Leader’s Guide

Leaving Home ■ Finding Home

A Mission Study for Children

by Anne Broyles
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Introduction

THE UNITED STATES OF AMERICA, IMMIGRANT NATION

When the Pilgrims left their homes in England and sailed in the Mayflower across the Atlantic Ocean, the land we now call the United States was already inhabited. A diversity of Native American tribes welcomed the Pilgrims, only to find that their hospitality was not rewarded. English settlers believed they had the right to “claim” and “civilize” these lands. The settlers unknowingly brought smallpox and other diseases that wiped out large Native American populations. Some English settlers kidnapped them to sell as slaves. Vastly different cultures and world understandings led to friction and war between earlier residents and new immigrants.

As time passed, an increasingly heterogeneous population emigrated to the United States. In the early years, some came as indentured servants, others as wealthy landowners. Other people were brought against their will, kidnapped from Africa to serve as slaves. Immigrants came seeking religious freedom, safety, economic opportunities, or simply a fresh start. But not everyone was accepted. At different times in the history of the United States, particular nationalities were looked down upon. Immigrants from Ireland, Italy, Japan, Poland, and Africa, as well as Jews and Arabic-speakers, have all experienced extreme prejudice.

Yet, over the centuries, distinct national groups, races, and ethnicities have all acquired one identity: American. Our nation has prided itself on being a “melting pot” or “salad bowl,” a place where the Statue of Liberty bears these words by Emma Lazarus:

Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tossed to me,
I lift my lamp beside the golden door!

How did we get from the idea of an open door and gracious welcome for immigrants to today’s heated discussions about who should be allowed in or kept out of our nation’s borders?

Some of the pushback comes because of the sheer numbers of immigrants who have chosen the United States as home. More legal immigrants were admitted between 1991 and 2000 than in any previous decade. Add to that number those who cross the border illegally, and those who are already nervous about “so many different kinds of people” in their communities may become
outspoken, even militant. The grandchildren of the Irish or Polish or Italian immigrants, who themselves faced discrimination in years past, now resent the Salvadorian-, Iranian-, Chinese-, Haitian-, African-, or Mexican-born immigrants who are replicating the journey to America.

The 9/11 attacks on the United States caused some Americans to rethink immigration. A 2009 Gallup poll showed that after 9/11, fewer people (52 percent) thought immigration was a positive for our nation than had agreed with that statement ten years earlier (62 percent). Yet no matter how the average American feels about immigration, the fact remains that the 2010 Census detailed almost 17.5 million immigrants among naturalized U.S. citizens.

The recent announcement that racial and ethnic minorities now account for more than half the babies born in the United States could worry some people who are uncomfortable with such diversity, while not being a concern for others. “This is an important landmark,” said Roderick Harrison, a Howard University sociologist and former chief of racial statistics at the Census Bureau. “This generation is growing up much more accustomed to diversity than its elders.”

The children who will participate in Leaving Home • Finding Home may be growing up with diversity, but do they understand the reasons so many people have left their homes to come to the United States? Can they empathize with peers who may have to make new friends, learn a new language, and give up a familiar culture? Do they comprehend the incredible courage it takes to leave the country of one’s birth to forge a new life someplace else?

GOALS OF THIS STUDY

Few people in today’s world live in the same home all their lives. Even the younger children who participate in this study may have moved at least once in their short lives. Their own experience can be a springboard to compassion for other children whose moves from one country to another may have been traumatic. Leaving Home • Finding Home can be an opening between one child and another, regardless of who comes from where and how or why someone moved.

In this study, children will:

- Understand the many and often complex reasons people move from one place to another.
- Broaden their understanding of the biblical narrative as a migration story.
- Develop an appreciation for the courage it takes to make a new place home.
- Learn how to practice Christian hospitality and provide welcome to immigrants.
- Seek to know and understand who their neighbors are, appreciate the diversity in their communities, and learn how to be tolerant and accepting of neighbors who are of a different race, religion, or culture.
OVERVIEW OF THIS STUDY

This curriculum is designed for elementary-age children in grades three through six, but can be adapted for other ages. The four sessions of *Leaving Home* • *Finding Home* are designed for use in Mission u, but they can also be used for vacation Bible school, a four-week study, or a weekend mission experience. Feel free to adapt this resource so that it fits the needs of your faith community and the ages of your learners. The four basic sessions are designed to last sixty to ninety minutes each, but you can adjust for your time frame, setting, and group.

If your church is in California, New York, Illinois, New Jersey, Texas, Florida, or Pennsylvania, your students probably have friends and classmates who come from immigrant families. Seventy percent of the total foreign-born population lives in these states. If you live in another state, it’s possible that your students don’t have as much personal interaction with an immigrant population, but might have exposure through books, television, and movies.

The stories of five children who had to migrate from one place to another are at the heart of this study. Because of poor living conditions, Deronda and her family move from Detroit to St. Louis. Michelle, now 14, tells the story of how she and her mother flee Hurricane Katrina. They never return to their New Orleans home, but end up being sponsored by a New Jersey church to start a new life in that state. Janar’s family must leave Baghdad because of political unrest and make a new life in Lowell, Massachusetts. Pablo’s parents, who are migrant workers, pay a “coyote” (someone who illegally smuggles people across the U.S. border) to bring Pablo and his siblings from Mexico to California. Lumiere’s family escapes from Democratic Republic of the Congo and becomes refugees in Tucson.

These five stories, told over the four sessions, will encourage students to understand that humans have always migrated from place to place and that the Bible is the story of many migrating peoples. They will have the opportunity to think about immigrants in the United States and learn ways to show compassion to people courageous enough to leave their own nations and forge a new life in another.

Before you meet for the first time, please distribute the “Letter to Parents” that is in Appendix A. You may obtain the parents’ e-mail addresses as part of your student list for your Mission u session.

SETTING UP THE LEARNING SPACE

If space allows, set up these activity centers:

**Art area:** A table where children can do art activities, stocked with markers, pencils, crayons, paper, and other supplies.

**Worship center:** Place an open Bible, world map, and globe on a table. You might want to cover the table with fabrics or scarves from different countries (or in different colors and patterns). Other items may be suggested for each session. Is there any symbol unique to immigrant populations in your area that might add to the worship center?
**Story center:** A comfortable carpeted place to read and listen to stories. You might bring in pillows for the floor. You will need a chalkboard, whiteboard, or newsprint and chalk or markers for most sessions. If you choose any of the optional online videos or songs that are suggested, you could also have a computer in this space.

