

WELCOME NEWCOMERS® | *Stories*

I N S T R U C T I O N A L S U P P O R T

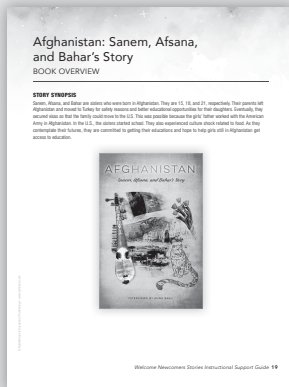


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INSTRUCTIONAL SUPPORT COMPONENTS

This guide contains instructional support for each book in the *Welcome Newcomers Stories*. Both the student story and the country or region's background information are addressed in the lesson for each book.



BOOK OVERVIEW

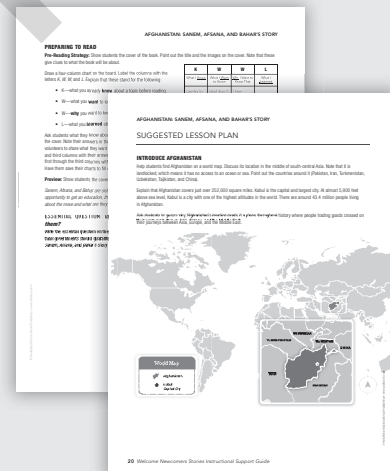
This section provides information for the teacher to use in lesson planning.

- **Story Synopsis** This is a summary of the newcomer's story, noting key information and important moments.

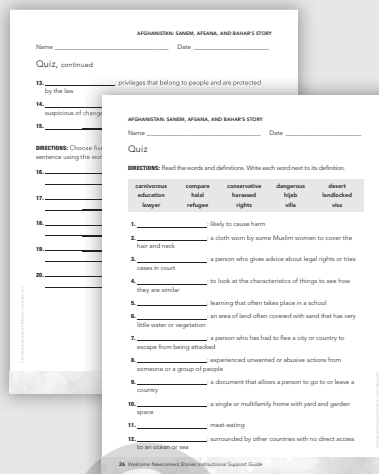
SUGGESTED LESSON PLAN

This section includes suggestions for introducing the country or region and the book to students. The focus is on preparing students to read the book.

- **Introducing the Country or Region** Students are visually introduced to the newcomer's country or region of origin through a world map. Surrounding countries and major bodies of water are pointed out. Key facts, such as the country or region's size and population, are provided.
- **Preparing to Read** To help set students up for success, a hands-on pre-reading strategy is presented. The goal is to activate background knowledge and help students preview key elements of the book. Basic classroom manipulatives, such as sticky notes and index cards, are used to help students connect to the text. A short preview of the book is included to share with students. This is written to engage students' interest without giving too much away.
- **Essential Question** A question focused on a key theme or big idea from the book is posed to engage students in discussion.



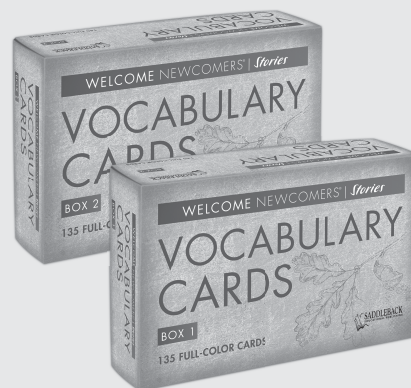
The book quiz consists of vocabulary questions. First, students match words to definitions. Then they write sentences using five of the words in context.



NAME	STATUS	LAST CHECKED	CATEGORY	COMMENTS
Adrienne, Susan, Robert, and Robert's Story	OK	05/02/17	OK	
Chris, Steve, Tracy, Story	OK	05/02/17	OK	
Collette, Patricia's Story	OK	05/02/17	OK	
David, Tracy and Robert's Story	OK	05/02/17	OK	
Donna Marie, Susan's Story	OK	05/02/17	OK	
Frederick, Mark's Story	OK	05/02/17	OK	
India, Sarah's Story	OK	05/02/17	OK	
Ivan, Michael's Story	OK	05/02/17	OK	
Jay, Amy's Story	OK	05/02/17	OK	
Jeanette, Susan's Story	OK	05/02/17	OK	
Sharon, Robert's Story	OK	05/02/17	OK	
Marjorie, Stephen's Story	OK	05/02/17	OK	
Patricia, Susan's Story	OK	05/02/17	OK	
Rebecca, Robert's Story	OK	05/02/17	OK	
Deborah, Robert's Story	OK	05/02/17	OK	
Robert, Robert's Story	OK	05/02/17	OK	
Susan, Robert's Story	OK	05/02/17	OK	
Monica, Robert's Story	OK	05/02/17	OK	

A reproducible progress chart is provided on page 11 so that teachers can track student progress as they read the books and complete the quizzes.

Welcome Newcomers Stories includes a box with vocabulary cards. These feature the words from the glossaries at the back of the books. A word is featured on one side of each card and its definition on the other. These cards can be used for individual and partner vocabulary practice. Activity suggestions are detailed within each book's lesson pages.



