

Final Research Proposal:
Understanding the Impact of an Immigration Stories Unit on ELL Students' Experiences of
Belonging

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Professor Rogers - SOCY 11

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I. Lit Review

Classrooms in historically homogenous rural communities are experiencing demographic shifts that transform schools into critical spaces for social integration. For immigrant children, particularly English Language Learners (ELLs), the school environment is instrumental in their sense of safety and self-worth. Rural schools particularly face more resource constraints that magnify the impact of daily classroom culture on student inclusion.

The proposed research examines the impact of an immigration storytelling unit at White River School on elementary school students' experiences of belonging, particularly ELL students. By centering real experiences and family histories of a diverse student body, this study explores how regular classroom lessons can build collective cultural competency and empathy. Understanding these dynamics is crucial for transforming rural demographic diversity from a classroom challenge into an intentional tool to bring students together.

School belonging is a fundamental component of academic success. Allen et al. (2021) defines belonging as the deeply personal feeling or connection we have with social groups, physical places and shared experiences. They note that belonging is a basic human need that affects a child's mental, physical and behavioral habits (Allen et al. 2021). Moreover, when students feel like valuable members of their school community, they demonstrate more care towards their own academic success. Connection also acts as a shield against psychological distress. A strong sense of school belonging significantly protects children from loneliness, depression, and overwhelm (Stickl Haugen, Frawley, and Bledsoe 2025). Hogberg et al. (2021) argues that we need to figure out how schools can protect and grow this sense of belonging and connection because it is tied so closely to a child's happiness and academic drive.

For immigrant and multilingual students, finding a place to fit in can be particularly challenging due to language barriers and cultural differences. These struggles are amplified in rural school systems. White, Schneider, and Mavrogordato (2023) point out that English Learners frequently face subtle forms of othering or isolation from both their classmates and teachers, which limits their learning opportunities. In rural areas, this isolation is often exacerbated because teachers lack the resources they need. O'Neal, Ringler, and Rodriguez (2018) found that many teacher training programs do not fully prepare educators for the rapidly changing, diverse student populations they face today. When teachers are under-supported, it can lead to accidental misunderstanding. Barrio (2017) notes that across the United States, culturally diverse students are too often misplaced in special education programs simply because schools misunderstand their language needs. To address these challenges in rural areas, schools need to actively create spaces where kids feel safe rather than expecting them to blend on their own.

Schools cultivate belonging through opportunities for meaningful social interaction that can dismantle classroom segregation and build student empathy. Sociological research indicates that structural diversity alone does not prompt integration; unguided peer networks naturally fragment along racial and linguistic lines (Moody 2001; Veerman, Heizman, and Schachaner 2022). To overcome this natural peer segregation schools must introduce structured pedagogical interventions that facilitate meaningful social contact (Moody 2001). This intentional framework encourages perspective-taking and curiosity, expanding collective cultural competency.

Cultural competency strengthens students' sense of belonging by promoting empathy across backgrounds, thus serving as a social mechanism that improves the overall sense of school belonging. When a classroom climate shifts from passive tolerance to active cultural competency peer-to-peer inclusion is reinforced. Curricula that require students to navigate and honor diverse backgrounds significantly reduce localized isolation, creating an environment where minority

students feel validated (Lipsedge and Mulrooney 2022). By expanding peer perspectives, culturally competent classrooms alleviate the threat of cultural marginalization and expand the interpersonal network options available to immigrant youth (Veerman, Heizmann, and Schachaner 2022). Ultimately, mutual respect and cross-cultural literacy directly increases student-reported scores of comfort, social safety, and belonging.

Storytelling based curriculum that center migration experiences fosters belonging by validating diverse identities and improving peer cultural competency that will nurture student connection. Implementing units focused on personal narratives validates marginalized identities by centering community knowledge and lived migration histories within the curriculum (Haugen, Frawley, and Bedsoe 2025). Prioritizing personal narratives over rigid, performative academic outcomes shifts the educational space toward a pedagogy of authentic care, reframing family histories as collective assets rather than linguistic deficits (Dadvand and Cuervo 2019). Notably, standard evaluation metrics and school belonging surveys frequently fail to track this dynamic, relying on generic indicators that overlook more nuanced, migration-related dimensions shaping an immigrant child's daily experience (Borch, Løvgren, and Hyggen 2025).

