



Your Resettlement Agency

Positive Relationships With Your Resettlement Agency

35 minutes

Objectives

Participants will be able to:

- ✓ reflect upon their relationship with their resettlement agency
- ✓ consider other experiences with resettlement agencies
- ✓ identify factors that can create a positive or negative relationship with a resettlement agency



Materials

- ☐ “Resettlement Agency Relationship Case Studies” (included), 1 per group of 3-4



Key English Vocabulary

resettlement	case manager or
agency	case worker
relationship	positive
strengthen	

Introductory Exercise

Briefly review the Key English Vocabulary for this plan. Highlight the words as they come up throughout the session. *[If 8-10 minutes can be added, utilize the Teaching English Vocabulary section found at the end of this activity plan to enhance participant understanding of the key vocabulary words.]*

Conduct a “think-pair-share” exercise asking participants to think about their relationship with their resettlement agency, what has helped it, and what may have hindered it.

Have participants share their thoughts about this relationship with a partner. Participants may feel uncomfortable speaking about their own experiences (especially if this session is being conducted by a resettlement agency staff person), so suggest that participants may also share experiences they’ve “heard about.”

Bring the full group together and ask for highlights from the partner discussions.

Activity

Divide participants into small groups of 3-4 people. Distribute “Resettlement Agency Relationship Case Studies,” 1 per group.

Groups read case studies and discuss what worked well, and what did not help to maintain a positive relationship.

Examples of positive things might include:

- *Case Study 1: Reine and Zollo.* Being proactive, respecting the time of those helping you, recognizing the benefits of working with resettlement agency staff, being punctual, being organized and self-motivated
- *Case Study 2: Dawa and Tsbering.* Being proactive, following up with resettlement agency staff in a respectful manner since they are busy, communicating concerns with case managers, reporting housing maintenance issues as soon as possible
- *Case Study 3: Amal, Fadi, and Hydar.* Being patient and respectful to resettlement agency staff; creating a partnership with resettlement agency staff; recognizing that resettlement agency staff are often working with others at the same time; recognizing that resettlement agencies are not required to provide extra furniture items and televisions, but they may if resources are available
- *Case Study 4: Yi Yi and her relative.* Trusting resettlement agency staff, sharing questions and concerns with assigned resettlement agency staff, seeking explanations from resettlement agency staff if confused, recognizing that pocket money is provided but that the specifics of pocket money are case-dependent.

Bring the full group together. Ask small groups to share highlights from their discussions about maintaining a positive relationship with resettlement agency staff.

Debriefing Questions to Ask Participants

- ☺ Why is a positive relationship with your resettlement agency important?
- ☺ What are some things you could do to strengthen that relationship?
- ☺ What are some things you might do that might hinder that relationship?

Variations or Considerations

When working with an illiterate group, read one case study aloud for small groups to discuss. Read additional case studies as time permits.

When working with an individual or a small group, create smaller groups or work as a full group and use lesser “Resettlement Agency Relationship Case Studies.”



Teaching English Vocabulary

8-10 minutes

The following list begins with the words most easily understood and continues to more complex terms. Use the terms most accessible to your participants.

Introduce the words with the definition and contextual sentence. Omit words if participants already know them. Partner talks are meant to be a brief two minutes and do not have to include all the words. Encourage conversation and interaction, and focus on what participants already know about the word based on your introduction.

