



SCALE SCOOP

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ROCKIN' WALKATHON

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An enthusiastic crowd of staff and students walked in the rain on May 12th to raise money for student scholarships. The walkathon, organized by Doreen Curreri, turned out to be one of the most successful in recent years, raising almost \$3900. The success was largely due to students' fundraising efforts. Thanks to everyone who participated!



One student, Margareth Oliveira, raised over \$800 by collecting small donations from family, friends, and co-workers.



What's Real and What's Fake?

In November 2016, Stanford University researchers made an alarming discovery: across the US, many students can't tell the difference between a reported news article, a persuasive opinion piece, and a corporate ad. This lack of media literacy makes young people vulnerable to getting duped by "fake news".

Fake news stories can have real-life consequences. For example, some people still believe the Bowling Green massacre occurred. However, the Bowling Green massacre is a nonexistent incident referred to by U.S. Counselor to the President Kellyanne Conway in interviews with Cosmopolitan and TMZ on January 29, 2017, and in an interview on the MSNBC news program Hardball with Chris Matthews on February 2, 2017. Conway cited the "massacre" as justification for a travel and immigration ban from seven Muslim-majority countries enacted by United States President Donald Trump. However, no such massacre ever occurred. Conway later said she meant to refer to the 2011 arrest of two Iraqi refugees in Bowling Green, Kentucky on various charges including "attempting to provide material support to terrorists and to al-Qaeda in Iraq." (Wikipedia)

Stopping the proliferation of fake news isn't just the responsibility of the platforms used to spread it. Those who consume news also need to find ways of determining if what they're reading is true. So our students went to work. Eleven SCALE students selected to use their school vacation week to learn how to determine if what they read on the Internet is real or fake. Led by teachers Jonathan Warne and Anthony Beatrice — who have taught SCALE computer classes for the last few summers, students reviewed websites, evaluated content, created news, and learned how to determine if content was real or fake. Students were challenged to use electronic polling to register and defend their votes on presented content.

Two student anecdotes demonstrated what was learned. One SCALE student reported,

"My friend sent me a text with a picture of a child with bad eyes and words asking for a ten-cent donation to help the child get surgery. I did a search on the place to send the money, and it came up as a fake organization. I told my friend and those on the email not to send money, because it was fake."

Another SCALE student promised,

"I am going to host a workshop at my church and show them this stuff!"



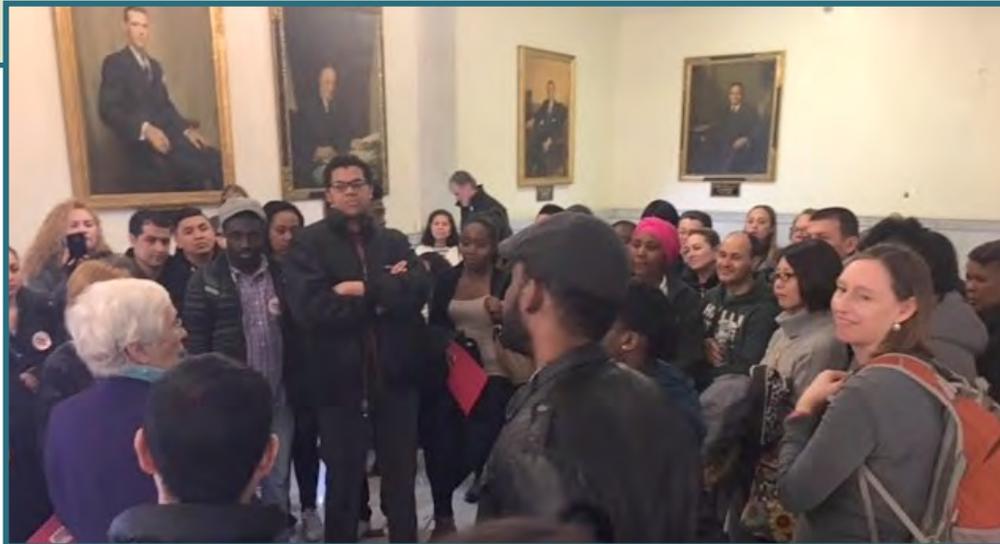
Here are 5 things you can do to determine if content is real or fake:

1. Pay attention to the domain and URL.
2. Read the "About Us" section on the website.
3. Look at the quotes in a story.
4. Check the comments section to see what is being said or not said.
5. Do a reverse image search to determine if picture(s) are real.

Immigrants Day at the Statehouse



SCALE students from the morning ELL program took a field trip to the Massachusetts Statehouse on Immigrants Day, Wednesday, April 5th, to speak with their representatives about immigration and education issues that directly affect them. While Somerville mayor Joe Curtatone addressed the assembly in the Hall of Flags, the SCALE group convened outside the Statehouse Library. Senator Pat Jehlen and Representative Christine Barber both took time out of a very busy day to answer students' questions and concerns. For many, it was their first time speaking directly with elected officials.



