal activities are encouraged.

Assess

It will be especially useful in my literature to use this as a way to better understand the mental and emotional state of many refugees. The study aimed to study psychosocial resilience among Bhutanese refugees in Nepal on the topics of cultural beliefs and values, coping behavior of individual refugees, and community resources for promoting resilience. This is the first article that explicitly discusses the building resilience (a positive mental state) rather than the improving upon negative conditions, such as depression or anxiety. Chase lists the limitations of the article, providing future researchers with important areas of focus.

Reflect

This source is helpful because it shows ways in which to address the religious controversy of meditation and yoga. Chase agrees with Blackburn and Descilo that yoga/meditation do not address the full spectrum of emotion that a refugee experiences. This is important to designing the curriculum, because other means of expression, such as art, must be included to address the spectrum of emotion and the multiple intelligence theory.

Gerbarg, Patricia and Richard P. Brown. "Yoga: A breath of relief for Hurricane Katrina refugees." *Current Psychiatry*

Summary

This article discusses the benefits and cost-effectiveness of yoga-based trauma relief programs to victims of Hurricane Katrina. One program that is highlighted, Art of Living Foundation, has also worked internally in countries including Southeast Asia, Poland, Germany, India, and Palestine. These courses are for adults and children. These programs, however, are extra classes outside of the other daily activities and education. This article also explains that due to widespread displacement, research on the affected population is often conducted months or years after the event. They also list conditions that yoga could help address- depression, post-traumatic stress- and those that it negatively impact if not practiced mindfully- bi-polar disorder, pregnancy.

Asses

This article discusses both yoga and refugees but is placed in this section for its focus on Hurricane Katrina survivors and the use of yoga to treat the mental conditions many of them face. It mentions the same mental health issues that Mollo, Discilo and Wills study and discuss.

Current Psychiatry is a highly accredited source but the article discusses mainly benefits of yoga-based trauma relief.

Reflect

The programs mentioned in this article exist outside of classes and other daily activity. I am hoping to incorporate some of their same principles and techniques into an ESL classroom context. This source is the first to discuss that children, as well as adults, can benefit from yoga-based trauma treatment. It is also important to realize that many survivors being treated experience trauma months or years before the treatment takes place. It is important to take this in consideration in the classroom because the yoga may bring up thoughts or emotions that the students haven't felt for a while.

Hayner, Priscilla B. "Chapter 11: Healing from the Past." *Unspeakable Truths: Transitional Justice and the Challenge of Truth Commissions*, 2nd edition. Routledge Taylor & Francis Group: New York, 2011. Print.

Summary

In Chapter 11, Hayner focuses on the need to tell one's story; the danger of retraumatization (or PTSD); briefers, referrals and other forms of support; how psychological trauma affects the information gathered; and "Sponges of trauma" or the secondary traumatization of commission staff and journalists. She emphasizes the importance of uncovering and expressing the truth so that a healthier healing process can begin. While this may be painful, it will prove more beneficial in the long run. Those who have experienced trauma need a safe space to express themselves. Formal psychological services are not culturally appropriate for many and therefore alternative options need to be implemented.

Assess

While Hayner's research primarily pertains to truth commission in post-conflict societies, it seems clear that refugees need to undergo a similar healing process with the same precautions. It is useful in that it provides an alternative context to many of the other sources described in this bibliography. This is an academic source that seems highly reliable and unbiased.

Reflect

This source is helpful because it introduces another important method of healing: telling the true stories. While this is probably not appropriate for the classroom, I can encourage students to begin keeping a journal (using the vocabulary and grammar they learn) that they can use however they wish without fear of someone else reading it. This source adds an alternative means of coping with trauma and highlighted the severity of depression, PTSD, and anxiety that refugees may experience.

Longacre, McKenna, et al. 2012. "Complementary and alternative medicine in the treatment of refugees and survivors of torture: a review and proposal for action." *Torture* 22(1).

Summary

Longacre focuses primarily on the specialized need of survivors of torture and refugee trauma for mental and physical health care. The background information on refugees makes clear the various struggles they face and the difficulties that western medical practitioners experience during treatment. For example, seeking help for mental illness is associated with a cultural stigma for many survivors. Mediation is suggested as a means to allow the client to reflect privately. Despite the effectiveness of this method, there is also critique that practicing a mantra may infringe on an individual's religious beliefs. This researcher could not find any articles on

the use of yoga to treat refugees, but there is a project in Seattle that uses yoga in conjunction with massage for Somali refugees.

Assess

This source is important for the critiques that it adds to the previously cited research. The information seems to truly take the students' needs and backgrounds into account when discussing the use of meditation for physical and mental healthcare. Longacre is associated with the Boston University School of Public Health and School of Medicine, indicating a certain authority in the field.

Reflect

This article will allow me to use extra sensitivity when introducing meditation to the class. This adds to Wills argument that yoga may seem threatening but takes it further by explaining that it could offend a students personal beliefs in addition to making them physically or emotionally uncomfortable. Although I hope to encourage students to use a mantra, I will make sure not to enforce it too strongly and to allow each student to create their own personal statement so that it does not impinge on their religious beliefs.

Shaw, Rosalind and Lars Waldorf. *Localizing Transitional Justice: Interventions and Priorities After Mass Violence*. Stanford University Press: Stanford, California, 2010. Print.

Summary

Shaw lists specific case studies related to post-conflict societies and provides a copious amount of information about trauma within the framework of human rights. From Israel/Palestine to Rwanda to Peru, Shaw explores the conflict (past and present) and various coping mechanisms and interventions. Many of them include helping both sides of the conflict to see the humanity in the other. By reminding perpetrators of violence of this, they remember that their 'enemy' is more than their religion, ethnicity, or nationality.

Assess

Although this is a book that pertains to interventions and priorities after mass violence with the country that the violence occurred, many refugees do not have the opportunity to benefit from these interventions because they leave home before the violence end and therefore could still benefit from them. It comes from the same field as Hayner's work but focuses on a broader range of interventions. Published by Stanford, this is an extremely reliable source. Bias may come from the fact that contributors are American and therefore have only a western/American view of post-conflict interventions.

Reflect

This source doesn't really add to the development of the curriculum but it does provide a broad understanding of how trauma is dealt with internationally. It helped me to remember that dealing with survivors of post-conflict societies can be extremely difficult and must be considered very carefully so as not to offend. This book is very helpful in that it looks at approaches from all over the world and many different cultures.

Talbott, Damon, Marike Janzen and Christopher E. Forth eds. *Bodies and Culture: Discourses, Communities, Representations, Performances*. Cambridge Scholars Publishing: Cambridge, 2012. Print.

Summary

While part one is not directly related to this research, part 2 discusses the suffering of rooted bodies, exploring the relationship between spaces of suffering and the embodiment of trauma among Somali bantu refugees in Kansa city. Talbott explains that trauma must be

approach holistically as part of a larger continuum of suffering that makes up a person's life story. The assimilation of yoga helps one transition from spiritual to material.

Assess

This source is useful because it focuses on a refugee community living in the US, the target community of the curriculum. This source also introduces other movement beside yoga as important for spiritual healing. Cambridge is a highly esteemed publishing company, making this a reliable source. This source aims to present some methods of helping refugees to deal with trauma.

Reflect

This source is helpful because it provides other suggestion to add to the use of yoga in the classroom. It inspires me to incorporate other movement throughout the curriculum because each student will react different to each strategy and it is important to cater to their needs. This sources does not focus as heavily on the affects of trauma as some of the other sources but it does give indication that using yoga as part of the curriculum with benefit the participants.

English Language Learning

Burns, Anne and Jack C. Richards. *The Cambridge Guide to Pedagogy and Practice in Second Language Teaching*. Cambridge University Press: New York, 2012.

Summary

This source gives a general overview of the best practices and pedagogy for teaching second languages. Chapter 13 focuses on teaching languages to adults. This is a unique challenge because adults generally have more difficulty than children when it comes to language learning, particularly in pronunciation and vocabulary retention. Burns and Richards provide common techniques for overcoming and working within these challenges.

Assess

This source is useful but does not add much to other sources in this bibliography. It is reliable and relatively unbiased because Cambridge is the leading institution for second language learning, particularly English. The goal of this source is to help teachers best educate their students in a second language based on tried and true pedagogies and practices.

Reflect

This book is helpful in that it directly addresses adults, the population I chose to focus on for my peace curriculum. It shapes my project by giving it a greater base in theory as well as a justification for the methodologies I chose to incorporate. Lado's book covers most of the same pedagogies, but he writes as language development in people as a whole and does not really distinguish between children and adults in his "methodology jungle." This book reminds me that children and adults have different strengths and weaknesses that I must take into account when designing and implementing curricula.

Blair, Dorothy. 2009. "Love and Knowledge: Recovering the Heart of Learning through Contemplation." *The Child in the Garden: An Evaluative Review of the benefits of School Gardening.* *Program Evaluation*. 40(2), 15-38.

Summary

Blair focuses on evaluation of school gardening programs including potential effects, school gardening outcomes, teacher evaluations of gardens as learning tools, and methodological issues. Noting the recent growth in popularity of school gardening, Blair also found a lack of

evaluative methods for such programs. Her study found that enthusiasm varied among teachers, depending on support and horticultural confidence, which implies that teachers must be fully engaged in order for their students to benefit. She used quantitative analysis of pretests and posttests to gauge students' learning through school-garden participation. She also took qualitative analysis and found that students had overwhelmingly positive experiences in school gardening programs and learned environmental stewardship, math and science.

Assess

Although this source is not directly related to ESL, yoga, or adult refugees, the evaluative methods used by Blair and the studies she highlights are useful in creating a means of evaluating the success of the curriculum I have developed. This source is useful because Blair is very familiar with the topic and also cites other experts. Her analysis may be biased because it is all in hindsight since gardening programs were not traditionally evaluated. Blair cannot compare to other sources in this bibliography because the others fail to present means of program evaluation. Yet her method seems to be the best possible in this situation and should be applied to future programs and studies. The goal of this source is to evaluate school gardening programs, but it also helps to identify methods of other non-traditional learning methods.

Reflect

This source is very useful because it provides both quantitative and qualitative ideas for program evaluation. It will shape my project by allowing me to develop an appropriate way to gauge the learning and healing that will hopefully occur throughout the curriculum I am developing. Blair does write about the importance of learning environmental stewardship, as do Shelton-Colangelo et al., indicating that this must be a theme for the peace curriculum. I will use this source to help me create a qualitative and quantitative pre- and post-test that aims to measure students' learning and healing. It changed my thinking on the topic by demonstrating the importance of evaluation to the continued funding of, a participation in, a given program.

Carter, Ronald and David Nunan, eds. *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge University Press: New York, 2001.

Summary

Carter and Nunan edited an up-to-date guide to teaching English to speakers of other languages (TESOL). Chapters focus on skills, such as reading, writing and listening, as well as vocabulary, grammar and pronunciation. Chapter 29, intercultural communication, focuses on problems that may occur in the classroom with a diverse student population or once the students leave the classroom and must interact with the general population. Chapters 18 and 19 explore English for academic purposes and English for specific purposes, respectively. It is important to understand students' motivations for learning English in order to best meet their needs.

Assess

Carter and Nunan have created a useful source to all teachers of ESL by providing well-grounded strategies. It addresses the same topics as Lado but with a wider theoretical base. This book is reliable, as its thirty chapters were written by internationally recognized language teaching professionals and applied linguists. It is also relatively unbiased because it is peer-edited and has an international perspective. The book is meant to be a comprehensive and accessible tool for teachers of ESL.

Reflect

This source is helpful to me as a teacher because it increases my awareness of best practices for teaching ESL. Cambridge sets the standard internationally and this is a recent

volume. It shapes my project because it enumerates the basic elements that must be incorporated into my curriculum in order to serve the most basic language learning needs of an ESL student. This source is more comprehensive than one like Gardener's. I will use this book in my curriculum project while designing the individual lesson plans so that the curriculum may meet its overall objective of strengthening students' English writing, speaking and reading skills. It has not so much changed how I think about the project but strengthened the foundation of my curriculum.