<i>Vocabulary Term</i>	<i>Definition</i>	<i>Context</i>	<i>Partner Talk</i>
resettlement agency	A <i>resettlement agency</i> is an organization that welcomes refugees and helps them to relocate and adjust to a new area.	When the Maruf family arrived in Burlington, <i>resettlement agency</i> staff met them at the airport.	What is the name of your <i>resettlement agency</i> ?
case manager or case worker	The <i>case manager</i> works at a resettlement agency and helps clients with their resettlement and adjustment process.	The Doh family works with Hla, their <i>case manager</i> . Hla speaks Burmese and helps them with their paperwork.	What is the name of your <i>case manager</i> ?
relationship	A <i>relationship</i> is a connection between people.	Khaled and Ahmed have a good <i>relationship</i> as brothers. They have a working <i>relationship</i> with Karim, their case manager, and a friendly <i>relationship</i> with the bus driver.	Describe the types of <i>relationships</i> you have in your life (brothers or sisters; friends; children; parents; co-workers, neighbors, etc.).
positive	Something that is <i>positive</i> is good or helpful.	Henri has a <i>positive</i> relationship with his refugee clients.	What is the opposite of <i>positive</i> ?
strengthen	To <i>strengthen</i> is to make or grow strong or stronger.	Alberto and his cousin Hector do not see each other very often. They <i>strengthen</i> their relationship by writing emails.	How do you <i>strengthen</i> your relationships?

Resettlement Agency Relationship Case Studies

Case Study 1: Reine and Zollo

Reine and Zollo know each other slightly and have been working with the same Employment Specialist for a few months. They both would like to find a job to pay rent and other expenses. Today Reine has an appointment with the Employment Specialist to look for jobs; she makes sure she is there ten minutes early. This is very different from Zollo, who is always late for appointments. Every time Zollo is late, the Employment Specialist reschedules his new appointment for the next week, because she is very busy helping many other refugees find jobs.

The Employment Specialist tells Reine that she has an interview next week for a job. Zollo is angry when he hears Reine's news. He feels that the Employment Specialist is helping Reine more.

Case Study 2: Dawa and Tshering

Dawa and Tshering live next door to each other in the same apartment building. Dawa's bathtub drain is clogged and the tub is full of dirty water. Dawa calls his case manager to tell her about the drain. Since Dawa does not speak English, the case manager says that she will call the landlord to come and fix it. One day passes and no one comes to fix the drain. Dawa calls his case manager again. Later that day, the landlord comes and fixes the drain. Dawa calls his case manager to let her know that it was fixed. The case manager thanks Dawa for calling him and for being persistent until his problem was resolved.

Tshering's toilet flush is not working and he cannot use the toilet. Tshering does not call anyone. He is angry that his case manager has not come by his apartment so that he can show her the problem. Tshering feels that his case manager should contact him first, even though Tshering has a phone and the case manager's phone number.

Case Study 3: Amal, Fadi, and Hydar

Amal and Fadi live in a one bedroom apartment and were provided with a dinner table and two chairs. They often have other family members come to visit and would like to have more seating. They ask a resettlement agency staff member if they can have two more chairs. The staff member explains that the resettlement agency is only required to provide them with two dining chairs. He says that many refugees are arriving each week and he has to provide the new arrivals with chairs first, but he will try to find some chairs in a few months when arrivals slow down. Amal and Fadi thank him for his help. Two months later they contact the staff member and he says he has the chairs for them.

The staff member appreciates their patience. He wishes that Hydar, another refugee who wants a television, would also be patient and kind. Hydar calls the staff member every few days to complain about not having a television. The staff member explains that resettlement agencies are not required to provide televisions, but may provide them if someone donates one. The staff member tells Hydar many times that he is very busy this month assisting newly arrived refugees and can try to find a television for him next month, but Hydar continues to call. The staff member is feeling very frustrated by Hydar's insistence and finds it hard to interact with him because of this.

Case Study 4: Yi Yi and her relative

Soon after Yi Yi arrives in the United States, her case manager provides her with some pocket money. The case manager explains that the resettlement agency is required to provide newly arrived refugees with a small amount of cash for their personal use. Later, Yi Yi's relative tells her that the resettlement agency is cheating her and that he was given more money when he first came to the United States. Her relative says that she should not trust her resettlement agency.

Yi Yi is confused by what her relative says and mentions it to her case manager. Her case manager explains that she was given that amount of money because she came as a single person on her own. Her relative received more money because he came with his wife, so the money his family received included pocket money for him and his wife. Yi Yi is happy that the case manager helped her understand this and will share the information with her relative.