A distinct gap remains in empirical literature regarding how localized, teacher-led curriculum units influence the intersection of cultural competency and belonging within primary education. Because most foundational research relies on urban centers or macro-level demographic data, there is a deficit in studies measuring the direct impact of immigration-specific storytelling units within historically homogenous or rural elementary schools. This proposed study directly addresses this empirical omission by analyzing White River School within the Harford School District. This study is guided by the research question: how does implementing a unit on immigration stories improve cultural competency that can promote belonging among students. By tracking measurable shifts in both cultural competency and school inclusion, this study seeks to provide a practical, replicable pedagogical model tailored to the unique relational landscapes of rural primary education.

II. Methods

Measures and Methods

This study will use a quantitative longitudinal panel survey design to examine whether participation in a Migration Stories curriculum unit is associated with changes in students' cultural competency and sense of belonging. A paper-and-pencil pre/post survey will be administered to students in grades 3-5 before and after participation in the curriculum unit. The same students will complete both surveys, allowing researchers to measure change over time.

A quantitative survey method was selected because the research question seeks to measure changes in belonging and cultural competency across a relatively large group of elementary-aged students. Surveys allow researchers to collect standardized data that can be compared before and after the intervention. Compared to interviews or focus groups, surveys are less time-intensive for school staff, easier to administer during the school day, and more feasible for long-term implementation by White River School.

The survey format also incorporates smiley-face Likert scales to improve accessibility for elementary-aged students and multilingual learners. Visual response options reduce reliance on advanced vocabulary and reading skills while still allowing students to express varying levels of agreement. The survey will also be available in translated formats when necessary, especially in Portuguese. The primary disadvantage of survey research is that students may misunderstand questions or provide socially desirable responses. In addition, surveys cannot capture the same depth of explanation that interviews or observations might provide. However, the practical advantages and ease of implementation make the survey the most appropriate method for this

project. The study is longitudinal rather than cross-sectional because students complete both a pre-unit and post-unit survey. This allows researchers to examine change over time rather than measuring attitudes at only one point. Because the same students are measured repeatedly, the design is specifically a longitudinal panel survey.

Conceptual Model

The conceptual model proposes that participation in the Migration Stories Unit increases students' cultural competency, which in turn strengthens their sense of belonging within the school community. The independent variable is participation in the Migration Stories Unit, the mediating variable is cultural competency, and the dependent variable is sense of belonging. Cultural competency serves as the intervening mechanism by engaging students with migration narratives and diverse lived experiences. Cultural Competency and Belonging will be measured using Likert Scale questions in the pre and post-surveys. The unit is expected to build cross-cultural understanding and empathy that allow minority and ELL students to feel included and valued within their school community. A full list of survey items, response options, and instructions is included in Appendix C.

Study Procedures

Researchers will first obtain approval from White River School administrators and participating teachers. Parent or guardian consent forms will be distributed prior to data collection. Students will then receive an age-appropriate explanation of the study and provide assent before participating.

Before the Migration Stories Unit begins, students will complete the pre-survey during class. Completion is expected to take approximately 10 minutes. Students will then participate in four to five Migration Stories lessons delivered during regular classroom instruction. Following completion of the curriculum, students will complete the post-survey, which will also require approximately 10 minutes. Survey responses will then be compiled and prepared for analysis.

To maintain confidentiality, while allowing researchers to compare pre and post survey responses, students' names will not be written on any survey instrument. Instead, participating teachers will assign students their confidential identification numbers prior to the start of data collection. Teachers will maintain a secure master sheet or list linking student names to identification numbers, while researchers will only have access to the identification numbers themselves. Before each survey administration, teachers will write the appropriate identification number on each survey and distribute them directly to the corresponding students using the confidential list. During the post-survey administration, teachers will use the same identification numbers to ensure that each student's responses can be matched to their pre-survey responses. Once surveys are collected, researchers will work only with identification numbers rather than student names.

This procedure creates an additional layer of confidentiality because personally identifying information remains with school personnel rather than researchers. At the same time, it allows for accurate longitudinal tracking of individual students' responses across the pre and post intervention assessments.

Sampling and Recruitment

The target population consists of students in grades 3-5 at White River School within the Hartford School District. Rather than selecting a sample, all students participating in the Migration Stories Unit will be invited to participate in the study. Therefore, the study uses a census of the participating population rather than probability or non-probability sampling.