BOOK OVERVIEW CHART

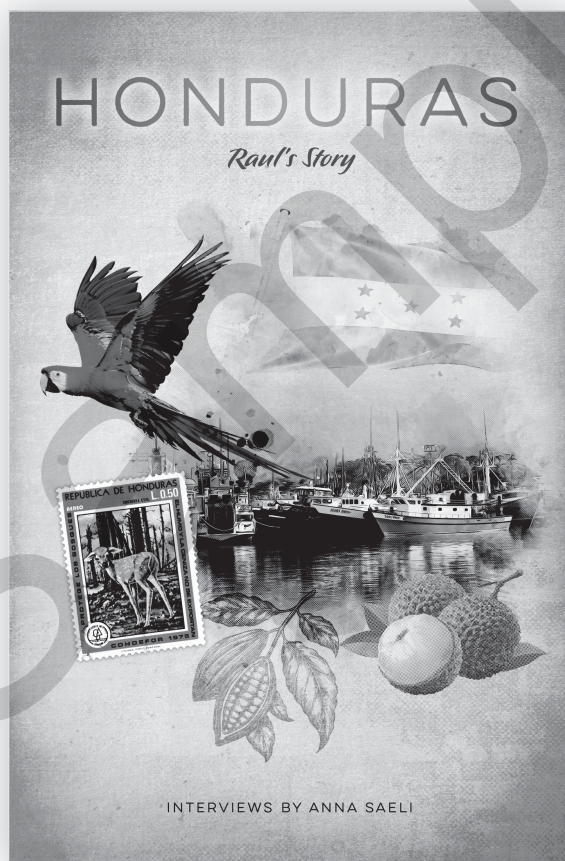
Book	Readability Level	Lexile Level	Word Count	Essential Question	Graphic Organizer	Page Number
Afghanistan: Sanem, Afsana, and Bahar's Story	4.1	HL480L	3,112	What are basic human rights and should governments guarantee them?	KWWL Chart	25
China: Wen Ting's Story	4.2	HL520L	3,228	What are some possible reasons for people to adopt children from other countries?	Journal	35
Colombia: Francesca's Story	4.1	HL490L	3,345	How can language be a barrier for newcomers?	Prediction and Evidence T-Chart	45
Ghana: Yaya and Abena's Story	4.6	HL600L	4,438	How can people maintain their heritage after moving to a new country?	Four-Square Word Map	55
Guatemala: Maria's Story	3.9	HL500L	2,968	How can in-person interviews reveal important details?	3-2-1 Chart	65
Honduras: Raul's Story	4.1	HL480L	2,843	What might lead people to leave all they know behind in search of better lives?	Word and Picture Web	75
India: Maya's Story	4.3	HL510L	3,256	How can religion shape culture?	Front-Load Vocabulary Chart	85
Iran: Mohammad's Story	4.7	HL590L	3,247	What effects does government have on people?	Cause and Effect Organizer	95
Iraq: Ali's Story	4.2	HL510L	3,165	What is culture shock and how can it shape newcomers' experiences?	Culture Shock Chart	105
Jamaica: Tarone's Story	3.9	HL450L	2,343	How do people's attitudes shape their behaviors?	Character Traits Organizer	115
Mexico: Sofia's Story	4.5	HL560L	3,869	What are stereotypes and how do they affect people's perceptions of other countries?	Comic Strip	125
Micronesia: Naytriann's Story	4.1	HL510L	2,197	How are cultures similar and different around the world?	Venn Diagram	135
Palestine: Noelle's Story	4.9	HL620L	3,880	What do customs for social greetings reveal about a culture?	Key Questions Organizer	145
Russia: Galina's Story	4.2	HL500L	2,439	How does food tie people to their culture and family traditions?	Text Features Vocabulary Chart	155
Sri Lanka: Amu's Story	4.6	HL590L	4,267	Why can peace be difficult to achieve?	Five Senses Web	165
Turkey: Berre's Story	4.0	HL470L	2,167	What are the advantages and disadvantages of moving to a new country?	Advantages and Disadvantages T-Chart	175
Ukraine: Stefania's Story	3.2	HL300L	3,182	How does the past influence the present?	Five Ws and One H Chart	185
Venezuela: Antonio's Story	4.2	HL480L	3,096	How can a country's economy influence its people?	Main Idea and Details Diagram	195

Honduras: Raul's Story

BOOK OVERVIEW

STORY SYNOPSIS

Raul, 17, was born in Honduras. Due to gang violence, including the murders of family members, Raul's father chose to hire a coyote, a paid guide who helps people cross country borders, to get his family into the United States. When Raul was 11, he and his father made the trek from Honduras to the U.S./Mexico border. On the first attempt, they were caught and returned to Honduras. Then they tried again and made it. The amount of money Raul's father had to pay the coyote and gangs along the way kept increasing, but he had family who helped him pay. When Raul and his father made it across the border, they were arrested by U.S. Immigration officers and then released. Since then, they have established lives in the U.S. Raul describes his initial experiences in the U.S. and its schools. He hopes to stay in the U.S. and start his own construction company.