Your Resettlement Agency

Secondary Migration

30 minutes

Objectives

Participants will be able to:

- ✓ describe the steps of their journey to arrive in the United States
- ✓ identify the considerations regarding secondary migration
- ✓ explain the challenges of moving



Materials

- ☐ “Numbered Signs” (included)
- ☐ Tape
- ☐ Tokens (small paper squares, paper clips, rubber bands, pebbles, etc.), 1 per group for each of the 25 numbered signs
- ☐ “Secondary Migration Worksheet” (included), 1 per participant
- ☐ Writing implements, 1 per participant
- ☐ “Suggested Training Space Diagram” (included)



Key English Vocabulary

move	first
second	place
community	location
advantage	

Pre-Session Preparation

Hang “Numbered Signs” around the training space *out of order* to create stations as shown in the “Suggested Training Space Diagram.” Distribute tokens among stations, 1 for each group at each station. (If there will be 5 groups, each station would have 5 tokens.)

Facilitator’s Introduction of Session to Participants

We will start off this session by thinking about the journeys everyone has taken to get here today.

Introductory Exercise

Briefly review the Key English Vocabulary for this plan. Highlight the words as they come up throughout the session. *[If 8-10 minutes can be added, utilize the Teaching English Vocabulary section found at the end of this activity plan to enhance participant understanding of the key vocabulary words.]*

Distribute “Secondary Migration Worksheets” and writing implements to participants. Ask participants to think about their experiences as a refugee and the journey they made. What did participants do to get to where they are now? Describe the steps included on the worksheet, and have participants circle the pictures that relate to their journey.

Activity

Tell participants:

Many refugees have a difficult time in their original site in the U.S. They might have family or friends somewhere else in the U.S., or they might hear jobs are easier to find or life is better elsewhere.

However, moving to a new place takes a lot of time and money, and can be very difficult. The support given to refugees by the U.S. government does not transfer very easily, so it is unlikely that you would find help from a new resettlement agency in a new community. Most refugees who move to a new location in the first couple years after arriving in the U.S. have a much more challenging time than those who wait for their situation to get better in their original community.

This obstacle course will demonstrate some of the many steps a refugee would take if they wanted to move to a new community.

Divide participants into pairs or groups of three.

Pairs or groups follow the number set-up in numerical order. Groups read what they would do at that station and/or discuss the picture, and pick up a token at each station. (Each group goes to every station and picks up the same number of tokens.)

Bring the full group together and ask participants what they thought of the obstacle course.

Remind participants:

The first time you moved to your new community in the U.S., a resettlement agency helped you. Moving to a new place takes a lot of time and money, and can be very challenging. If you decide to move to a new community, you most likely would not be able to find assistance from a new resettlement agency there. Remember: Most refugees who move to a new location in their first couple years in the U.S. find it much harder than those who wait for their situation to get better in their original community.

Debrief the activity as a full group using the questions below.

Debriefing Questions to Ask Participants

- ☺ What did you notice about the steps?
- ☺ Which steps would be most challenging for you?
- ☺ How many tokens did you end with? How does this relate to the steps you would have to take if you decided to move to a new location?
- ☺ Why is moving so difficult?
- ☺ Why are refugees encouraged to stay where they are, at least until they are more settled in the U.S.?

Variations or Considerations

When working with an individual or a small group, continue with the session as described. The trainer can accompany an individual through the number set-up if needed.

In place of the introduction, conduct a “think-pair-share” exercise asking participants to think about the journey they made from overseas to their location in the U.S. now. Consider the steps they took: interviews, paperwork, packing bags, getting identification in order, saying goodbyes, flying on an airplane, changing their address. Participants then share with a partner.

Put participants into similar language groups when traveling through the obstacle course.

Add additional steps to the process of secondary migration if needed.