One advantage of this approach is that it eliminates the need to select only a subset of students and ensures that all students receiving the intervention have the opportunity to participate. It also reduces sampling error within the participating grades. A disadvantage is that findings may not generalize beyond White River School because students are drawing from a single rural school district.

Participants will be recruited through collaboration with classroom teachers, librarians, and school administrators. Parent consent forms will be distributed prior to participation, and students will be informed that participation is voluntary. Students may refuse participation, skip individual questions, or withdraw from the study at any time without penalty. No compensation will be provided because participation occurs during normal classroom activities and is intended to minimize disruption to the school day.

The anticipated sample size is all students enrolled in participating third, fourth, and fifth-grade classrooms. Because the goal is to evaluate a school-wide intervention rather than estimate characteristics of a larger population, inclusion of all eligible students is preferable.

Interpreting the Data

Researchers will interpret the data by comparing pre- and post-unit composite scores for belonging and cultural competency. Guidelines on how questions are categorized is in the Teacher version of our survey (Appendix D). Likert-scale responses are converted to numerical values from 1 to 5 and averaged across relevant items to produce a composite score for each construct. Evidence consistent with the conceptual model would include increases in cultural competency scores alongside increases in belonging scores across the sample. Researchers should examine whether these patterns hold consistently across classrooms and grade levels. Open-ended responses will be coded using standardized guidelines provided to teachers before data collection begins (Appendix E). These guidelines specify codes and example responses for each open-ended question, allowing teachers to assign numerical values to qualitative responses in a consistent and comparable way across classrooms.

Teachers will collect completed surveys from students using the confidential identification number system described above and input responses into a secure spreadsheet for researcher analysis. This procedure allows researchers to track within-student change over time while keeping student names out of the dataset. It also supports longitudinal tracking across grades 3 through 5 as students progress through the school. We acknowledge that teachers retain access to the master identification list and could theoretically identify individual students. This tradeoff was deemed necessary to enable accurate pre/post matching and meaningful longitudinal data collection, and teachers will be reminded of their responsibility to handle the identification list with care.

Because the study takes place within a single school without a control group, definitive causality cannot be established. We can assess temporal ordering given that post-survey responses follow exposure to the intervention, but alternative explanations such as maturation or concurrent classroom activities cannot be ruled out. We acknowledge this limitation and will be transparent about it when sharing findings with White River School and the Hartford School District. The pre/post longitudinal panel design remains the most appropriate method for this study, given the school's resources and goals. It allows us to measure change within the same students over time, produces standardized data that can be compared across classrooms and grade levels, and does so without placing a significant burden on teachers or disrupting regular classroom instruction.

III. Ethical Considerations

This study adheres strictly to the ethical principles outlined in the Belmont Report. First, respect for persons requires treating individuals as autonomous agents and protecting vulnerable populations with diminished autonomy. In practice, this means participants must enter research voluntarily and with adequate information. In a study involving 3rd-5th grade students and migrant families, autonomy is more complex. Elementary students represent a vulnerable group, thus researchers will secure parental informed consent in the family's native language to ensure comprehension of the study's parameters. (Appendix A). Additionally, student assent will be obtained using age-appropriate language, emphasizing that participation is voluntary and they may stop at any time without penalty (Appendix B and C).

Second, beneficence mandates that researchers minimize potential harms and maximize benefits. In this study, class discussions regarding migration and identity risk making students feel emotionally vulnerable or singled out. To mitigate this, sharing personal experiences is completely vulnerable, and the surveys use student ID numbers instead of names to maintain anonymity. Students may also skip any questions that cause discomfort and teachers will establish classroom norms of respect before beginning the unit.

Finally, justice requires the benefits and burdens of research to be distributed equitably. To prevent targeting or over-burdening immigrant students, the curriculum unit and survey (Appendix C) will be administered to all students rather than a selected subsample. Teachers will ensure equal distribution of classroom "air time" so no single child is pressured to speak for an entire cultural group. All materials have been vetted to bypass language barriers and avoid cultural stereotypes.

IV. Feasibility and Significance

Through background research on the Hartford School District and White River School, we saw that they are committed to creating inclusive learning environments for multilingual learners and students from immigrant or multicultural backgrounds. Their equity goals emphasize belonging, cultural responsiveness, and promoting inclusion, though teachers have also reported limited preparation for working with ELL students. White River School's existing instructional routines and emphasis on social development create a strong foundation for a migration stories unit that aligns with these goals.