**Decorating your room:** Display flags from other nations to symbolize the many places from which immigrants come. You can print out country flags free of charge from www.pdfpad.com/flags.

Choose flags from countries that interest you, reflect your community, or illustrate the top five nations whose residents currently emigrate to the United States: Mexico, China, India, the Philippines, and the Dominican Republic. You might display pictures or photos from these countries featuring common foods like chapatis, mangoes, coconuts, tortillas, rice noodles, curry, etc. Or, if available in your community, you could buy a different food for each session to display and then share as a snack.

Display a large world map in a prominent place. The map should be at least thirty-five by fifty inches in size to accommodate the activities and allow the children to easily see it. It should be as recent as possible. The Peters map on www.otd.org is a recommended resource for purchasing a map that meets these requirements.

**Supplies:** Each session includes a list of necessary supplies, and there is a complete list of what is needed for all four sessions in Appendix B.

Leaders will need to locate and photocopy specific biblical maps (listed below) to provide context for certain discussions. You may find maps in study Bibles, biblical atlases, or using an Internet search engine. You will need the following maps:

- Map of Abraham and Sarah’s journey (Session 1)
- Map of Naomi and Ruth’s journey (with size scale) (Session 2)
- Map of Joseph, Mary, and Jesus’ journey (with size scale) (Session 2)
- Map of Babylonian journey to exile (Session 3)

Leader’s Guide Session 1

Leaving Home

What is it like to leave one’s home for an unknown place?

GOAL FOR SESSION 1

To help students understand the many complex reasons people move from one place to another.

SCRIPTURE

Genesis 12:1–2

SUPPLIES

- Student book for each participant
- Pencils or pens
- Name tags
- Bibles
- Children’s Bible with an abbreviated version of Abraham’s story (optional)
- Photocopies of “My Migration History” and “Letter to Parents for Session 2” for each participant (Appendix A)
- Map of Abraham and Sarah’s Journey
- Words and music to “Send Me, Lord” (The United Methodist Hymnal, no. 497)
- Globe

If you choose to make the migration story picture wall or mural, you will need paper and markers, crayons, or paints.

PREPARATION

- Familiarize yourself with today’s biblical story, which is found in Genesis 11:31–18:15, 20:1–11. A children’s Bible could be helpful by offering a simpler version of the story. The important takeaway for our study is that God made a special covenant with Abraham. Over the course of Abraham and Sarah’s long lives, they moved from place to place as God called them, trusting in God’s promise.
Use the photos of the places featured in the children’s migration stories that are in Appendix A to display in your room. Post them on the wall, or you can use stand-up frames.

Photocopy the “My Family Migration” worksheet and “Letter to Parents for Session 2” to hand out.

Have name tags and markers ready to decorate.

Think about a time in your life when you had to move and faced challenges as a result. Practice telling your story so you can share it during the gathering time.

Practice the closing song, “Send Me, Lord” (United Methodist Hymnal, no. 497).

ROOM SETUP

See “Setting Up the Learning Space” in the Introduction.

GATHER TOGETHER

As students arrive, give each child a name tag to decorate.

After everyone has arrived, take a poll, asking for a show of hands.

How many of you have:

- Moved from one house to another?
- Moved from one city or town to another?
- Moved from one country to another?
- Had to make new friends when you moved?
- Learned your way around a new neighborhood?
- Had to learn a new language?

Optional: Write these questions on a blackboard, whiteboard, or newsprint ahead of time and record the number of answers in each category. You could also ask, “If _____ out of ten in our class moved from one house to another, what percentage of us moved?”

Share briefly about the most challenging move of your life. (If possible, choose a move that ended positively.) Tell students why you moved, what was hard about it, and what made the new place eventually feel like home.

LEARN TOGETHER

DEFINITIONS

Ask if anyone can define: migration, immigrate, emigrate.

Migration: The movement of people to a new area or country in order to find work or better living conditions; also the seasonal movement of animals from one region to another.
**Immigrate:** To come to live permanently in a foreign country.

**Emigrate:** To leave one's own country in order to settle permanently in another.

**MIGRATION STORIES**

Invite students to read the migration stories in Chapter 1 of their books using one of the following options. Encourage them to also answer the questions at the end of the stories.

*Option 1:* Divide students into five groups and assign one migration story to each group. Ask someone in each group to read the story aloud. Then each group answers the questions at the end of the story. When they are finished, ask them to share the answers to the questions about their story with the larger group.

*Option 2:* Ask for five readers, one for each migration story. After each story is read, ask the questions at the end of the story. Try to call on as many different students as possible so everyone feels involved.

**Discuss**

Ask: Why did this family have to leave their home?

Write the students’ answers on a whiteboard, blackboard, or newsprint. (Deronda—poor living conditions; Janar—political unrest; Michelle—hurricane; Pablo—seeking economic security; Lumiere—civil war)

Ask: What other reasons might a family have for leaving their home? (a parent’s new job; desire to be closer to extended family; need for a larger home; health issues; famine; other natural disasters such as earthquake, tornado, volcanic eruption, tsunami; moving to a larger home)

**BIBLICAL STORIES**

Ask students to turn to Genesis 12:1–9 in their Bibles. Have a volunteer read the passage, then summarize Abraham’s life, during which he traveled great distances to new places, always trusting in God to be with him even when he went to places where he knew no one. Ask students these questions:

- Why did Abraham keep leaving home?
- What promise did God make to him?
- When Abraham moved to a new place, how did he honor God?

Look at a map of Abraham and Sarah’s journey. Ask: What do you find interesting about the journey Abraham and Sarah took?
WORSHIP TOGETHER

Ask participants to find the promise God made to Abraham on page 1 of the children’s book and read those words in unison.

Ask a volunteer to spin the globe and use a finger to stop it at any spot. Ask the student to call out the name of the country where his or her finger landed. Repeat this with several other volunteers.

Invite everyone to do this call and response with you:

Throughout our lives, (Echo)
Whenever we leave home, (Echo)
Wherever we go, (Echo)
God goes with us. (Echo)
Short distance, long distance, (Echo)
God goes with us. (Echo)
New place, familiar place, (Echo)
God goes with us. (Echo)

SING
Sing the first two verses of “Send Me, Lord,” The United Methodist Hymnal, no. 497.