8-10 minutes

The following list begins with the words most easily understood and goes through more complex terms. Use the terms most accessible to your participants.

Introduce the words with the definition and contextual sentence. Omit words if participants already know them. Partner talks are meant to be a brief two minutes and do not have to include all the words. Encourage conversation and interaction, and focus on what participants already know about the word based on your introduction.

<i>Vocabulary Term</i>	<i>Definition</i>	<i>Context</i>	<i>Partner Talk</i>
move	<i>Move</i> means to change the place of one's home or business.	Pooja <i>moves</i> when she finds a new job.	What do you bring with you when you <i>move</i> ?
first	<i>First</i> means to be before everyone or everything in time or place.	The Keitoun family <i>first</i> moves from Iraq to Damascus, Syria.	Where did you <i>first</i> move?
second	<i>Second</i> means the next one after <i>first</i> .	The <i>second</i> time the Keitoun family moves, it is from Damascus to Lincoln, Nebraska, USA.	What are some reasons for moving a <i>second</i> time?
place	A <i>place</i> is a specific area of space, like a home, park, or corner of a room.	When the Khallaayoun family moves, they look for a place that has good schools.	Do you keep your keys in the same <i>place</i> every day?
community	A <i>community</i> is an area where a group of people live. A <i>community</i> can also mean a group of people.	The Cho family moved to a <i>community</i> outside of Chicago. The <i>community</i> is very welcoming.	Describe your <i>community</i> .
location	A <i>location</i> is a place or position.	Sami looks for the <i>location</i> of his school on the map.	Is the <i>location</i> of your home close to the resettlement agency?
advantage	An <i>advantage</i> is anything good that you get from something. Opposite: <i>disadvantage</i> .	There are many <i>advantages</i> to living in the city: buses, markets, and many people from all over the world. There are <i>advantages</i> of living in a rural area too: fresh fruits, no traffic, and beautiful land.	What are the <i>advantages</i> of staying in your first place of resettlement?

1 Identify the new site to move to



2 Determine where you will work



3

Determine where you will live



4

Discuss your move with your resettlement agency



5

Give notice at your current job (at least 2 weeks)



6

Discuss the move with your child's teacher(s)



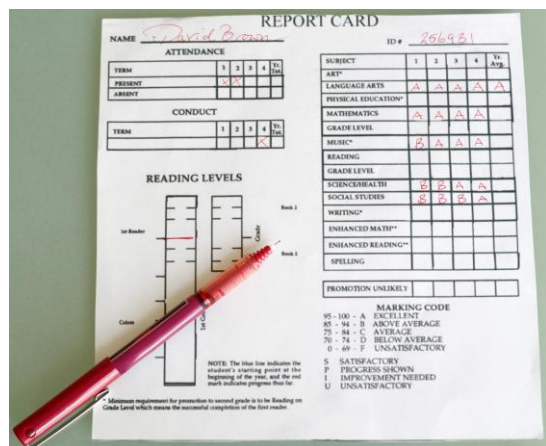
7 Get identification and paperwork together