What We Brought from Home

Writing from the ELL CONVERSATION WRITING CLASS

My name is Danny Chau. I came from China. I was born in the small town of Fujian in China. I brought a heart from China. I brought a heart for freedom to the United States because I would like to have the freedom to speak. I came here almost twenty-five years ago. I have worked mostly in a Chinese restaurant, because I can't speak English well and don't have any special skills. So English is difficult for me. But, I like learning English. I came to study English at SCALE about three years ago. However, my English is still so-so. I hope I will improve my English one day in the future.

Now, I live with my wife and my son together in Somerville. I like Somerville because it is a wonderful city. I am planning to go back to China in the future to visit somewhere in Asia. -- **Danny Chau**



Haiti was a tough place to grow up in and live in. Although it was not the best experience, I still had a lot to be grateful for. I brought my favorite skirt from Haiti. This skirt reminds me of where I am from. When I see the prints on my skirt, I instantly feel a connection to it. In my closet is where the skirt lives. It is not to keep my suffering in my mind, but to allow me to see good aspects in a new country, a country where my children will grow up peacefully.

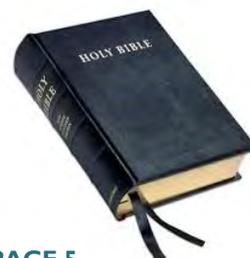
-- **Destina Michel**

I came from El Salvador in February 2010. My family decided to bring me. I had to emigrate because the gang was very annoying and very dangerous. So that's why I came here.

I do not remember anything about bringing something with me. I do not want to talk about my memories because they are not so good. The only good memory I have is that my aunt was good to me. My grandparents were not good to me. But now I'm happy because I'm with my parents. I did not have a lot of time to see them before, and for me they are the best parents in the world. -- **José Tejada**

I came from El Salvador in September 2004. In my country I was a secretary in a big market called 'Super Selectos,' but my country doesn't pay well. This is why I was a migrant to the U.S.A.

My family and I are Catholic. When I came my mom said, bring with you a small New Testament, the book of the Bible. It reminds me that I am not alone and God helps me all the time. Today my treasure-trove is my old Bible. -- **Karla Cortez**



CONTINUED ON PAGE 5

What We Brought from Home

(Continued from page 4.)



My wife, my two daughters and I came to the USA seven years ago. In 2010, my wife won the American Lottery. We brought many things. Some of the things that we brought were: clothes, carpets, nuts, a clock, and brandy. We also brought the god of beauty (*San Maria*). She is a church picture. I keep these things. Now I live in a new apartment. I am happy. -- **Kosta Dhroso**

When I came from China, I brought my religion. I brought a necklace when I came to the U.S.A. I have my Kuanyin Badhisattia necklace. Oh, great compassionate Buddha! We pray for wisdom every day. I wish for all that we see in the world to be a wonderful world. May the future world be peaceful!!! -- **Linda Zheng**



When I came to America, I brought many things with me. I brought some stencils to make cookies and some other utensils I use to cook different traditional meals for my family or friends. Also, I brought pictures as souvenirs from our wedding and photos of my children. During my trip to Algeria, I brought some things with me that I had made, because sometimes, I can't find what I want here in America. -- **Nadjia Bessaoud**

When I was in Haiti, I used to enjoy my family, but now it's just sadness for me. I always reminisce about my parents. I don't want to say that I brought the sadness on me. I had to move on. I realized death is a part of life. I only pray to God to give me strength, help me stay positive as much as possible, and continue my way on the road to success. -- **Pierre Reginald Parent**

I am from Haiti. When I came to the United States with my husband and my children, I brought my suitcase that had clothes and shoes. I was looking to rent a house and looking for jobs. After that we were looking for school for the children. Then they became older and so I threw the old stuff away and bought new stuff. I'm happy that I moved on. -- **Suzette Victor**



Conversation Groups

Connect Students with Community

Word of mouth from participants brought a number of new English language learners to our conversation groups. We ran five groups on Wednesday evenings in SCALE classrooms with no more than five participants per group. Participants enjoyed the small group format because everyone got a chance to practice their English and build confidence in their conversation skills. The small groups also provided an opportunity for the participants to get to know each other.

At the same time, we built community through monthly social events. The March event was a games night with potluck dishes. A few advisors to the program also came, so there were many native English speakers for participants to talk with.

The photo below shows one of the participants giving clues about the word on the slip of paper he pulled out of the Bowl of Nouns. There was lots of laughing as his teammates tried to guess the word.

A number of participants volunteered to serve as an advisory committee to help shape the plan for next year. They all said they wanted to keep the small group format with monthly social events.

We also discussed possibly adding a monthly outing and talked about having participants take a lead role in planning those outings. Advisory committee members expressed enthusiasm to learn more about what Boston has to offer, and said that they would feel a lot more confident trying new things if they could do so alongside other group members.

Many English language learners don't participate in activities outside of their native language community, which limits their opportunities to practice speaking English and to connect with the larger community.

Group outings can provide participants with the kind of peer support that makes it easier to try new things. Group outings also help participants build their confidence and have fun in the process, so that they feel better able and motivated to explore community activities on their own.