Coombe, Christine, Keith Folse and Nancy Hubley. *A Practical Guide to Assessing English Language Learners*. Ann Arbor, Michigan: The University of Michigan Press, 2010.

Summary

This book uses scenarios to teach evaluative methods to teachers, both experience and novice. The objectives of this book include: helping readers understand the cornerstones of good assessment, teaching techniques for testing and assessment, explaining how to teach students test-taking strategies, and familiarizing readers with processes and procedures of assessment. The book gives specific examples of assessment for various components of learning, including reading, writing, listening and speaking. There are different kinds of questions that focus on specific skills as well as content. All of this is discussed in the context of English language learning.

Assess

This source is useful for the creation of language assessments. Some strategies overlap with Blair's suggestions but Coombe et al. focus explicitly on the type of classroom I am targeting with my curriculum. This information is reliable because it was published by the highly esteemed University of Michigan and contains contributions from an international author. It is unbiased because it contains contributions from an independent consultant and materials writer. The goal of this source is to help teachers better evaluate their students.

Reflect

Also unlike Blair, this book focuses on assessment of students rather than of the program overall. This is also important so that students can see their personal growth and reach tangible goals of learning. The source is helpful because it provides questions and assessment techniques I can use in the pre- and post-tests. I was unable to find other sources that focused explicitly on student evaluation in an ESL classroom. This helped me to better understand student assessment and best practices for conducting in throughout a course.

"ESL Teacher's Board." <<http://www.eslteachersboard.com/>>.

Summary

This website contains hundreds of resources for ESL teachers, students and schools, including lessons, printouts, training locations, jobs, resources for dealing with anxiety in the classroom, employment tips and motivation tips. The point of this source is to serve as an access point for important resources related to all things ESL. It covers important topics and lesson plans for teachers as well as more trivial, inspirational quotes. I would suggest this source for a beginning teacher who was looking for a jumping-off point and a place to get some ideas to be adapted for their specific classroom.

Assess

This is not the most reliable source but with a critical eye, teachers and students may find this website to be very helpful. It is useful in that it gives an easily accessible way for students to

utilize outside of classroom time and expectations. The goal of this source is to make a space for all stakeholders in ESL education to connect. It fits within the other literature to help inspire further investigation into different topics and to find commonly covered grammar or other lessons.

Reflect

This source is not very helpful because it serves as a less nuanced version of other sources, like Snow's book. The Oxford materials also provide a much more detailed and developed framework for grammar lessons. It was helpful to get an idea of the sources most easily accessed by ESL students. It did not really change my thinking about this curriculum project but I can use it as a resource to potential students and teachers who approach me for some basic materials.

Gardner, Susanne. 2011. "Correction Education: The Success of Total Physical Response in the Adult ESL Classroom." *Corrections Today*, 73(1), 50-52.

Summary

Gardner focuses on the use of total physical response (TPR) in the classroom, which Morgan briefly introduces. TPR is a methodology of teaching ESL through application of language to completing physical tasks. Students are then able to translate the script they learn in class to a situation outside of the classroom where the skill is required. TPR is effective but requires the teacher to think outside of traditional lesson plans.

Assess

This source gives more specific details than Morgan as to how to conduct a successful TPR lesson and why it might be beneficial to students to incorporate this methodology into a curriculum. This peer-reviewed source is reliable and biased towards the use of TPR. It aims to encourage ESL teachers to use TPR for the benefit of their students.

Reflect

This source is helpful to me because while Morgan and Lado mention TPR, this source gives a strong argument for why to implement it. It helps shape my project because the emphasis on TPR makes me realize that I should incorporate multiple TPR lessons into my curriculum whether or not yoga is the specific skill taught through this method.

Gebhard, Jerry G. and Robert Oprandy. *Language Teaching Awareness: A Guide to Exploring Beliefs and Practices*. Cambridge Language Education, Cambridge University Press: New York, 1999.

Summary

This book aims to help teachers become aware of their own teaching beliefs, attitudes and practices. Without this self-reflection, it may become easy for teachers to fall into a cycle of bad habits and passivity when it comes to their lessons and classroom interactions. The book assigns tasks to teachers that encourage an exploratory approach to teaching awareness through observation of others, a teaching journal, collaborative conversations, and even yoga.

Assess

This book is useful because it addresses the teacher directly. It is unique from all the other sources that describe classroom activities and methodology without accounting for individual biases a teacher may (unknowingly) have. The information is reliable because contributors are scholars from highly esteemed U.S. universities. The source seems unbiased because it does not exclude any teacher from use of the exercises in the book; all are perpetrators

of biases, whether conscious or not. The goal of this source is to improve teacher quality through teacher self-evaluation and reflection.

Reflect

Gebhard and Oprandy have written a book that is very helpful to me as a future teacher because it reminds me that I should be reflective of myself, especially when I expect that of my students. It shapes my project by giving advice for how I can be a better, more reflective and sensitive teacher/facilitator. Chapter 11 emphasizes making connections between who I am and who I am as a teacher (this example is through yoga). I can also use this idea to help my students better understand themselves personally and as students. This book comes from the same collection as Richards and Lockhart's work, which focuses more specifically on reflective teaching in language classrooms. It changed my thinking by forcing me to realize the importance of emphasizing teacher dedication and education in addition to focusing on the students.

Lado, Robert. *Teaching English Across Cultures: An Introduction for Teachers of English to Speakers of Other Languages*. McGraw-Hill: New York, 1988. Print.

Summary

Lado is a pioneer of teaching English to speakers of other languages (TESOL). This book goes through developmental stage of language learning, present various methods of teaching English, and discusses grammar, intonation and coherence in the context of culture. He also suggests comprehensive methodology to teach readings and writing specifically. This book is meant to prepare a teacher for the challenge of teaching English as a second language. Lado provides example exercises and helps the new teacher to distinguish topics that are level appropriate.

Assess

This source is very useful to refer to when the class seems to hit a block in its learning. Through various methods, students are more likely to understand and internalize each lesson. It gives a theoretical baseline to the rest of the sources covered in this section. Lado's reputation makes this a reliable source.

Reflect

I was trained at the Lado International College for a TEFL certificate. Lado's book is familiar to me and also serves as a great refresher. It grounds the curriculum project in theory. It gives purpose to the activities and more basic sources. This source not only inspired part of this project but will also help to ensure that students are taught using the best methodology to ensure maximum improvement and learning.

Miller, John P., Selia Karsten, Diana Denton, Deborah Orr, and Isabela Colalillo Kates. *Holistic Learning and Spirituality in Education: Breaking New Ground*. State University of New York Press: New York, 2005. Print.

Summary

Miller et al. edited a collection of work from international scholars regarding the theory, practice and poetics of holistic education. Each chapter provides a new perspective on the use of holistic education that addresses the mind and includes mediation. For example, in chapter 7, Deborah Orr writes about "Minding the Soul in Education: conceptualizing and teaching the whole person." She argues that focusing on the soul does not need to create a narrow religious identity within the classroom but rather manages to allow each student to express his/her own spirituality. She cites yoga as one way to facilitate this. Chapter 14, by David Forbes is titled "In

Da Zone: Meditation, Masculinity, and a Meaningful Life.” Forbes writes about framing meditation in a way that appeal to masculinity, such as its ability to improve performance in sports. This book is an amazing resource for any teacher trying to educate the whole child.

Assess

This source is incredibly useful. It covers such a breadth of material that other sources are unable to. It also talks about using yoga in the classroom, as Gardner does, but frames it differently so that the emphasis is on holistic teaching rather than Gardner’s narrower focus. Miller et al. address the religious debate of using meditation, similar to Longacre and Chase; they also refute this argument by providing solutions. The information is certainly reliable because it comes from esteemed scholars in the field and is peer-edited. Each author has authority because of his/her field experience and prior research. Each chapter does a careful job of addressing the critiques of the particular argument so that bias is limited. The goal of this source is to encourage holistic education and provide creative means of incorporating it into various education settings.

Reflect

This source is helpful because it addresses all of the major topics of my research and the goals of the peace curriculum I am designing. It shapes my project by providing a wider range of examples for educating holistic education as well as defends my own emphasis on this ideology. For example, Ayako Nozawa writes about the use of art making for education, or creative healing. This inspired me to focus on art during the curriculum in order to speak to various interests and strengths of students, as well as to try diverse healing processes. This source fits with the rest of the annotated bibliography because it combines each section of this bibliography to illustrate numerous holistic learning environments. It has made me realize the importance of giving students the opportunity to explore different health strategies and to frame my lessons in ways that appeal to different kinds of students based on gender, religion, nationality, and learning style.

Morgan, Lisa. “ Harmonious Learning: Yoga in the English Language Classroom.”

Summary

Morgan writes about using yoga in an English classroom to create a “harmonious language learning classroom.” She coined this term to describe a classroom environment that reduces anxiety, stress and negative competition amongst learners. Teachers are responsible for creating and maintaining this environment. She gives a brief description of yoga and then goes into detail of her use of total physical response (TPR) with yoga. She suggests different methods of incorporating yoga into a classroom and the positive affects it can have on students. Finally, she addresses a few frequently asked questions related to using yoga in an English classroom that addresses common concerns and useful resources.

Assess

This is a useful source because it gives an example of the using yoga in an English classroom, exactly what my curriculum aims to do. Similarly to Snow’s book, it works within the assumptions of any given English class, rather than focusing on a specific community of learners. All language learners experience heightened anxiety and stress in this high-stakes environment. Morgan has a lot of personal experience and seems to provide reliable ideas and resources for implementation of her idea. She aims to help other teachers to create harmonious learning environments for their students, just as she has.

Reflect

This source is helpful for the development of my curriculum because it provides a successful example of the implementation of yoga into an ESL classroom and suggests alternatives suggestions for how to do so. Additionally, this source points to the responsibility of the teacher to ensure the comfort of all students as a continuous and conscious effort that I will have to be aware of. No other source discusses yoga in an English classroom so this has helped me to realize how realistic this project truly is. I want to add to Morgan's model by incorporating more of the needs of a refugee community by focusing the English class on learning American history and culture so that they may feel more comfortable within their new community.

Richards, Jack C. and Charles Lockhart. *Reflective Teaching in Second Language Classrooms*. Cambridge University Press: New York, 1994.

Summary

Richards and Lockhart help teachers learn to use their classroom-experiences to gain a better awareness of their personal assumptions, beliefs, and attitudes. The book is meant to engage the reader (a teacher) to actively think about their own actions in class and how students may interpret it. Richards and Lockhart provide approaches to classroom investigation in teaching, explore teacher's beliefs on various topics, examines the structure and interaction of a language classroom, and discusses the nature of language learning activities.

Assess

This differs from Gebhard and Oprandy's book because it focuses on language classrooms and uses more general information, rather than focusing on individual experiences. This source is useful because it engages teachers to think about each aspect of their classroom and lesson plan and what it may communicate to students. The information is reliable and relatively unbiased because it was published by Cambridge and does not excuse any teacher from being guilty of having personal beliefs, attitudes or assumptions that interfere with their students' classroom experience. This source aims to bring greater personal awareness to these thoughts and help teachers find ways to avoid negatively affecting a student's learning process.

Reflect

This source was helpful to me because it engaged me as a teaching, specifically related to my skills as a second language teacher. It reminds me of the importance of reflection, observation, and critique. It shapes my project by encouraging me to use a wide variety of activities, teaching methodologies, and a structure that do not exclude any members of the class. Other source regarding English language learning focuses on the students' experiences without truly holding the teacher accountable. Milller, for example does not really explain what holistic methods work best for certain types of teachers, but focuses only on students. Burns and Richards focus on various methodologies without explaining the implications of using them with different types of students. This source shapes my project by bringing other sources together and requiring deeper intrapersonal thought.

Snow, Don. *More than a Native Speaker: An Introduction to Teaching English Abroad*. Teachers of English to Speakers of Other Languages, Inc.: Alexandria, Virginia, 2006. Print.