8 Set up transportation to your new site



9 Obtain school transcripts



10 Determine what will happen with the things you are not taking with you



11

Leave your job



12

Pack your home and your bags



13

Distribute other things in your home



14

Clean your home



15 Say goodbyes



16 Travel



17 Move into your new home



18 Enroll your children in school



19 Find a new job



20 Obtain new identification and paperwork



21 Submit paperwork to officially change your address



22 Get oriented in your new community



23

Learn how to accomplish tasks in your new community



24

Find and enroll in English classes

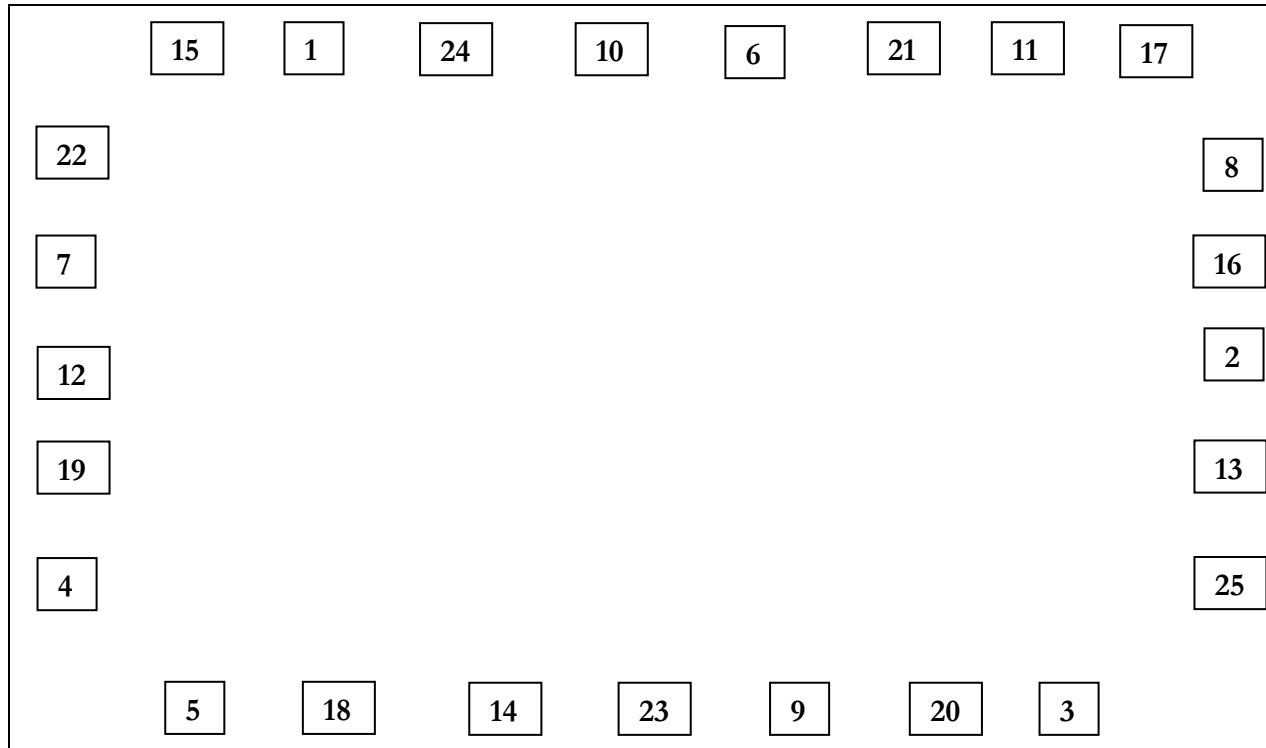


25

What else do you need to do?



Suggested Training Space Diagram



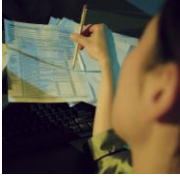
Sample Station Set-Up



Secondary Migration Worksheet

Directions: Circle the pictures showing the steps you went through as a refugee in your journey to where you are now.

Complete paperwork




Travel



Attend interviews



Unite with your resettlement agency or family



Get identification together



Change your address



Pack bags




Enroll your children in school



Say goodbyes



Get oriented in your new community



Set up transportation



Learn how to accomplish tasks in your new community




Leave your home



Find English classes



Leave your job





Your Resettlement Agency

Rumors and Accurate Messages

35 minutes

Objectives

Participants will be able to:

- ✓ define how rumors can get started
- ✓ recognize that not all messages are accurate



Materials

- ☐ “Message Cards” (included)
- ☐ Flipchart or board
- ☐ Writing implements for flipchart or board



Key English Vocabulary

message	accurate
rumor	correct
determine	

Pre-Session Preparation

Cut up the “Message Cards.” Depending on the size of your group, determine the number of “Message Cards” needed. If there will be 12 people, prepare 5-6 cards; if there will be 30 people, use all 10 cards.