PRAY
Close with the following or your own prayer:

Gracious God, may we be like Abraham and Sarah, who trusted you enough to leave their home again and again, confident that you would guide them to another place that would become home for them. Please bless all your children who migrate from one place to another, for whatever reason, and help them always feel your love. Make us ready to welcome them and offer friendship. In Jesus’ name we pray, Amen.

LOOKING AHEAD

Be sure to distribute the “Letter to Parents for Session 2” and “My Migration History” before students leave. Encourage students to make time to complete this assignment with their parents.

IF YOU HAVE MORE TIME

TELEVISION INTERVIEW
Ask for volunteers to play Deronda, Janar, Michelle, Pablo, Lumiere, and a television interviewer. Give the interviewer these questions to ask the five “talk-show guests” (who should each answer questions as they think their character might, given his or her life experience so far):
Tell us your name and where you are from.
What did you like best about your home?
At what point did you realize you were going to have to leave home?
What was your first reaction to leaving?
Did you have much time to prepare?
Have you known any other people in your same situation?
Do you have any advice for others who might have to leave their homes?

If time allows, invite the students who have been listening to this exchange to ask any questions they may have for the talk-show guests. When done, thank everyone for his or her participation.

Optional: Videotape the interviews to replay for the group or in another church setting.

MIGRATION STORY PICTURE WALL OR MURAL
Choose the medium that works best for your group (markers, paints, collage, etc.) to work together to illustrate one or all of the migration stories and create a picture wall or mural. If possible, display the migration artwork somewhere in your church building where it will prompt conversation.

ACTING OUT
How many ways do immigrants leave home? Brainstorm as a group before dividing into smaller groups to create a skit about leaving home by camel, train, wagon, bus, car, boat, plane, etc.
Leader’s Guide Session 2

People on the Move

What is it like to journey to a new place? What do people need when they are on the move?

GOAL FOR SESSION 2

To broaden the students’ understanding of the biblical narrative as a migration story.

SCRIPTURE


SUPPLIES

- Student book
- Pencils or pens
- Bibles
- Children’s Bible with an abbreviated version of the story of Ruth and Naomi’s journey and Jesus’ birth and subsequent travel with his parents (optional)
- Maps of Ruth and Naomi’s and Jesus, Mary, and Joseph’s journeys
- Words and music to “We Are Traveling” (Appendix C)
- Curriculum world map
- Pushpins to use with the world map
- Prepare any materials you may need if you choose to do the activities listed under “If You Have More Time” (page 16).

If you choose to do the migration collage, you will need photocopies of the Collage Project Materials found on pages 17 through 27, large sheets of heavy construction paper, magazines to cut up, scissors, and glue or glue sticks.

PREPARATION

- Call and/or e-mail students to remind them to bring in their completed Migration History worksheet.
- Review the biblical stories (Naomi and Ruth; Joseph, Mary, and Jesus) so you can summarize these in your own words.
Look at maps of the two biblical journeys mentioned in today’s lesson and estimate the distance traveled and what city or landmark might be an equivalent distance from your town.

Prepare to lead the song, “We Are Traveling” (Appendix C).

*Optional:* If there is a student in your group who you know has an unusual or compelling migration story, consider asking that student to share briefly with the rest of the group.

**ROOM SETUP**

See “Setting Up the Learning Space” in the Introduction.

**GATHER TOGETHER**

**FAMILY MIGRATION HISTORY**

Ask students to share with a partner what they learned about their family’s migration history. After a few minutes, come back together and have everyone share the countries where their family members came from. With a pushpin, mark those countries on the world map.

Discuss today’s definitions (below and on page 14 of the children’s book) and ask if any of these definitions fit what students know about their own ancestors.

**Uprooted:** Describes someone who is forced to leave his or her home for a variety of reasons (war, natural disaster).

**Internally displaced person:** Someone who has to flee his or her home because of armed conflict, human rights violations, or human-made disasters, but stays in his or her own country. Also called forced migration.

**Externally displaced person:** Someone who leaves home temporarily, but hopes to return.

**Refugee:** A person who leaves his or her country because of persecution or fear of persecution because of their race, religion, nationality, social group, or political opinion.

**Asylum:** Legal protection granted to someone who has left his or her country as a refugee.

**Asylum seeker:** A refugee who seeks the legal protection of asylum in a new country.

**Economic migrant:** Someone who migrates for economic reasons.
LEARN TOGETHER

BIBLICAL STORIES
Ask students to turn to Ruth 1:1–18, 22. Read the verses aloud and then ask the following:

- Why did Naomi first leave her home in Bethlehem to move to Moab? (There was a famine.)
- Why did she decide to return to Bethlehem? (Naomi’s husband and sons died, and she heard God had “considered God’s people and gave them food” (verse 6).)

Have a volunteer read Luke 2:1–7 and Matthew 2:1–14, 19–23, or lead the group in remembering Jesus’ family’s journey: Nazareth to Bethlehem to Egypt to Israel and back to Nazareth. (The first person remembers how Joseph and Mary had to go to Bethlehem for the census, the second tells the group what happens next, and so on.) After recalling Jesus, Mary, and Joseph’s journey, ask the following questions:

- Why did Joseph and Mary leave Nazareth? (The census required them to go to Bethlehem.)
- Why did they leave Bethlehem? (The wise men warned them that Herod might hurt Jesus, and then an angel told them to flee to Egypt.)
- Why did they leave Egypt? (An angel told them it was safe to go back home.)

Summarize: The Bible is filled with stories of God’s people moving from one place to another. Like Naomi and Ruth and Jesus’ family, God’s people migrated for a variety of reasons. No matter where they went, or why, God went with them.

Show the maps of Ruth and Naomi’s and Jesus, Mary, and Joseph’s journeys. Ask for a volunteer to use the map scale to determine how far they traveled.

Ask: What was their means of transportation? What might be a similar distance for us to travel? (If you calculated what city or landmark would be a similar distance from your town, mention that.) Teach the song “We Are Traveling.”

MIGRATION STORIES
Ask for five volunteers to read the next installments of the migration stories in Chapter 2. When each story is finished, invite students to answer the reflection questions at the end of the story.