The proposed design is feasible given the school's resources and constraints. The migration stories unit integrates into regular instruction without requiring schedule changes or additional staffing. Surveys take approximately 10 minutes and are administered by teachers already familiar with students, with an existing script (Appendix B), ensuring comfort and consistency across classrooms. Furthermore, there is a coding guideline for teachers (Appendix E), so converting student data into quantifiable results will not take too much extra time.

Inviting all 3-5th graders eliminates additional logistical complexity, and the smiley-face Likert scales make the instrument accessible for multilingual learners without requiring extensive translation or training. The design of the study also allows the district to answer the research question using a low-burden and easily replicable method. This research addresses both an academic gap and a practical need. Few studies examine how immigration-focused storytelling units shape belonging among elementary-aged multilingual learners, and existing belonging measures often overlook migration-related identities. This study contributes new evidence about how identity-affirming curriculum may shift students' sense of inclusion and whether cultural competency mediates that relationship. Practically, the findings will help the district assess whether the migration stories unit meaningfully affects students' experiences and how it might be adapted or scaled across grade levels, directly supporting their equity goals.

V. References

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VI. Appendix

A. Consent Form for Parents

Consent Form to Parents

Informed Consent

Introduction: Your child is being asked to take part in a research study. Taking part in research is voluntary.

What does this study involve?

We would like to learn more about your child's experiences with belonging. We will ask some questions about how students understand different family journeys, how they feel about their classmates, and how welcome they feel in their classroom. Participation in the study will take approximately 15 minutes.

Who is eligible to participate?

You must be a 3rd- 5th-grade student at White River School to take part in this study.

What are the options if you do not want to take part in this study?

Your child's participation in this study is completely voluntary. You may withdraw your consent and discontinue your participation at any time with no consequences to you.

Will you benefit from taking part in this study?

We hope to gather information that may help people in the future and improve our curriculum on fostering a sense of belonging and inclusion within the classroom and school community.

How will your privacy be protected?

The information collected for this study will be kept secure and confidential. Your name will not be linked to your responses in any way. Only the research team will have access to your data.

Whom should you contact about this study?

If you have questions about this study, you can contact the research director for this study.
[Julia Lau-lauj@hartfordschools.net].

CONSENT

I have read the above information and agree to have my child take part in this study.

Child Name(Print) _____

Parent or Guardian Name (Print) _____

Signature _____

B. Script for Teachers to introduce Survey

Hello students, for today's class we will be taking a short survey to check our understanding of immigration.

This survey is optional, so if you at any point feel uncomfortable, you may choose to not participate in this survey or skip any questions you don't feel comfortable answering. There are no right or wrong answers, I simply want you to answer honestly and to the best of your ability. Your answers will be kept private, and no one in the class will see what you write. If you agree to take this survey, you may begin, if not then you may read or work quietly instead.

C. Student Version Survey

Pre-Unit Survey

Student ID:

Section 1:

Please check the boxes if these sentences make sense:

- ☐ I do not have to do this survey
- ☐ I can stop at any time
- ☐ Nobody will know what answers are mine
- ☐ I do not have to answer any question I don't want to answer

What grade are you in?

- ☐ 3rd
- ☐ 4th
- ☐ 5th

Do you work with Ms. Demetteo?

- ☐ Yes
- ☐ No

What grade did you join White River School?

- ☐ Kindergarten
- ☐ 1st grade
- ☐ 2nd grade
- ☐ 3rd grade
- ☐ 4th grade
- ☐ 5th grade

Section 2:

What does it mean to migrate somewhere?

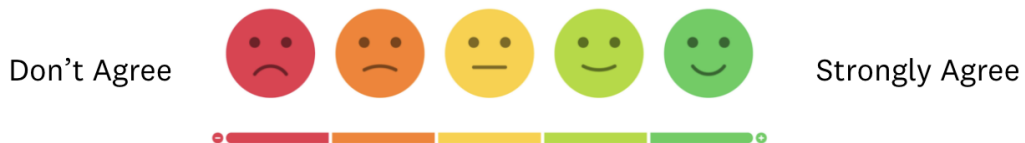
Migration means...

Why might a family move to a new country?

A family might move to a new country because . . .

Rank how you feel about the following sentences:

I think it is important to learn about other countries.