Summary

Snow's book is full of activities for classroom use to help promote English language learning. Chapters 1-6 include basic principles of language learning and teaching and course lesson planning. Chapter 7-14 are focused on listening, reading, speaking and writing skills in addition to vocabulary and grammar in the context of a culturally diverse classroom. There are

also suggestions for how to handle common challenges that exist within a language classroom. The last two chapters are resources for teachers/volunteers abroad. Chapter 15 has advice for adapting to life in the host country, which a teacher in the U.S. could share with students who are refugees or immigrants.

Assess

This source is useful because it focuses on language classrooms rather than the specific community of students within it. It gives specific teaching and troubleshooting strategies that can be incorporated into the lesson plans. I used this book as part of the TEFL certification course and found it to be both reliable and unbiased. It addresses different cultural perspectives and works within and around these barriers. This book aims to prepare new teachers for what to expect and how to approach their English language classroom.

Reflect

This source is helpful because it does not focus on the challenges of working with refugees but focuses on classroom culture and behavior within any community. It reminds me that, as teachers, we need to be prepared for face diverse challenges and use assorted activities and methodology to help our students to learn. This source stand out from the other sources because it takes culture into consideration, realizing that not all students will react the same way to certain lessons and methodology but some approaches may prove universal.

Influential People¹

Cambridge, Daryn- <http://www.nonviolent-conflict.org/index.php/officers-and-staff/535-daryn-cambridge-director-knowledge-a-digital-strategies>

Biography

Daryn Cambridge has a B.A. from Middlebury College, a M.A. in International Training and Education from American University and a professional certificate in International Peace and Conflict Resolution. He is the senior director for Learning & Digital Strategies at the International Center on Nonviolent Conflict. He also teaches two courses at American University as an education and training consultant and peace educator. Cambridge has done consulting work, taught and worked at non-profit organizations.

Interview Questions

- How can peace pedagogy be introduced to international refugees in a sensitive manner?
- What advice do you have for an aspiring teacher and peace activist?
- How have all of your past professional experiences led to your current positions. Where do you see yourself in the future?

King, Vanessa

Biography

Vanessa King has been studying yoga since 1998. She believes that yoga offers something different and special to each individual person. She holds certificates in Reiki 2 and craniosacral therapy and is a Thai Bodywork therapist, and several other types of yoga. King teaches yoga classes, leads holistic cleanses and practices Flying yoga in the DC area.

Interview Questions

¹ Due to the time constraints of a single semester, I was unable to conduct personal interviews with these influential people; however, my research has prepared me to interview them in the future should the opportunity arise. I listed a small sample of questions I would like to ask.

- From your experience, how has yoga been able to help those who have experienced trauma or struggle with anxiety, depression, and other mental illness?
- Have you ever taught yoga to English language learners? If so, please describe the experience for you and the students.
- How does each of your many certifications better prepare you to teach a healing yoga practice?

Trybulec, Carrie²

Biography

Carrie Trybulec has been the Director of the Gandhi Memorial Center since 2006. Trybulce has served the Center in some capacity since 1998. She has a B.A. in International Studies and a M.A in International Peace and Conflict Resolution, both from American University.

Interview Questions

- What responsibilities do you have as the director of the Gandhi Memorial Center?
- How do Gandhi's teachings apply to refugees in the United States?
- How could refugees benefit from access to the resources available at the Gandhi memorial center?
- Why is it important to carry out Gandhi's legacy in the U.S.?

Organizations

Gandhi Memorial Center- <http://gandhimemorialcenter.org/>

About

The Gandhi Memorial Center was established in 1976 as a means for the public to study, reflect, and live and message of Mahatma Gandhi. It offers events and volunteer opportunities to all who are interested. The center maintains a print and online library of related materials that represents international, historical and contemporary authors.

Relevance

This source proved so valuable to peace education that a field trip to the memorial center will occur towards the end of the curriculum. It is open to the public on Fridays and Saturdays but can also be accessed by appointment. It is important that students understand the precedent set for meditation, mindfulness and peace. Gandhi's legacy will continue through my peace curriculum. Gandhi's philosophy served as the foundation and inspiration for much of the literature presented in this bibliography.

Holistic Health Therapies- www.flowyogacenter.com/holistic_health

About

Holistic Health Therapies works with patients on bodywork, nutrition, life-coaching and yoga therapy for healing. They believe that the body can heal itself, given the appropriate nutrition, rest, rejuvenation, and mental/emotional balance. Specific services include: yoga therapy for physical injuries, yoga for mood management, trauma sensitive yoga, Thai yoga, wellness coaching and life coaching. Vanessa King, discussed above, is a wellness coach with Holistic Health Therapies.

Relevance

² Ms. Trybulec was very responsive to my e-mail inquiry but due to my schedule, I was unable to arrange and in-person interview with her.

Student who enjoy participating in ‘Yoga Through Emotion and Experience’ may want to seek further treatment through Holistic Health Therapies. It is also useful to contact members of the Holistic Health Therapies staff to learn about the needs of my students and how they might incorporate yoga and other healing

Lado International College

About

Lado was inspired and created by Dr. Robert Lado. Their mission is to provide quality English class and teaching training. Lado has been officially recognized by the U.S. Department of Education since 1978. They have morning, afternoon, and evening English classes at all levels at three different campuses.

Relevance

I earned my TEFL certificate at Lado. Therefore, my teaching approach is very similar to that of Lado, which can serve as an invaluable resource. I have many connections there and hope to teach a class at Lado over the summer. I am also hoping that Lado might also allow “Education Through Experience and Emotion” to be based at one of their campuses. This would give my students the opportunity to meet other ESL students and teachers and sign up for future classes after their summer curriculum is over.

United States Conference of Catholic Bishops-Migration and Refugee Services-

<http://www.usccb.org/about/migration-and-refugee-services/>

About

The USCCB serve and advocate for refugees at the national and international levels. Through education, heavily influenced by Catholicism, the USCCB welcomes and supports this community. They arrange and provide the necessary, critical services through partnerships with other organizations. USCCB works specifically with unaccompanied children and in anti-human trafficking movements.

Relevance

It is important to be aware of, and teach students about, the various resources available to refugees in the area. Religious based organizations do a lot of very important work and some students may feel more comfortable affiliated with the Church, rather than relying solely on the U.S. government. The USCCB website has links to many reports as they relate to migration and refugees.

Young Professionals in Foreign Policy- Refugee Assistance Program-

<https://ypfp.org/content/refugee-assistance-program-rap>

About

RAP works to create social support networks of volunteer mentors, teachers, and friends for recently resettled refugees in the Washington, DC area. They believe that these social relationships are key for survivors of oppression, war, and political violence so that they may build new lives in the U.S. RAP is one branch of the Young Professional in Foreign Policy (YPFP) program and they educate other branches of YPFP about topics related to refugees, human rights, and immigration.

Relevance

Students may wish to be paired with a mentor, teacher or friend in order to build their network within DC. This program is a good way for me to get more involved with the refugee

community and learn more about their needs. We could also recruit students to “ESL Through Emotion and Experience” through RAP.

Refugees International- www.refugeesinternational.org/

About

Refugees International works around the globe to aid those affected by climate displacement, statelessness and other causes of refugee populations. There is a heavy focus on women and children, as they are often the most vulnerable and poor members of a population. RI works internationally to respond to refugee crises by increasing stability through food, medicine, and education aid. It started in 1979 as a citizens’ movement to protect Indonesian refugees and has grown since then into a leading advocacy organization.

Relevance

Students in my program may have family in refugee camps or other dangerous situations around the world. It may comfort them to know of the resources available. Perhaps they could also contact RI for more individualized questions and concerns. RI offers internship and other job opportunities that students may want to get involved with if they feel passionate about refugee issues worldwide.

The United Nations Refugee Agency (UNHCR)- www.unrefugees.org

About

UNHCR provides protection, shelter, emergency food, water, medical care, and other assistance to more than 34 million people worldwide who had to flee home due to war and persecution. The UNHCR also assists displaced people to return home voluntarily and safely. They work to guarantee the basic human rights of all people when their governments fail to do so. The UNHCR works in 126 countries in accordance with the 1951 Geneva Convention.

Relevance

The UNHCR is another organization that my students might want to understand in order to be more aware of the resources available to international refugees. As a teacher, I can also gain valuable insight through the UNHCR to improve my own understanding of what my students have experienced. I should be familiar with the resources available to them so that I may answer any questions that arise and can avoid asking inappropriate questions.

US Committee for Refugees- www.refugees.org/

About

The USCRI helps refugees in the U.S. to regain self-sufficiency. They focus especially on victims of human trafficking and to protect the right of unaccompanied immigrant children. Ideally, USCRI wants all immigrants/refugees to be able to participate fully in community life. For 100 years, the USCRI has worked to improve the lives of refugees nationwide

Relevance

USCRI has a similar goal to mine as and ESL teacher of adult refugees; they should participate in all aspects of community life. USCRI is one resource students may use to learn of job opportunities and other services available to them. As a teacher, I would like to speak with staff at the USCRI to see how we could partner together and better serve the target community.

Yoga Activist, Inc.- <http://yogaactivist.org/>

About

Yoga Activist, Inc. is an NGO that works to build connections between qualified yoga instructors, social service providers, government agencies and communities that have little or no access to yoga. This organization believes in yoga as a self-empowerment tool that can be used by all communities, including the homeless, trauma survivors, at-risk youth, prison populations, and people with drug and alcohol addiction, mental illness or physical impairment. Yoga Activist, Inc. has established a national yoga activist database, national and local city chapters, and trainings. They also provide educational and fund raising materials.

Relevance

The Yoga Activist staff were responsive to my e-mail inquiries and have also created an easy-to-use, resource rich, and accessible website. There is a lot of combined experience and passion within the organization that allows for a widespread, successful impact. This is an organization that inspired my curriculum because I wished to learn more about it.

Conclusion

The curriculum created from this research represents only one interpretation of the current literature. Through a deeper understanding of the use of yoga for healing, best practices in teaching English as a second language, and the mental health challenges facing refugees, I hope that “ESL through emotion and experience” will successfully address some of the needs of the adult refugee population who participates in the course. Through careful study of the summer course, future curriculums and lessons may be created to better meet their needs. While there are yoga programs available to refugees, none-exist within the classroom. This background research could be further strengthened through in person interviews with the influential people identified and site-visits to the organizations described. “ESL through emotion and experience” brings learning, healing yoga, and experiential fieldtrips will provide a holistic educational summer program.

Introduction

The observations and discussion notes that follow are based on my personal interactions with various yoga teachers and as a participant in different yoga classes. My hope is that these descriptions will help me, and other teachers, to choose appropriate forms of yoga to incorporate into the ESL classroom for an adult refugee population (or in another context). Each form of yoga is taught differently under each yogi and has different characteristics that may make it appropriate for an ESL classroom. Yoga instructors each have their own philosophy and approach to teaching that can be modeled and adapted to serve the needs of my target population.

Yoga

Kundalini

Kundalini yoga focuses on the expansion of sensory awareness and intuition in order to raise individual consciousness and merge it with the divine consciousness. Kundalini aims to cultivate the creative spiritual potential of a human to uphold values, speak truth, and focus on the compassion and consciousness needed to serve and heal others. ‘Kundalini’ is a spiritual energy or life force located at the base of the spine, which is conceptualized as a coiled up serpent. Through engaging the body’s seven chakras, Kundalini yoga is used for spiritual awakening and healing.

Kundalini yoga does not use the same poses as the other forms described below, but instead is practiced by engaging the nervous system and the mind. Through visualization, mantras and meditation, practicing Kundalini helps one to find inner peace and balance.

While some of the poses may be inappropriate for an ESL classroom, meditation and mantras can help students to practice mindfulness and allowing deep emotions to come to the surface in a safe environment. Creating space in the classroom for reflection and relaxation could be beneficial to those who are experiencing great stress in their daily activities.