Lead the group in singing “We Are Traveling” after each story is read.

WORSHIP TOGETHER

On the world map, have students trace each of the five journeys of Deronda, Janar, Michelle, Pablo, and Lumiere.
**SING**
“We Are Traveling”

**pray**
Close with the following or your own prayer:
Whenever we go, you are our God, and we are your people. Help us to not fear new places, new people, new adventures, but to trust that we will feel your presence, as did Naomi, Ruth, Joseph, Mary, and Jesus. Please bless all your children who migrate from one place to another, for whatever reason, and help them always feel your love. In Jesus’ name we pray, Amen.

**IF YOU HAVE MORE TIME**

**Making Connections Worksheet**
Invite students to complete the Making Connections activity on page 36 in the children’s book.

**Answer key:**
- Deronda—Detroit—St. Louis—poor living conditions
- Janar—Baghdad—Turkey—political unrest
- Michelle—New Orleans—Trenton, NJ—hurricane
- Pablo—Mexico—Oxnard, CA—seeking economic security
- Lumiere—Congo—Uganda—civil war

**Vocabulary Mix and Match Worksheet**
Invite students to complete the Vocabulary Mix and Match activity on page 37 in the children’s book.

**Migration Story Collage**
Use the Collage Project Materials on pages 17 through 27 to help the students make a collage depicting the journey of one or more of the five characters. They can include a photo and map and add magazine pictures they feel illustrate the journey.

**Country Name Tag Game**
The tagger (“It”) approaches a student, and he or she must squat down and say the name of a country to prevent being tagged. If “It” tags someone before he or she says a country name, that student becomes the next “It.”
MICHELLE'S JOURNEY—NEW ORLEANS, LA, TO TRENTON, NJ, TO PITTSBURGH, PA

PABLO'S JOURNEY—ROSALIS, MEXICO, TO OXNARD, CA
LUMIERE'S JOURNEY—GOMA, DEMOCRATIC REPUBLIC OF THE CONGO, TO NAKIVALE, UGANDA, TO TUCSON, AZ
MICHELLE’S JOURNEY—NEW ORLEANS, LA, TO TRENTON, NJ, TO PITTSBURGH, PA

NEW ORLEANS, LOUISIANA

TRENTON, NEW JERSEY
PITTSBURGH, PENNSYLVANIA
PABLO'S JOURNEY—ROSALES, MEXICO, TO OXNARD, CA

AERIAL VIEW OF CEROCAHUI, MEXICO, A TOWN SIMILAR TO ROSALES

OXNARD, CALIFORNIA
LUMIERE’S JOURNEY—GOMA, DEMOCRATIC REPUBLIC OF THE CONGO, TO NAKIVALE, UGANDA, TO TUCSON, AZ

A SHANTY TOWN IN KAMPALA, UGANDA, WHICH COULD BE SIMILAR TO THE REFUGEE CAMP WHERE LUMIERE LIVED WITH HER FATHER IN NAKIVALE.
Leader's Guide Session 3

Finding Home

What is it like to try to fit in and make a new place feel like home?

GOAL FOR SESSION 3

To give students an appreciation for the courage it takes to make a new place home.

SCRIPTURE

Psalm 137:1–4

SUPPLIES

- Student book
- Pencils or pens
- Bibles
- Children’s Bible with an abbreviated version of the Israelites’ exile (optional)
- Children’s dictionary with more information and pictures about the Babylonian empire and/or Israelites’ exile (optional)
- Map of the Babylonian journey to exile
- Curriculum world map
- Symbol for the “Rivers of Babylon”: a long piece of blue fabric or a piece of butcher paper painted blue and placed in the center of your room, or a smaller piece of blue fabric or scarf placed on your worship table, can represent Babylonian Rivers.

If you choose to play a CD of “By the Babylonian Rivers,” you’ll need the CD and a CD player. Information about where this song can be found is in Appendix C.

If you choose the handprint wreath project, you will need a large pack of colored construction paper, pencils, scissors, markers, some yarn, and glue.

PREPARATION

- Review the biblical story. The following is a brief summary of Psalm 137:1–4: The Babylonians conquered Jerusalem in 586 BC and destroyed the temple built by King Solomon, which was considered the center of Israelite life. For the people who were
carried off to exile, living “in captivity” was a bitter time. They wept when they thought about their homeland, “Zion” (Jerusalem and the Temple). They hung up their harps because it was too painful to sing.

■ Think of a time in your life when you found being “the new kid” painful or awkward. Were you bullied? Accepted? Included? Practice telling your story so you can share it during the gathering time.

■ Decide what music you will use during worship. “By the Babylonian Rivers” is found in The Faith We Sing, no. 2217. “By the Waters of Babylon” is available in many different versions. Look online for the song where you can find MP3s for purchase. Choose a style of music that best fits your needs and is something that students can sing with.

■ Prepare a chalkboard/whiteboard/newsprint, and have chalk or markers on hand.

ROOM SETUP

See “Setting Up the Learning Space” in the Introduction. Place blue fabric or paper in the center of your room or on your worship table.

GATHER TOGETHER

Tell the children about a time when you found a new situation awkward or difficult.

Invite students to name a time they had difficulty fitting in (one sentence each).

LEARN TOGETHER

Invite students to sit by the blue “river” and share background of the Israelites’ exile to Babylon.

Ask for a volunteer to read Psalm 137:1–4.

Optional: If you have a recording of “By the Waters of Babylon” or “By the Babylonian Rivers,” play it, especially if your group will sing it later.

Ask these questions about the Israelites’ journey to exile in Babylon:

Why did the Israelites leave their home?
How did they feel about being in exile?

Show the students a map of the Babylonian journey to exile.
MIGRATION STORIES

Role plays: Divide the students into five groups, with each group taking one of the migration stories for Session 3. Invite each group to answer the reflection questions at the end of their story. After they read this session’s story, they should create a way to act out what happened for the rest of the group.

Discuss

Make a list of the things immigrants might find difficult about moving to a new place.

Ask: “What words describe what it is like to try to fit in and make a new place feel like home?”

Trace each migration story character’s journey on the world map.

WORSHIP TOGETHER

Place the photos of the places featured in Deronda, Janar, Michelle, Pablo, and Lumiere’s stories where everyone can see them. Remind students that these children represent millions more who migrate to a new place, often when they would prefer to stay in their homelands.