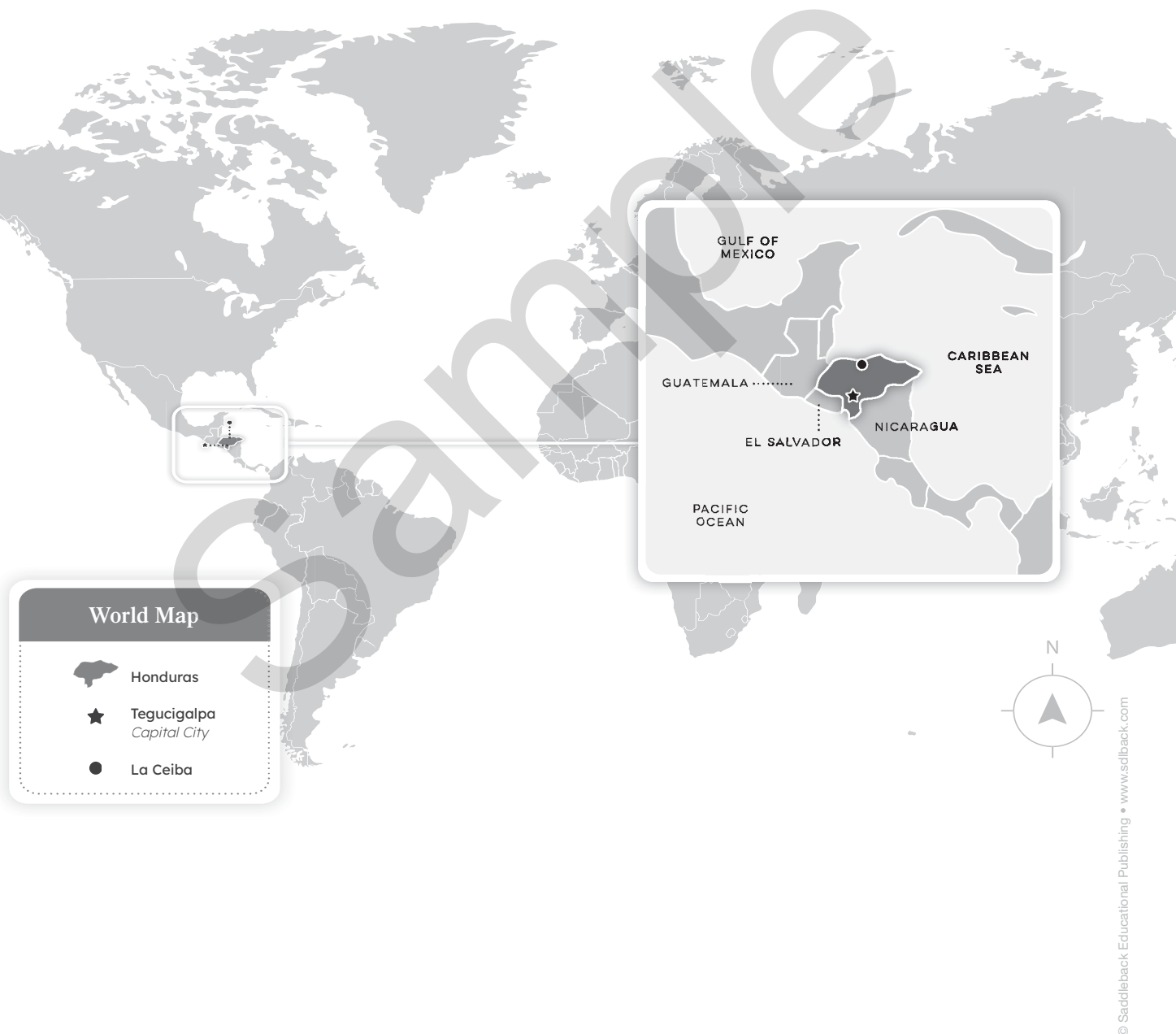


SUGGESTED LESSON PLAN

INTRODUCE HONDURAS

Help students find Honduras on a world map. Discuss its location in the middle of Central America. Note that the country has a long coastline along the Caribbean Sea, while just a small portion borders the Pacific Ocean. Point out that Guatemala and El Salvador border Honduras to the west, and Nicaragua borders it to the south and east. Ask students to guess how far Honduras is from the southern U.S. border (over 3,500 miles).

Explain that Honduras covers 43,433 square miles. That makes it slightly larger than the state of Virginia. Tegucigalpa is the capital and largest city. Much of the country's interior is mountainous. There are lowlands along the Caribbean coast. Approximately 10.9 million people live in Honduras.



PREPARING TO READ

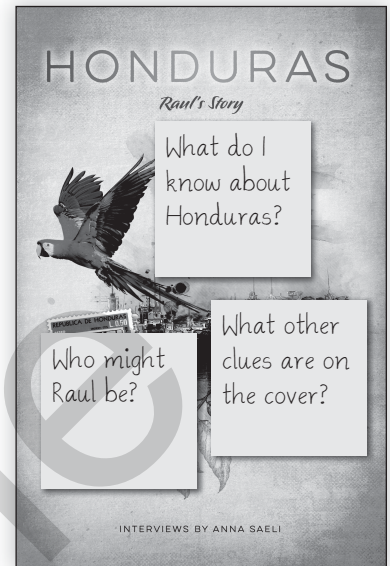
Pre-Reading Strategy: Show students the cover of the book. Point out the title and the images on the cover. Explain that a prediction is an educated guess. Clues from the cover can help readers predict what a book will be about. Readers use these clues along with background knowledge about the topic to make their educated guesses.

Write the following questions on the board:

- What do I know about Honduras?
- Who might Raul be?
- What other clues are on the cover?

Distribute sticky notes to the students. Have them write or draw their answers to each question on a sticky note. As they finish, have them come up and place each sticky note next to the question it answers. Discuss the responses as a class, noting the major threads of thought and how those can lead to predictions.

Assign pairs. Have partners use the information learned in the class discussion along with the clues on the cover to make predictions about what the book will be about. Provide time for pairs to share their predictions with the class. Note that these predictions can be reviewed after reading to see how closely students were able to predict events and information in the book.



Preview: Show students the cover of the book again. Read them the following preview:

Raul is 17 and is from Honduras. When he was 11, his father took him on a dangerous trek to the United States. How will crossing the border change Raul's life?