Sivananda

This practice focuses on preserving health and wellness. Students range in age and ability, emphasizing full, yogic breathing and frequent, active relaxation. Relaxation does not need to be a passive experience but can be reached through deep focus. The practice is usually conducted entirely with eyes closed so that practitioners can focus on how they are feeling rather than comparing themselves to others around them.

ESL classroom exercises complete with eyes closed or backs turned to each other, eliminates one source of anxiety for the learner. By focusing solely on what they are saying rather than how they or their partner looks can temporarily relieve some pressure. Holding yogic poses with closed eyes may also help students to translate this ideology to their studies and other aspects of daily life. By focusing on oneself and one’s own feelings the relativity of comparing oneself to others begins to dissipate. It is also important for this population to realize that they have some control

over their emotions and feelings. With the right mindset, they can reach relaxation and calm during a hectic day.

Restorative

Restorative yoga relaxes the body by gently stretching in multiple directions to restore energy and strength. This class often uses props, such as blankets and bolsters to assist in the comfort of the practitioners. Restorative yoga can leave practitioners nourished and well rested.

While it might not make sense in a classroom, sharing of restorative techniques for private practice at home may help students learn to manage stress and regain composure at the end of a long day.

Vinyasa/Flow

This is a fast-paced, fitness approach to yoga that works on strength building. The practice follows a series of movements that connect breath and movement. There is no single philosophy or sequence for teachers to follow and adjustments can be made to each pose to make them progressively difficult. The class can feel loose and unpredictable but each teacher has his/her own method.

Vinyasa yoga poses could be fun to practice in the classroom to get students moving. A full sun salutation or rotation of movements may feel inappropriate and uncomfortable in the classroom, but certain poses could be fun and a good ice-breaker or warm-up activity.

Instructors

Candice

Makes an effort to speak with each of her students and learn their names. In her Kundalini class, comfort is key to helping students reach inner peace and relaxation. She feels inspired by the power and healing properties of Kundalini yoga and meditation. She teaches diverse populations of students including children, adolescents, adults, beginners, and skeptics. Her passion and inner peace reflects onto others and translates into her practice.

Edwin

Edwin has developed a devotion to finding balance between inner peace and calm. He encourages his students to practice with love, acceptance, and an element of curiosity. He is excited to try new positions and to push his students to push themselves into poses that they never imagined possible. Edwin's enthusiasm makes his students feel welcome and safe to experiment with their bodies. He insists that our minds try to trick us by insisting we cannot do something or hold a pose any longer, but through breath and concentration, our bodies may surprise us.

Kat

From an early age, she has been intensely curious about what it means to be alive in a body on this planet. This curiosity led her to explore embodiment, connectivity and experience through many practices and studies, including long distance running, many forms of dance, literature from all over the world, and several languages. She wants to help others deepen connections with themselves and with the world. Her class adapts based on the skill level and ability of students in the class and she makes sure to engage her students both inside and outside of the classroom.

Aqeel

Aqeel is an extremely popular instructor. He began practicing yoga to ease tension from an overactive mind and appetite. He has used his personal yoga practice to transform his body, attitude, and mind. He wants each student to have his/her own experience while sharing in the energy of others and cultivating greater mind-body awareness. Through this, we can embrace the changes that life brings.

ESL Through Emotion and Experience

Program Overview

Population: Adult Refugees (10 student maximum per class)

Length: 12-week summer program

Location: Lado International College and DC metro area

Content: Intermediate ESL lesson on Monday, Wednesday, Friday; field trips on Tuesday and Thursday (students may bring 1 guest to each field trip)

Objectives:

- Students will understand each of the twelve themes in the framework of peace.
- Students will improve their speaking, writing and reading skills in English.
- Students will be asked to keep a personal journal to reflect on classroom experiences and field trips/weekly excursions. They are encouraged to share their reflections with class.
- Students will gain a deeper understanding of American culture and history through interactive field trips.
- Students will learn to use meditation and yoga to address their mental health needs.

Students will learn to use meditation and yoga to address their mental health needs.

Methodology:

- Multiple intelligence theory
- Experiential learning
- Elicitive approach
- Total physical response
- Immersion
- Empowering students to be the teachers

Background

This curriculum has been developed through careful background research of the target community- adult refugees, the healing power of yoga, and best practices for teaching English as a second language (ESL). Through experiential learning methodology this course engages participants to best meet their specialized needs.

Adult refugees may face many mental health challenges as they recover from trauma and adjust to life in a new country. Longacre (2012) focuses primarily on the specialized need of survivors of torture and refugee trauma for mental and physical health care. The background information on refugees makes clear the various struggles they face and the difficulties that western medical practitioners experience during treatment. For example, seeking help for mental illness is associated with a cultural stigma for many survivors. There are many different ways to address the trauma and other mental health issues that refugees face, including allowing them to tell their stories, psychological support, and meditation and yoga (Hayner 2011).

Yoga has been shown to address trauma, depression and anxiety when used in conjunction with other treatments. According to Descilo (2010), yoga breath interventions address the symptoms of PTSD, depression and anxiety. Yoga is a tool for self-healing across age, race and gender (Blackburn 2012). Yoga has been used to help with recovery and transition

from homelessness, war, prison, illness, and other trauma (Blackburn 2012). After reading Wills' article, I began to consider more perspectives and understand that not all potential students will have a positive reaction to the use of yoga in their ESL classroom. Because of this it will be important to set guidelines on the first day of class and start off slow so that we do not make anyone uncomfortable or trigger negative memories or thoughts. Yoga alone is not enough to solve any serious internal strife but can be an important part of the healing process (Blackburn 2012; Descilo 2010).

Refugees and other immigrants face intense pressure to learn English so that they can be functional in their new community. Through research that combines ESL and peace education, this curriculum uses experiential learning, multiple intelligence theory, and the elicitive method in addition to other teaching methodology. Each ESL lesson has objectives borrowed from Candice C. Carter's "Standards for Peace Education" (2006), with indicators adapted to fit this specific context.

Weekly Lesson Plans

Week 1- Food

Objectives:

- Contextual awareness of food in America
- Multiculturalism and understanding of international food
- Hospitality by inviting others to share in your own food or home
- Conscientious consumerism through buying local produce and other food products

ESL class

Day 1

Purpose: Students are introduced to this week's theme- food and they will learn to describe their favorite meal from their home country and give directions of how to make it.

Indicators/Outcomes: By the end of this lesson, students will be able to

- Describe their favorite food from home
- Learn to cook dishes from around the world
- Respectfully listen to, and ask questions of, their classmates

Key Vocabulary Words

- Nouns: picnic, electric mixer, whisk, ingredients
- Verbs: to cook, to bake, to boil, to fry, to mix
- Sequencing words: first, second, next, lastly
- Command form of verbs

Opening (15 min): Greeting, practice meditation with their mantra, and reflection on farmer's market field trip. Did they see any foods at the farmer's market that they also have back home?

Focus

Activity 1 (15 min): Students will individually list the ingredients in their favorite food from home and read this aloud to the class.

Activity 2 (30 min): In pairs, one student will give directions to making their favorite dish while another student acts it out. Then switch roles.

Activity 3 (40 min): On a large poster paper, students will draw their favorite food and label it with relevant vocabulary and the flag of their country. Each student presents a classmate's design.

Closing (10 min): Teacher review common mistakes, students reflect on the day's lesson.

Day 2

Purpose: Students reflect on their experience at the picnic and

Indicators/Outcomes: By the end of this lesson, student will:

- Be familiar with traditional American foods
- Feel comfortable buying food at a farmer's market
- Understand the importance of buying locally

Key Vocabulary Words and grammar structures

- Nouns: price, fruits and vegetables, hamburger, macaroni n' cheese, pie, vendor, consumer
- Verbs: to cost, to purchase, to be fresh
- Asking basic questions: What, how much

Opening (20 min): Greeting, introduction, instructors ask what students would like to gain during this course. Through picture prompts, students list all of the foods they can identify in English.

Focus

Activity 1 (15 min): Students will write their own mantras. They can be two simple words (one to be said on the inhale and the other on an exhale) or a sentence that helps the student to feel safe or happy. Students will sit comfortably, close their eyes, and silently say their personal mantra. They may share with the class if they wish. Example: *breath in* Strength, *breathe out* Love; I love who I am, where I am and why I am.

Activity 2 (25): Listening activity that gives an example of someone shopping in a farmer's market; both teachers will participate in this lesson. This will be followed by a discussion of the vocabulary and grammar.

Activity 3 (20 min): In pairs, students read a passage about the importance of supporting local farmers and discuss their views.

Activity 4 (25 min): With toy foods provided by the instructor, students will simulate a farmer's market, taking turns as the buyer and seller. We will write a practice dialogue on the board as a class.

Closing (15 min): Teacher reviews any grammar/vocabulary mistakes commonly made during the lesson. Students will reflect on what they learned and ask questions they may have connecting the day's lesson and tomorrow's field trip.

Day 3

Purpose: Students practice the grammar and vocabulary they learned during the week and reflect on their experiences. Students have the opportunity to present on anything related to the week's theme or trips.

Indicators/Outcomes: By the end of the lesson, students will

- Present on an important topic to them that is related to the week's theme

- Use a computer for research and to create a presentation

Opening (10 min): Greeting, mantra meditation.

Focus

Activity 1 (35 min): Students choose a presentation topic, research it and create a presentation.

Activity 2 (60 min): Student presentations

Closing (15 min): Teachers reviews common mistakes related to relevant vocabulary and grammar. Students share their favorite and least favorite aspects of this week's lessons and trips. What could have been done better? Is there a different trip that could have been more enjoyable? What should the instructors make sure to cover in future weeks?

Field Trips

Trip 1:

Where: Potluck Picnic on the National Mall and Monuments (900 Ohio Drive SW, Washington, DC 20024-2000)

Why: Understanding aspects of different cultures will give the students a coherent sense of multiculturalism by experiencing other types of international food. They will learn the importance of hospitality by inviting others to share in the riches and traditions of their own culture. The National Mall is a perfect setting that incorporates tourists, residents and the DC community as a whole.

What: Students will bring dishes of different foods from their home country that they discuss during class. We will share food while sharing stories from their home country. Each student will present on their country of origin and explain how they feel to be in the United States. We will also tour many of the monuments including the WWII Memorial, the Lincoln Memorial, and the new MLK Memorial.

Trip 2:

Where: Eastern Market (225 7th St SE Washington, DC 20003)

Why: Eastern Market creates an environment that celebrates and brings together diverse food cultures. It focuses on small independently owned businesses and local farmers. There are outdoor tents selling everything from farm-fresh produce to handmade jewelry, canvas art, and even savory crepes. In essence it is a flea market, but it represents the District's culture and history through food that brings the community together. It will help the student understand what it means to be a conscientious consumer and the importance of buying locally to help support local farm businesses. It will also give students the perspective of what kind of food they can find in the United States and be able to compare certain foods to ones they can find back at home.

What: The field trip will entitle methods in practicing English. They will engage in buying locally while interacting with the merchants and local farmers. They will have a list of items to find; where to find them and how much they are sold for. Students will then be able to decide what they want to buy and understand how their money is being utilized.

Week 2- Family and Community

Objectives:

- Self-awareness of one's own position in the family and community
- Pro-active communication regarding relationships
- Cooperation with others who hold different position in the family or community
- Patience with those who think and act differently than oneself

ESL class

Day 1

Purpose: Students are introduced to this week's theme in preparation for the follow day's field trip.

Indicators/Outcomes: By the end of the lesson, students will

- Be familiar with resources for families within the community
- Be able to explain their family structure and place within it

Key Vocabulary Words and grammar structures

- Nouns: veterans, rec center, aunt, uncle, daughter, son, mother, father (etc.)
- Verbs: play with
- Proper nouns

Opening (15 min): Greeting, introduction, students were asked to bring pictures in of their family so class begins with descriptions of the photographs

Focus

Activity 1 (10 min): Partner yoga- students will pair off and will sit back-to-back on the floor with breathing and practicing their individual mantra. This is to help begin building a community within the classroom.