SING

“By the Waters of Babylon” or “By the Babylonian Rivers.”

PRAY

Close with the following or your own prayer:

Please bless all your children who migrate from one place to another, for whatever reason. Help us to be accepting of others even if they are different from us. When they are lonely, help us to be the friend they need. When they are afraid, give them peace. When we’re not sure how to help, give us strength. Help them always feel your love. In Jesus’ name we pray, Amen.

IF YOU HAVE MORE TIME

DIFFERENT AND ALIKE GAME

Designate one end of your room as “Everybody” and the other as “Nobody,” with a central spot for “Some.” Explain that you will call out a statement, action, or feeling that might belong to any child regardless of where they live or their language or culture. Students run to the spot they think fits that statement, action, or feeling (belongs to every child, some children, or no children).

- I am sometimes scared.
- I like to laugh.
- I speak more than one language.
- I never feel sad.
- I like to read books.
- I am good at sports.
- I have always lived in the same house.
- I never hurt anyone else's feelings.
- My relatives are not all the same religion.
- I have traveled to another country or continent.
- I go to church every week.
- I am always brave.
- I like dogs.
- I am good at math.
- I never get mad at my sisters or brothers.
- I have lived in another country or continent.
- I sometimes make mistakes.

Discuss: How are all children alike? In what ways might they be different?

**ACROSTIC FUN**
Invite children to fill out the Acrostic Fun activity on page 50 of their children's book. They should write words that begin with each letter in the words “Immigrant Courage.” Each word should describe what it is like for immigrants to try to fit in and make a new place feel like home.

**MAKE A HANDPRINT WREATH**
Give each student six to eight different colors of construction paper. Show them how to trace their nondominant hand on each paper. They can then cut out their hand shapes to arrange in a circle to form a wreath. Glue the hand shapes together and use a loop of yarn at the top to hang the wreath.

*Optional*: Students can draw a globe to color or cut out white dove shapes to glue on the wreath, or they can write appropriate words on their wreath.

**SONG**
Sing “Rapp Song” by Red Grammer. Information about this song is available in Appendix C.
Leader’s Guide Session 4

Welcoming the New Arrival

How can we help immigrants feel welcome?

GOAL FOR SESSION 4

To learn how to practice Christian hospitality and provide welcome to immigrants.

SCRIPTURE


SUPPLIES

- Student book
- Pencils or pens
- Bibles
- Children’s Bible with the Good Samaritan story (optional)
- Words and music to “When I Needed a Neighbour” or “I’m Gonna Sit at the Welcome Table” (Appendix C)
- Colored index cards and markers for the Welcome Table or Neighbor pledges during the worship time
- Curriculum world map
- Computer ready to show one of the online ubuntu videos (optional)

If you choose to have your group make welcome mats, you will need large construction paper, markers, and (optional) stamps and stamp pads. Also optional: laminating paper to make the mats more durable.

PREPARATION

- Review the biblical stories so you can summarize them in your own words. The summaries below will help you.
- Luke 10:27–37: Jesus tells the story of the Good Samaritan. Someone is hurt and needs help, but the priest and the Levite (whom most listeners would have expected to stop and help) pass by and do nothing. The Samaritan (from a different group of people who
were not well thought of or accepted by the Jews at that time) is “moved to compassion” and does stop to help. Those listening to Jesus would have found this a surprising ending, especially since this parable is the answer to the question, “Who is my neighbor?”

- The lesson for us: Everyone is our neighbor, and we are to show mercy to all people, especially those who are in need. Your neighbor is not just the person who is like you, but may be the one who is different, who does not have home and security.
- Deuteronomy 10:17–19: God loves “strangers” and expects us to show kindness to them. Everyone is a “stranger” at some point in his or her life.
- Look at the concept of ubuntu and decide whether you want to incorporate it into this lesson. If you do, choose how you will teach ubuntu.

ROOM SETUP

See “Setting Up the Learning Space” in the Introduction.

GATHER TOGETHER

Play either Do You Love Your Neighbor? or Who’s Your Neighbor?

**DO YOU LOVE YOUR NEIGHBOR?**
Setup: A circle of chairs with one fewer chair than the number of students in your group. Students sit in the circle with one student standing in the middle. That student approaches someone in the circle and asks, “Do you love your neighbor?”

The seated person answers, “Yes, except for anyone who has brown eyes/is wearing jeans,” etc. The answer should name a quality that applies to some, but not all, of the group. Everyone in the circle who has the quality described in the answer must move and find a new seat. At the same time, the student in the middle tries to find a seat. The student left standing becomes the new person in the middle. Keep playing until everyone has had a chance to be in the middle. Then ask, “Does it make sense to choose neighbors according to something about themselves that they can’t change?”

Note: This can be played sitting on the floor as long as no extra room is left between students in the circle.

**WHO’S YOUR NEIGHBOR?**
Setup: A circle of chairs with one fewer chair than the number of students in your group. Students sit in the circle with one student standing in the middle. That student approaches someone in the circle and asks, “Who’s your neighbor?” The seated student responds with the names of the
students on either side of him or her. The student in the middle then asks, “Who would you like to be your neighbor?” The responding student then calls out the names of two other students who are at least two seats away.

All four of the “neighbors” whose names were called must jump up and find a new seat. At the same time, the student in the middle tries to capture a seat. The student left standing becomes the new person in the middle for the next round.

Note: This can be played sitting on the floor as long as no extra room is left between students in the circle.

Ask students to fill out the “What’s New” activity on page 51 of their children’s books. They should check the appropriate boxes for each of the five children whose migration stories you have been following.

Discuss
What makes it easier for someone when they move to a new place? (family or friend support system; understanding the culture and language; not having to make many adjustments; faith in God; people who are nice to them)

LEARN TOGETHER

Read Luke 10:27–37 out loud, then ask for volunteers to play the man who is beaten up, the thieves, the priest, the Levite, the Samaritan, and the innkeeper. Reread the story, giving the volunteers time to act it out.

Ask students to answer the questions about Luke 10:27–37 under “Who Are Our Neighbors?” on page 52 of their children’s books. When they have finished, ask, “Of the five children we’ve been journeying with as they migrated from one place to another, is there anyone to whom we should NOT show hospitality?” You may want to emphasize that our faith does not specify that the “stranger” we help must be Christian.