ESSENTIAL QUESTION: ***What might lead people to leave all they know behind in search of better lives?***

Write the essential question on the board. Brainstorm a list of reasons people might leave behind their home and possessions to move to another country. Then ask volunteers to share any stories they have heard about people doing this. Have students think about the essential question as they read *Honduras: Raul's Story*.

VOCABULARY AND VOCABULARY ACTIVITIES

INTRODUCE KEY VOCABULARY

Point out that the book includes several vocabulary words that are key to understanding Raul's experiences and the backstory of Honduras. Introduce the words and their definitions below using the *Welcome Newcomers Stories* vocabulary cards.

agent: a person given the authority to act on behalf of a government

border: the boundary between countries; the location where one nation's territory ends and another nation's territory begins

cacao: a tree with small yellow flowers whose pods produce seeds that can be made into chocolate

cactus: a succulent plant that has scales or spines instead of leaves and is often found in dry, desert areas

checkpoint: a place where people and vehicles are stopped and inspected

construction: related to building something, such as a structure

coyote: slang for a person who guides people and smuggles them into another country

gang: a group of people involved in criminal activity

immigration: related to people who travel into a country with the intent of living there

inscription: words engraved into something to leave a lasting record

lowland: land that is near sea level and relatively flat

Mayan: related to an ancient civilization that inhabited what is now Central America and Mexico from 250 to 900 AD; the people who were part of that civilization

neighborhood: a section of homes where people live

processed food: food that has been changed in some way to make it last longer, such as canned goods or frozen meals

tattoo: words or a design inked onto skin

VOCABULARY ACTIVITIES

Display the word side of the 15 vocabulary cards. Have students copy each word on an index card. Emphasize proper pronunciation.

Display the definition side for each vocabulary card. Read aloud the definition. Ask for a volunteer to name the word that goes with the definition. Discuss the meaning of the definition and brainstorm situations where people might use that word.

Have students work with partners. Assign two or three words to each pair. Instruct partners to draw their own pictures for the words and write a sentence using each word. Ask students to share the pictures and sentences with the class.

VOCABULARY LESSON

Assign small groups. Instruct students to work together to develop a story about an immigrant family who leaves all they have in order to start a new life in the U.S. Have each group create an illustrated book about the family's experiences using at least five of the vocabulary words. Provide time for groups to share their books with the class.

STRATEGIC READING QUESTIONS AND REFLECTION

STRATEGIC READING QUESTIONS

Have students read the book. Provide appropriate levels of support. Then facilitate a rereading of the book, pausing to ask the following questions.

PAGES 1–3 What was life in Honduras like for Raul and his family? How would you feel about gangs committing violent acts without fear of being arrested?

PAGES 3 & 4 What caused Raul's father to decide to leave Honduras?

PAGE 5 What is a coyote? Why do you think Raul's father chose to pay a coyote to help them get to the U.S.?

PAGES 6 & 7 How were Raul and his father caught by immigration agents during their first attempt to get to the U.S.? Why do you think people reported them to authorities?

PAGE 8 If you were Raul's father, would you have tried to get to the U.S. a second time? Why or why not?

PAGES 8–10 What made Raul's trip to the U.S. challenging? Why do you think people are willing to brave all those dangers to get to the U.S.?

PAGES 11 & 12 Why do you think Raul felt safer after crossing the border into the U.S. even though he and his father were immediately taken into custody by U.S. Border agents?

PAGES 13–20 What were some of the experiences Raul had that led to culture shock? How could having more freedom be a shock?

PAGES 21–23 What does Raul want to do in the future? What advice does he have for others?

OVERALL QUESTION What did you learn from Raul's story?

LISTENING AND SPEAKING: REFLECTION

Note that listening is an essential part of communication. Model good listening behaviors for the class, such as eye contact, nodding to show understanding and/or agreement, setting aside devices and other distractions, and asking questions to clarify points the speaker makes.

Assign pairs. Provide the following sentence starters for students to use:

- If gangs were attacking my family, I would feel . . .
- I understood how Raul felt during his trip to the U.S. because . . .
- I could relate to Raul's desire to stay in the U.S. because . . .
- If I were Raul, I would . . .

Have partners use the sentence starters to verbally share their thoughts about the book. Encourage the partner listening to use the behaviors you just modeled.

HONDURAS: RAUL'S STORY

READ ABOUT HONDURAS

Read aloud the Honduras information at the back of the book. Show students the images on the pages. If students are able to read independently, assign pairs or small groups. Have the partners or group members take turns reading the *About Honduras* section, pausing to examine and discuss the images.

MAKING CONNECTIONS

Assign pairs. Have partners discuss what they learned about Honduras and the journey Raul, his father, and other Central American immigrants took to get to the U.S. Based on this, have pairs think about the essential question again. Ask them why people would be willing to leave all they have in search of a better life. Provide time for pairs to share their ideas with the class.