Activity 2 (45 min): Learn relevant vocabulary and each student will create a family tree

Activity 3 (20 min): Listening exercise about the options available to a person through a community/recreation center.

Activity 4 (20 min): Group decides together what activities they would like to do at the recreation center and decide what they need to bring in order to be prepared

Closing (10 min): Teacher reviews any grammar/vocabulary mistakes commonly made during the lesson. Students will reflect on what they learned and ask questions they may have connecting the day's lesson and tomorrow's field trip.

Day 2

Purpose: Prepare students for their visit to Walter Reed Hospital and building a stronger classroom community.

Indicators/Outcomes: By the end of the lesson students will

- Understand the importance of caring for our country's veterans
- Awareness of appropriate questions to ask and conversation topics
- Ability to discuss the human consequences of war

Key Vocabulary Words

- Nouns: Veteran, hospital, post traumatic stress disorder
- Verbs: to cure, to treat
- Phrasal verbs: to care for, to attend to

Opening (10 min): greeting and reflection on trip to the rec center

Focus

Activity 1 (10 min): Group yoga- students lie in a circle on the floor and feel each other's energy, focused on healing and caring for one another

Activity 2 (20 min): Students look through the Walter Reed website; ask teacher about different vocabulary words/phrases

Activity 3 (30 min): Discuss their findings in small groups and present back to the class

Activity 4 (40 min): Write cards to veterans about their story and thoughts about the effort of veterans

Closing (10 min): Teacher review common mistakes, students reflect on the day's lesson and ask questions about tomorrow's trip.

Day 3

Purpose: Students practice the grammar and vocabulary they learned during the week and reflect on their experiences. Students have the opportunity to present on anything related to the week's theme or trips.

Indicators/Outcomes: By the end of the lesson, students will

- Present on an important topic to them that is related to the week's theme
- Use a computer for research and to create a presentation

Opening (10 min): Greeting, group meditation.

Focus

Activity 1 (35 min): Students choose a presentation topic, research it and create a presentation.

Activity 2 (60 min): Student presentations

Closing (15 min): Teachers reviews common mistakes related to relevant vocabulary and grammar. Students share their favorite and least favorite aspects of this week's lessons and trips.

Field Trips

Trip 1:

Where: Columbia Heights Community Center (1480 Girard St NW Washington, DC 20009)

Why: Students will be able to understand what resources are available in their community. They will learn the values and responsibilities of being pro-active in the community. Students will gain a sense of self-awareness as well as a sense of community awareness by group participation and interaction with adults and children. The community center will promote individual growth and development, prevent social problems, develop a strong community, and enhance the visual appeal and functions of the center.

What: The community center offers many resources of recreation through personal, social and facility benefits. Students will interact and meet with members of the community center. Students will choose which facilities to use from a basketball court, computer lab, dance studio, fitness center, gymnasium, multipurpose room, playground, sound studio, spray park, and a video studio. Students will also be allowed to bring members of their families as guests.

Trip 2:

Where: Walter Reed National Military Medical Center (8901 Wisconsin Avenue, Bethesda, MD)

Why: Students will understand the concepts of cooperation and communication in the setting of a hospital. They will learn certain aspects of patience when dealing with those who think and act differently. Students will learn how to cooperate with others who hold different positions and titles in the community. Students will accept responsibilities in helping hospital staff and spending time with patients.

What: Students will take part in active visitation sessions with veterans and hospital staff to understand how the hospital works and the environment. Students will share experiences with the patients and hear stories from former soldiers who were in combat. Students will share pictures of their families and choose a patient to write a letter to in the future.

Week 3- African American History

Objectives:

- Empathy towards the plight of others
- Commitment to a social movement and to civil rights
- Courage to stand up for others and oneself
- Civil Rights history and nonviolent movement

ESL class

Day 1

Purpose: Students are introduced to this week's theme in preparation for the follow day's field trip.

Indicators/Outcomes: at the end of the lesson students will

- Feel prepared to read and interact with material at the National Museum of African American History
- Be familiar with the civil rights movement
- Identify a social issue that they feel strongly about

Key Vocabulary Words and grammar structures

- Nouns: African American, slavery, non-violence, activist
- Verbs: to protest, to segregate, to discriminate
- Academic writing

Opening (15 min): greeting and introduction to week's theme. Students are asked to identify civil rights in the U.S. and their home country

Focus

Activity 1 (10 min): Students will practice tree pose because it is grounding and powerful

Activity 2 (30 min): Watch a few short clips about the civil rights movement in America

(<http://www.history.com/topics/civil-rights-movement/videos>)

Activity 3 (25 min): Learn about the different forms of non-violent action used during the civil rights movement and create our own protest signs.

Activity 4 (30 min): Students will create a skit to address a civil rights abuse they see in their lives.

Closing (10 min): Teacher reviews any grammar/vocabulary mistakes commonly made during the lesson. Students will reflect on what they learned and ask questions they may have connecting the day's lesson and tomorrow's field trip.

Day 2

Purpose: Reflect on their experience at the Museum of African American History and learn about contemporary issues in the African American community

Indicators/Outcomes: By the end of this lesson, students will

- Be aware of contemporary issues facing African Americans
- Identify ways to peacefully protest their situation

Key vocabulary words and grammar structure

- Nouns: neighborhood, heritage, cultural tourism, gentrification, stereotypes
- Verbs: to visit, to explore, to empower
- Contractions (informal language)

Opening (10 min): greeting and reflection on museum visit.

Focus:

Activity 1 (10 min): Practice tree pose with mantra

Activity 2 (55 min): Guest speaker, Aqeel, Yoga Activist yogi, DJ and U Street resident.

Question and answer session

Activity 3 (35 min): Watch a spoken word recitation related to the topic and relevant vocabulary words (<http://video.pbs.org/video/2327691865/>)

Closing (10 min): Teacher reviews common mistakes, students reflect on the day's lesson and ask questions regarding tomorrow's field trip.

Day 3

Purpose: Students practice the grammar and vocabulary they learned during the week and reflect on their experiences. Students have the opportunity to present on anything related to the week's theme or trips.

Indicators/Outcomes: By the end of the lesson, students will

- Present on an important topic to them that is related to the week's theme
- Use a computer for research and to create a presentation

Opening (10 min): Greeting, tree pose meditation.

Focus

Activity 1 (35 min): Students choose a presentation topic, research it and create a presentation.

Activity 2 (60 min): Student presentations

Closing (15 min): Teachers reviews common mistakes related to relevant vocabulary and grammar. Students share their favorite and least favorite aspects of this week's lessons and trips.

Field Trips

Trip 1:

Where: National Museum of African American History and Culture (Constitution Ave., NW, Washington, D.C. 20004)

Why: Students will understand the importance of African American history towards American culture. They will utilize aspects of empathy towards an understanding of the plight and struggle of others within history. Students will acknowledge the qualities of courage to stand up for certain rights, within the context of African American history.

What: Students will take part in an interactive tour of the new museum. The exhibits in the museum will help stimulate a dialogue about race and help to foster a spirit of reconciliation and healing. Students will find connections between the struggles of African Americans that have impacted freedom struggles around the world.

Trip 2:

Where: U Street (Washington, DC 20009)

Why: In the District of Columbia, U St is a community that actively works to embrace its historical significance for the African American community of Washington, D.C. Students will learn about civil rights history and the significance of non-violent movements. Students will also experience community commitment to past and current social movements within a civil rights paradigm.

What: Students will participate in a Cultural Tourism excursion of the U St that will explain the history of the neighborhood. Students will discover the history of this neighborhood celebrated for nurturing national and international leaders in civil rights, law, science, and the arts. Student will visit many famous landmarks including Ben's Chili Bowl and The African American Civil War Memorial and Museum.

Week 4- Native American History

Objectives:

- Acceptance of another's cultural, racial and ideological differences
- Inclusion of those who differ from oneself
- Legitimize others who may be stigmatized by mainstream society.
- Preservation of culture and tradition

ESL class

Day 1

Purpose: Students are introduced to this week's theme in preparation for the follow day's field trip.

Indicators/Outcomes: By the end of this lesson, students will

- Be familiar with the history and culture of the Piscataway Indians, who lived on the land that is now Washington, DC
- Understand the traditional and contemporary lives of American Indians
- Write letters to the President regarding their concern of the treatment of American Indian populations

Key Vocabulary Words

- Nouns: reservation, warrior, elder, petroglyphs, dream catcher
- Adjectives: indigenous, nomadic, brave
- Verbs: to preserve
- Prepositions (of, with, by, from)

Opening (10 min): greeting and introduction to topic. Students are asked to share about the indigenous community of their home country.

Focus

Activity 1 (10 min): Warrior 1 and warrior 2 poses. This is meant to increase stamina and will also relate to the lesson of traditional American Indian stereotypes.

Activity 2 (30 min): Students will listen to a presentation by a Piscataway Indian about historical and contemporary life.

Activity 3 (25 min): Students will ask questions and use this information to write letters to the President about their concerns.

Activity 4 (35 min): Students will read a passage about the meaning of dream catchers (<http://iml.jou.ufl.edu/projects/STUDENTS/GREENB/crafts1.html>) and create their own.

Closing (10 min): Teacher reviews any grammar/vocabulary mistakes commonly made during the lesson. Students will reflect on what they learned and ask questions they may have connecting the day's lesson and tomorrow's field trip.

Day 2

Purpose: Prepare students for their trip to Jamestown and further educate them on the history of American Indians

Indicators/Outcomes: By the end of the lesson students will

- Have a basic understanding of the history of Jamestown
- Be comfortable discussing historical events
- Hear and see themselves speaking English

Key vocabulary words/grammar structures:

- Nouns: tribe, tepee, powwow, totem pole, shaman, long house
- Verbs: to commemorate, to reflect
- ‘Should have’

Opening (10 min): greeting, reflection of yesterday’s field trip.

Focus:

Activity 1 (10 min): practice warrior poses

Activity 2 (30 min): Read and discuss Jamestown timeline using target grammar and vocabulary (http://www.historyisfun.org/pdf/Curriculum-Materials/Jamestown_Timeline.pdf)

Activity 3 (20 min): Watch a few clips from the Jamestown Chronicles (<http://historyisfun.org/chronicles/>).

Activity 4 (40 min): Write and film our own historical biographies

Closing (10 min): Teacher reviews common mistakes, students reflect on the day’s lesson, and ask questions for the field trip to Jamestown.

Day 3

Purpose: Students practice the grammar and vocabulary they learned during the week and reflect on their experiences. Students have the opportunity to present on anything related to the week’s theme or trips.

Indicators/Outcomes: By the end of the lesson, students will

- Present on an important topic to them that is related to the week’s theme
- Use a computer for research and to create a presentation

Opening (15 min): Greeting, trip reflection, and warrior pose meditation.

Focus

Activity 1 (30 min): Students choose a presentation topic, research it and create a presentation.

Activity 2 (60 min): Student presentations

Closing (15 min): Teachers reviews common mistakes related to relevant vocabulary and grammar. Students share their favorite and least favorite aspects of this week’s lessons and trips.

Field Trips

Trip 1:

Where: National Museum of the American Indian (Fourth Street & Independence Ave., S.W, Washington, DC 20560)

Why: Students will be able to uphold the values of acceptance and the understandings of another's cultural, racial, and ideological differences. Students will advance their knowledge and awareness of native cultures within the history of America and the United States. Students will learn to be inclusive of cultures that are not prominent in American society.

What: Students will take part in an interactive tour of the museum. Students will learn about Native American traditions, history, various tribes, and contemporary issues. Students will find connections between the struggles of Native Americans to other indigenous peoples around the world. Students will choose a specific Native American tribe to research and present to the class.

Trip 2: (<http://www.historyisfun.org>)

Where: Jamestown Settlement (Jamestown, VA)

Why: The Jamestown settlement is very prominent to American History. Students will be able to have a first hand perspective of 17th century Virginia. They will be able to understand Europeans incentives for settling and the Powhatan tribe's origin to the land. Students will be able to make prominent connections to other peace and conflict situations, past and current. Jamestown represents a preservation of culture and tradition of Native American history.