Have volunteers read the passages from Hebrews 13:2 and Deuteronomy 10:17–19 and answer the questions in their student books.

MIGRATION STORIES

Say something like, “We have journeyed with five children as they left their homes, traveled to a new place, and began to make a new home. Let’s think about how we could be a neighbor to someone like them who may live in our own community.”

Option 1: In pairs, have students prepare a short play about how they might respond if they saw another child in the following situations. (One person plays the child in need, the other plays himself or herself, offering help.)
Option 2: As a group, brainstorm possible ways to act like a neighbor. For example:

- You see a new student being bullied on the playground.
- Some of your friends make fun of how a new student pronounces certain words.
- Someone comes to your church who looks different from most of the people in your congregation.
- You meet a child who has recently moved to your area.
- You see another child alone and crying.

Ask if anyone has a story to share of a time when they acted as a neighbor, or didn’t but later wished they had taken neighborly action.

WORSHIP TOGETHER

SONG
Sing either “When I Needed a Neighbour” or “I’m Gonna Sit at the Welcome Table” (see Appendix C).

On index cards, each person writes out his or her own pledge (depending on which song you choose), either:

I’M GOING TO SIT AT THE WELCOME TABLE
or
I WILL BE A NEIGHBOR TO EVERYONE I MEET

Encourage students to place these pledges someplace in their home where they will be reminded of them.

VIDEO
Instead of the song, you could watch a video about ubuntu. (See the information under If You Have More Time.)

PRAYER
Close with the following or your own prayer:
Please bless all your children who migrate from one place to another, for whatever reason, and help us to know how to reach out to them that they might always feel your Love. In Jesus’ name we pray, Amen.
IF YOU HAVE MORE TIME

UBUNTU

UBuntu is a practice and way of life in various African cultures that emphasizes the interconnectedness of all peoples. In recent years, both Nelson Mandela (anti-apartheid activist, South African president, and Nobel Peace Prize recipient) and Archbishop Desmond Tutu (South African activist and retired Anglican bishop, Nobel Peace Prize recipient) have encouraged the practice of ubuntu.

Ubuntu is very difficult to render into a Western language. It speaks of the very essence of being human. When we want to give high praise to someone we say, Yu, u nobuntu, “Hey, so-and-so has ubuntu.” Then you are generous, you are hospitable, you are friendly and caring and compassionate. You share what you have. It is to say, “My humanity is caught up, is inextricably bound up, in yours.” We belong in a bundle of life. We say, “A person is a person through other persons.” It is not, “I think, therefore I am.” It says rather: “I am human because I belong. I participate, I share.” A person with ubuntu is open and available to others, affirming of others, does not feel threatened that others are able and good, for he or she has a proper self-assurance that comes from knowing that he or she belongs in a greater whole and is diminished when others are humiliated or diminished, when others are tortured or oppressed, or treated as if they are less than who they are.—Desmond Tutu

One of the sayings in our country is ubuntu—the essence of being human. Ubuntu speaks particularly about the fact that you can’t exist as a human being in isolation. It speaks about our interconnectedness. You can’t be human all by yourself, and when you have this quality—ubuntu—you are known for your generosity. We think of ourselves far too frequently as just individuals, separated from one another, whereas you are connected and what you do affects the whole World. When you do well, it spreads out; it is for the whole of humanity.2

YouTube videos about ubuntu:
Beautiful photographs and words to explain ubuntu:
http://www.youtube.com/watch?v=pAhEUFf_qQ&feature=fvwrel
4:24 minutes long

Interviews with Desmond Tutu about ubuntu:
http://www.youtube.com/watch?v=eRRZ5n8Y-Bg&feature=related
2:36 minutes long

http://www.youtube.com/watch?v=ftjdDOftzbk
2:16 minutes long
Interview with Nelson Mandela about *ubuntu*  
http://www.youtube.com/watch?v=CGox0EKqiaE&feature=related  
1:37 minutes long

Ask: What can we learn from the *ubuntu* way of life? How can we begin to live the *ubuntu* relationship in our neighborhood, school, park, grocery store, church?

Explain that the NBA men’s basketball team the Boston Celtics says “*ubuntu*” at the end of their huddles. Gather the group in a huddle and practice saying, “One, two, three, *ubuntu*”

**MAKE A WELCOME MAT**

Students can create a welcome mat on large pieces of construction paper. They should think of ways they can offer welcome to anyone, friend or new neighbor, who comes to visit through art and/or words. If you have stamps and stamp pads, this is a fun addition to markers.

Here are some possible phrases to use:

*Mi casa es tu casa* (“My house is your house”)  
*Everyone welcome here*  
*We are all neighbors*  
*One with all God’s children*

Consider using laminating sheets to make the welcome mat more durable.

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Appendix A: Preparation Materials

LETTER TO PARENTS

(__________________) United Methodist Church
STREET ADDRESS
CITY, STATE AND ZIP CODE

DATE

Dear Parents/Guardians,

We are excited about our upcoming Leaving Home • Finding Home program. If you have children going into third through sixth grade, we would like to invite them to participate on dates at time. In this study, children will:

- Understand the many and often complex reasons people move from one place to another.
- Broaden their understanding of the biblical narrative as migration story.
- Develop an appreciation for the courage it takes to make a new place home.
- Learn how to practice Christian hospitality and provide welcome to immigrants.
- Seek to know and understand who their neighbors are, appreciate the diversity in their communities, and learn how to be tolerant and accepting of neighbors who are of a different race, religion, or culture.

If your children have friends who might be interested in joining our group for this study, please share this information and encourage them to call me for more information (____________ at ___-___-_____).

I look forward to sharing more about what the children will learn during this program.

In God’s love,
(date)

Dear Parents/Guardians,

For Session 2 of Leaving Home • Finding Home, we will be looking at where our families originated. Please work with your child on the attached worksheet, “My Family Migration History.” We don't expect you to know every detail, but we hope you can convey a sense of where some of your close relatives and more distant ancestors came from.

If it is appropriate, call an older relative who might know some of this information or have interesting stories to share about migration journeys.

If your child is adopted, you can use what you know of the birth parents and extended family, the adoptive family information, or a combination of the two since both families represent your child’s unique migration history.