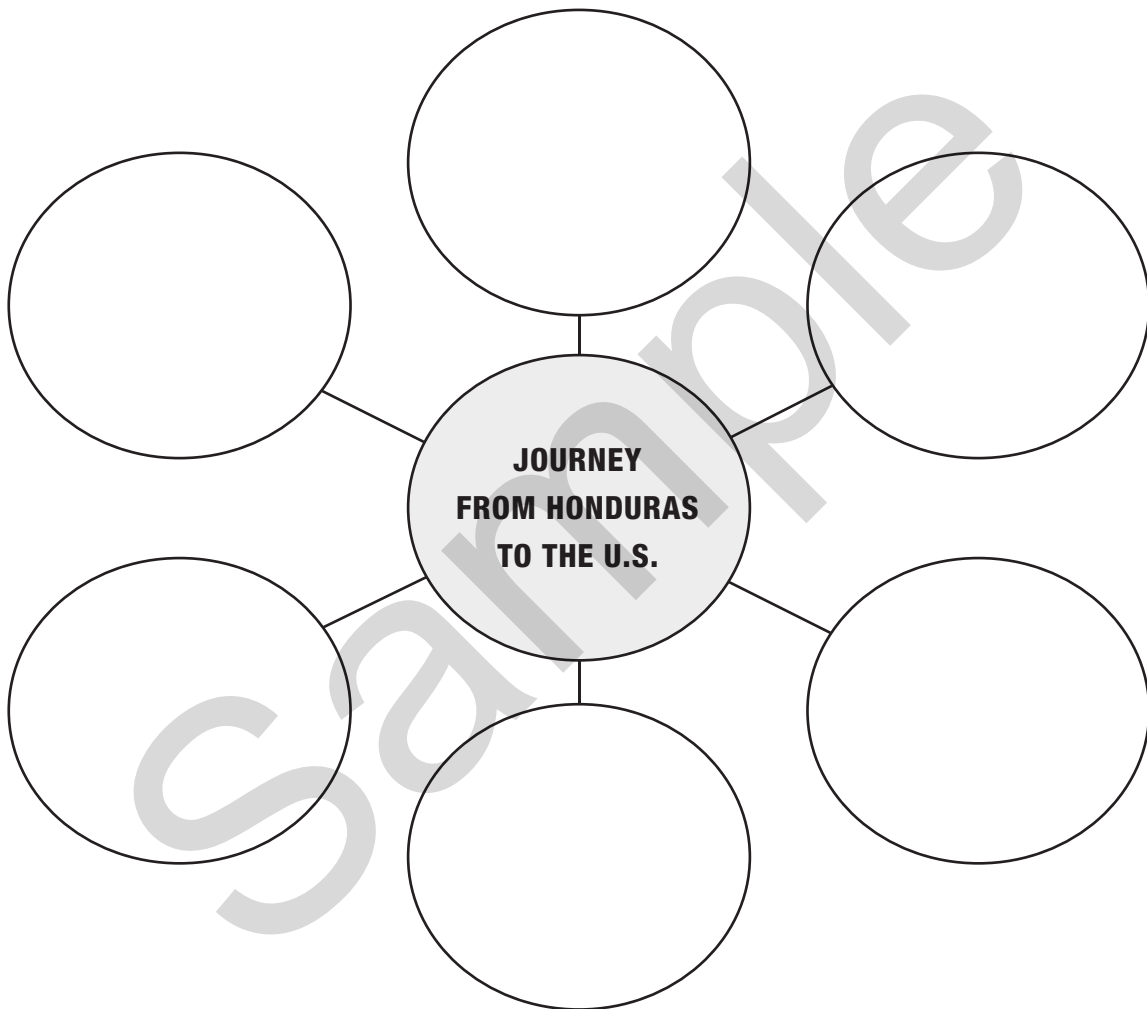


Name _____

Date _____

Word and Picture Web

DIRECTIONS: A Word and Picture Web provides a way to organize your reactions and thoughts to a topic all in one place. Think about what you learned about the journey Raul and his father took from Honduras to the U.S. Fill in the circles of the web with words and pictures to describe the journey.



DIRECTIONS: Review the Word and Picture Web. Then answer the question below.

What motivates people to make a journey like the one Raul and his father took?

Name _____ Date _____

Quiz

DIRECTIONS: Read the words and definitions. Write each word next to its definition.

agent	border	cacao	cactus	checkpoint
construction	coyote	gang	immigration	inscription
lowland	Mayan	neighborhood	processed food	tattoo

- _____: a succulent plant that has scales or spines instead of leaves and is often found in dry, desert areas
- _____: related to building something, such as a structure
- _____: words engraved into something to leave a lasting record
- _____: a person given the authority to act on behalf of a government
- _____: a section of homes where people live
- _____: a group of people involved in criminal activity
- _____: related to an ancient civilization that inhabited what is now Central America and Mexico from 250 to 900 AD; the people who were part of that civilization
- _____: food that has been changed in some way to make it last longer, such as canned goods or frozen meals
- _____: land that is near sea level and relatively flat
- _____: the boundary between countries; the location where one nation's territory ends and another nation's territory begins
- _____: a place where people and vehicles are stopped and inspected
- _____: related to people who travel into a country with the intent of living there

Name _____ Date _____

Quiz, continued

13. _____: words or a design inked onto skin
14. _____: a tree with small yellow flowers whose pods produce seeds that can be made into chocolate
15. _____: slang for a person who guides people and smuggles them into another country

DIRECTIONS: Choose five of the book's vocabulary words. For each one, write a sentence using the word in context.

16. _____

17. _____

18. _____

19. _____

20. _____

Iraq: Ali's Story

BOOK OVERVIEW

STORY SYNOPSIS

Ali, 20, was born in Iraq. Growing up, he did well in school and enjoyed hanging out with friends. His father had always dreamed of moving to the U.S. After the war with the U.S. began in 2003, Ali's father applied for multiple family visas. When Ali was 12 years old, the family's visas were finally approved. A refugee service helped settle them in an apartment in the U.S. When Ali started school in the U.S., he felt overwhelmed because he didn't know English. He was shocked seeing American customs that were so different from those in Iraq. Over time, he adjusted to his new life. After graduating from high school, he chose not to go to college. Instead, he went to trade school to learn the construction business. His hope is to own his own construction company one day.