What: Instructors will rent a van to drive the students (2.5 hour drive) from Washington, DC to Jamestown, VA. Students will tour the settlement through special films, gallery exhibits and an outdoor living history. Students will explore the replica ships, and the recreated Jamestown village and Powhatan village. Students will reflect on their experiences through discussion and in their personal journals.

Week 5- Religion

Objectives:

- Respect of other beliefs through accepting differences and embracing commonality.
- Multiculturalism within and among world religions.
- Methods of nonviolent conflict resolution as a means to solve religious disputes.
- Mutuality as identifying with all humanity regardless of religious identity

ESL class

Day 1

Purpose: Students are introduced to this week's theme in preparation for the follow day's field trip.

Indicators/Outcomes: By the end of this lesson students will

- Be able to speak about their own religion and other common world religions
- Read and write about world conflicts related to religion

Key Vocabulary Words/grammar structure

- Nouns: mosque, temple, church, synagogue, minister, rabbi, sheikh
- Adjectives: secular, fundamentalist, Zionist
- Verbs: to pray, to make a pilgrimage, to be reincarnated
- Countable and non-countable nouns

Opening (10 min): greeting and introduction to week's topic. Students asked to identify dominant religion in their home country.

Focus

Activity 1 (10 min): basic sun salutation practice in order to practice gratitude for whatever we believe in.

Activity 2 (30 min): Read about the Muslim, Jewish and Christian claim to Jerusalem (http://dbp.idebate.org/en/index.php/Argument:_With_three_religious_claims_to_Jerusalem,_how_would_it_be_divided%3F). Discuss. What other religious disputes exist in our world?

Activity 3 (30 min): Listening exercise between 4 characters of different religious background using target vocabulary and grammar. What are the similarity and difference between these characters' beliefs?

Activity 4 (30 min): In pairs, students view the Interfaith Council website (<http://www.ifcmw.org/about>) and suggest other ways to promote religious tolerance. The class will make a master list together.

Closing (10 min): Teacher reviews any grammar/vocabulary mistakes commonly made during the lesson. Students will reflect on what they learned and ask questions they may have connecting the day's lesson and tomorrow's field trip.

Day 2

Purpose: To reflect on yesterday's field trip and prepare students for tomorrow through a deeper understanding of the various ways to express spirituality.

Indicators/outcomes: By the end of the lesson students will

- Be able to defend the intersection of various world religions
- Feel comfortable interacting with people of other faiths
- Adapt their mantras to meet their religious/spiritual and healing needs

Key vocabulary terms and grammar structure:

- Nouns: tolerance, persecution
- Verbs: to meditate, to question, to convert
- Adjectives: divisive, respectful
- Present continuous tense

Opening (10 min): greeting and reflection of field trip. Students share something they learned about their own religion or a new religion.

Focus:

Activity 1 (20 min): Students choose a religion and read about how meditation is used within it (<http://www.news-medical.net/health/Meditation-Spirituality-and-Religion.aspx>). They will then adapt their mantra to reflect their own religious identity

Activity 2 (10 min): sun salutation with new mantra

Activity 3 (30 min): read the stories of creation read by different religious faiths (http://www.innovationslearning.co.uk/subjects/re/information/creation/creation_home.htm)

Activity 4 (40 min): students write a dialogue and perform skit in groups to educate each other on the religion they read about earlier or a creation story.

Closing (10 min): Teacher reviews common mistakes, students reflect on the day's lesson.

Students ask question to prepare for tomorrow's field trip.

Day 3

Purpose: Students practice the grammar and vocabulary they learned during the week and reflect on their experiences. Students have the opportunity to present on anything related to the week's theme or trips.

Indicators/Outcomes: By the end of the lesson, students will

- Present on an important topic to them that is related to the week's theme
- Use a computer for research and to create a presentation

Opening (10 min): Greeting, mantra and sun salutation.

Focus

Activity 1 (35 min): Students choose a presentation topic, research it and create a presentation.

Activity 2 (60 min): Student presentations; students must ask each other questions and give presentation feedback.

Closing (15 min): Teachers reviews common mistakes related to relevant vocabulary and grammar. Students share their favorite and least favorite aspects of this week's lessons and trips.

Field Trips

Trip 1:

Where:

Islamic Center of Washington (2551 Massachusetts Ave NW Washington, DC 20008)

Washington Hebrew Congregation (3935 Macomb Street NW, Washington, DC 20016)

Washington National Cathedral (3101 Wisconsin Ave NW Washington, DC 20016)

Why: Understanding religion is a huge aspect of multiculturalism. Students will be able to respect other beliefs, while embracing their own, through accepting differences and incorporating commonality. In this particular excursion, students will have the

opportunity to learn about the three monolithic religions: Islam, Judaism, and Christianity.

What: Students will tour a mosque, a synagogue, and a church in Northwest DC. At each place of worship, students will be greeted by to a clergy member (Sheikh, Rabbi, Priest) from each establishment. Students are encouraged to share their own beliefs and religious backgrounds to the class. Students will identify aspects of mutuality within the three religious to spark a discussion within the group. This will lead to more discussion on methods of nonviolent conflict resolution as a means to solve religious disputes.

Trip 2: (<http://dc.shambhala.org/>)

Where: Shambhala Meditation Center of Washington, DC (3520 Connecticut Ave NW Washington, DC 20008)

Why: Meditation focuses on inner spirituality of an individual. Many different religious focus on aspects of meditation, especially with the practices of Buddhism and Hinduism. The Shambhala Meditation Center teaches values that are rooted in the principle that every human being has a fundamental nature of basic goodness. The aspects and effects of meditation can be developed in daily life, radiating out to family, friends, the community and society.

What: On Thursday evenings, the Shambhala Center offers free beginner classes. Students will participate in the class with following this schedule:

6:30-7:30 pm: Evening meditation practice and instruction.

7:30 -8:15 pm: Public talk and open discussion with other participants

8:15 pm: Tea and personal reflection

Week 6- Employment and Work

Objectives:

- Nonviolent service as a livelihood.
- Collective and individual responsibility to improve individual and societal conditions.
- Adaptation to new environments, culture, and expectations.
- Commitment toward research and employment opportunities.

ESL class

Day 1

Purpose: Give students a better understanding how nonviolence can be a part of one's livelihood.

Indicators/outcomes: By the end of the lesson students will

- List careers that perpetuate a cycle of peace
- Feel comfortable asking questions in the Library of Congress
- Identify other research organizations and resources

Key vocabulary terms and grammar structure:

- Nouns: library, database, career, think tank
- Verbs: to act, to research, to archive
- The future- will

Opening (10 min): greeting and introduce students to this week's theme. Students bring in a list of the most common jobs in their home country.

Focus:

Activity 1 (10 min): Cat/cows (back bends) with mantra

Activity 2 (25 min): Listening exercise using target vocabulary and grammar that highlights a peacemaker's career.

Activity 3 (30 min): Orientation of how to use American University's online database

Activity 4 (35 min): Students pick a skill that they are particularly good at and explain to the class how to improve their ability to perform this skill. (i.e. reading aloud, motivating others)

Closing (10 min): Teacher reviews common mistakes, students reflect on the day's lesson.

Students ask questions to prepare for tomorrow's trip.

Day 2

Purpose: Students are introduced to this week's theme in preparation for the following day's field trip.

Indicators/Outcomes: By the end of the lesson students will

- Identify their ideal career path
- Be able to find job opportunities available to them
- Understand how to behave at a job interview

Key Vocabulary Words

- Nouns: employee, motivation, occupation
- Verbs: to be employed, to be on time,
- Adjective: conscientious, diligent, dedicated
- The future- going to

Opening (10 min): greeting and introduction. Students describe their current job.

Focus

Activity 1 (10 min): cat/cows (back bends) with mantra; students can also choose to practice other poses they have learned during the course

Activity 2 (45 min): Speaker from Jesuit Refugee Service USA to explain the resources available and, specifically, how they match people with jobs

Activity 3 (20 min): Students research jobs they could apply for and share their top choice and how they will pursue this in a written paragraph.

Activity 4 (25): Students practice mock interviews with each other in an 'onion ring exercise.' Inner circle asks interview questions and outer circle responds.

Closing (10 min): Teacher reviews any grammar/vocabulary mistakes commonly made during the lesson. Students will reflect on what they learned and ask questions they may have connecting the day's lesson and tomorrow's field trip.

Day 3

Purpose: Students practice the grammar and vocabulary they learned during the week and reflect on their experiences. Students have the opportunity to present on anything related to the week's theme or trips.

Indicators/Outcomes: By the end of the lesson, students will

- Present on an important topic to them that is related to the week's theme
- Use a computer for research and to create a presentation

Opening (10 min): Greeting, mantra with chosen yoga pose.

Focus

Activity 1 (35 min): Students choose a presentation topic, research it and create a presentation.

Activity 2 (60 min): Student presentations; student ask questions of each other and critique presentation techniques

Closing (15 min): Teachers reviews common mistakes related to relevant vocabulary and grammar. Students share their favorite and least favorite aspects of this week's lessons and trips.

Field Trips

Trip 1:

Where: Martin Luther King Jr. Memorial Library (901 G St NW Washington, DC 20001)

Why: Public libraries offer the community an unlimited access to resources of information. Libraries are the perfect tools and settings for positive educational growth. Libraries are based off of a borrowing system and equally shared within the community. Everyone has the same amount of access to everything. By gaining a library card to Martin Luther King Jr. Memorial Library, students will also be able to access other various DC Public Libraries throughout the city. Students will gain responsibility and commitment toward research opportunities that will help them in their future endeavors.

What: Students will tour the MLK library and understand where the different resources are located. Students will be shown how to find books through the online catalogue, how to access the Internet, and learn what are the best resources for research. At the end of the tour, each student will be given library cards and explain in-group discussion how they will utilize their time at the library.

Trip 2: (<http://www.refugees.org/>)

Where: United States Committee for Refugees and Immigrants (2231 Crystal Drive, Suite 350 Arlington, VA 22202-3711)

Why: The U.S. Committee for Refugees and Immigrants (USCRI) is a non-profit, non-governmental organization that serves to protect the rights of refugees and immigrants, asylum seekers, and internally displaced persons worldwide. Many of USCRI's efforts include resettlement programs and network of community based partner agencies that help thousands of refugees build new lives in the United States each year. Students will be able to learn about the organization's resources and mission our collective and individual responsibility to improve individual and societal conditions.

What: Students will learn about the work the NGO perform and the resources and services they can be offered. Students will meet with representatives from the NGO Students can utilize these resources for employment opportunities, family concerns and adapting to life within the United States.

Week 7- Entertainment and Art

Objectives:

- Envision peace by using art to represent peaceful situations and solutions
- Perspective diversity as expressed through entertainment and art.
- Peace strategies the involve using entertainment and the arts to nonviolently address a challenging situation.
- Self-expression through art, poetry, creative writing, performance, dance, etc.

ESL class

Day 1

Purpose: Students are introduced to this week's theme in preparation for the follow day's field trip.

Indicators/Outcomes: By the end of this lesson, students will be able to

- Identify different styles of fine art
- Understand the use of fine art for self expression
- Feel confident navigating an art museum and asking questions about the pieces.

Key Vocabulary Words

- Nouns: painting, sculpture, exhibition
- Verbs: to critique, to express, to visit
- Adjectives: extraordinary, deep, abstract, avant-garde
- Passive voice

Opening (15 min): Greeting and introduction to week's theme. There are works of art around the room; students are asked to pick one to explain to the class.

Focus

Activity 1 (10 min): seated back twist with new mantra

Activity 2 (20 min): Reading sample about self expression through fine arts using key vocabulary and grammar with questions to be completed individually and reviewed as a group.

Activity 3 (65 min): Use total physical response (TPR) to teach paper mache to the class. Everyone will make a paper mache bowl.

Closing (10 min): Teacher reviews any grammar/vocabulary mistakes commonly made during the lesson. Students will reflect on what they learned and ask questions they may have connecting the day's lesson and tomorrow's field trip.