I understand that everyone has a story about where they come from.



Section 3

What kinds of feelings might someone experience when they move to a new place?

When someone moves to a new place they might feel . . .

When I see someone who is different from me, I try to understand them.



Section 4

I feel like I belong in this classroom.



I feel proud of where my family comes from.



I feel like my classmates understand me.



Post-Unit Survey

Student ID:

Section 1:

Please check the boxes if these sentences make sense:

- ☐ I do not have to do this survey
- ☐ I can stop at any time
- ☐ Nobody will know what answers are mine
- ☐ I do not have to answer any question I don't want to answer

What grade are you in?

- ☐ 3rd
- ☐ 4th
- ☐ 5th

Do you work with Ms. Demetteo?

- ☐ Yes
- ☐ No

What grade did you join White River School?

- ☐ Kindergarten
- ☐ 1st grade
- ☐ 2nd grade
- ☐ 3rd grade
- ☐ 4th grade
- ☐ 5th grade

Section 2:

What does it mean to migrate somewhere?

Migration means...

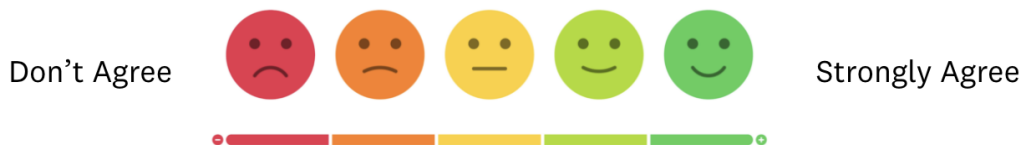
Why might a family move to a new country?

A family might move to a new country because . . .

I think our classroom is stronger because we have different backgrounds to share.



I understand that everyone has a story about where they come from.



Section 3

What kinds of feelings might someone experience when they move to a new place?

When someone moves to a new place they might feel . . .

After this unit, I feel more connected to people who have different stories than mine.



Section 4

After this unit, I feel more like I belong in this classroom.



After this unit, I feel more proud of where my family comes from.



After this unit, I feel more proud to share my family's story.



After this unit, I feel like my peers understand me more.



Section 5

I enjoyed sharing an immigration story



What did you enjoy/not enjoy about sharing an immigration story
I enjoyed/did not enjoy . . .

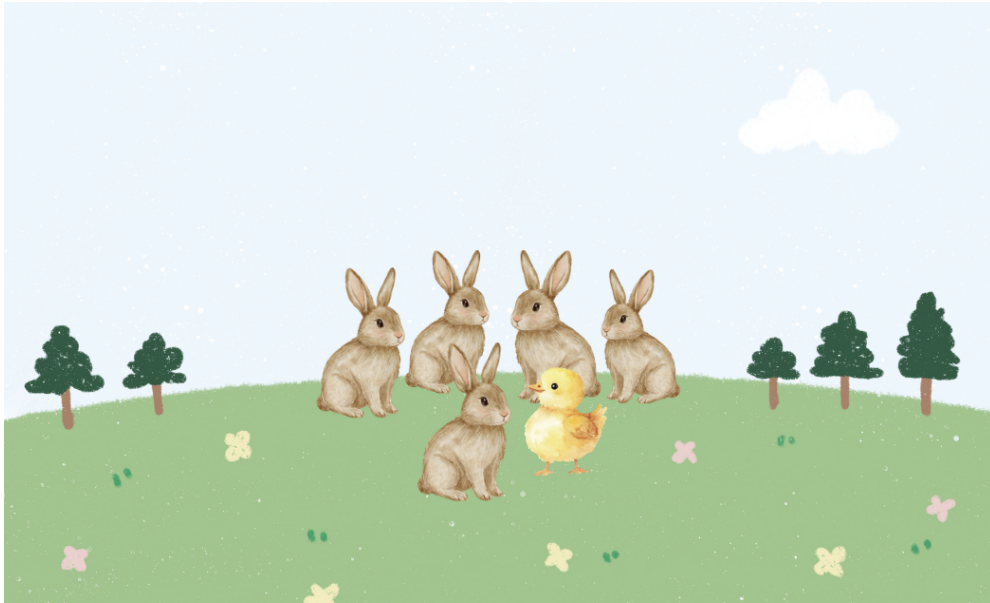
My teacher cared about my story



My classmates cared about my story



Optional Activity



Circle the animal that is different?