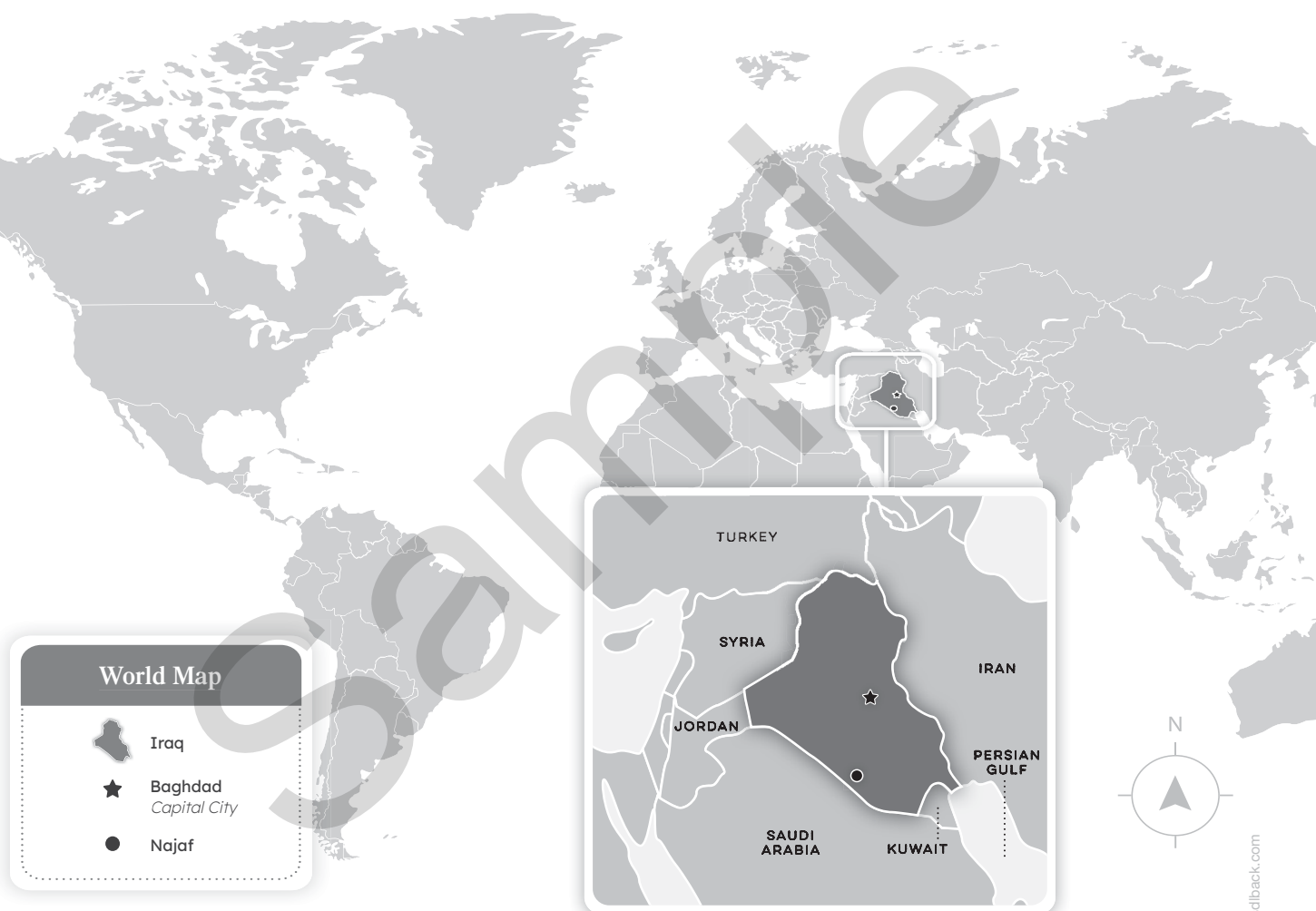


SUGGESTED LESSON PLAN

INTRODUCE IRAQ

Help students find Iraq on a world map. Discuss its location in the Middle East. Note that it has a very short coastline along the Persian Gulf. Show how Turkey borders Iraq to the north. To the east is Iran. Saudi Arabia and Kuwait are to the country's south. Point out that Syria and Jordan are west of Iraq.

Explain that Iraq covers approximately 168,000 square miles. That makes it slightly larger than California. Baghdad is the capital and largest city. More than 46 million people live in Iraq.

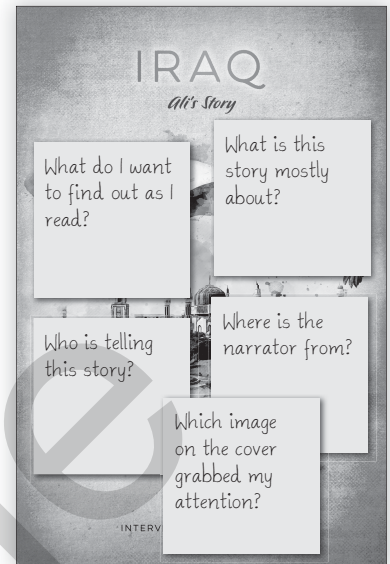


PREPARING TO READ

Pre-Reading Strategy: Show students the cover of the book. Point out the title and the images on the cover. Then distribute five sticky notes to each student. Write the questions listed below on the board.