Day 2

Purpose: Reflect on trip to the Hirshhorn and prepare to the trip to see a play.

Indicators: By the end of this lesson students will be able to

- Explain the plot and major characters of the show they will see tomorrow
- Understanding the use of performing arts as a peace strategy

Key Vocabulary and Grammar

- Nouns: script, plot, playbill, musical, drama, tragedy
- Verbs: to perform, to direct,
- Passive voice

Opening (15 min): greetings; students will be asked to share if they have ever seen a play and describe it

Focus

Activity 1 (10 min): seated back twist with mantra

Activity 2 (30 min): In small groups, students will be given the playbill for the show they will see tomorrow. Each group will be responsible for reading a different part and explaining it to the class (summary, scenes, characters).

Activity 3 (40 min): Based on the information discovered in previous activity, students will write and perform their own versions of the play (2 groups).

Activity 4 (15 min): Brief discussion of how the play teaches certain lessons.

Closing (10 min): Teacher reviews common mistakes, students reflect on the day's lesson.

Day 3

Purpose: Students practice the grammar and vocabulary they learned during the week and reflect on their experiences. Students have the opportunity to present on anything related to the week's theme or trips.

Indicators/Outcomes: By the end of the lesson, students will

- Present on an important topic to them that is related to the week's theme
- Use a computer for research and to create a presentation

Opening (10 min): Greeting, mantra meditation with seat back twist.

Focus

Activity 1 (35 min): Students choose a presentation topic, research it and create a presentation.

Activity 2 (65 min): Student presentations; students ask each other questions and critique presentation style

Closing (15 min): Teachers reviews common mistakes related to relevant vocabulary and grammar. Students share their favorite and least favorite aspects of this week's lessons and trips.

Field Trips

Trip 1:

Where: Hirshhorn Museum and Sculpture Garden (Independence Avenue at Seventh Street SW)

Why: The Hirshhorn is DC's most prominent museum of contemporary art and culture that provides a national platform for the art and artists of our time. The modern and contemporary art found within the museum seeks to indulge the audience on many levels of awareness to create meaning and personal experiences. Art represents self-expression in all of its forms, and students will be able to envision peace by using different forms of art to represent peaceful situations and solutions.

What: Students will take part in an interactive tour of the museum. Students will examine different pieces of art, pick their favorite exhibition and write in their journals about the feelings stimulated within them. At the end of the tour, the class will retire to the sculpture garden, and students will be asked to draw a representation of what peace means to them. Students will present their drawings and an active discussion will follow.

Trip 2: (<http://www.kennedy-center.org/index.cfm>)

Where: John F. Kennedy Center for the Performing Arts (2700 F St NW, Washington, DC 20566)

Why: Over the past 40 years, the Kennedy Center has been offering the District a wide array of great performers and performances from across America and around the world. It serves as the nation's leading establishment in the arts education. By nurturing new works and young artists, each evening, the Kennedy Center features free performances to the public, which understands the importance of the community. Students will be able to experience many forms of art through instrumental music, dance, and song while incorporating more ideas of self-expression.

What: Students will see a performance at the Kennedy Center, depending on the night, depends on what will be showing. We will hope to see a performance incorporating dance, and

aspects of dance moves toward peaceful motives. Students will reflect on the performances and discuss within their journals how they reflected incentives of peace.

Week 8- Music

Objectives:

- Envision peace by using art to represent peaceful situations and solutions
- Perspective diversity as expressed through entertainment and art.
- Peace strategies the involve using entertainment and the arts to nonviolently address a challenging situation.
- Communication enactment using multiple intelligence theory to engage all peaceful actors

ESL class

Day 1

Purpose: Students are introduced to this week's theme in preparation for the follow day's field trip.

Indicators/Outcomes: By the end of this lesson students will be able to

- Write poetry
- Understand the use of music for self-expression
- Recognize different styles of music

Key Vocabulary Words

- Nouns: Jazz, instrument, saxophone, piano, guitar, vocals, lyric, tempo
- Verbs: to sing, to compose, to prefer
- Adjective: country,
- Rhyme

Opening (20 min): greeting and introduction to week's theme. Student asked to bring in their favorite music from home to play for the class.

Focus

Activity 1 (10 min): meditation with Sanskrit music playing in the background

Activity 2 (25 min): Listening exercise- play a song (Peace Train) and have students try to understand its meaning. Then give out the lyrics and listen again.

Activity 3 (20 min): Reading passage about famous American music styles (Country, Jazz, Rap) with comprehension questions

Activity 4 (35 min): Students write their own poetry/compose a song and share with the class.

Closing (10): Teacher reviews any grammar/vocabulary mistakes commonly made during the lesson. Students will reflect on what they learned and ask questions they may have connecting the day's lesson and tomorrow's field trip.

Day 2

Purpose: Reflect on trip and prepare for tomorrow's trip.

Indicators: By the end of this lesson students will be able to

- Express the meaning behind a performer's work
- Identify major Jazz musicians

Key vocabulary and grammar

- Nouns: musician, performer, style, audience, band
- Verbs: to communicate, to engage
- Rhyme

Opening (5 min): greeting, listen to jazz song

Focus:

Activity 1 (10 min): Meditation to jazz song

Activity 2 (25 min): Listen to recording from a performance they saw on yesterday's trip.

Discuss, meaning, message, technique of the performer

Activity 3 (30 min): Read passage about Jazz Diplomacy during the Cold War era with comprehension questions

Activity 4 (40 min): A member of the DC Jazz community will come in and use TPR to teach students a basic music lesson. (Musician plays sax, students on percussion)

Closing (10 min): Teacher reviews common mistakes, students reflect on the day's lesson.

Day 3

Purpose: Students practice the grammar and vocabulary they learned during the week and reflect on their experiences. Students have the opportunity to present on anything related to the week's theme or trips.

Indicators/Outcomes: By the end of the lesson, students will

- Present on an important topic to them that is related to the week's theme
- Use a computer for research and to create a presentation

Opening (10 min): Greeting, mantra meditation with music

Focus

Activity 1 (35 min): Students choose a presentation topic, research it and create a presentation.

Activity 2 (60 min): Student presentations; students ask each other questions and critique presenting style

Closing (15 min): Teachers reviews common mistakes related to relevant vocabulary and grammar. Students share their favorite and least favorite aspects of this week's lessons and trips.

Field Trips

Trip 1:

Where: Busboys and Poets (2021 14th St NW Washington, DC 20009)

Why: Busboys and Poets has many locations through the DC area. It is a safe space for art, culture and surrounding politics to intentionally collide with one another. It creates an active

and passionate community where racial and cultural connections are consciously uplifted. Students will be placed in an inspirational environment through a perspective diversity that is transmitted by a particular art form. Students will be able to examine another form of self-expression that can inspire social change within the community and foster peaceful resolutions.

What: Students will attend an ‘Open Mic Night’ with live music performance and poetry or spoken word. Students will expect to experience a diverse chorus of voices and a vast array of professional spoken word performers, newcomers, and dedicated musicians. Students will reflect on their experiences within their personal journals.

Trip 2:

Where: Jazz in the Garden at National Gallery of Art (401 Constitution Avenue NW, Washington, DC)

Why: Jazz in the Garden is concert series free to the public, which features an array of jazz artists performing a wide variety of styles. Students will be able to understand the importance of jazz music to American culture and history. Students will learn about Jazz Diplomacy, a State Department sponsored program from the Cold War Era. The program sent jazz musicians abroad to countries such as Poland, Turkey, India, Afghanistan, Iran and Iraq. The program also featured musicians such as Duke Ellington, and Louis Armstrong. Students will understand the importance music can play toward envisioning and strategizing peace.

What: Students will attend a jazz concert at the garden at the National Gallery of Art. There will be a picnic setting where we can all sit within a circle and comfortably listen to the live music. Students will share experiences and feelings felt with the music and will be able to analyze the aspects that jazz diplomacy has attracted and applied toward peace strategies.

Week 9- Environment/Nature

Objectives:

- Environmental stewardship by understanding and explaining the importance of caring for the environment.
- Service when needed to one’s environment and surroundings
- Concern for the future of our planet, endangered species and global warming
- Sustainability so that future generations may enjoy our earth

ESL class

Day 1

Purpose: Students are introduced to this week's theme in preparation for the follow day's field trip.

Indicators/Outcomes: By the end of the lesson students will be able to

- Discuss the current threats facing our environment
- List ways to protect the Earth
- Explain the National Parks system in America

Key Vocabulary Words

- Nouns: National Park, global warming, deforestation,
- Verbs: to hike, to recycle, to compost, to reuse
- Adjectives: sustainable, protected,
- Must, should

Opening (15 min): greeting and introduction to week's theme. Students were asked to bring in picture of a (national) park in their own country. These are displayed and discussed now.

Focus

Activity 1 (10 min): Shoulder stand

Activity 2 (25 min): Listening activity about environmental issues in America with comprehension questions

Activity 3 (25 min): Reading about ways the individuals can protect the environment/save energy with comprehension questions

Activity 4 (35 min): Student write a list of what they can do at home and at school and make posters to display in order to remind themselves and their families/classmates.

Closing (10 min): Teacher reviews any grammar/vocabulary mistakes commonly made during the lesson. Students will reflect on what they learned and ask questions they may have connecting the day's lesson and tomorrow's field trip.

Day 2

Purpose: Reflect on field trip and prepare for the next one.

Indicators: By the end of this lesson students will be able to

- Distinguish between endangered and extinct species
- Understand the importance of all the Earth's creatures
- Know the history of Zoos in America

Key Vocabulary and Grammar

- Nouns: animal, elephant, giraffe, hippopotamus, monkey, zoo, cage, zoology
- Adjectives: endangered, extinct
- Verbs: to study, to capture
- Must, should, have to

Opening (10 min): greeting and reflection on trip

Focus:

Activity 1 (10 min): Shoulder stand

Activity 2 (10 min): Using an adaptation of the song "Old MacDonald" to learn about animals at the zoo and sounds they make

Activity 3 (30 min): Listening exercise focusing on endangered and extinct species with comprehension questions

Activity 4 (20 min): Reading passage on history of Zoos in America with comprehension questions

Activity 5 (30 min): Play Pictionary and charades using key vocabulary

Closing (10 min): Teacher reviews common mistakes, students reflect on the day's lesson and ask questions they may have connecting the day's lesson and tomorrow's field trip.

Day 3

Purpose: Students practice the grammar and vocabulary they learned during the week and reflect on their experiences. Students have the opportunity to present on anything related to the week's theme or trips.

Indicators/Outcomes: By the end of the lesson, students will

- Present on an important topic to them that is related to the week's theme
- Use a computer for research and to create a presentation

Opening (10 min): Greeting, mantra meditation with shoulder stand.

Focus

Activity 1 (35 min): Students choose a presentation topic, research it and create a presentation.

Activity 2 (60 min): Student presentations

Closing (15 min): Teachers reviews common mistakes related to relevant vocabulary and grammar. Students share their favorite and least favorite aspects of this week's lessons and trips.

Field Trips

Trip 1:

Where: Great Falls National Park (9200 Old Dominion Dr., McLean, VA 22102)

Why: Great Falls National Park incorporates very unique geological features surrounding the Potomac River. The park offers a dynamic environment, home to rare plant communities and a variety of wildlife. The park also offers a large glimpse into the nature that surrounds a city like DC. Students will be able to understand the concepts of sustainability, the importance of the environment and how conservation is a worldwide struggle and effort. Students will be able to demonstrate qualities of environmental stewardship.

What: Students will visit the national park. They will embark on a light hike around the riverbanks. Students will be able to interact with a local talk park ranger who will give the history of the park and ideas on conservation of the environment. The ranger will also explain the importance of National Parks around the country. After the hike, there will be a picnic and a discussion on ways in which we can individually help the environment.