Thank you so much for taking time to do this worksheet as preparation for our next Leaving Home • Finding Home meeting on ________________.

__________________________________________
Leaving Home • Finding Home leader
### MY FAMILY MIGRATION HISTORY

My name is ________________________________, and I was born in ________________________________ on ___________________________.

<table>
<thead>
<tr>
<th>My mother’s name is __________________</th>
<th>My father’s name is ________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>She was born in ______________________</td>
<td>He was born in ______________________</td>
</tr>
<tr>
<td>My mother’s father’s name: ___________</td>
<td>My father’s father’s name: ___________</td>
</tr>
<tr>
<td>My mother’s mother’s name: ___________</td>
<td>My father’s mother’s name: ___________</td>
</tr>
<tr>
<td>My mother’s maternal grandmother’s name: ___________________________</td>
<td>My father’s maternal grandmother’s name: ___________________________</td>
</tr>
<tr>
<td>She came from _________________________</td>
<td>She came from _________________________</td>
</tr>
<tr>
<td>My mother’s maternal grandfather’s name: ___________________________</td>
<td>My father’s maternal grandfather’s name: ___________________________</td>
</tr>
<tr>
<td>He came from _________________________</td>
<td>He came from _________________________</td>
</tr>
<tr>
<td>My mother’s paternal grandmother’s name: ___________________________</td>
<td>My father’s paternal grandmother’s name: ___________________________</td>
</tr>
<tr>
<td>She came from _________________________</td>
<td>She came from _________________________</td>
</tr>
<tr>
<td>My mother’s paternal grandfather’s name: ___________________________</td>
<td>My father’s paternal grandfather’s name: ___________________________</td>
</tr>
<tr>
<td>He came from _________________________</td>
<td>He came from _________________________</td>
</tr>
<tr>
<td>Earlier generations came from:</td>
<td>Earlier generations came from:</td>
</tr>
<tr>
<td>______________________________________</td>
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<td>______________________________________</td>
<td>______________________________________</td>
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<tr>
<td>And they moved because…</td>
<td>And they moved because…</td>
</tr>
<tr>
<td>______________________________________</td>
<td>______________________________________</td>
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<td>______________________________________</td>
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</tbody>
</table>
Deronda’s journey from Detroit, MI, to St. Louis, MO
Janar's journey from Baghdad, Iraq, to Ankara, Turkey, to Lowell, MA
Michelle’s journey from New Orleans, LA, to Trenton, NJ, to Pittsburgh, PA.
Pablo's journey from Rosales, Mexico, to Oxnard, CA
Lumiere's journey from Goma, Democratic Republic of the Congo, to Nakivale, Uganda, to Tucson, AZ.

A shanty town in Kampala, Uganda, which could be similar to the refugee camp where Lumiere lived with her father in Nakivale.
Appendix B: Supplies List

SESSION 1

- Student book for each participant
- Pencils or pens
- Name tags
- Bibles
- Children's Bible with an abbreviated version of Abraham's story (optional)
- Photocopies of “My Migration History” and “Letter to Parents for Session 2” for each participant (Appendix A)
- Map of Abraham and Sarah’s journey
- Words and music to “Send Me, Lord” (*The United Methodist Hymnal*, no. 497)
- Globe

If you choose to make the migration story picture wall or mural, you will need paper and markers, crayons, or paints.

SESSION 2

- Student book
- Pencils or pens
- Bibles
- Children's Bible with an abbreviated version of the story of Ruth and Naomi’s journey and Jesus’ birth and subsequent travel with his parents (optional)
- Maps of Ruth and Naomi’s and Jesus, Mary, and Joseph's journeys
- Words and music to “We Are Traveling” (Appendix C)
- Curriculum world map
- Pushpins to use with the world map
- Any materials you may need if you choose to do the activities listed under “If You Have More Time” (page 16)

If you choose to do the migration collage, you will need photocopies of the Collage Project Materials found on pages 17 through 27, large sheets of heavy construction paper, magazines to cut up, scissors, and glue or glue sticks.
SESSION 3

- Student book
- Pencils or pens
- Bibles
- Children's Bible with an abbreviated version of the Israelites’ exile (optional)
- Children's dictionary with more information and pictures about the Babylonian empire and/or the Israelites’ exile (optional)
- Map of Babylonian journey to exile
- Curriculum world map
- Symbol for the “Rivers of Babylon”: A long piece of blue fabric or a piece of butcher paper painted blue and placed in the center of your room, or a smaller piece of blue fabric or scarf placed on your worship table, can represent Babylonian Rivers.

If you choose to play a CD of “By the Babylonian Rivers,” you'll need the CD and a CD player. Information about where this song can be found is in Appendix C.

If you choose the handprint wreath project, you will need a large pack of colored construction paper, pencils, scissors, markers, some yarn, and glue.

SESSION 4

- Student book
- Pencils or pens
- Bibles
- Children's Bible with the Good Samaritan story (optional)
- Words and music to “When I Needed a Neighbour” or “I’m Gonna Sit at the Welcome Table” (Appendix C)
- Colored index cards and markers for the Welcome Table or Neighbor pledges during the worship time
- Curriculum world map
- Computer ready to show one of the online ubuntu videos (optional)

If you choose to have your group make welcome mats, you will need large construction paper, markers, and (optional) stamps and stamp pads. Also optional: laminating paper to make the mats more durable.
Appendix C: Music

The songs and resources listed here are used in the study. Some are freely available, others may require borrowing or purchasing a CD to use during the sessions.

“SEND ME, LORD,” THE UNITED METHODIST HYMNAL, NO. 497

“I’M GONNA SIT AT THE WELCOME TABLE” (TRADITIONAL)

I’m gonna sit at the welcome table
I’m gonna sit at the welcome table one of these days, hallelujah
I’m gonna sit at the welcome table
Gonna sit at the welcome table one of these days
All God’s children gonna sit together...
I’m gonna tell God how you treat me...

Words: African American folk song

“WHEN I NEEDED A NEIGHBOUR, WERE YOU THERE, WERE YOU THERE?”

By Sydney Carter

When I needed a neighbour, were you there, were you there?
When I needed a neighbour, were you there?
And the creed and the colour and the name won’t matter,
Were you there?

Wherever you travel, I’ll be there, I’ll be there.
Wherever you travel, I’ll be there.
And the creed and the colour and the name won’t matter,
I’ll be there.