- Which image on the cover grabbed my attention?
- Who is telling this story?
- Where is the narrator from?
- What is this story mostly about?
- What do I want to find out as I read?

Explain that skimming through a book is a helpful strategy before reading. It gives the reader some information about the book and guides them toward what to look for as they read. Using questions on sticky notes is one way to skim a book. Have students copy the questions on the board, writing one on each of their sticky notes. Then provide time for students to skim through the book and look for answers to the questions. When they find the answer, have them place the sticky note beside it. Once students have had an opportunity to skim the book, provide time for volunteers to share their answers.



Preview: Show students the cover of the book again. Read them the following preview:

Ali is 20 years old and was born in Iraq. He liked it there, but his father had always dreamed of moving to the U.S. After many visa applications, the family was accepted. Moving to the U.S. was a cultural shock for Ali. How has he adapted since then?

ESSENTIAL QUESTION: *What is culture shock and how can it shape newcomers' experiences?*

Write the essential question on the board. Ask students to explain what culture shock means to them. Share the vocabulary card for culture shock and point out that its definition is a sense of confusion or discomfort when faced with the social interactions and traditions of a new environment. Discuss examples of culture shock that newcomers may experience. Ask students to turn to a partner and talk about how culture shock can shape a newcomer's experiences. Have students think about the essential question as they read *Iraq: Ali's Story*.

VOCABULARY AND VOCABULARY ACTIVITIES

INTRODUCE KEY VOCABULARY

Point out that the book includes several vocabulary words that are key to understanding Ali's experiences and the backstory of Iraq. Introduce the words and their definitions below using the *Welcome Newcomers Stories* vocabulary cards.

artifact: an object from the past made by humans

celebrity: a person who is famous

chaos: a state of complete confusion; actions and events are out of control

comprehend: to grasp what something means

empire: a large area controlled by one ruler

extended family: relatives beyond parents, children, and siblings, such as grandparents, aunts, uncles, and cousins

hijab: a cloth worn by some Muslim women to cover the hair and neck

morals: ideas or beliefs about what is the right or decent way to act

pressure: the feeling of needing to do something, often in a short amount of time

privacy: freedom from being watched or monitored by others

refugee service: a group of people who help individuals who have had to flee a country to escape from war or being attacked

sacrifice: giving up something for the sake of helping someone else

sibling: a brother or sister

trade: a job requiring special skills or training

tutor: a person who teaches academic skills to one student or a small group of students

VOCABULARY ACTIVITIES

Display the word side of the 15 vocabulary cards. Have students copy each word on an index card. Emphasize proper pronunciation.

Display the definition side for each vocabulary card. Read aloud the definition. Ask for a volunteer to name the word that goes with the definition. Discuss the meaning of the definition and brainstorm situations where people might use that word.

Have students work with partners. Assign two or three words to each pair. Instruct partners to draw their own pictures for the words and write a sentence using each word. Ask students to share the pictures and sentences with the class.

VOCABULARY LESSON

Assign small groups. Instruct group members to create a script for a podcast about newcomers' experiences. The script should include a podcaster who asks questions and two newcomers who share their experiences. Instruct groups to include at least five of the vocabulary words in the script. Have groups use audio or video to record their podcasts. Provide time for the class to hear each podcast.

STRATEGIC READING QUESTIONS AND REFLECTION

STRATEGIC READING QUESTIONS

Have students read the book. Provide appropriate levels of support. Then facilitate a rereading of the book, pausing to ask the following questions.

PAGES 1 & 2 What does Ali say is common for families in Iraq? What are some benefits of extended families living in the same home?

PAGES 3 & 4 Why did Ali's dad want to move to the United States? What led him to apply for his family to go to the U.S.? How would you have felt if you were Ali when you learned the visa application had been accepted?

PAGES 4–6 How did Ali and his family prepare to leave Iraq? Why would a family like Ali's need to sell everything before coming to the U.S.?

PAGES 7–10 What pressure did Ali's dad feel from his family when they left for the U.S.? How did that pressure get passed on to Ali and his siblings? Do you think that was fair? Why or why not?

PAGES 11 & 12 How did the people from the refugee service help Ali and his family when they first came to the U.S.? What experiences have you had with groups that help newcomers?

PAGES 13 & 14 What made Ali hate school at first? How did he improve his English?

PAGES 15–18 How did Ali experience culture shock when he arrived in the U.S.?

PAGES 19–24 What did you learn about Muslim beliefs and traditions from Ali's story? Did any of what you learned surprise you? Why or why not?

PAGES 25–28 What did Ali decide to do instead of going to college? What do you think of his plans for the future?

OVERALL QUESTION What did you learn from Ali's story?

LISTENING AND SPEAKING: REFLECTION

Note that listening is an essential part of communication. Model good listening behaviors for the class, such as eye contact, nodding to show understanding and/or agreement, setting aside devices and other distractions, and asking questions to clarify points the speaker makes.

Assign pairs. Provide the following sentence starters for students to use:

- If my dad told me I had to leave a place I loved, I would feel . . .
- I understood how Ali felt when he experienced culture shock because . . .
- I could/could not relate to Ali's decision to learn a trade instead of going to college because . . .
- If I were Ali, I would . . .

Have partners use the sentence starters to verbally share their thoughts about the book. Encourage the partner listening to use the behaviors you just modeled.