We hope to try to schedule some informal summer outings in Boston with participants and facilitators. Please let me know if you are interested in receiving announcements about any of those outings.

We are grateful to First Literacy for providing the seed funding that enabled us to launch SCALE Connections.

– Lori Segall



PERSEVERANCE: Don't Give Up

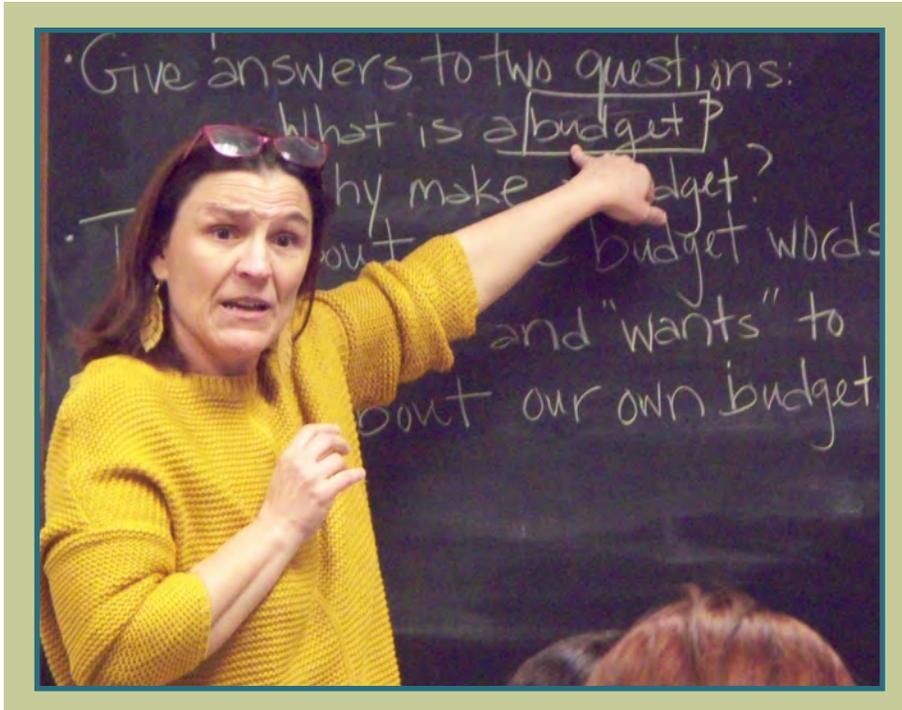
ELL D students put together inspirational sayings and performed this at our final event on June 5th.

1. I say to myself – keep going.
2. Don't give up. You can do it.
3. After the storm, the calm comes.
4. Grey days don't stay forever.
5. Slow, slow steady wins the race.
6. Keep going, keep going. You will reach your destination.
7. Like Nemo, just keep swimming.
8. Think about your future.
9. Whatever you are, be a good one.
10. Good things are not easy to reach. The easy things are useless.
11. We have bad days, but we have to keep going.
12. Life is like a season. One day is cold and it's hard to go out, but the flowers will come and it will be a new day.
13. Go forward. It's not easy, but it's possible.
14. When something bad happens to you, something good is coming.
15. If I stop, I will never improve.
16. Nothing in the world can take the place of persistence.
17. After every dark night, there's a beautiful shiny day.
18. You can't change the world, but you can change yourself.
19. Keep going, don't be lazy.
20. Quitters never win. Winners never quit.
21. Never stop learning, because life never stops teaching.
22. Nothing in life is perfect. Giving up isn't a way to go forward.
23. Keep going – your limit is the sky.



SCALE Students Talk \$Budgeting and Saving\$

From June 13th to June 28th, a group of SCALE students came together for a Financial Literacy class. The class is a collaboration with the Somerville Community Corporation, a not for profit community development corporation serving residents of Somerville. The classes met for three hours twice a week. During that time, students learned about setting goals, making a personal budget, building and improving credit scores, and saving money for the future.



Every student in the class set a personal goal that they could accomplish by the end of the class term. All of the students met or were close to meeting their goal by the end of the class. All the goals had to do with changing spending habits in order to save money for future opportunities. Those future items included taking HISET, saving

for children's education, sending money to relatives back home, and taking family vacations.

"What is unique about this class," says SCC's Janine Lotti, who facilitates the learning, "is that the content is very much driven by the students who participate. They set individual goals, and we work together as a group to help them achieve those goals."

The students participants — *Budry Benjamin, Shelove Duperier, Ana Flores, Maritza Flores, Vanessa Mendoza, Natallia Nedbailava, and Josue Rivera Orellana* — each received a certificate of completion.



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SCALE

Where knowledge blooms

GOING PLACES SCALE STUDENTS ON THE MOVE



Working with the Somerville Arts Council Nibble project, **Sandra Suarez** started a homemade organic baby food product line.



Smith Jeune completed a Basic Electronics program with the Metro North Regional Employment Board.



This fall, **Shelove Duperier** will be starting the Transitions to College program at Bunker Hill Community College.