“When I Needed a Neighbour, Were You There, Were You There?” Words and Music: Sydney Carter. © 1965 Stainer & Bell, Ltd. (Administrator: Hope Publishing Company, Carol Stream, IL 60188) All rights reserved. Used by permission.
“JAMBO”

by Ella Jenkins

Jambo (echo)
Jambo sana, jambo (echo)
Hello (echo)
Hello everybody,
Hello (echo)
Jambo (echo)
Jambo sana, jambo (echo)

Words: Traditional African American

“BY THE BABYLONIAN RIVERS,” THE FAITH WE SING, NO. 2217

SONGS BY RED GRAMMER

These songs are available on CDs or you can sing along with Grammer’s online performances (see www.redgrammer.com). You can read the lyrics for his songs by clicking on the “Music Clips and Lyrics” item on the “Store” menu.

Some of the most appropriate songs from his Teaching Peace album are:

“Places in the World”
This is a fun rap song that highlights the names of many of the world’s different places.
“Rapp Song”
“Teaching Peace”

PUT YOUR ARMS AROUND THE WORLD

Some of the most appropriate songs from the Global Praise CD *Put Your Arms Around the World* include the following:

“Put Your Arms Around the World” (USA)
“¡Miren qué bueno!” (Argentina)
“Vi Vandrar” (Sweden)
“Bate batuque” (Brazil)
“Don’na tokidemo” (Japan)

WE ARE TRAVELING

Words and music: Anne Broyles © 2013 Anne Broyles. All rights reserved. Used by permission.
Appendix D: Recipes

If you have time, you may want to bring supplies for the foods below that represent the places Deronda, Pablo, Michelle, Janar, and Michelle come from. Or you or a parent could prepare the special food ahead of time for students to share during their session.

IRAQ

DATE AND SESAME BALLS

Ingredients
Dates
Sesame seeds
Walnuts

Instructions
1. Remove seeds from dates and puree in a food processor.
2. Pour the sesame seeds into a small bowl.
3. Take a small scoop of dates and form into one-inch circles.
4. Dip one side of the dates into the sesame seeds.
5. Place a half walnut in the middle and close the date around the walnut to make a ball.
6. Roll the outside of the ball in sesame seeds.
7. Eat and enjoy!

NEW ORLEANS, LOUISIANA

BANANAS FOSTER

Ingredients
2 tablespoons butter
3 tablespoons brown sugar
½ teaspoon ground cinnamon
1 banana
1 tablespoon lemon juice
1 teaspoon vanilla
4 scoops vanilla ice cream or frozen yogurt

Instructions
1. Slice the banana into quarter-inch slices.
2. In a skillet over medium heat, melt butter. Stir in cinnamon and sugar until bubbly.
3. Add sliced bananas and lemon juice in skillet. Cook three to four minutes more, coating with butter-sugar syrup.
4. Pour topping over ice cream.
5. Serve immediately. Enjoy!

MEXICO

BURRITOS

Ingredients
Corn or flour tortillas
Refried beans
Shredded cheddar cheese
Salsa

Instructions
Set out the ingredients and allow students to assemble their personal burritos. Microwave briefly. Enjoy!

DETROIT, MICHIGAN

BOSTON COOLER
Despite its name, this is a Detroit favorite.

Ingredients
1 12-ounce can or bottle ginger ale (Vernor's would be most authentic)
3 scoops vanilla ice cream

Instructions
Combine ginger ale and ice cream in a large glass or mug. Enjoy!
DEMOCRATIC REPUBLIC OF THE CONGO

FRUIT SALAD
In a bowl, combine any of the following (canned or fresh) fruit in bite-size pieces:

Peach
Guava
Grapefruit
Banana
Avocado
Cantaloupe
Orange
Pear
Papaya
Pineapple
Crushed mint leaves
Sugar dissolved in water (just enough to coat the fruit pieces)
Grated coconut or chopped peanuts
Appendix E: Resources

BOOKS

Immigration and the Bible by Joan M. Maruskin
Strangers in This Land by E. Allen Richardson
The Devil's Highway by Luis Alberto Urrea
Christians at the Border by M. Daniel Carroll R.
A Different Mirror by Ronald Takaki

MAGAZINES

response April 2012 issue
New World Outlook (www.umcmission.org/Find-Resources/New-World-Outlook) Immigration issue
Sojourners (http://sojo.net/topics/racial-and-social-justice/immigration)

ONLINE RESOURCES

Check out these websites to find out more about:

UNITED METHODIST MISSION, MISSIONARIES, AND MISSION PROJECTS:
www.unitedmethodistwomen.org
www.umcmission.org
www.umcmission.org/Give-to-Mission/The-Advance
www.umcor.org
www.umcor.org/UMCOR/Relief-Supplies

BUILDING BRIDGES WITH NEW ARRIVALS:
I’m Your Neighbor: Reading Projects that Build Bridges Between New Arrivals and Long-Term Communities, http://imyourneighborbooks.org/

THE UNITED STATES AS A “SALAD BOWL” OF IMMIGRANTS:
www.youtube.com/watch?v=gxp33FF6Y8A
IMMIGRANTS:
In Our Own Voices, Stories of Immigration, http://library.thinkquest.org/20619/Present.html
In the Mix: Teen Immigrants, www.pbs.org/inthemix/shows/show_teen_immigrants3.html
The New Americans, www.pbs.org/newamericans
World Almanac For Kids, www.worldalmanacforkids.com/

IMMIGRATION
Migration Information Source, www.migrationinformation.org
U.S. Census Bureau, www.census.gov/population/www/socdemo/immigration.html
Immigration Reform, http://reformimmigrationforamerica.org/

REFUGEES, DISPLACED PERSONS, AND ASYLUM
ABOUT THE AUTHOR

ANNE BROYLES is a United Methodist minister and children’s author of *Priscilla and the Hollyhocks* and *Shy Mama's Halloween*. Her bilingual Christmas book *Arturo and the Navidad Birds* will be published by Pelican Books fall 2013. In writing *Leaving Home • Finding Home*, Anne used her experience working with children from Iraq, Democratic Republic of the Congo, and Mexico. She remembers going to WSCS meetings with her mother and has supported United Methodist Women all her life. Anne lives in the Boston area.