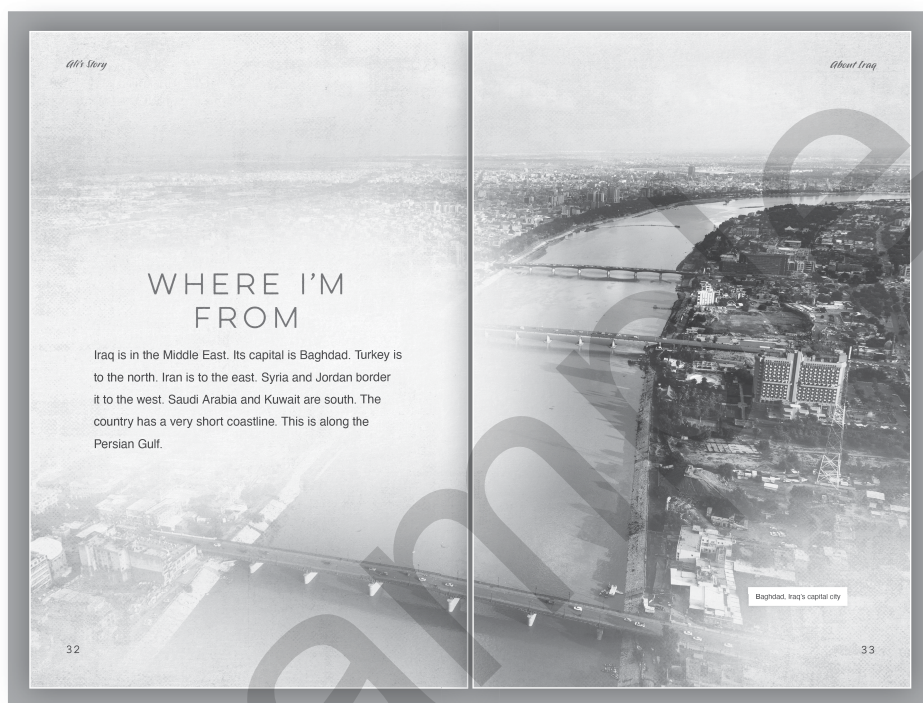
IRAQ: ALI'S STORY

READ ABOUT IRAQ

Read aloud the Iraq information at the back of the book. Show students the images on the pages. If students are able to read independently, assign pairs or small groups. Have the partners or group members take turns reading the *About Iraq* section, pausing to examine and discuss the images.

MAKING CONNECTIONS

Assign pairs. Have partners discuss what they learned about Iraq and the culture shock Ali felt when he arrived in the United States. Based on this, have pairs think about the essential question again. Ask them how culture shock can shape newcomers' experiences. Provide time for pairs to share their ideas with the class.



Name _____ Date _____

Culture Shock Chart

DIRECTIONS: Defining a concept such as culture shock is often best done with examples. In the chart below, write a definition for culture shock. Then provide examples of culture shock that Ali experienced, and note the page numbers in the book where those examples can be found.

CULTURE SHOCK	
What is culture shock?	<hr/> <hr/> <hr/> <hr/> <hr/>
First example from page _____	<hr/> <hr/> <hr/> <hr/> <hr/>
Second example from page _____	<hr/> <hr/> <hr/> <hr/> <hr/>
Third example from page _____	<hr/> <hr/> <hr/> <hr/> <hr/>

DIRECTIONS: Review the chart after reading the book. Then fill in the sentence frame below.

I experienced culture shock when _____ because _____.

Name _____ Date _____

Quiz

DIRECTIONS: Read the words and definitions. Write each word next to its definition.

artifact	celebrity	chaos	comprehend	empire
extended family	hijab	morals	pressure	privacy
refugee service	sacrifice	sibling	trade	tutor

1. _____: ideas or beliefs about what is the right or decent way to act
2. _____: to grasp what something means
3. _____: relatives beyond parents, children, and siblings, such as grandparents, aunts, uncles, and cousins
4. _____: giving up something for the sake of helping someone else
5. _____: a person who teaches academic skills to one student or a small group of students
6. _____: freedom from being watched or monitored by others
7. _____: an object from the past made by humans
8. _____: a brother or sister
9. _____: a group of people who help individuals who have had to flee a country to escape from war or being attacked
10. _____: a job requiring special skills or training
11. _____: a person who is famous
12. _____: a cloth worn by some Muslim women to cover the hair and neck
13. _____: a large area controlled by one ruler

Name _____ Date _____

Quiz, continued

14. _____: the feeling of needing to do something, often in a short amount of time
15. _____: a state of complete confusion; actions and events are out of control

DIRECTIONS: Choose five of the book's vocabulary words. For each one, write a sentence using the word in context.

16. _____

17. _____

18. _____

19. _____

20. _____

WELCOME NEWCOMERS® | *Stories*

I N S T R U C T I O N A L S U P P O R T

Afghanistan: Sanem, Afsana, and Bahar's Story

China: Wen Ting's Story

Colombia: Francesca's Story

Ghana: Yaya and Abena's Story

Guatemala: Maria's Story

Honduras: Raul's Story

India: Maya's Story

Iran: Mohammad's Story

Iraq: Ali's Story

Jamaica: Tarone's Story

Mexico: Sofia's Story

Micronesia: Naytriann's Story

Palestine: Noelle's Story

Russia: Galina's Story

Sri Lanka: Amu's Story

Turkey: Berre's Story

Ukraine: Stefania's Story

Venezuela: Antonio's Story