What animal do you feel most like?

☐ Duck

☐ Bunny

How do you think the duckling feels?

The duckling might feel. . .

What can one of the bunnies do to make the duckling feel more comfortable?

The bunnies could . . .

D. Teacher Version Survey

Pre-Unit Survey

Student ID:

Section 1:

Please check the boxes if these sentences make sense:

- ☐ I do not have to do this survey
- ☐ I can stop at any time
- ☐ Nobody will know what answers are mine
- ☐ I do not have to answer any question I don't want to answer

(student assent questionnaire)

What grade are you in?

- ☐ 3rd
- ☐ 4th
- ☐ 5th

Do you work with Ms. Demetteo?

- ☐ Yes
- ☐ No

(way of indirectly asking if the student is ELL)

What grade did you join White River School?

- ☐ Kindergarten
- ☐ 1st grade
- ☐ 2nd grade
- ☐ 3rd grade
- ☐ 4th grade
- ☐ 5th grade

Section 2:

What does it mean to migrate somewhere?

(more relevant to lesson understanding, Measures prior knowledge of migration concepts only)

Migration means...

Why might a family move to a new country?

(Cultural Competency- Reflects capacity to understand and empathize with diverse life experiences)

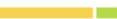
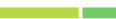
A family might move to a new country because . . .

Rank how you feel about the following sentences:

I think it is important to learn about other countries.

(Cultural Competency- Measures openness toward learning about diverse cultures)

Don't Agree      Strongly Agree

I understand that everyone has a story about where they come from.

(Cultural Competency- Measures awareness and respect for diverse backgrounds)



Section 3

What kinds of feelings might someone experience when they move to a new place?

(Cultural Competency- Measures perspective-taking and empathy toward people from different backgrounds)

When someone moves to a new place they might feel . . .

When I see someone who is different from me, I try to understand them.

(Cultural Competency- Measures active empathy toward peers from different backgrounds)



Section 4

I feel like I belong in this classroom.

(Belonging- Directly measures classroom belonging)



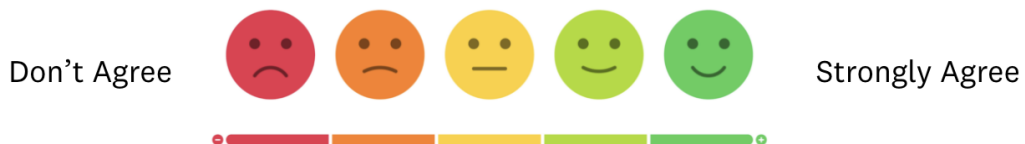
I feel proud of where my family comes from.

(Belonging- Reflects sense of identity safety and comfort within the school environment)



I feel like my classmates understand me.

(Belonging- Measures peer inclusion and social connection)



Post-Unit Survey

Student ID:

Section 1:

Please check the boxes if these sentences make sense:

- ☐ I do not have to do this survey
- ☐ I can stop at any time
- ☐ Nobody will know what answers are mine
- ☐ I do not have to answer any question I don't want to answer

What grade are you in?

- ☐ 3rd
- ☐ 4th
- ☐ 5th

Do you work with Ms. Demetteo?

- ☐ Yes
- ☐ No

(way of indirectly asking if the student is ELL)

What grade did you join White River School?

- ☐ Kindergarten
- ☐ 1st grade
- ☐ 2nd grade
- ☐ 3rd grade
- ☐ 4th grade
- ☐ 5th grade

Section 2:

What does it mean to migrate somewhere?

(more relevant to lesson understanding, Measures prior knowledge of migration concepts only)

Migration means...

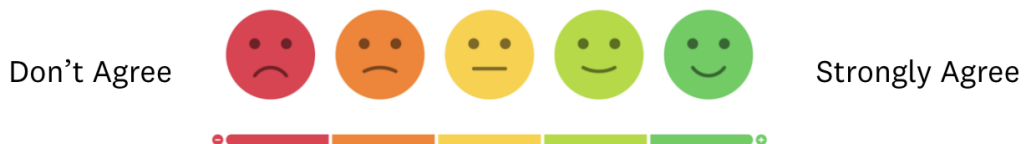
Why might a family move to a new country?

(Cultural Competency- Reflects capacity to understand and empathize with diverse life experiences)

A family might move to a new country because . . .