Trip 2:

Where: National Zoo (3001 Connecticut Ave NW Washington, DC 20008)

Why: The National Zoo is one of the oldest zoos in the United States. It is a complex establishment, free to the public, which demonstrates core virtues with leadership in animal care, science, education, and sustainability. Students will be able to learn about wildlife native both to the United States, and many other various countries. Students will experience the ideals of conservation as they experience the natural gardens and atmosphere the zoo has to offer.

What: Students will take part in an interactive tour of the zoo. They will learn about many endangered species (in the US and other countries). Students will choose an endangered animal to research and present to the class, with insights of conservation and how to protect the wildlife in a peaceful way.

Week 10- Education

Objectives:

- Self-awareness of one's goals and needs
- Human rights to education.
- Pro-active communication so that one determines and accesses individual needs.
- Commitment to education and lifelong learning.

ESL class

Day 1

Purpose: Students are introduced to this week's theme in preparation for the following day's field trip.

Indicators/Outcomes: By the end of this lesson, students will be

- Familiar with multiple choice test taking
- Familiar with education opportunities
- Able to describe their educational goals

Key Vocabulary Words

- Nouns: college, higher education, training, goal
- Verbs: to pursue, to attend, to
- Adjective: prestigious, vocational
- Wish

Opening (10 min): greeting, introduction to this week's theme. Students ask to describe the education system in their country and their level of education.

Focus

Activity 1 (10 min): bridge pose

Activity 2 (30 min): Listening activity about higher education in the US. Multiple choice comprehension questions.

Activity 3 (20 min): Reading passage about the value of education in America. Multiple choice comprehension questions

Activity 4 (40 min): Students watch excerpts of “Accepted” and write their own education goals. Students also write down any vocabulary they don’t understand.

Closing (10 min): Teacher reviews any grammar/vocabulary mistakes commonly made during the lesson. Students will reflect on what they learned and ask questions they may have connecting the day’s lesson and tomorrow’s field trip.

Day 2

Purpose: To reflect on trip and prepare for tomorrow’s trip.

Outcomes/Indicators: By the end of the lesson student will be able to

- Discuss the differences between American University and George Washington University
- Ask an admissions officer questions about acceptance
- Decide which type of further education is best for them

Key Vocabulary and Grammar:

- Nouns: professor, American Sign Language, major, degree
- Verbs: to accept, to advise, to admit,
- Asking questions (review)

Opening (10 min): Greeting, reflection of yesterday’s trip.

Focus

Activity 1 (10 min): bridge pose

Activity 2 (30 min): Students listen to a dialogue between a prospective student and an admission officer regarding services for international students

Activity 3 (30 min): students write a dialogue in pairs between a prospective student and admissions officer

Activity 4 (30 min): student role-play between prospective student and admissions office (no script). Switch roles.

Closing (10 min): Teacher reviews common mistakes, students reflect on the day’s lesson.

Students will reflect on what they learned and ask questions they may have connecting the day’s lesson and tomorrow’s field trip.

Day 3

Purpose: Students practice the grammar and vocabulary they learned during the week and reflect on their experiences. Students have the opportunity to present on anything related to the week’s theme or trips.

Indicators/Outcomes: By the end of the lesson, students will

- Present on an important topic to them that is related to the week’s theme
- Use a computer for research and to create a presentation

Opening (10 min): Greeting, mantra meditation and bridge pose.

Focus

Activity 1 (35 min): Students choose a presentation topic, research it and create a presentation.

Activity 2 (60 min): Student presentations
Closing (15 min): Teachers reviews common mistakes related to relevant vocabulary and grammar. Students share their favorite and least favorite aspects of this week's lessons and trips.

Field Trips

Trip 1:

Where: American University (4400 Massachusetts Ave NW Washington, DC 20016)
George Washington University (2100 M Street #310 Washington, DC 20052)

Why: American University and George Washington University are a few of the top academic settings within the DC metropolitan area. Both universities offer a wide array of international student programs and scholarships. Both schools offer many courses in peace specialization in the context of international relations. Students will be able to understand the workings behind higher education, expectations of applications, and the resources the university can offer. Students will be able to gain a sense of commitment to higher education and lifelong learning.

What: Students will take part in an interactive tour of the campuses. They will learn and understand what majors/courses are offered and the philosophies of the universities. Student will engage with the international community and understand what resources are available to them. Students will reflect in their journals of what qualities they enjoyed about the universities and what they would like to study.

Trip 2: (<http://www.gallaudet.edu/>)

Where: Gallaudet University (800 Florida Ave NE Washington, DC 20002)

Why: Gallaudet University is the leading establishment in the world for liberal education and career development for deaf and hard of hearing students. Its research on history, language and culture has offered many valuable resources and opportunities to the deaf community. At Gallaudet, students will be able to gain another perspective of higher education that is not offered in many other countries. They will learn about resources offered to students with disabilities and other learning handicaps. This will incorporate a sense of self-awareness in identifying one's own goals and needs. Gallaudet represents many ideals of pro-active communication and human rights toward education.

What: Students will tour the campus and be able sit in on a class (provided with interpreters). The class will meet with students and professors from the university and understand how the school functions appropriately. Students will participate in a discussion of the importance of education and the importance of accessible education to everyone, no matter the type of person they are. Students can also reflect in their journals and explain their experiences from the day.

Week 11- Peace

Objectives:

- History of peace accomplishments.
- Democratic processes that lead to peace.
- Envision peace as a future reality by understanding past and present peace movements.
- Activism as a means to continue the cycle of peace.

ESL class

Day 1

Purpose: Students are introduced to this week's theme in preparation for the follow day's field trip.

Indicators/Outcomes: By the end of the lesson, students will be able to

- Identify peacemakers in the US
- Identify peacemakers from their home country
- Inspire peaceful action in their communities

Key Vocabulary Words and Grammar

- Nouns: peace, accomplishment, movement
- Verbs: to envision, to take action,
- Adjectives: peaceful, violent, accepting, tolerant, respectful
- Third conditional

Opening (10 min): greeting and introduction to week's theme

Focus

Activity 1 (10 min): Child's pose and/or humble warrior

Activity 2 (30 min): Watch a clip about Gandhi, Theodore Roosevelt and Jane Addams; discussion of why they are peacemakers

Activity 3 (20 min): Students bring in and present on a peacemaker from their home country

Activity 4 (40 min): In pairs, students pick US peacemaker (or the person they brought in from home) to research further and write a biography of him/her. (Examples:

http://www.nobelpeace laureates.org/pdf/American_Peacemakers.pdf)

Closing (10 min): Teacher reviews any grammar/vocabulary mistakes commonly made during the lesson. Students will reflect on what they learned and ask questions they may have connecting the day's lesson and tomorrow's field trip.

Day 2

Purpose: To reflect on yesterday's trip and prepare for tomorrow's.

Outcomes/Indicators: By the end of this lesson, students will be able to

- Define genocide and identify times in history when genocide has occurred
- Discuss the cause of genocide

Key Vocabulary and Grammar

- Nouns: genocide, atrocity, eugenics, survivor
- Verbs: to exterminate, to target, to condemn
- Adjectives: gruesome, hopeful, humble
- Third conditional

Opening (10 min): greeting and reflection on field trip.

Focus

Activity 1 (10 min): humble warrior and/or child's pose

Activity 2 (20 min): reading passage about genocide in Rwanda with comprehension questions

Activity 3 (30 min): Listening activity about how international actors respond to genocide

Activity 4 (30 min): Students make editorial cartoons about stopping genocide

(<http://www.tolerance.org/activity/editorial-cartoons-introduction>)

Closing (10 min): Teacher reviews common mistakes, students reflect on the day's lesson.

Day 3

Purpose: Students practice the grammar and vocabulary they learned during the week and reflect on their experiences. Students have the opportunity to present on anything related to the week's theme or trips.

Indicators/Outcomes: By the end of the lesson, students will

- Present on an important topic to them that is related to the week's theme
- Use a computer for research and to create a presentation

Opening: Greeting, mantra meditation with humble warrior/child's pose.

Focus

Activity 1: Students choose a presentation topic, research it and create a presentation.

Activity 2: Student presentations

Closing: Teachers reviews common mistakes related to relevant vocabulary and grammar.

Students share their favorite and least favorite aspects of this week's lessons and trips.

Field Trips

Trip 1: (<http://gandhimemorialcenter.org/>)

Where: Gandhi Memorial Center (4748 Western Ave Bethesda, MD 20816)

Why: The Gandhi Memorial Centers offers a vibrant environment of resources to the public to study, reflect, and uphold the teachings and messages of Gandhi. The center has a library that offers a broad representation of authors from many cultures. It also includes displays,

recordings, lectures and demonstrations of cultural and educational value. Students will be able to utilize many resources from the center to foster more knowledge on the history of peace accomplishments, and different democratic processes that lead to peace.

What: Students will tour the center and the library. They will be greeted by the center's directors and acknowledge Gandhi's teachings, philosophies and legacy to non-violent action. Students will incorporate experiences and findings of this field trip toward their final activism projects.

Trip 2: (<http://www.ushmm.org/>)

Where: United States Holocaust Memorial Museum (100 Raoul Wallenberg Pl SW, Washington, DC 20024)

Why: The Holocaust Memorial Museum represents the ideals that inspire citizens, visitors, and leaders worldwide to confront hatred, prevent genocide, and promote human dignity. Students will be able to learn about aspects of genocide, learn about the healing process, and find peaceful ways in which to prevent it and cope with significant loss. Students will be able to identify other types of genocide within the international world and develop ways to envision peace.

What: Students will tour the museum and all of its exhibitions. After the tour, we will have a discussion to decompress and share emotions and experiences. Students will incorporate their experiences toward their community activism project.

Week 12- Community Activism

Objectives:

- Positive recognition of efforts and commitment.
- Optimism that through hard work one can improve individual and community conditions.
- Involvement in one's community.
- Contextual awareness of the needs of a given community or group.

ESL class

Day 1-4

This week students will complete a community activism project. They can work individually or in small groups with a local school or organization in order to build their personal ties in the community. Throughout the summer we will work with students to pair them with organizations so that when week 12 begins, everything is already set-up. They could work with: Dance for Peace, DC Central Kitchen, Yoga Activist, HIPS, etc).

Day 3

Purpose: Students practice the grammar and vocabulary they learned during the week and reflect on their experiences. Students have the opportunity to present on their community activism project.

Indicators/Outcomes: By the end of the lesson, students will

- Present on an important topic to them that is related to the week's theme
- Use a computer for research and to create a presentation

Opening (10 min): Greeting, mantra meditation and favorite yoga pose.

Focus

Activity 1 (90 min): Student presentations

Closing (20 min): Teachers reviews common mistakes related to relevant vocabulary and grammar. Students share their favorite and least favorite aspects of this week's lessons and trips. Good-byes.

Evaluation

Before the first day of class, students will be asked to complete a survey meant to gauge their understanding of the key course objectives. This survey will be used to alter and further develop the syllabus presented above in order to better meet the needs and interests of participants. There will be basic English grammar and vocabulary questions, and basic questions asking about their experience thus far as refugees in the United States. Some ESL related questions would be designed to measure reading comprehension- students will short a short passage and answer 3-5 questions. There will be 3 of these passages, each of which will relate to a theme covered during the course of the summer program. The questions meant to better understand their experience thus far in America will ask them to rate questions (such as the following) on a scale from one to five (one being terrible and five being great): My access to the psychological sources I need is; My mental health is; The community I live in is. Following the conclusion of the, students will be given a similar questionnaire. The questions about living in America will be the same. The ESL related questions would focus on writing ability and be more open-ended, asking students to reflect on the lessons they learned over the summer. Questions may include: I see myself as a community activist. Why or why not?; How does buying local benefit both the consumers and the vendors?. As students have weekly oral presentations, there is no need to have a final oral examination. These weekly presentations will be our way to evaluate whether the students met the predetermined objectives.

Conclusion

This course was carefully researched and design but there is always room for improvement. Through experience and continued course evaluation we will strengthen our objectives and means of reaching them. We hope this program will prove effective in easing the transition and process for refugees living in America.

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