If not using all of the “Message Card,” decide which cards to use. Ensure there are true *and* false statements in the “Message Cards” used. Be prepared to ensure that the participants leave the session knowing which statements were true, and which were false.

Introductory Exercise

Briefly review the Key English Vocabulary for this plan. Highlight the words as they come up throughout the session. *[If 8-10 minutes can be added, utilize the Teaching English Vocabulary section found at the end of this activity plan to enhance participant understanding of the key vocabulary words.]*

Conduct a “telephone” exercise by asking participants stand in two lines. Explain that you will whisper a sentence into the ear of the first person in each line. That person will turn and whisper what they heard into the ear of the next person in line, and on down the line. Participants can only say what they heard once, and must repeat what they heard to the next person in line. When the message has reached the end of both lines, have the person at the end say what they heard out loud.

Bring the full group together and sit down. Discuss why the messages may have changed along the way.

Activity

Ask for 6-10 participants who read English at a moderate level to stand. Distribute “Message Cards” to standing participants.

Participants holding “Message Cards” take turns reading the statement printed on their card to the full group.

When all “Message Cards” have been read, all participants can be seated. Ask the full group to share the messages conveyed. List them on flipchart or the board.

Debriefing Questions to Ask Participants

- ☺ Did you remember all of the messages?
- ☺ Which messages were accurate? Which were not?
- ☺ How can you determine which messages are correct, and which are incorrect?
- ☺ Why do some messages change along the way?
- ☺ How do these two activities relate to rumors?

Variations or Considerations

When working with an individual or a small group, ask participants about rumors they have heard about life in the United States in place of the “Introductory Activity.” For the “Activity,” the trainer reads all “Message Cards” to participants; the full group shares the messages they remember and the trainer lists the messages on flipchart or the board.

When working with a larger group, divide participants into additional lines for the introductory activity.



8-10 minutes

The following list begins with the words most easily understood and goes through more complex terms. Use the terms most accessible to your participants.

Introduce the words with the definition and contextual sentence. Omit words if participants already know them. Partner talks are meant to be a brief two minutes and do not have to include all the words. Encourage conversation and interaction, and focus on what participants already know about the word based on your introduction.

<i>Vocabulary Term</i>	<i>Definition</i>	<i>Context</i>	<i>Partner Talk</i>
message	A <i>message</i> is information sent from one person or group to another person or group.	Ishtar sends a <i>message</i> to tell his brother that he will be late.	How do you receive <i>messages</i> ?
accurate	When something is <i>accurate</i> , it is correct or true. Opposite: <i>inaccurate</i> .	The newspaper has an <i>accurate</i> story about the fire.	How do we know if information is <i>accurate</i> ?
rumor	A <i>rumor</i> is information without proof or evidence that it is true.	Patric does not believe the <i>rumor</i> and asks his case manager for more information.	Do you hear <i>rumors</i> sometimes?
correct	When something is <i>correct</i> , it has no mistakes. Opposite: <i>incorrect</i> .	Dorji knows the <i>correct</i> answer to the question and the teacher says “That is <i>correct</i> . Good job”.	Practice telling someone that he or she is <i>correct</i> : <ul style="list-style-type: none"> • “You are <i>correct</i>” • “That is right” • “Good job”
determine	To <i>determine</i> means to decide about something.	Khin reads the story about Burma and <i>determines</i> that the information is accurate.	How do you <i>determine</i> what to wear in the morning?

Americans believe that
you can always continue
learning, no matter how
old you are.

Churches will help you,
but you have to join
their church to accept
their help.

Finding a job is very
important.

Learning English is
important to your
adjustment.

Money grows on trees in
the U.S.

Public education is free
for children.

Streets in America are
paved with gold.

The U.S. government
will take care of all your
needs for you.

The U.S. is a very
diverse country.

You will have to work
very hard to succeed in
the U.S.