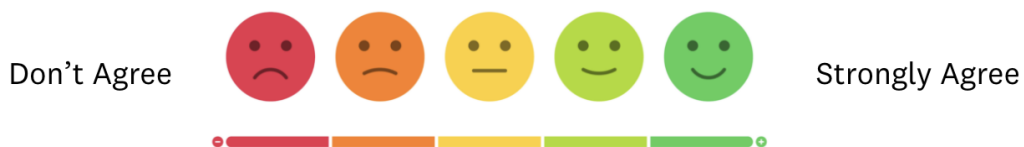
I think our classroom is stronger because we have different backgrounds to share.

(Cultural Competency- Measures recognition of diversity as a collective asset)



I understand that everyone has a story about where they come from.

(Cultural Competency- Measures awareness and respect for diverse backgrounds)



Section 3

What kinds of feelings might someone experience when they move to a new place?

(Cultural Competency- Measures perspective-taking and empathy toward people from different backgrounds)

When someone moves to a new place they might feel . . .

After this unit, I feel more connected to people who have different stories than mine.

(Cultural Competency- Measures increased empathy and connection across cultural differences)



Section 4

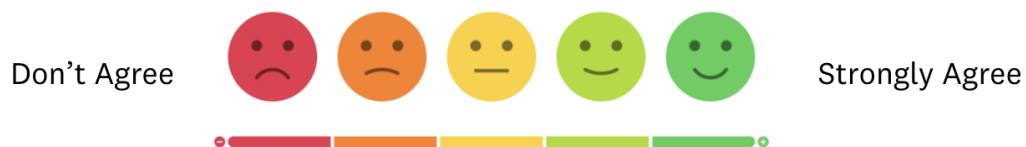
After this unit, I feel more like I belong in this classroom.

(Belonging- Direct post-intervention measure of classroom belonging)



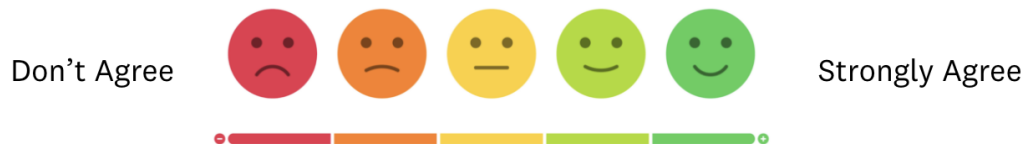
After this unit, I feel more proud of where my family comes from.

(Belonging- Measures identity affirmation and comfort sharing one's background within the school community)



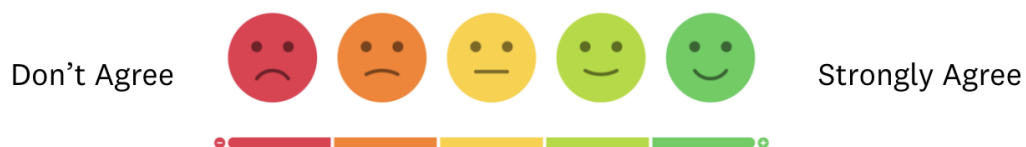
After this unit, I feel more proud to share my family's story.

(Belonging- Measures willingness to be seen and included as a full member of the classroom community)



After this unit, I feel like my peers understand me more.

(Belonging- Measures perceived peer inclusion and understanding)



Section 5

This section of the post-unit survey is intended primarily as a unit evaluation rather than a data collection instrument for measuring model trends. These questions capture students' immediate experience of the storytelling activity and provide useful feedback for refining future lesson delivery, but they are not included in the cultural competency or belonging composite scores used for pre/post comparison.

I enjoyed sharing an immigration story

(Cultural Competency- Measures positive engagement with diverse cultural narratives)



What did you enjoy/not enjoy about sharing an immigration story

(Cultural Competency- Qualitative insight into students' engagement with cross-cultural storytelling)

I enjoyed/did not enjoy . . .

My teacher cared about my story

(Belonging- Measures relational safety and feeling valued within the classroom environment)



My classmates cared about my story

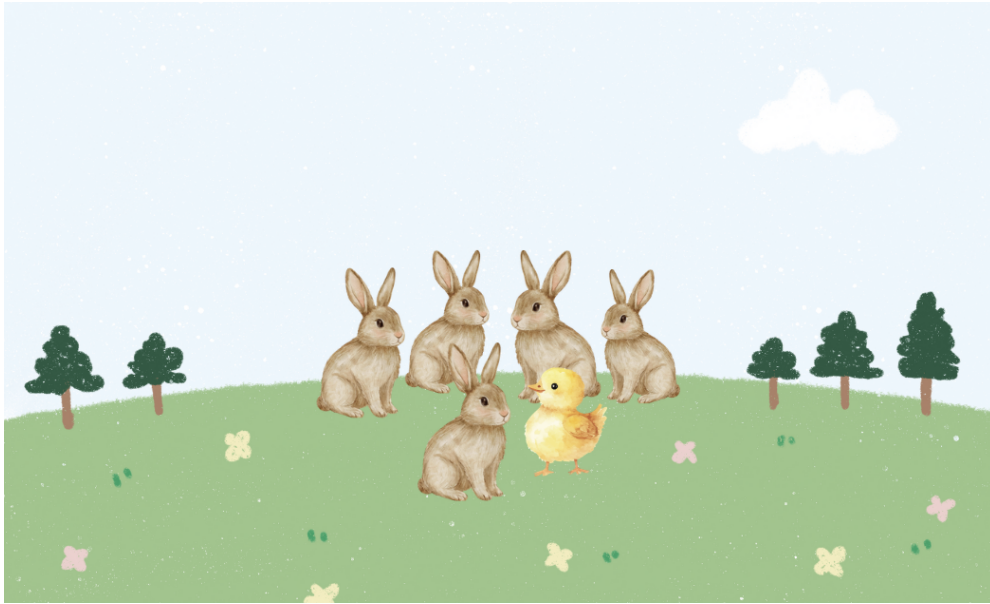
(Belonging- Measures peer validation and felt inclusion within the classroom)

Don't Agree



Strongly Agree

Optional Activity



Circle the animal that is different?

What animal do you feel most like?

☐ Duck

☐ Bunny

How do you think the duckling feels?

The duckling might feel. . .

What can one of the bunnies do to make the duckling feel more comfortable?

The bunnies could . . .

E. Coding for Free Response Questions

Q1 (Pre + Post) What does it mean to migrate somewhere?

Code	Description	Example Responses
1	No understanding. Blank, "I don't know," or clearly incorrect.	"to go to the store," "nothing"
2	Partial understanding. Captures movement but misses key elements such as leaving home, crossing borders, or permanence.	"moving somewhere," "going to a new place"
3	Full understanding. Captures movement to a new place, includes leaving one's home country or crossing a border, may include permanence or push/pull factors.	"moving to a different country to live," "when a family leaves their home to go somewhere new to start over"

Q2 (Pre + Post): Why might a family move to a new country?

Code	Description	Example Responses
1	No response or irrelevant answer.	"because they want to," "I don't know"
2	Single surface-level reason. Names one reason without elaboration.	"for a better life," "because of war," "for jobs"
3	Elaborated or multiple reasons. Names more than one reason or explains a reason with nuance, may acknowledge complexity or difficulty.	"because it might not be safe where they live, or they want better jobs or schools for their kids," "they might be escaping danger or looking for a place where their family can be happy"

Q3 (Pre + Post): What kinds of feelings might someone experience when they move to a new place?

Code	Description	Example Responses
1	No response or single generic emotion with no elaboration.	"sad," "scared," "happy"
2	Multiple emotions or basic elaboration. Names more than one feeling or briefly explains why someone might feel a certain way.	"scared and excited," "lonely because they don't know anyone but maybe happy for a new start"
3	Demonstrates empathy, acknowledges complexity or mixed emotions, considers the experience from the mover's point of view.	"because it might not be safe where they live, or they want better jobs or schools for their kids," "they might be escaping danger or looking for a place where their family can be happy"

Q4 (Post only): What did you enjoy/not enjoy about sharing an immigration story?

Code	Description	Example Responses
1	No response or purely negative with no explanation.	"I did not enjoy it," "it was boring"
2	Surface-level response. States enjoyment or lack of enjoyment with minimal elaboration.	"I enjoyed talking about my family," "I did not enjoy sharing in front of the class"
3	Reflective or relational response. Connects the experience to learning about others, feeling heard, or a sense of shared identity.	"I enjoyed hearing other people's stories because I didn't know we all had different backgrounds," "I liked that my classmates listened to me, it made me feel like my story mattered"